

**Πρόγραμμα Μεταπτυχιακών Σπουδών
«Δίκαιο της Ενέργειας, Επιχειρήσεις, Ρυθμιστική και
Ενεργειακή Πολιτική
(MSc in Energy Law, Business, Regulation and Policy)»**

**Τμήμα «Ανθρωπιστικών, Κοινωνικών και Οικονομικών
Επιστημών» ΔΙΠΑΕ**

**Έκθεση Παρακολούθησης
του ΠΜΣ «Δίκαιο της Ενέργειας, Επιχειρήσεις,
Ρυθμιστική και Ενεργειακή Πολιτική
(MSc in Energy Law, Business, Regulation and
Policy)»**

Έκθεση Παρακολούθησης ΠΜΣ

Ίδρυμα: Διεθνές Πανεπιστήμιο της Ελλάδος (ΔΙ.ΠΑ.Ε.)

Σχολή/Τμήμα: Μονοτμηματική Σχολή «Ανθρωπιστικών, Κοινωνικών και Οικονομικών Επιστημών»

ΠΜΣ: «Δίκαιο της Ενέργειας, Επιχειρήσεις, Ρυθμιστική και Ενεργειακή Πολιτική (MSc in Energy Law, Business, Regulation and Policy)»

Ημερομηνία υποβολής: Δεκέμβριος 2025



MSc in Energy Law, Business, Regulation and Policy

(Δίκαιο της Ενέργειας, Επιχειρήσεις, Ρυθμιστική και Ενεργειακή Πολιτική)

A. Συνοπτική Περιγραφή

Η ΕΘΑΑΕ με απόφαση της (αρ. Πρ. 38896, 23.11.2023) πιστοποίησε το ΠΜΣ Δίκαιο της Ενέργειας, Επιχειρήσεις, Ρυθμιστική και Ενεργειακή Πολιτική (*MSc in Energy Law, Business, Regulation and Policy*) του ΔΙ.ΠΑ.Ε. Η διάρκεια ισχύος της πιστοποίησης ορίζεται από **16.11.2023** έως **15.11.2028**.

Η Επιτροπή Εξωτερικής Αξιολόγησης αποτελείτο από τους:

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 Hajimihail, Department of Law, University of Cyprus
4. Ms Elizabeth Protonotariou, Economist, Student Representative

Με την από **11.07.2023** Έκθεση Πιστοποίησης της Επιτροπής Εξωτερικής Αξιολόγησης η Επιτροπή έκανε συστάσεις για τη βελτίωση του ΠΜΣ με βάση τα παρακάτω αποτελέσματα όπως αποτυπώνονται στην Έκθεση Πιστοποίησης:

« *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. »

Ακολουθεί η περιγραφή της διαδικασίας παρακολούθησης και αποτίμησης των αποτελεσμάτων. Το παρακάτω Πρόγραμμα Δράσης (Πίνακας 1) έχει καταρτιστεί βάσει των συστάσεων που περιλαμβάνονται στη Έκθεση Πιστοποίησης του Μεταπτυχιακού Προγράμματος Σπουδών του Τμήματος και στοχεύουν στη βελτίωσή του. Συγκεκριμένα, σκοπός του Προγράμματος Δράσης είναι ο προγραμματισμός/σχεδιασμός ενεργειών εντός συγκεκριμένου χρονοδιαγράμματος, οι οποίες θα συμβάλουν στην υλοποίηση των συστάσεων. Παρατίθεται επίσης και η Παρακολούθηση των Αποτελεσμάτων (Πίνακας 2) ώστε να επιμετρηθούν οι δράσεις αντιστάθμισης, οι οποίες αναμένεται να συμβάλουν μελλοντικά στην αποτίμηση της προόδου της βελτίωσης του ΜΠΣ και στη σύνταξη της Έκθεσης Παρακολούθησής του.

Οι συστάσεις της Επιτροπής Πιστοποίησης αφορούν τις παρακάτω **αρχές**:

Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit

- *R.1.1 Integrate the quality assurance policy and targets to all aspects of the programme*
- *R.1.2 Communicate the quality assurance policy and targets to those involved in the delivery and administration of the programme*
- *R.1.3 Monitor the implementation of the quality assurance policy and targets*
- *R.1.4 Establish new bodies or mandate existing ones to monitor, assess and measure the implementation of the quality assurance policy and its targets*
- *R.1.5 Institutionalise existing informal good practices*

Principle 2: Design and approval of postgraduate study programmes

- *R2.1 Develop clear, measurable criteria to ensure that reliable tools are in place to measure the extent to which the program has attained its goals.*
- *R2.2 Develop measurable criteria or standards to produce empirical evidence to measure the goal of deepening knowledge and acquiring the corresponding skills.*
- *R2.3 Institutionalise and regularise consultation with external stakeholders in a manner that produces tangible and recordable results.*

Principle 3: Student-centred learning, teaching, and assessment

- *R3.1 Consider enhancing the variety and diversity of its pedagogical methods.*
- *R3.2 Introduce more student-centred modes of teaching and develop tools that nurture student critical skills and engagement with materials.*
- *R3.3 Institutionalise discussions among faculty and students on teaching methods that produce actionable outputs.*
- *R3.4 Develop more comprehensive and detailed dissertation guidelines.*
- *R3.5 Provides clear grade descriptors and assessment criteria for every course, included in the course syllabi*
- *R3.6 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

- *Recommendations: Overall, the program adheres to this Principle as it has developed and implemented all required regulations regarding its operation, covering all aspects from the start to the end of studies; The Program should however develop a more robust Thesis Handbook*

Principle 5: Teaching staff of postgraduate study programmes

- *R5.1 The hiring of at least one more faculty member with international expertise on areas of the PSP would significantly benefit the PSP and help the existing two faculty members who are tasked with all administration and management activities.*
- *R5.2 Inbound and outbound teaching mobility should be encouraged further.*

Principle 6: Learning resources and student support

- *R6.1 -mentioned by the graduates of the department- a platform could be created to connect the prospective employees-graduates of the program with the interested law firms and the jobs that open from time to time. Thus, students and companies will be immediately informed about possible cooperation.*

Principle 7: Information management

- *Recommendations: None [The Unit has demonstrated a good understanding of the PSP's actual operation and adequate ability in information management. However, more can and should be done, for example with a view to data collection/processing regarding the PSP's graduates. This would require additional administrative support and should be helped by possible new faculty hires]*

Principle 8: Public information concerning the postgraduate study programmes

- *R8.1 As technology evolves, there are possibilities for development of the program's website. The website should contain more information about the programme and related activities and could be made more interactive in the way students communicate with the Secretariat or by getting notifications on their mobile phone.*

Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes

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

- *R9.1 PSP would benefit from further standardisation in its administrative work regarding quality control.*
- *R9.2 Additional administrative support would significantly help the Unit and PSP in ensuring that the Authority's standards are met in the future as well.*

Principle 10: Regular external evaluation of postgraduate study programmes

- *R10.1 The PSP's staff should establish a culture of constant engagement with external evaluations, certainly under the auspices of this Authority. Evaluations themselves are often less important than the work done by the Unit and the Program in anticipation (and pursuant to).*
- *R10.2 Additional administrative support would significantly help the Unit and PSP in ensuring that the Authority's standards are met in the future as well*
- *R10.3 In relation to initiating and implementing follow-up actions from this and future reviews, it is strongly encouraged the active participation of all relevant stakeholders (i.e., not only staff members).*

Abbreviations:

QA :	Quality Assurance
PSP :	Postgraduate Programme
ΠΜΣ:	Πρόγραμμα Μεταπτυχιακών Σπουδών

B. Σχέδιο Δράσης (Πίνακας 1)

ΣΥΣΤΑΣΕΙΣ	ΣΤΟΧΟΙ (Τι αναμένουμε να πετύχουμε;)	ΕΝΕΡΓΕΙΕΣ (Τι πρέπει να κάνουμε για να πετύχουμε τους στόχους;)	ΥΠΕΥΘΥΝΟΤΗΤΕΣ (Ποιος αναλαμβάνει κάθε ενέργεια;)	ΧΡΟΝΟΔΙΑΓΡΑΜΜΑ (Πότε;)	ΑΝΑΓΚΑΙΟΙ ΠΟΡΟΙ (Ανθρώπινο δυναμικό, οικονομικοί πόροι, υλικά, κ.α.)
1. R1.1 Integrate the Quality Assurance (QA) policy and targets to all aspects of the programme. Specific policies and targets should comply with and contribute individually and collectively to the realisation of the PSP's quality assurance policy and its targets (integrated/holistic approach/culture of quality).	1.1. Constructive and systematic Alignment of Programme Structure with QA Policy	1.1.1 Map programme components (courses, learning outcomes, assessment methods) against the PSP's quality assurance policy and targets and embed the QA policy across modules (horizontal integration).	Programme Director, Academic Associate, Faculty Members	November 2026	Faculty Members, Admin Staff

		1.1.2 Establish specific written Policies and other academic/administrative documents reflecting and encouraging the realisation of the PSP's quality assurance policy and its targets	Programme Director, Academic Associate, Faculty Members	November 2026	Faculty Members, Admin Staff
R1.2 Communicate the quality assurance policy and targets to those involved in the delivery and administration of the programme	1.2.1 Organise Regular QA Briefing Sessions to disseminate clear quality targets;	1.2.1 Disseminate the quality targets formally to academic staff and administrative personnel, through staff meetings, formal emails, periodic briefings for faculty, and relevant accessible documentation for all academic and administrative staff involved in the delivery and administration of the programme.	Course Office, Programme Director, Academic Associate, Faculty Members	November 2026	Admin Staff, Faculty Members
	1.2.2 Appoint QA Coordination to communicate clear quality targets	1.2.2 QA coordinator will oversee communication, monitor effectiveness, and ensure timely updates on QA activities and improvement actions.	Programme Director, Academic Associate, Faculty Members	January 2026	Admin Staff, Faculty Members

R1.3 Monitor the implementation of and adherence to the quality assurance policy and its targets by all those involved in the delivery and administration of the programme (culture of quality).	1.3 Implement an annual monitoring and reporting mechanism	1.3.1 Establishment of an annual monitoring and reporting mechanism with the mandate to assess and measure the implementation of the quality assurance policy and its targets. Introduce a structured annual internal review by a structured/formal body assessing each module's and activity's compliance with the QA policy and targets, accompanied by documented follow-up and improvement actions.	Programme Director, Academic Associate, Faculty Members	March 2026	Faculty Members Admin Staff
R1.4 Establish new bodies or mandate existing ones to monitor, assess and measure the implementation of the quality assurance policy and its targets		1.3.2 Regular analysis of assessment results shall be conducted to measure achievement and progress, informing continuous improvement of the PSP.	Programme Director, Academic Associate, Faculty Members	June 2026	Faculty Members Admin Staff
	1.4.1 a)Establish a Dedicated QA Committee with the mandate to assess and measure the implementation of the quality assurance policy and its targets.	1.4.1 a)Create a formal Quality Assurance Committee responsible for overseeing the implementation of the QA policy and monitoring achievement of programme quality goals. Define its composition, roles, responsibilities, and reporting lines clearly, ensuring representation from faculty, administrative staff, and, where appropriate, student representatives. <i>b)Alternatively, Assign QA responsibilities to existing bodies (e.g.,</i>	Programme Director, Academic Associate, Faculty Members	February 2026	Programme Director, Academic Associate, Faculty Members Admin Staff

	<p><i>b) Alternatively, mandate Existing Bodies for QA Oversight</i></p>	<p>programme boards, academic councils) with explicit mandates to track, assess, and report on QA activities and goal attainment.</p> <p>Ensure their duties include reviewing student feedback, monitoring curriculum updates, and evaluating teaching and learning outcomes.</p>			
<p>R1.5 Institutionalise existing informal good practices</p>	<p>1.5 Document Existing Good Practices, and institutionalise them in a manner that produces tangible and recordable results.</p>	<p>1.5.1 Identify all current informal practices that contribute to programme quality (e.g., peer review of teaching, ad hoc student feedback, mentoring).</p>	<p>Programme Director, Academic Associate, Faculty Members, Admin Staff</p>	<p>June 2026</p>	<p>Programme Director, Academic Associate, Faculty Members, Admin Staff</p>
		<p>1.5.2 Develop formal guidelines and written procedures for these Good practices to ensure consistency and continuity.</p> <p>Establish specific written Policies and other academic/administrative documents reflecting the existing informal practices (ind. thesis guidelines etc)</p>	<p>Programme Director, Academic Associate, Faculty Members, Admin Staff</p>	<p>September 2026</p>	<p>Programme Director, Academic Associate, Faculty Members, Admin Staff</p>

<p>2. R2.1 Develop clear, measurable criteria to ensure that reliable tools are in place to measure the extent to which the program has attained its goals</p>	<p>2.1 Ensure a holistic, embedded, and measurable quality culture, so as to be able to monitor and measure with accuracy the extent to which the program has attained its goals.</p>	<p>2.1. Define articulate, specific and measurable quality targets related to teaching, learning, research supervision, assessment, student support, and programme management. These targets are disseminated to academic staff and administrative personnel through revised documentation and digital platforms, ensuring shared understanding and coherent implementation.</p>	<p>Programme Director, Academic Associate, Faculty Members, Admin Staff</p>	<p>September 2026</p>	<p>Programme Director, Academic Associate, Faculty Members, Admin Staff</p>
<p>R2.2 Develop measurable criteria or standards to produce empirical evidence to measure the goal of deepening knowledge and acquiring the corresponding skills</p>	<p>2.2 Define Measurable Learning Outcomes; Develop Assessment Criteria and Tools; Monitor and Review Achievement</p>	<p>2.2.1 Define Measurable Learning Outcomes; Establish clear, measurable learning outcomes that specify the knowledge, skills, and competencies students are expected to acquire.</p>	<p>Programme Director, Academic Associate, Faculty Members, Admin Staff</p>	<p>September 2026</p>	<p>Programme Director, Academic Associate, Faculty Members, Admin Staff</p>
		<p>2.2.2 Develop Assessment Criteria and Tools: Appropriate assessment methods, rubrics, and evaluation tools shall be implemented to collect empirical evidence on students' achievement of the defined learning outcomes.</p>	<p>Programme Director, Academic Associate, Faculty Members, Admin Staff</p>	<p>September 2026</p>	<p>Programme Director, Academic Associate, Faculty Members, Admin Staff</p>

<p>R.2.3 Institutionalise and regularise consultation with external stakeholders in a manner that produces tangible and recordable results.</p>	<p>2.3 Advisory board for external feedback and suggestions, in order for their feedback to be effectively utilised to revisit and improve the program of studies and for their application to produce tangible output. Systematically improve the curriculum/programme performance based on stakeholder input for relevance and quality.</p>	<p>2.3. At the beginning of each academic year, the Programme Director holds brainstorm meetings with industry stakeholders and internal instructors/academic staff. In these meetings, we receive feedback on concurrent trends and processes that the PSP need to adopt.</p>	<p>Programme Director, Academic Associate, Faculty Members, Admin Staff</p>	<p>September 2026</p>	<p>Programme Director, Academic Associate, Faculty Members, Admin Staff</p>
<p>3. R3.1 Consider enhancing the variety and diversity of PSP's pedagogical methods</p>	<p>3.1 Apply various and diverse pedagogical teaching methods</p>	<p>3.1.1 Incorporate a wider range of pedagogical approaches, including (indicatively) seminars, case studies, problem-based learning, project work, and digital/blended learning tools to cater to different learning styles, as well as provide students with material to read and be prepared before class; more assignments to be given to students that will be presented and discussed through class.</p>	<p>Programme Director, Academic Associate, Faculty Members, Course Instructors</p>	<p>September 2026</p>	<p>Programme Director, Academic Associate, Course Instructors, Faculty Members, Students feedback</p>

R3.2 Introduce more student-centred modes of teaching and develop tools that nurture student critical skills and engagement with materials	3.2 Promote Active and Student-Centred Learning and develop tools that nurture student critical skills and engagement with materials	3.2.1 Activities such as group discussions, peer teaching, and interactive workshops will be systematically integrated to enhance student engagement and critical thinking.	Programme Director, Academic Associate, Course Instructors	September 2026	Programme Director, Academic Associate, Course Instructors, Faculty Members, Students feedback
R3.3 Institutionalise discussions among faculty and students on teaching methods that produce actionable outputs	3.3 Enhance the student-centred learning, teaching, and assessment process, through institutionalizing discussions among faculty and students	3.3. Discuss on the existing teaching methods, evaluate them and ask from students to propose new ones and/or give their relevant outputs, during the regular student-staff liaison committee meetings that take place in the end of each semester. After the conduct of this discussion/meeting as well as the communication with the instructors, the Director evaluates the outcome and decides on the adjustment of teaching methods.	Programme Director, Academic Associate, Faculty Members	September 2026	Programme Director, Academic Associate, Course Instructors, Faculty Members, Students feedback, Admin Staff
R3.4 Develop more comprehensive and detailed dissertation guidelines.	3.4 Develop more comprehensive and detailed dissertation guidelines, so as to be clear and help student when they write their dissertations and examiners when they evaluate them.	3.4.1 Organize a seminar for the students of the PSP with detailed, comprehensive and detailed dissertation guidelines, conducted by the academic staff.	Programme Director, Academic Associate, Course Instructors, Faculty Members, Course office	June 2026	Programme Director, Academic Associate, Course Instructors, Faculty Members, Course office, Admin Staff

		3.4.2 Develop a document with detailed, comprehensive and detailed dissertation guidelines.	Programme Director, Academic Associate	July 2026	Programme Director, Academic Associate, Course office, Admin Staff
R3.5 Provide clear grade descriptors and assessment criteria for every course, included in the course syllabi	3.5 Provide well structured clear grade descriptors and assessment criteria for every course, included in the course syllabi, so as to ensure transparency and clarity for students and teaching staff.	3.5 For every course, explicit assessment criteria and grade descriptors will be developed, specifying the expected learning outcomes for each grade level, that will be published in advance, through their inclusion in the official course syllabi.	Programme Director, Academic Associate, Faculty Members, Instructors	July 2026	Programme Director, Academic Associate, Faculty Members, Instructors Course office, Admin Staff
R3.6 Harmonise syllabi templates and include a breakdown of session topics and reading materials per session.	3.6 Harmonise syllabi templates to enhance consistency in the information provided, as well as, to improve the quality of teaching and faculty-student engagement and provide well structured and harmonized material.	3.6 Adopt a standardised syllabus template for all courses to ensure consistency in structure, format, and presentation. Each syllabus will provide a breakdown of session topics and reading materials per session; more precisely it will provide a session-by-session outline, specifying topics, learning objectives, and required reading materials for every class, maintaining clarity and transparency for students and teaching staff.	Programme Director, Academic Associate, Faculty Members, Instructors	Completed but subject to revision each academic year	Programme Director, Academic Associate, Faculty Members, Instructors Course office, Admin Staff

<p>4. R4 The Program should develop a more robust Thesis Handbook</p>	<p>4.1 The Program should develop a more robust Thesis Handbook, enhancing the program's commitment to providing a thorough and supportive learning environment.</p>	<p>4.1. Prepare a more robust Thesis Handbook, implementing, among others, comprehensive thesis guidelines, clear grade descriptors and assessment criteria for every course and harmonized course syllabi.</p>	<p>Programme Director, Academic Associate</p>	<p>Completed but subject to revision each academic year</p>	<p>Programme Director, Academic Associate, Faculty Members, Instructors, Course office, Admin Staff</p>
<p>5. R5.1 The hiring of at least one more faculty member with international expertise on areas of the PSP would significantly benefit the PSP and help the existing two faculty members who are tasked with all administration and management activities.</p>	<p>5.1 Hiring at least one more faculty member, of similar potential, with international qualifications, would significantly help the PSP's expansion and international outlook and would be a significant boost to the program..</p>	<p>5.1. Hiring [or allocate course(s) through direct assignment to] instructors/ faculty members, with international qualifications and outlook.</p>	<p>Programme Director</p>	<p>Completed</p>	<p>Programme Director, Academic Associate, Course office, Admin Staff</p>
	<p>R5.2 Inbound and outbound teaching mobility should be encouraged further</p>	<p>5.2 Foster a culture of inbound and outbound teaching mobility to motivate excellence across teaching, research, and service.</p>	<p>5.2.1 The programme will actively invite distinguished guest lecturers and visiting faculty from other institutions to deliver courses and seminars, enriching the learning experience (<i>inbound mobility</i>). Additionally, faculty members will be encouraged and facilitated to teach at partner universities or international programmes, fostering academic</p>	<p>Work-in-progress</p>	<p>Programme Director, Academic Associate, Faculty Members</p>

		collaboration and exchange of best practices(<i>outbound mobility</i>).			
6. R6. A platform could be created to connect the prospective employees-graduates of the program with the interested law firms and the jobs that open from time to time. Thus, students and companies will be immediately informed about possible cooperation (the above has been mentioned by the graduates, while the Evaluation Committee did not make any recommendation, since it came to the conclusion that the learning resources	6.1 Ensure all students are aware of and can utilize available support resources.	6.1.1 The University has established a Career office. This office is responsible for updating students on opportunities related to the Erasmus+ exchange program. The connection between graduates and prospective employees has been assigned to the career office which disposes the resources and personnel and is in charge of the relevant process, so as to provide this service in an institutionalized and structured way. However, the faculty members inform students about any internships or jobs that open from time to time.	Career office	Completed but subject to revision each academic year	Career office, Faculty Members Admin Staff

and the student support is adequate)					
7. R7.1 The Unit has demonstrated a good understanding of the PSP's actual operation and adequate ability in information management. However, more can and should be done, for example with a view to data collection/processing regarding the PSP's graduates. This would require additional administrative support and should be helped by possible new faculty hires.	7.1 Collecting, organizing and presenting data concerning the employability and career paths of the PSP's graduates, as well as making data more intelligible and easier to use.	7.1. Additional work must be done with a view to collecting, organizing and presenting data concerning the employability and career paths of the PSP's graduates as well as making data more intelligible and easier to use (for example, with the use of graphs demonstrating trends and drawing comparisons), by additional to the existent administrative (technical) support.	IT Department, Additional admin staff	November 2026	IT Department, Additional admin staff, Faculty Members

<p>8. R8.1 As technology evolves, there are possibilities for development of the program's website. The website should contain more information about the programme and related activities and could be made more interactive in the way students communicate with the Secretariat or by getting notifications on their mobile phone.</p>	<p>8.1 Develop the PSP's website; make it more rich and informative (<i>Enhance Website Content</i>) and, mainly, interactive regarding the way students, nowadays, communicate with the Secretariat (<i>Improve Interactivity and Communication</i>).</p>	<p>8.1.1 Features such as online inquiry forms, real-time messaging with the Secretariat, and notifications for deadlines or events on mobile devices will be implemented to facilitate student engagement, in case the IT of the School can implement the above. Moreover, information may be gained through real time zoom sessions that will be organized and take place shortly upon the interested students' request.</p>	<p>Program Director, Academic Associate, IT Dept</p>	<p>Partially Completed</p>	<p>Academic Associate, IT Dept Faculty Members, Admin Staff</p>
		<p>8.1.2 Website content and functionality will be periodically reviewed and improved based on user feedback, technological developments, and evolving programme needs to ensure accessibility, usability, and relevance.</p>	<p>Program Director, Academic Associate, IT Dept</p>	<p>Completed but subject to revision each academic year</p>	<p>Academic Associate, IT Dept Faculty Members, Admin Staff</p>

<p>9. R9.1 PSP would benefit from further standardisation in its administrative work regarding quality control.</p>	<p>9.1 Increase standardisation of administrative procedures for all key administrative tasks to ensure consistency, transparency, and accountability across programme operations.</p>	<p>9.1. The programme will ensure the implementation of uniform administrative processes for quality control, including clear guidelines for student registration, course management, record keeping, and documentation that has to do with the on-going monitoring and periodic internal evaluation.</p>	<p>Program Director, Academic Associate, Admin Staff Faculty Members</p>	<p>November 2026 (Work-in-progress)</p>	<p>Program Director, Academic Associate, Faculty Members</p>
<p>R9.2 Additional administrative support would significantly help the Unit and PSP in ensuring that the Authority's standards are met in the future as well.</p>	<p>9.2 Ensure that the Authority's standards are met in the future as well</p>	<p>9.2.1 Administrative processes will be periodically reviewed through internal audits and evaluations to identify areas for improvement and ensure alignment with the programme's quality assurance objectives.</p>	<p>Program Director, Academic Associate, Additional admin staff</p>	<p>November 2026 (Work-in-progress)</p>	<p>Program Director, Academic Associate, Faculty Members, Course office, Additional Admin Staff</p>
		<p>9.2.2 Ask for additional administrative support to ensure that the Authority's standards will be met in the future as well.</p>	<p>Additional admin staff</p>	<p>November 2026 (Work-in-progress)</p>	<p>Additional admin staff</p>

<p>10. R10.1 The PSP's staff should establish a culture of constant engagement with external evaluations, certainly under the auspices of this Authority. Evaluations themselves are often less important than the work done by the Unit and the Program in anticipation (and pursuant to).</p>	<p>10.1.1 Foster a culture of continuous engagement</p>	<p>10.1.1 Programme staff will actively engage with external evaluations, preparing in advance and integrating feedback from past assessments to enhance quality.</p>	<p>Program Director, Academic Associate, Faculty members, Admin staff</p>	<p>Completed, subject to review every year</p>	<p>Program Director, Academic Associate, Faculty members, Admin staff, Course office</p>
	<p>10.1.2 Proactive evaluation practices to achieve systematic follow-up actions on review-identified issues and improvement</p>	<p>10.1.2 The programme will regularly review its operations, curriculum, and administrative processes in anticipation of external assessments, ensuring alignment with national and international quality standards. Findings from external evaluations will be systematically analysed and used to implement targeted improvements, reinforcing a culture of quality, accountability, and ongoing enhancement of the postgraduate programme.</p>	<p>Program Director, Academic Associate, Faculty members, Admin staff</p>	<p>Completed, subject to review every year</p>	<p>Program Director, Academic Associate, Faculty members, Admin staff, Course office</p>

<p>R10.2 Additional administrative support would significantly help the Unit and PSP in ensuring that the Authority's standards are met in the future as well.</p>	<p>10.2 Ensure that the Authority's standards are met in the future as well</p>	<p>10.2.1 Administrative processes will be periodically reviewed through audits and evaluations to identify areas for improvement and ensure alignment with the programme's quality assurance objectives.</p>	<p>Programme Director, Academic Associate, Course Office Faculty Members</p>	<p>Completed but subject to revision each academic year</p>	<p>Programme Director, Academic Associate, Course Office Faculty Members, Admin Staff</p>
		<p>10.2.2 Ask for additional administrative support to ensure that the Authority's standards will be met in the future as well.</p>	<p>Programme Director Admin staff</p>	<p>Work-in-progress</p>	<p>Programme Director Admin staff</p>

Γ. Παρακολούθηση Αποτελεσμάτων (Πίνακας 2)

ΣΥΣΤΑΣΙΣ	ΠΡΑΓΜΑΤΟΠΟΙΗΣΕΙΣ ΕΝΕΡΓΕΙΕΣ	ΕΠΙΤΕΥΧΘΕΝΤΑ ΑΠΟΤΕΛΕΣΜΑΤΑ	ΒΑΘΜΟΣ ΕΠΙΤΕΥΞΗΣ ΣΤΟΧΩΝ (%)
<p>1. R1.1 1 Integrate the Quality Assurance (QA) policy and targets to all aspects of the programme. Specific policies and targets should comply with and contribute individually and collectively to the realisation of the PSP's quality assurance policy and its targets (integrated/holistic approach/culture of quality).</p>	<p>1.1.1 Mapping of programme components (courses, learning outcomes, assessment methods) against the PSP's quality assurance policy and targets and embed the QA policy across modules (horizontal integration).</p>	<p>1.1.1 Achievement of a constructive and systematic Alignment of Programme Structure with QA Policy.</p>	<p>(Status: 65% Drafted / Validation Phase) ongoing</p>
	<p>1.1.2 Formal Codification of the Programme's academic principles into two distinct written protocols:</p> <p>(a) Student-Centred Learning Policy: Defining active learning methods and feedback loops.</p> <p>(b) Continuous Improvement Policy: Defining the annual audit cycle.</p>	<p>1.1.2 Achievement of a constructive and systematic Alignment of Programme Structure with QA Policy.</p>	<p>80% Status: Drafts currently under review by the OMEA</p>

<p>R1.2 Communicate the quality assurance policy and targets to those involved in the delivery and administration of the programme.</p>	<p>1.2.1 Disseminate the quality targets formally to academic staff and administrative personnel, through staff meetings, formal emails, periodic briefings for faculty, and relevant accessible documentation for all academic and administrative staff involved in the delivery and administration of the programme.</p> <p>Creation of a "Digital QA Repository" (e.g., shared cloud folder) accessible to all staff containing the Policy and Targets.</p>	<p>1.2.1 Organise Regular QA Briefing Sessions to disseminate clear quality targets.</p>	<p>60% ongoing</p>
	<p>1.2.2 Formal assignment of specific QA communication duties to the Academic Associate. The QAC is responsible for translating the abstract QA Policy into actionable checklists for administrative staff and teaching fellows.</p>	<p>1.2.2 Appoint QA Coordination to communicate clear quality targets and quality assurance policy.</p>	<p>70% Status: Role Description drafted; Appointment decision pending</p>
<p>R1.3 Monitor the implementation of and adherence to the quality assurance policy and its targets by all those involved in the delivery and administration of the programme (culture of quality).</p>	<p>1.3.1 Establishment of an annual monitoring and reporting mechanism with the mandate to assess and measure the implementation of the quality assurance policy and its targets.</p> <p>Introduce a structured annual internal review by a structured/formal body assessing each module's and activity's compliance with the QA policy and targets, accompanied by documented follow-up and improvement actions.</p>	<p>1.3.1 Implement an annual monitoring and reporting mechanism.</p>	<p>50% ongoing</p>
	<p>1.3.2 Regular analysis of assessment results shall be conducted to measure achievement and progress, informing continuous improvement of the PSP.</p>	<p>1.3.2 Implement an annual monitoring and reporting mechanism.</p>	<p>70%</p>

R.1.4 Establish new bodies or mandate existing ones to monitor, assess and measure the implementation of the quality assurance policy and its targets	1.4.1 a) Create a formal Quality Assurance Committee responsible for overseeing the implementation of the QA policy and monitoring achievement of programme quality goals. Define its composition, roles, responsibilities, and reporting lines clearly, ensuring representation from faculty, administrative staff, and, where appropriate, student representatives.	1.4.1 a) Establish a Dedicated QA Committee with the mandate to assess and measure the implementation of the quality assurance policy and its targets.	60%
R1.5 Institutionalise existing informal good practices	1.5.1 Identify all current informal practices that contribute to programme quality (e.g., peer review of teaching, ad hoc student feedback, mentoring).	1.5 Document Existing Good Practices, and institutionalise them in a manner that produces tangible and recordable results.	60%
	1.5.2 Develop formal guidelines and written procedures for these Good practices to ensure consistency and continuity. Establish specific written Policies and other academic/administrative documents reflecting the existing informal practices (ind. thesis guidelines etc).	1.5 Document Existing Good Practices, and institutionalise them in a manner that produces tangible and recordable results.	60% ongoing
2. R2.1 Develop clear, measurable criteria to ensure that reliable tools are in place to measure the extent to which the program has attained its goals	2.1.1 Define articulate, specific and measurable quality targets related to teaching, learning, research supervision, assessment, student support, and programme management. These targets are disseminated to academic staff and administrative personnel through revised documentation and digital platforms, ensuring shared understanding and coherent implementation.	2.1.1 Ensure a holistic, embedded, and measurable quality culture, so as to be able to monitor and measure with accuracy the extent to which the program has attained its goals.	60%

R2.2 Develop measurable criteria or standards to produce empirical evidence to measure the goal of deepening knowledge and acquiring the corresponding skills	2.2.1 Define Measurable Learning Outcomes; Establish clear, measurable learning outcomes that specify the knowledge, skills, and competencies students are expected to acquire.	2.2.1 Define Measurable Learning Outcomes; Develop Assessment Criteria and Tools; Monitor and Review Achievement	65%
	2.2.2 Develop Assessment Criteria and Tools: Appropriate assessment methods, rubrics, and evaluation tools shall be implemented to collect empirical evidence on students' achievement of the defined learning outcomes.	2.2.2 Define Measurable Learning Outcomes; Develop Assessment Criteria and Tools; Monitor and Review Achievement	65%
R2.3 Institutionalise and regularise consultation with external stakeholders in a manner that produces tangible and recordable results.	2.3.1 Establishment of the "External Advisory Board" (EAB). EAB is a structured body comprising 4 industry leaders (Energy Regulatory Authority, Law Firms, Energy Companies). The Board meets annually to review the Curriculum and suggest market-driven updates.	2.3.1 Establishment of an Advisory board giving external feedback and suggestions, been used to improve the program of studies and for their application to produce tangible output. Systematical improvement of the curriculum/programme performance based on stakeholder input for relevance and quality.	100% COMPLETED
3. R3.1 Consider enhancing the variety and diversity of PSP's pedagogical methods	3.1.1 Incorporate a wider range of pedagogical approaches, including (indicatively) seminars, case studies, problem-based learning, project work, and digital/blended learning tools to cater to different learning styles, as well as provide students with material to read and be prepared before class; more assignments to be given to students that will be presented and discussed through class.	3.1.1 Application of various and diverse pedagogical teaching methods.	100%

<p>R3.2 Introduce more student-centred modes of teaching and develop tools that nurture student critical skills and engagement with materials.</p>	<p>3.2.1 Integrate activities such as group discussions, peer teaching, and interactive workshops to enhance student engagement and critical thinking.</p>	<p>3.2.1 Enhancement of active and Student-Centred Learning and develop tools that nurture student critical skills and engagement with materials.</p>	<p>100%</p>
<p>R3.3 Institutionalise discussions among faculty and students on teaching methods that produce actionable outputs.</p>	<p>3.3.1 Discuss on the existing teaching methods, evaluate them and ask from students to propose new ones and/or give their relevant outputs, during the regular student-staff liaison committee meetings that take place in the end of each semester. After the conduct of this discussion/meeting as well as the communication with the instructors, the Director evaluates the outcome and decides on the adjustment of teaching methods.</p>	<p>3.3.1 Enhancement of the student-centred learning, teaching, and assessment process, through institutionalizing discussions among faculty and students.</p>	<p>100%</p>
<p>R3.4 Develop more comprehensive and detailed dissertation guidelines.</p>	<p>3.4.1 Organize a seminar for the students of the PSP with detailed, comprehensive and detailed dissertation guidelines, conducted by the academic staff.</p>	<p>3.4.1 Development of comprehensive and detailed dissertation guidelines, so as to be clear and help student when they write their dissertations and examiners when they evaluate them.</p>	<p>100%</p>
	<p>3.4.2 Develop a document with detailed, comprehensive and detailed dissertation guidelines</p>	<p>3.4.2 Development of comprehensive and detailed dissertation guidelines, so as to be clear and help student when they write their dissertations and examiners when they evaluate them</p>	<p>100%</p>

<p>R3.5 Provide clear grade descriptors and assessment criteria for every course, included in the course syllabi.</p>	<p>3.5.1 Develop, for every course, explicit assessment criteria and grade descriptors, specifying the expected learning outcomes for each grade level, that will be published in advance, through their inclusion in the official course syllabi.</p>	<p>3.5.1 Provision of well structured clear grade descriptors and assessment criteria for every course, included in the course syllabi, ensuring transparency and clarity for students and teaching staff.</p>	<p>80%</p>
<p>R3.6 Harmonise syllabi templates and include a breakdown of session topics and reading materials per session.</p>	<p>3.6.1 Adopt a standardised syllabus template for all courses to ensure consistency in structure, format, and presentation. Each syllabus will provide a breakdown of session topics and reading materials per session; more precisely it will provide a session-by-session outline, specifying topics, learning objectives, and required reading materials for every class, maintaining clarity and transparency for students and teaching staff.</p>	<p>3.6.1 Harmonisation of syllabi templates that enhance consistency in the information provided, and improve the quality of teaching and faculty-student engagement, providing, in that way, well structured and harmonized material.</p>	<p>80%</p>
<p>4. R4. The Program should develop a more robust Thesis Handbook.</p>	<p>4.1.1 Prepare a more robust Thesis Handbook, implementing, among others, comprehensive thesis guidelines, clear grade descriptors and assessment criteria for every course and harmonized course syllabi.</p>	<p>4.1.1 Development of a more robust Thesis Handbook, enhancing the program's commitment to providing a thorough and supportive learning environment.</p>	<p>80%</p>
<p>5. R5.1 The hiring of at least one more faculty member with international expertise on areas of the PSP would significantly benefit the PSP and help the existing two faculty members who are tasked with all administration and management activities.</p>	<p>5.1.1 Allocate course(s) through direct assignment to instructors/ faculty members, with international qualifications and outlook.</p>	<p>5.1.1 Allocation of a course through direct assignment to an instructor/faculty member with international qualifications, enhances the PSP's expansion and international outlook and gives a boost to the program.</p>	<p>100%</p>

<p>R5.2 Inbound and outbound teaching mobility should be encouraged further.</p>	<p>5.2.1 The programme has invited distinguished guest lecturers and visiting faculty from other institutions to deliver courses and seminars, enriching the learning experience (inbound mobility). Additionally, it is being discussed for our faculty members to teach at partner universities or international programmes, fostering academic collaboration and exchange of best practices(outbound mobility).</p>	<p>5.2.1 Fostering a culture of inbound and outbound teaching mobility which motivates excellence across teaching, research, and service.</p>	<p>80% Ongoing</p>
<p>6. R6.1 A platform could be created to connect the prospective employees-graduates of the program with the interested law firms and the jobs that open from time to time. Thus, students and companies will be immediately informed about possible cooperation (the above has been mentioned by the graduates, while the Evaluation Committee did not make any recommendation, since it came to the conclusion that the learning resources and the student support is adequate).</p>	<p>6.1.1 The University has established a Career office and career days, that connects graduates with prospective employees, providing this service in an institutionalized and structured way. Additionally, throughout the whole academic year, the faculty members inform students about any internships or jobs that open from time to time and are aware of.</p>	<p>6.1.1 Ensure all students are aware of and can utilize available support resources.</p>	<p>100%</p>

<p>7. R7.1 The Unit has demonstrated a good understanding of the PSP's actual operation and adequate ability in information management. However, more can and should be done, for example with a view to data collection/processing regarding the PSP's graduates. This would require additional administrative support and should be helped by possible new faculty hires.</p>	<p>7.1.1 Collecting and organizing data concerning the employability and career paths of the PSP's graduates (so as to present it on a later stage) as well as making data more intelligible and easier to use.</p>	<p>7.1. Making data concerning the employability and career paths of the PSP's graduates more intelligible and easier to use.</p>	<p>80%</p>
<p>8. R8.1 As technology evolves, there are possibilities for development of the program's website. The website should contain more information about the programme and related activities and could be made more interactive in the way students communicate with the Secretariat or by getting notifications on their mobile phone.</p>	<p>8.1.1 Make the programme's website more rich and informative. Organize real time zoom sessions shortly upon the interested students' request.</p>	<p>8.1.1 Development of the PSP's website; make it more rich and informative (Enhance Website Content) and, mainly, interactive regarding the way students, nowadays, communicate with the Secretariat (Improvement of Interactivity and Communication).</p>	<p>90%</p>

	8.2.1. Website content and functionality have been periodically reviewed and improved based on user feedback, technological developments, and evolving programme needs.	8.2.1 Development of the PSP's website; make it more rich and informative (Enhance Website Content) and, mainly, interactive regarding the way students, nowadays, communicate with the Secretariat (Improvement of Interactivity and Communication).	70% Ongoing
9. R9.1 PSP would benefit from further standardisation in its administrative work regarding quality control.	9.1.1 Implementation of uniform administrative processes for quality control, including forming clear guidelines for student registration, course management, record keeping, and documentation that has to do with the on-going monitoring and periodic internal evaluation.	9.1.1 Increasement of standardisation of administrative procedures for all key administrative tasks that ensure consistency, transparency, and accountability across programme operations.	60% Ongoing
R9.2 Additional administrative support would significantly help the Unit and PSP in ensuring that the Authority's standards are met in the future as well.	9.2.1 Administrative processes are being periodically reviewed through internal audits and evaluations to identify areas for improvement and ensure alignment with the programme's quality assurance objectives.	9.2.1 Ensuring that the Authority's standards are met in the future as well.	70% Ongoing
	9.2.2 Ask for additional administrative support to ensure that the Authority's standards will be met in the future as well.	9.2.1 Ensuring that the Authority's standards are met in the future as well.	Ongoing
10. R10.1 The PSP's staff should establish a culture of constant engagement with external evaluations, certainly under the auspices of this Authority. Evaluations themselves are	10.1.1 Programme staff is actively engaged with external evaluations, preparing in advance and integrating feedback from past assessments to enhance quality.	10.1.1 Fostering a culture of continuous engagement.	60% Ongoing

<p>often less important than the work done by the Unit and the Program in anticipation (and pursuant to).</p>			
<p>R10.2 Additional administrative support would significantly help the Unit and PSP in ensuring that the Authority's standards are met in the future as well.</p>	<p>10.1.2 Review programme's operations, curriculum, and administrative processes in anticipation of external assessments, ensuring alignment with national and international quality standards. Findings from external evaluations are being systematically analysed and used to implement targeted improvements, reinforcing a culture of quality, accountability, and ongoing enhancement of the postgraduate programme.</p>	<p>10.1.2 Embedding proactive evaluation practices to achieve systematic follow-up actions on review-identified issues and improvement</p>	<p>60% Ongoing</p>
	<p>10.2.1 Administrative processes are being periodically reviewed through audits and evaluations to identify areas for improvement and ensure alignment with the programme's quality assurance objectives.</p>	<p>10.2.1 Ensure that the Authority's standards are met in the future as well.</p>	<p>70% Ongoing</p>
	<p>10.2.2 Ask for additional administrative support to ensure that the Authority's standards will be met in the future as well. However, no additional admin support has been ensured yet.</p>	<p>10.2.2 Ensure that the Authority's standards are met in the future as well.</p>	<p>Ongoing</p>