



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 211 1903 400 • E. secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report **for the New Postgraduate Study Programme of:**

LLM in Business Law

Institution: Democritus University of Thrace

Department: Law School

Date: November 2025



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **LLM in Business Law** of the **Democritus University of Thrace** for the purposes of granting accreditation.

TABLE OF CONTENTS

PART A: BACKGROUND AND CONTEXT OF THE REVIEW.....	4
I. The External Evaluation & Accreditation Panel	4
II. Review Procedure and Documentation.....	5
III. Postgraduate Study Programme Profile	6
PART B: COMPLIANCE WITH THE PRINCIPLES	7
Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes.....	7
Principle 2: Design and Approval of New Postgraduate Study Programmes.....	12
Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	15
Principle 4: Teaching Staff of New Postgraduate Study Programmes	18
Principle 5: Learning Resources and Student Support.....	20
Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes.....	22
PART C: CONCLUSIONS.....	24
I. Features of Good Practice	24
II. Areas of Weakness	24
III. Recommendations for Follow-up Actions	24
IV. Summary & Overall Assessment.....	25

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 **LLM in Business Law** of the **Democritus University of Thrace** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

- 1. Prof. HATZIMIHAILE NIKITAS (Chair)**
University of Cyprus, Cyprus
- 2. Ms. Kozamani Alexandra**
National and Kapodistrian University of Athens, Greece
- 3. Prof. TSAGOURIAS NICHOLAS**
School of Law, University of Sheffield, United Kingdom
- 4. Prof. Tsinopoulos Christos**
Royal Holloway, School of Business and Management, United Kingdom
- 5. Assist. Prof. Tsopanakis Andreas**
Cardiff University, United Kingdom

II. Review Procedure and Documentation

The Panel consisted of Professor Nicholas Tsagourias (University of Sheffield), Professor Christos Tsinopoulos (Royal Holloway University of London), Associate Professor Andreas Tsopanakis (University of Cardiff), Ms. Alexandra Kozamani (Post-graduate student, University of Athens) and Professor Nikitas Hatzimihail (University of Cyprus; chair).

The working sessions of the review took place online on a single day, Wednesday 29 October followed by private deliberations of the Panel in the coming days. There was no visit in person, but a video presentation of the premises and facilities was offered. Since this is a new programme there were no meetings with existing students and/or alumni. Nonetheless, some of the stakeholders had previously studied in the preceding PSP and were able to provide a useful perspective. The panel sought to optimize meeting and discussion time, eschewing breaks insofar as possible. The Unit obliged the Panel by being readily available and engaging in real discussion.

III. Postgraduate Study Programme Profile

The LLM in is a newly established postgraduate study programme (PSP) offered by the Department of Law at the Democritus University of Thrace (DUTH). It reflects the Institution's strategic objective to foster excellence in education and research, meet evolving societal needs, and enhance its international profile.

The programme is designed to address the increasing demand for specialized knowledge in the legal dimensions of business enterprise, including business law (company and insolvency, regulatory law, consumer and business transactions) and employment/labor law.

The courses integrate contemporary developments in the law of business and industrial relations, preparing graduates for diverse legal, and possibly legal careers, in practice, the judiciary, government, businesses or regulatory organizations,

Concerning its duration and structure, the programme spans three semesters (1.5 academic years), with the first two semesters dedicated to coursework and the third semester focusing on the completion of a dissertation. The curriculum follows the European Credit Transfer and Accumulation System (ECTS), with a total workload of 90 ECTS: 60 ECTS: Coursework, 30 ECTS: Thesis.

A hybrid teaching model is employed, combining 64% face-to-face learning and 36% distance learning for each course. This system maintains the core benefits of face-to-face learning and accountability, while leveraging modern e-learning technologies to enhance flexibility and accessibility. Graduates are awarded a Master of Laws (LLM) in Business Law (or the law of the enterprise), a Level 7 qualification under the European Qualifications Framework (EQF). This certification attests to their advanced expertise and readiness for both professional practice and further academic pursuits.

As a new programme, challenges include ensuring effective student engagement in the hybrid model and fostering international collaborations to attract a diverse student body. To address these, DUTH has implemented a robust Internal Quality Assurance System (IQAS) to monitor and improve the programme continuously. The design of the programme aligns with national and international quality standards, ensuring its competitiveness and relevance in the academic and professional spheres. This profile underscores the LLM in Business Law as a forward-thinking, doctrine-focused programme designed to meet contemporary challenges in law and business while maintaining academic excellence.

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

I. Findings

The LLM at the Democritus University of Thrace has been developed as an all rounded postgraduate offering for individuals with a law degree that are aiming to develop a career in business. The aims is to deliver this both online (1/3) and face to face (2/3). The programme has been designed in such a way that it provides a holistic approach to the use of Law in the running of a business. The tuition fee is set at 1800€ and there is plan for the provision of bursaries and other types of support. The plan is for the department's academics to deliver this as part of their normal teaching workload, i.e. no extra remuneration to teaching staff has been included in the plan.

In preparation for this review, we did receive all the relevant documentation which is outlined above. The meetings included all relevant stakeholders including academic staff, the leadership of the institution, and some external stakeholders. They all were positive about the design, the delivery and the need for the programme. There is also an administrative team which is meant to support the delivery of the programme.

The program is aligned with the European Higher Education Area (EHEA) at Level 7, meeting the Dublin Descriptors and Greek national qualifications standards. It equips students with advanced knowledge, critical and analytical thinking skills, and practical competencies in Business Law.

In terms of the pedagogic approaches, the team described that that they will be using various methods to enable a rich academic environment for both online and face to face experiences. These include:

- Interactive teaching techniques (e.g., group work and discussion forums).

- Use of digital learning materials (slides, recorded lectures, real law datasets).
- Access to academic journals and government data repositories.

Although we did not see any evidence of the training teaching staff receive, there was a good description of how University resources are made available to all who are teaching on the program, including Emeritus professors.

The LLM program will be supported by 8 academic members of staff. These were included in the information we were provided with prior to the visit. During the visit we were also introduced to three Emeritus professors who will also contribute to the program. These three will do so without remuneration. It was not clear from the visit what the long-term plan for this provision was and how it will be integrated into the workload of the department. The suggestion was that this will be based on staff goodwill. Although the collegiality and ethos of the academic is indeed something to be commended, a more systematic approach to resourcing would allow for long-term planning and investment.

Although we were not provided with detailed CVs for the academic faculty, it was clear that there is a robust process for ensuring that individuals that teach on the program are well qualified. They had all received PhDs and are or have been members of the full-time teaching faculty with relevant research profiles and in some cases law practice. We were also reassured that colleagues with emeritus status still receive relevant training both in relation to the pedagogic techniques and to the subject discipline needed to cover the topics. This latter point is very important given the constant changes in the legal and tax frameworks that are a core part of the curriculum.

The annual goals that were described aim at establishing and reviewing the Internal Evaluation Group (IEG) and the Quality Assurance Unit (QAU). The objectives of the program and its alignment with the strategic objectives of the institution were shared with us in advance of the meeting. Overall, they seem appropriate for the type of program. The progress towards meeting these will be monitored through the mechanisms which are in place by the University.

The program aims to address a specific gap in the market which relates to the fusion of understanding of business and law. The academics in the course explained how this gap has been identified via both discussions with key stakeholders and their own experiences. There was no additional market data analysis that was shared with us. Nevertheless, the need for this type of program is intuitive and one can see how it can become successful.

The documentation that was provided to us and the presentations during the accreditation visits provided sufficient evidence of resources that are made available to both students and academic staff. This included the standard educational resources for supporting teaching, and library resources for databases, literature and textbooks. Although there is always more that can be provided, we feel that the level of resourcing is appropriate. The business plan they have put together also clearly shows how the additional income will be used to support student experience.

Additionally, the administrative team will oversee the efficient delivery of key support services, including:

- Application processing.
- Student record management.

- Communication and technical support.

In line with the University processes, the LLM will be undergoing a systematic annual review conducted by the IEG in collaboration with the QAU. The evaluation areas will include:

- Enrollment statistics.
- Student satisfaction surveys.
- Academic outcomes.
- Teaching and infrastructure quality.

The information from this analysis will be used to conduct corrective actions and to ensure that the program is aligned with the national and European quality benchmarks.

II. Analysis

The program has been designed with employability in mind. The focus on Law and Business is evident throughout and provides a holistic review of the relevant topics. When in full operation, this LLM will need to be compared against others which are more specialized. Although its relative attractiveness will only be tested when students start being recruited and ultimately employed, there is definitely a gap in the market that it could be addressing.

The program's distinct identity as one offered in the North of Greece is also likely to provide a unique feature and ultimately a competitive advantage. The academic team has put significant effort in ensuring that there is a good balance between online and face to face provision. This flexible approach to learning, the University's reputation, and its proximity to many businesses in the North mean that it can be significantly appealing to individuals that are looking to enrich their knowledge without the need to travel to some of the Universities in the South of Greece. The obvious risk and potential weakness is that it may be less appealing to those who may have to travel from further afield.

Its competitive pricing is also a key feature of this program. At 1,800€ it is definitely a program that can have wider appeal. During the meeting we did discuss some of the implications of this. Although some anecdotal views about the state of the Greek job sector were shared, there was not enough empirical evidence to explore the relative impact on one's career and income following the successful completion of the LLM. This is something that could be reviewed as graduates of the program are entering employment and are progressing their careers.

The program will be taught in Greek and it will be focused mainly on the Greek context. There are no plans for working with any Universities abroad.

A final note relates to the resourcing of the program. As it stands academics will not be remunerated to contribute to it. Furthermore, there is significant reliance on three emeritus professors who are expected to provide their services for free. During the visit we discussed these aspects and the plans that are in place to provide consistent support for the delivery of the program. The academics went at great lengths to explain how the collegial ethos and their professional commitment to the success of the students will ensure that there will be sustained resourcing for the running of the program. Although this is noble, it is

also risky. As the program matures, the team could consider how its resourcing can be either included in the normal teaching workload or how the individuals that contribute to it can be remunerated. This is likely to provide a more sustained and systematic approach to its resourcing.

III. Conclusions

The Panel concludes that the programme mostly satisfies this Principle. It is well designed and aligned the University's strategy and with national and European frameworks. It is structured to support working professionals with a balanced mix of online and face to face teaching. It is competitively priced and well supported by the University infrastructure. It belongs to a department with well qualified academics who are eager to make this a success. However, its distinctiveness and competitiveness would be further enhanced by certain strategic improvements, concerning geographic reach, international partnerships and developing a contingency-resistant plan for its resourcing, offering electives and benchmarking tuition fees against other competing institutions in Greece and beyond. Such improvements can help the program develop into a program of choice of individuals with law degrees who are looking to develop business careers.

Panel Judgement

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

Panel Recommendations

- R.1.1 Review its geographic reach, possibly by focusing on some relevant activities.
- R.1.2 Consider the development of international partnerships.
- R.1.3 Develop a plan for its resourcing which is not simply based on collegiality and colleague good will.
- R.1.4 Consider the development of electives.
- R.1.5 Benchmark tuition fees against other competing institutions in Greece and beyond

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

I. Findings

The process of developing this programme follows established procedures and complies with the Unit's and the University's policies and regulations. The design, academic profile, content, learning objectives and delivery modes of the programme are appropriate. The expected learning outcomes are aligned with the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. The programme as well as individual courses seek to deepen students' knowledge. There is evidence of intertwining teaching and research. There is a quality assurance policy and an international strategy. The attainment of the expected learning outcomes or the general objectives of the programme are mainly gauged through on-going and final assessment as well feedback by students and graduates.

II. Analysis

The processes for designing and setting out the content, learning outcomes and delivery modes of the programme are well-structured and comply with the School's and University's policies and regulations.

The offered courses fall within the subject-matter of the two disciplines, i.e. business law and employment/labor law and correspond to the four further specializations of company law, insolvency law, competition law and labor law. The course offerings do correspond to the title of the programme. However, they are quite limited and do not allow for optionality. Moreover, the institutional framework within which the program is supposed to operate is reflected in the lack of course offerings involving a third pillar, namely tax law and more broadly public-law aspects of business law. The same holds true of course offerings providing a broader outlook of legal methodology, including civil law or procedure.

The programme spans over three semesters with the final semester dedicated to the writing of the dissertation. Given the diverse backgrounds of likely students, a module or course on research methods would be useful for students and probably necessary for writing the dissertation.

External stakeholders were genuinely very supportive and well-informed. They did not appear however to play an active role in the design of the programme and there is no information as to whether they will participate in the delivery, development or revision of the programme.

III. Conclusions

The Panel concludes that the programme satisfies this Principle. Nonetheless, more thought should be given to certain other aspects, including the number and

subject-matter of the offered courses; the length of the dissertation; offering a module on research methods; the integration of external stakeholders in the delivery or revision of the programme; and a streamlined process for regularly updating the content of the programme to include new knowledge and link it to market needs.

Panel Judgement

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

Panel Recommendations

R2.1 Introduce a process for regularly updating the content of the programme to include new knowledge and link it to market needs;

R2.2 Consider the expansion of course offerings and the inclusion of elective courses

R2.3 Integrate external stakeholders in the delivery or revision of the programme;

R2.4 Offer a module or training on research methods, with a view to supporting dissertation and research paper writing

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

I. Findings

The Postgraduate Study Programme (PSP) “Business Law” adheres to the principles of student-centred learning and teaching in order to achieve the learning objectives set by the curriculum. Student-centred learning and teaching, Erasmus programme, a balanced teaching workload allocation, and the establishment of a Centre for Teaching and Learning Support plays an important role in stimulating students’ motivation, self-reflection and engagement in the learning process. Teaching places emphasis on active student engagement, critical inquiry and independent research. Academic support is continuous and readily accessible, thereby strengthening students’ autonomy and scholarly development.

The assessment methods are primarily examination-based; however, they encourage analytical reasoning, structured argumentation and research-oriented outcomes. Institutional mechanisms for feedback, appeals, and stakeholder participation are in place, ensuring transparency and supporting the ongoing improvement and the redesign of the Programme if needed.

II. Analysis

This postgraduate programme, due to its orientation towards the needs of the business environment, is able to offer a holistic approach to the subject area, supported by flexible learning pathways. Teaching to the staff to foster student-centred learning practices and are noted for their commitment. The combination of written assignments and oral presentations reinforces the principles of student-centred teaching.

The role of students within the overall learning process tends to be highly active and this is considered one of the programme’s key strengths. A widely used teaching method supporting this approach is the seminar-style course, making use of technology where possible, for example through presentations and references to relevant academic literature.

Asynchronous learning is also supported through the e-class platform, where students can access supplementary bibliography and the PowerPoint presentations used during lectures.

III. Conclusions

The Panel concludes that the programme satisfies this Principle. Overall, the programme complies with the principle of student-centred learning, teaching and assessment, as it implements teaching methods that allow students to express their ideas and to develop their specific research interests. The teaching methods and the direct accessibility of the academic staff encourage students to engage in more extensive research. It is suggested, however, that inviting professionals from the business sector to deliver guest lectures could further enhance student engagement and broaden practical perspectives.

Panel Judgement

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

Panel Recommendations

R3.1 Consider inviting professionals from the business sector to deliver guest lecturers in order to further enhance student engagement and broaden practical perspectives.

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

I. Findings

The Department recognises the importance of recruiting highly qualified academic staff and adheres to the criteria established by Greek law and University bylaws. These criteria include subject-matter expertise, the quality of research, and demonstrated teaching ability. Attracting and retaining outstanding academics remains one of the Department's key priorities.

The Department seeks to strengthen the link between teaching and research. It has established internal mechanisms for evaluating teaching performance, primarily through student feedback. In addition, the Department has developed measures to promote and reward excellence in teaching, including a teaching award, participation in the Erasmus programme, a balanced teaching workload allocation, and the establishment of a Centre for Teaching and Learning Support (Κέντρο Υποστήριξης Διδασκαλίας και Μάθησης).

II. Analysis

The teaching staff possess the necessary academic qualifications, teaching experience, and research expertise to deliver the programme effectively. The

Panel notes with appreciation the enthusiasm and commitment of the staff, who collectively provide a positive teaching and learning environment.

In light of the discussions—particularly those held with external stakeholders—the Panel considers that the programme and its courses may need to be expanded and modernised. This will require adaptability on the part of staff, as well as alignment with market needs and developments in academic and professional practice internationally. The Panel is confident that the teaching staff will respond constructively to this challenge.

The Panel also wishes to emphasise the importance of the Centre for Teaching and Learning Support (Κέντρο Υποστήριξης Διδασκαλίας και Μάθησης) in providing continuous assistance to staff and fostering improvements in teaching and learning. Such efforts will benefit students and enhance the University as a whole. The Panel recommends that participation in certain seminars on teaching methodologies be made mandatory for existing staff, while new members of staff should be required to complete a full training programme offered by the Centre.

III. Conclusions

The Panel concludes that the programme satisfies this Principle. The Department and teaching staff offer a teaching and learning environment which ensures the effective delivery of the programme.

Panel Judgement

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

Panel Recommendations

R4.1 Introduce mandatory training in teaching and learning for both existing and new members of staff.

R4.2 Strengthen the Department's research activity by attracting external funding and by publishing high-quality research in Greek and international peer-reviewed journals and with reputable academic publishers.

R4.3 Where feasible, appoint additional staff to expand and diversify the range of courses offered.

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

I. Findings

The institution allocates sufficient funding to support the teaching and learning requirements of its postgraduate programmes. It provides appropriate infrastructure and facilities, often in collaboration with other university departments. Beyond physical resources, the institution offers various services that enhance the learning experience and promote student development. These include opportunities for study exchange programmes, student support services, and other academic or professional development activities.

Students have direct and convenient access to library resources and digital networks, which further support their academic progress and research involvement. The PSP uses a variety of teaching methods to deliver the curriculum, along with diverse assessment methods to evaluate student performance. Information regarding each course's learning outcomes, teaching

approaches, assessment procedures, and related details is easily accessible online and clearly communicated to students from the outset.

II. Analysis

The PSP demonstrates a strong student-centred approach. Course syllabi provide clear and comprehensive information for each module. There is a clear focus on helping students develop practical skills and the curriculum is considered as highly innovative for the Greek higher education landscape. To enhance service efficiency and ensure prompt and effective student support, there is a wide variety of services in place for students, covering aspect of their studies (such as the free proofreading service, the specialised Law School library) and further support through the student counsellor service. Additionally, a detailed plan for the use of tuition fees has been developed and was thoroughly presented to the committee.

III. Conclusions

The Panel concludes that the programme satisfies this Principle.

Panel Judgement

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

Panel Recommendations

R5.1 The Programme should strive to expand its library and online resources

R5.2 The Programme should make better use of and ensure inter-library loan.

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

I. Findings

This is a newly established PSP, so no internal or external evaluation has been carried out yet. A transparent quality assurance process has been developed and is overseen by the institution's MODIP. In collaboration with the PSP's OMEA and the programme director, these procedures are implemented to ensure sufficient evidence is gathered for further analysis, discussion within the steering committee and the department, aiming to the formulation of action plans, and

the regular review and improvement of the PSP. Within this framework, the department may define new benchmarks and success criteria for the programme's future. The Internal Evaluation may identify the need for further revisions, such as curriculum updates, refreshed course materials, or modifications to course structure and content. There is a clear commitment for the implementation of any recommendations or action plan proposed by the external evaluation of the PSP.

II. Analysis

A well-structured internal evaluation mechanism for the PSP has been established by the institution's MODIP, in alignment with HAHE principles. The evaluation process operates across several levels of interest and collects and analyses data in five key areas: the PSP's aims and objectives, programme development and design, the student-centred delivery of learning outcomes, study regulations and the quality and teaching-research performance of academic staff, and the formulation and regular update of the action plan.

Data is gathered through various tools, including student performance in different forms of assessment, questionnaires, and the evaluation of teaching and research activities of academic staff. A clear feedback process is in place, detailing how this information will be used to enhance the programme through necessary improvements and adjustments. There is a clear mechanism of integrating the findings of the external evaluation into the future improvements and changes in the PSP contents, learning outcomes or strategic decisions.

III. Conclusions

PSP is fully compliant to principle 6.

Panel Judgement

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

R6.1: Establishment of an advisory board for the PSP, consisting of market specialists, would further reinforce the feedback mechanism for future improvements on the contents and strategic focus of the PSP.

PART C: CONCLUSIONS

I. Features of Good Practice

- A vigorous provision of rules and mechanisms to implement the strategy of the programme, and assure internal quality control and communication, both internally and externally, of the policy of the programme, and indicators of its success.
- The programme builds on the strengths and expertise of its existing teaching staff and a collegiate atmosphere in a manner that could help it build and consolidate a strong national reputation in the area of business and labor law.
- Institutional documentation outlines a fair, meritocratic, and transparent admissions process
- The programme incorporates quality assurance mechanisms to monitor its effectiveness and relevance, including predefined protocols for internal and external evaluations once operational.

II. Areas of Weakness

- Whereas the curriculum is strong and integrated, there is a lack of elective courses that makes shallow any claim at specialization
- Additional staff would expand and diversify the range of courses offered.
- Whereas the spirit of collegiality and solidarity is laudable and important, the programme should be in a position to operate without being dependent too much on it.

III. Recommendations for Follow-up Actions

The programme should:

- introduce a process for regularly updating the content of the programme to include new knowledge and link it to market needs;
- integrate external stakeholders in the delivery or revision of the programme;
- Consider the expansion of course offerings and the inclusion of elective courses
- offer a module or training on research methods, with a view to supporting dissertation and research paper writing
- review its geographic reach and consider the development of international partnerships, to increase student mobility and international exchange programs
- Develop a plan for its resourcing which is not simply based on collegiality and colleague good will.
- benchmark tuition fees against other competing institutions in Greece and beyond
- establish an advisory board
- Introduce training in teaching and learning for both existing and new members of staff.
- Align with the Department's research activity by attracting external funding and by publishing high-quality research in Greek and international peer-reviewed journals and with reputable academic publishers.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **2, 3, 4, 5, 6**

The Principles where substantial compliance has been achieved are: **1**

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

HATZIMIHAIL NIKITAS

KOZAMANI ALEXANDRA

TSAGOURIAS NICHOLAS

TSINOPOULOS CHRISTOS

TSOPANAKIS ANDREAS

Signature

Signed by HATZIMIHAIL NIKITAS

Signed by KOZAMANI ALEXANDRA

Signed by TSAGOURIAS NICHOLAS

Signed by TSINOPOULOS CHRISTOS

Signed by TSOPANAKIS ANDREAS