



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Accreditation Report

for the New Postgraduate Study Programme on:

Law, History and Politics

Institution: Democritus University of Thrace

Department: Law School

Date: December 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 **Law, History and Politics** of the **Democritus University of Thrace** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new postgraduate study programme of **Law, History and Politics** 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. PAPAETHYMIU SOPHIE (Chair)**
Sciences Po Lyon, France
- 2. Prof. GIANNAKOS SYMEON**
Salve Regina University, United States of America
- 3. Dr. Papadopoulos Fotios**
University of the Peloponnese, Greece
- 4. Prof. STIVACHTIS YANNIS**
Department of Political Science, College of Liberal Arts and Human Sciences, Virginia Polytechnic Institute & State University (Virginia Tech), United States of America
- 5. Prof. TSAGOURIAS NICHOLAS**
School of Law, University of Sheffield, United Kingdom

II. Review Procedure and Documentation

The External Evaluation and Accreditation Panel (EEAP) tasked to review the new Postgraduate Programme (hereinafter PSP) in "Law, History and Politics" of the Democritus University of Thrace consisted of five (5) members: Professor Symeon Giannakos (University Salve Regina, USA), Professor Yannis Stivachtis (Virginia Tech, USA), Professor Nicholas Tsagourias (University of Sheffield, UK), Dr. Fotios Papadopoulos (Post-doctoral researcher, University of Peloponnese, Greece) and Professor Sophie Papaefthymiou (chair, Institute for Political Science in Lyons, France).

The Panel received the full package of material pertaining to the evaluation and accreditation of the study Programme under review.

Prior to the start of the Accreditation Review, the Panel Chair contacted the Panel members requesting their preferences regarding the drafting of the report and allocated the tasks for the implementation of the review among them. For this purpose, a private preparatory meeting was held on the 1 December 2025.

The working sessions of the review took place online on a single day (Tuesday 2 December 2025). They were followed by private deliberations of the Panel in the coming days.

The Accreditation Review started with a meeting between the Panel on the one side and the Director of the PSP under review, the Head of the Department, the Vice Rector of Academic Affairs/President of MODIP and the MODIP Supervisor on the other.

During the meeting, the Panel received a very interesting and informative overview of the PSP, as well as information about the learning outcomes.

The second meeting was held between the Panel and seven (7) teaching staff members of the PSP. During this meeting, issues pertaining to proposed courses, teaching staff workload and their evaluation by students, learning outcomes, link between teaching and research, teaching staff's involvement in applied research, projects and research activities related to the PSP, and possible areas of weakness were discussed.

Although teaching in the PSP will be delivered exclusively through distance learning, the Panel received an online tour of the Institution's facilities, with particular emphasis on the library infrastructure.

The next meeting of the Panel was with the potential employers and social partners, namely academics, researchers, judges and lawyers, who contributed to a constructive and substantive exchange of views regarding the relevance and professional orientation of the PSP.

During the debrief meeting which followed, the Panel met in private to discuss its preliminary observations and initial findings.

In the last session, the Panel met with the Head of the Department, the Director of the PSP, the Vice-Rector and President of MODIP and the MODIP Supervisor.

During this meeting, the Panel had the opportunity to ask questions and request further clarifications regarding the course content and the purported interdisciplinary character of the PSP.

The Panel also acknowledged the dedication and professionalism of the staff involved in the preparation of the documentation, the conduct of presentations and the organization of the virtual meetings. All meetings featured detailed presentations and constructive dialogue; the discussions were informative, collaborative and productive.

The Final Report was completed and submitted to the HAHE on 7 December 2025.

III. Postgraduate Study Programme Profile

Democritus University of Thrace (hereinafter DUTH) was founded in July 1973 and accepted its first students in the academic year 1974–1975. The School of Law, where the proposed PSP is located, was the first academic unit that was established.

DUTH is the 4th largest university in Greece, serving about 30.000 undergraduate and postgraduate students in 10 schools and 30 departments, which offer postgraduate study programmes leading to the award of a master's degree. They are located across 12 geographically dispersed campuses at seven cities Xanthi, Komotini, Alexandroupolis, Orestiada, Kavala, Drama and Didymoteicho.

DUTH is a modern and comprehensive higher education institution that encompasses the full range of academic disciplines. Its Schools and Departments serve and advance not only the natural, technological, and applied sciences, but also the social sciences, the humanities, and the health sciences, offering students a rich and multidimensional academic experience.

The programmes of the DUTH departments are considered as of a high quality in accordance with widely accepted international academic criteria. The high quality also applies to the teaching and research staff. The research strategy of DUTH aims at promoting excellence, national and international collaborations, ensuring sustainable operation of research infrastructure, and transferring the developed technology to the local economy. Moreover, DUTH plays a significant role in reinforcing the national, economic, and cultural identity of the whole area of Eastern Macedonia and Thrace.

DUTH's primary aim is to foster the holistic development of its students, so that its graduates are well-prepared to meet the challenges of today's world at local, national, and international levels. They are guided by principles of ethics, social responsibility, and a deep commitment to human rights, justice, freedom, and solidarity.

Admission to DUTH's programmes is conducted in accordance with the procedures laid out in the rules and regulations of each specific programme. All matters concerning attendance—such as student rights and responsibilities, the duration of semesters and examinations, student welfare, part-time study conditions, and any other relevant issues—are governed by the applicable legal and institutional framework, as well as by DUTH's internal policies, and those of the individual postgraduate programmes.

The School of Law was founded in 1974 and became operational the same year. The School admits on average 500 undergraduate students and its main objective is the thorough study of law viewed as an integral part of social sciences. As such, legal scholarship is not restricted to the study of positive law, but it also seeks to identify the social conditions that permeate the evolution of the law. The duration of undergraduate studies at the School of Law is four (4) academic years, namely, eight (8) academic semesters. The second cycle of studies of the School of Law includes a wide variety of graduate Master's degree programmes in a range of specialized areas.

In the School of Law there are five departments: the Department of Private Law, the

Department of Public Law and Political Science, the Department of Criminal and Criminological Sciences, the Department of International Studies, and the Department of Business Law and Labor Law. The School of Law also has a total of nine laboratories. a) The Laboratory of Forensic Sciences; b) The Laboratory of Arbitration Research; c) The Laboratory of Constitutional Law; d) The Laboratory of Criminal and Criminal Procedural Law; e) The Laboratory of the Center for European Studies; f) The Laboratory of International Law and International Relations "Krateros Ioannou"; g) The Laboratory of Best Practices in Legislation; h) The Laboratory of Greek and European Market and Consumer Protection Law; and i) The Laboratory of Comparative and European Labor Law.

The PSP titled "Law, History and Politics" was established in accordance with the provisions of Law 4957/2022 and the DUTH's Postgraduate Studies Regulations. The PSP was created to promote the specialization of graduates in theoretical and applied areas of Law, History and Politics, to achieve a deeper understanding of the relationship between the three scientific fields, and to highlight the contribution of each scientific field to the formation of social and political structures. The PSP aims to create professionals and scholars with a broad perspective and high specialization, able to understand and contribute to the shaping of political and legal developments at the international and local level, providing them with the appropriate educational resources in the above direction.

The teaching of the PSP is assigned to faculty members of the School of Law; to faculty members of other Universities; to visiting faculty, as well as to individuals who have specialized knowledge and relevant experience in the subject of the PSP.

The PSP leads to a master's degree in "Law, History and Politics" and is structured into three semesters. During the first two semesters, students take a total of six courses (three courses per semester, two compulsory and one elective). Each course provides 10 ECTS (total, 30 ECTS per semester). Each course is taught 100% remotely for 39 hours (3 hours/week for 13 weeks). The total teaching hours per semester are 117 (39 hours/course for three courses). The course material is rationally distributed and is in full accordance with what is provided for in the ECTS system. In the third semester, students prepare their thesis, which they defend publicly. The thesis corresponds to 30 ECTS. The total credit units of the master's degree are 90 (ninety).

The courses offered in the first semester of the PSP are the following: a) From the House to the Municipality (compulsory course - 10 ECTS; b) Rhetoric, Law and Institutions (compulsory course - 10 ECTS; c) Crime and Punishment (elective course - 10 ECTS; d) History and Theory of Political Systems (elective course 10 ECTS; and e) History of International Law (elective course 10 ECTS).

The courses offered in the 2nd semester are as follows: a) The legal text in historical perspective (compulsory course - 10 ECTS; b) The private and the public in Roman law (compulsory course - 10 ECTS; c) Ancient drama, law and politics (elective course - 10 ECTS; d) From Solon to the Civil Code (elective course - 10 ECTS; and e) Legal principles in diachrony (elective course - 10 ECTS).

The third semester of studies is dedicated to the writing of a master's thesis (30 ECTS).

The regulations of the PSP do not provide for the possibility of internships for students. However, there is the possibility of mobility under the Erasmus+ programme.

The interconnection of teaching with research is carried out in a first stage through the assignments that students prepare in all the courses of the two semesters and in a second stage through the thesis in the third semester of studies, which is purely research in nature.

The language of instruction for the courses is Greek. The master's thesis may be prepared in Greek or in English, upon request of the student and a relevant decision of the Academic Council, accompanied by a summary of its content in Greek.

The number of students enrolled in the PSP is set at a maximum of twenty-six (26) in each cycle of studies. The minimum number of enrollees is set at four (4).

The sources of funding for the PSP include a) tuition fees, b) donations, sponsorships and all kinds of financial support, c) bequests, d) resources from research projects or programmes, e) own resources of the University of Thessaloniki and f) the state budget or the public investment programme.

By decision of the Faculty Assembly, scholarships or excellence awards may be granted to postgraduate students. Scholarships are granted based on objective criteria, and their amount is determined by the Faculty Assembly. The number of scholarships, the supporting documents and the awarding procedure, as well as the obligations and rights of the scholarship holders are determined by the Faculty Assembly.

For employed postgraduate students who are proven to work 20 hours per week, the possibility of part-time study is provided, the duration of which cannot exceed double the normal duration of study. The work is evidenced by the provision of relevant documentation from the employer. Part-time study is also provided for non-working postgraduate students who are unable to meet the minimum requirements of the full-time study programme for special extremely serious cases, such as illness, workload, serious family reasons, military service, reasons of force majeure, etc. In exceptional cases, postgraduate students are granted, upon submission of a relevant application, a temporary suspension of studies, which may not exceed two (2) consecutive semesters. During the suspension, the postgraduate student loses his/her student status. The period of suspension is not counted towards the maximum duration of regular study.

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 PSP is part of DUTH's strategic planning, which aims to further promote knowledge; develop research and the arts; satisfy the educational, research, social, cultural and development needs of Greece; and provide high-level specialization of graduates in theoretical and applied areas of the three specific disciplines.

The PSP is committed to the implementation of a Quality Assurance Policy (QAP), which supports the academic nature and orientation of the curriculum; promotes its purpose and subject, implements its strategic objectives; determines the means and methods of achieving them; and aims at its continuous improvement.

DUTH's central strategic objective is excellence in education and its connection with research, innovation and entrepreneurship. The PSPs organized by the DUTH aim to promote original scientific research and to make a substantial contribution to the development of knowledge, in at least one scientific field. In addition to deepening knowledge and promoting research and specialization, they encourage and promote the horizontal skills of students; support interdisciplinarity through cooperation between Departments; and seek to strengthen extroversion through the establishment of joint programmes with recognized educational and other institutions in Greece and abroad.

DUTH's School of Law has the appropriate infrastructure to support distance

learning as it has certified teleconferencing rooms and licenses to use appropriate teleconferencing - distance learning software. Also, the offices of all teachers are equipped with the appropriate equipment for conducting distance learning (e.g. computer, camera, microphone, speakers, etc.).

DUTH's School of Law, in collaboration with the University's Quality Assurance Unit (QAU) and the competent services of the Institution, has harmonized the Quality Policy of its offered PSPs with the DUTH's Quality Policy.

The PSP designs, modifies and improves its Curriculum with transparency and participation of all parties involved so that it responds to modern scientific requirements and teaching needs; achieves the learning outcomes and qualifications as described in the course outlines of the Curriculum and to offer qualifications in accordance with the European Qualifications Framework for Higher Education; promotes scientific knowledge and research on Law, History and Politics; provides postgraduate students with a comprehensive picture of the way in which the three scientific fields (law, history and politics) are connected in order to deepen their knowledge and acquire skills that develop the qualifications they acquired from their first cycle of studies.

Moreover, the PSP implements quality procedures in teaching work in full alignment with the quality policy of the School of Law and the Institution by selecting the appropriate lecturers in accordance with the provisions of the relevant legislation; evaluating the teaching work of the students on a semi-annual basis; participating in the internal evaluation process as coordinated by the Department of Teaching and Learning of DUTH; utilizing a variety of teaching methods and techniques, with an emphasis on student-centered processes and methods; ensuring the progress and development of the students during their studies; encouraging each student to write articles, publish in reputable medical journals and make announcements at Panhellenic or International Conferences; ensuring learning resources that are useful and accessible to students; implementing the institution of the Academic Advisor; participating in the procedures provided for in the Regulation of the Outstanding Teaching Award of DUTH; cultivating a climate of respect, cooperation, understanding and participation of all those involved in the PSP; and applying the best practices for resolving any problems that arise, as provided for in the Regulation for the Management of Complaints and Objections.

Furthermore, the PSP ensures the quality (and quantity) of the research work of the members of the academic unit by strengthening its extroversion with synergies both within the institution and with other institutions in Greece and abroad; encouraging the participation of teachers in international and Greek conferences, research programmes and international collaborations; supporting their international mobility; seeking alternative sources of funding (participation in programmes, sponsorships, donations, etc.); encouraging the conduct of high-level research, which will be published and recognized internationally. Finally, the PSP ensures the connection between teaching and research.

Based on its capabilities (teaching staff-material and technical infrastructure), the PSP ensures the appropriate annual number of admissions, so that it can offer high-quality education to students; ensures quality at all levels of the Study Programme and, at the same time, takes appropriate actions to improve it.

The PSP has posted its QAP on its website (<https://lhp.law.duth.gr/>) so that its new and current students can be informed. The QAP of the PSP is also communicated during its contacts with the local community and the chambers of commerce and finance, and in cases of organized activities with professional bodies, during the presentation of its research results. The connection with the local society is close, as the subject of teaching of the PSP touches on aspects of state organization and cooperation with international organizations and bodies. Thus, its research results are communicated to bodies of central public administration and local self-government (especially regarding issues of service status, disciplinary law, the relationship between central and decentralized administration), but also to other public bodies that are actively involved in this specific scientific field.

More specifically, the following methods are used for public information on the actions of the PSP: 1. The official website of the School of Law (<https://law.duth.gr/>) and of the PSP (<https://lhp.law.duth.gr/>). 2. The asynchronous distance learning platform DUTHNET eClass (<https://eclass.duth.gr/>) used by the faculty members and the students registered in the Law Department. 3. The Electronic Secretariat platform (<https://unistudent.duth.gr/>) used by the faculty members and the students registered in the School of Law. 4. The websites of various DUTH offices such as the Liaison Office (<http://career.duth.gr/portal/>), the Innovation and Entrepreneurship Unit (<http://epixeireite.duth.gr/>), Europe Direct (<http://europedirect.duth.gr/>) and the DUTH Alumni Association. 5. Printed material, which is available in digital format on the website of the PSP (<https://lhp.law.duth.gr/>) 6. Publications in the local press. 7. Interviews and reports in local media. Printed material is also distributed to students and other participants in all academic events of the PSP and the School of Law, as well as in the scientific events of the student association. All printed material is also available at the Department's secretariat. Finally, information on the department's events and research activities is available on the department's notice boards and in the student reception area outside the PSP's secretariat.

II. Analysis

The institutional strategy allows for the organization and delivery of the PSP in question.

The QAP of the PSP includes a commitment of the academic unit for its implementation, as well as a commitment for the efficient use of PSP financial resources.

The PSP's QAP is sufficiently communicated to all parties involved.

The PSP has set specific, measurable, achievable, relevant, and timely goals regarding the study programme, and especially in respect of teaching methods, student satisfaction, learning outcomes and research output.

The PSP's quality goals are paired with the suitable KPIs.

The learning outcomes of the PSP are appropriate for Level 7, according to the European and National Qualifications Network.

III. Conclusions

As far as Principle 1 is concerned, the PSP is in full compliance.

Panel Judgement

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

Panel Recommendations

R1.1 Maintain the PSP's commitment to the full and effective implementation of the planned and proposed QAP.

R1.2 Seek continuous feedback from students, faculty, and external stakeholders in addressing curriculum-related questions and improve the PSP.

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 PSP 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 PSP 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 PSP 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 law, history and politics. The course offerings partially correspond to the title of the PSP. Therefore, more courses are required to support the third pillar of the PSP namely politics, and enhance the interaction between the three fields. It would also be advisable that more courses should be offered and/or the content of existing courses to provide a broader and more contemporary historical outlook on law and politics as well as reception of Ancient Greek and Roman Law by modern and contemporary scholarship. This will make the PSP more attractive and align it to its aim of preparing graduates for the contemporary job market.

The PSP 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 tailored to this programme would be useful for students and probably necessary for writing essays or the dissertation.

The interaction between teaching and research is mainly realized in the writing of essays and dissertation.

External stakeholders were genuinely very supportive. Not all of them played an active role in the design of the PSP 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 PSP satisfies to a large extent this Principle. Nonetheless, more thought should be given to the offered modules by

strengthening the politics aspect of the Programme and introducing more contemporary themes across all topics.

Offering a module on research methods is also necessary.

Panel Judgement

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

Panel Recommendations

R2.1 Strengthen the Politics provision of the PSP and amplify the interaction between the three pillars of the Programme.

R2.2 Modernize the content of the Programme by including contemporary themes.

R2.3 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 Panel noted that the PSP is governed by a clearly structured regulatory framework covering admission, progression, recognition of studies and certification. The required regulations are provided in the documentation and include the Internal Regulation, the Study Regulation, the e-Learning Regulation, the Complaints Management Regulation, the Research Ethics Regulation as well as the Diploma Supplement template. In addition, these documents are publicly available through the Department's and the dedicated PSP's website.

Admission procedures are clearly defined and include eligibility criteria, required documentation and the selection process. The PSP also foresees an introductory meeting for incoming students before the first semester, during which academic expectations and course structures will be presented.

Although the PSP has not yet operated and no students have been enrolled, the documentation outlines systematic mechanisms for monitoring student progression. Continuous assessment methods, including presentations, virtual moot courts, guided exercises and active participation are planned for all of its courses. The academic unit has also defined procedures for reviewing pass rates and thesis submission timelines once student data becomes available.

Additionally, a formally regulated Academic Advisor system has been established, ensuring that each enrolled student will have access to individual academic guidance. The Complaints and Appeals Procedure is clearly articulated, with defined stages for the submission, examination and resolution of complaints.

The PSP provides for scholarships based on academic excellence. A tuition fee reduction will be awarded to the student with the highest final average grade, provided that the grade is at least nine out of ten. Student mobility is supported through the Institution's extensive Erasmus network. In accordance with the Internal Regulation, PSP students will be eligible to participate in Erasmus mobility programmes and other externally funded mobility schemes.

The ECTS system appears to be coherently applied. Completion of the PSP requires ninety (90) ECTS, of which sixty (60) derive from coursework and thirty (30) from the Master Thesis, which must be completed over a minimum period of six months. The Institution's Research Ethics Regulation applies to all PSP activities and is reflected in the provisions governing the Master Thesis.

Furthermore, the Master Thesis is governed by detailed academic requirements relating to thematic relevance, originality and research orientation. Nevertheless, the PSP does not have a Thesis Handbook and relies entirely on the formal regulations to define expectations and assessment criteria.

The Diploma Supplement is issued automatically, in Greek and English, upon successful completion and defense of the Master Thesis.

II. Analysis

The PSP demonstrates compliance with the requirements of Principle 3 through a comprehensive set of regulations that ensure transparency and academic integrity. Although the PSP has not yet been implemented, the planned mechanisms for admission, progression monitoring, academic advising and mobility are appropriately defined.

The systematic monitoring of student progress throughout the PSP, through continuous assessment methods such as short and extended presentations, virtual moot courts and guided exercises, as well as the regular review of pass rates and thesis submission timelines, constitutes a good practice that informs the ongoing refinement of course content and assessment methods.

The application of ECTS is consistent with European standards and establishes clear academic expectations.

The absence of a Thesis Handbook is the only area where further clarification could be beneficial. More particularly, a Handbook would provide more explicit methodological guidance for future students.

III. Conclusions

The PSP fulfils the requirements of Principle 3. Its regulatory framework is coherent, well developed and adequately supports admission, progression, recognition and certification processes.

Once the PSP becomes operational, the planned mechanisms should provide a structured and transparent learning environment.

The development of a Thesis Handbook would further strengthen student support.

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 The PSP is encouraged to develop a Thesis Handbook that offers methodological and procedural guidance to future students.

R3.2 Given the exclusively distance-learning format, continued investment in digital support services and training for both students and faculty will ensure sustained quality and accessibility.

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 proposed PSP will be taught by two (2) Full Professors, four (4) Associate Professors, two (2) Assistant Professors, and two (2) Researchers, one of whom also holds the title of Full Professor. One of the Associate Professors and one of the Assistant Professors are based at the Aristotle University of Thessaloniki. Both researchers are from different Institutions; one is the director of the Research Center for the History of Greek Law at the Academy of Athens, and the other is at the Center of Advanced Study at Princeton University. Most of the faculty are permanent members at the School of Law at Democritus or the Aristotle University of Thessaloniki. Therefore, the recruitment and promotion of faculty follow the established Greek framework for hiring. The adjunct faculty are recruited based on their academic qualifications and their fit with the specific curricular needs of the proposed Programme.

The faculty's research activities are thoroughly documented, showing a strong dedication to research and development. The Law School specifically focuses on publications in peer-reviewed international journals. The faculty is encouraged and supported to attend seminars and conferences to enhance their professional growth. The total number of publications reaches into the thousands, and their

quality is comparable to that of international Institutions. Mobility among Greek Universities is significant, and this applies to the Law School faculty and the proposed Programme.

The faculty's workload averages about eight to nine hours a week per semester, which is not ideal but enough to support research, as shown by the faculty's overall research output. The proposed PSP is highly specialized in the history of ancient Greek and Roman law, and therefore, the teaching areas align with the faculty's research interests. In this way, research and teaching are directly connected. Additionally, the PSP's narrow focus guarantees a specific research agenda for the faculty teaching in it. All courses at the Law School are systematically evaluated by students, although by a relatively low percentage, which is common everywhere.

II. Analysis

The proposed PSP is pledged to pursue interdisciplinary and cross-institutional collaboration. This makes a lot of practical sense, especially for graduates aiming to work in the public sector and legal administration. The PSP seeks to serve its students effectively by drawing on the history of Greek law.

The fact that it will be offered online provides a great opportunity for professionals to earn an advanced degree without the need to attend a physical classroom away from their jobs.

III. Conclusions

The faculty of the Department has the necessary knowledge, teaching skills, and research output to ensure the proposed Programme's success. It meets all the requirements for full compliance.

Panel Judgement

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

Panel Recommendations

R4.1 Provide the opportunity for students to participate on an on-campus activity while earning their degree, so as to meet their faculty in person.

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 Panel noted that the Institution provides the PSP with adequate infrastructure and support services necessary for the delivery of a fully distance learning Programme. The University offers stable digital platforms for synchronous and asynchronous teaching, institutional access to electronic libraries and databases, certified teleconferencing systems and reliable IT support. These resources are described in detail in the documentation and appear sufficient to ensure an appropriate learning environment.

The Institution's support services include library access, counselling services, IT support, administrative assistance and career services. Although the PSP has not yet operated and no students have been enrolled, the documentation

demonstrates that these services will be available to PSP students from the outset. Administrative support for the PSP has been clearly assigned and the staff responsible meet the required qualifications.

Furthermore, the PSP's planned participation in the academic network EMERGE (Empowering the Margins of Europe through Regional and Global Engagement) constitutes an important element of its internationalization strategy as well as a remarkable opportunity for its students to extend their international background. During the discussions with the University's and PSP's leadership and academic staff, it was emphasised that EMERGE provides substantial opportunities for international cooperation, academic networking and visibility of the PSP at European level.

Information regarding available services is currently provided through the PSP's website and institutional channels. However, it was noted that the website is available only in Greek. This limits accessibility for prospective international students and external partners. The translation of the website and core documents into English would significantly strengthen transparency and international reach.

A tuition utilization plan has been submitted, outlining the allocation of financial resources necessary to support teaching, learning and administrative functions of the PSP.

II. Analysis

The evidence provided indicates that the PSP will have access to the necessary resources for its effective operation. The digital infrastructure seems to be suitable for a PSP delivered entirely online and appears capable of supporting teaching and learning activities. Institutional support services are comprehensive and adequately structured and the administrative framework ensures that PSP students will receive appropriate assistance once the PSP becomes operational.

The PSP's participation in EMERGE constitutes a noteworthy strength. It enhances internationalization of its students, creates opportunities for collaboration with European partners and situates the PSP within broader academic networks.

The main area that requires improvement concerns the accessibility of information. The absence of an English version of the PSP website and documentation may hinder international visibility and the potential recruitment of non-Greek speaking students.

III. Conclusions

The PSP complies with Principle 5. The Institution provides sufficient learning resources, digital infrastructure and support services for the future operation of the programme.

Administrative support is clearly defined and adequate.

Participation in EMERGE strengthens the PSP's international dimension. Enhancing the accessibility of online information, by developing an English version of the PSP's website, would further support the PSP's strategic goals.

Panel Judgement

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

Panel Recommendations

R5.1 The PSP is encouraged to develop an English version of its website and to translate its core documents to improve accessibility for international audiences.

R5.2 The PSP should continue to leverage its participation in EMERGE as a tool for internationalization and student engagement.

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

The Institution has a robust internal quality assurance system (IQAS), the responsibility of which lies with the Quality Assurance Unit (MODIP). Detailed protocols include annual internal audits covering curriculum design, student workload, the learning environment, teaching methods, stakeholder engagement, and preparation for external evaluations. Audit reports are discussed by the

Programme's coordination committee.

The Quality Assurance Unit also prepares for external evaluations.

Information about the programme's quality assurance processes is disseminated through the Student Guide, as well as through regular updates and reports shared with teaching staff and external collaborators.

II. Analysis

The PSP demonstrates significant potential for compliance with Principle 6, bolstered by a robust internal quality assurance system.

All internal and external evaluation procedures demonstrate the Institution's commitment to maintaining high-quality standards. The transparent dissemination of IQAS procedures enhances the commitment of all parties involved to its principles, processes and objectives.

III. Conclusions

The Institution has established a robust internal quality assurance system (IQAS) to monitor and enhance the programme's quality, and to ensure compliance with HAHE's standards.

All stakeholders are committed to internal and external evaluation in order to support continuous Programme improvement.

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 Improve communication with stakeholders by providing regular updates on the PSP's quality assurance initiatives and evaluation results.

R6.2 Prepare for external evaluation by collaborating with professional and academic experts to ensure alignment with international best practices.

PART C: CONCLUSIONS

I. Features of Good Practice

The PSP's pledged commitment to the full and effective implementation of the proposed QAP.

Pledged commitment to seeking continuous feedback from students, faculty, and external stakeholders in addressing curriculum-related questions and improve the PSP.

The PSP's faculty research activities are thoroughly documented, showing a strong dedication to research and development.

The PSP is pledged to pursue interdisciplinary and cross-institutional collaboration.

The PSP's commitment to serve its students effectively by drawing on the history of Greek law.

The PSP's participation in EMERGE constitutes a noteworthy strength.

All PSP's stakeholders are committed to internal and external evaluation in order to support continuous Programme improvement.

II. Areas of Weakness

The faculty's teaching workload is not ideal to support high level research productivity.

The lack of Politics related courses and interdisciplinary approaches does not sufficiently support the PSP's title.

Lack of research methods course and Thesis Handbook.

III. Recommendations for Follow-up Actions

Maintain the PSP's commitment to the full and effective implementation of the planned QAP.

Seek continuous feedback from students, faculty, and external stakeholders in addressing curriculum-related questions and improve the PSP.

More courses are required to support both the third pillar of the PSP, namely Politics, and the pledged interdisciplinary approach.

More courses should be offered and/or the content of existing courses to provide a broader and more contemporary historical outlook on law and politics as well as reception of Ancient Greek and Roman Law by modern and contemporary scholarship.

Given the diverse backgrounds of likely students, a module or course on research methods tailored to this PSP would be useful for students and probably necessary for writing essays or the dissertation.

The PSP is encouraged to develop a Thesis Handbook that offers methodological and procedural guidance to future students.

The PSP is encouraged to develop an English version of its website and to translate its core documents to improve accessibility for international audiences.

Given the exclusively distance-learning format, continued investment in digital support services and training for both students and faculty will ensure sustained quality and accessibility.

Provide the opportunity for students to participate on an on-campus activity while earning their degree so as to meet their faculty in person.

Improve communication with stakeholders by providing regular updates on the PSP's quality assurance initiatives and evaluation results.

Prepare for external evaluation by collaborating with professional and academic experts to ensure alignment with international best practices.

Consider ways of reducing the faculty's teaching workload to support grant writing and publications.

Reconsider the PSP's title unless new Politics related courses and focus on the interaction between its three pillars are added.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 3, 4, 5, 6**

The Principles where substantial compliance has been achieved are: **2**

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

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GIANNAKOS SYMEON

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