



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

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

Accreditation Report for the Postgraduate Study Programme of:

Criminal Law and Criminology...

Department: ...Law.....

Institution: ... National and Kapodistrian University of Athens

Date:11 November 2024.....



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 Postgraduate Study Programme of Criminal Law and Criminology of
the National and Kapodistrian University of Athens (EKPA) 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 postgraduate study programme of Criminal Law and Criminology of the National and Kapodistrian University of Athens (EKPA) comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Professor Stathis Banakas (Chair)
University of East Anglia
2. Professor Sophie Papaefthymiou
Sciences Po, Lyon
3. Professor Nikitas Hadjimichail
University of Cyprus
4. Professor Thomas Skouteris
American University of Cairo
5. PhD Candidate Miss Maria Kalitsi
Democritus University of Thrace

II. Review Procedure and Documentation

Panel was appointed shortly before the time of evaluation. As always, HAHE populated immediately the digital data online with extensive information necessary for the evaluation, and is to be commended for its efficiency in doing this. It should be noted, however, that the Institution's Proposal for the academic evaluation and accreditation of the PSP dates back to January 2023. Several other documents submitted by the Institution also date back to previous years.

The review took place online from October 29th to November 3rd, 2024. As noted on previous occasions, it would be preferable and more productive to do such reviews in the future on location and in person. Online reviews necessitated at the time of COVID restrictions can only be emergency measures and such evaluations should be done again on location and in person, as originally provided.

III. Postgraduate Study Programme Profile

A Study Guide published by the PSP for its students, contains the basic guidelines for postgraduate studies at the School of Law, the current legal status, the requirements for the award of a Master's degree, the indicative curriculum, the lecturers and the content of the courses, as well as the services provided.

Since academic year 2018-2019, the "New Intensive Postgraduate Studies Program" (PSP) is operating at the Law School of the National and Kapodistrian University of Athens: "Criminal Law and Criminology". The aim of the MSc "Criminal Sciences" is to deepen and promote knowledge and research in the field of Criminal Sciences, taking into account the development needs of the country. The MSc "Criminal Law and Criminology" aims to produce high quality scientific research and to create scientists capable of contributing to the progress of science and teaching of: "Criminal Law and Criminal Procedure" and "Criminology and Criminal Justice Policy".

For the award of a Master's degree, a) the successful completion of two semesters of compulsory education is required, a cycle of systematic specialised studies with parallel research work and b) the successful writing of a postgraduate thesis. The two semesters shall comprise a total of six (6) courses in total, of which four (4) are designated as compulsory for the award. Two (2) are elective courses, which the candidate chooses from the proposed list of courses for each specialisation. The above list of selected courses may include compulsory or elective courses from the courses offered in other specialisations in the programme or in other MSc programmes of the School.

The grading scale for all courses and the thesis is set from zero (0) to ten (10). A student is considered to have succeeded if he/she receives a grade of five (5) or higher in all courses. For the purpose of calculating the grade for the master's degree, the grade of each course and the thesis is multiplied by the corresponding number of credits and the sum of the individual multiples is divided by the total number of credit points. The grade shall be calculated to the second decimal place, to the nearest second decimal place. The postgraduate diploma shall be marked 'good' [for students who have average grade point average of less than six and a half (6.5), 'very good' [for students who have an average grade point average between six and a half (6.5) and eight and a half (8.5)], and 'excellent' [for students who have a grade point average of eight and a half (8.5) or higher].

Credits required are spread as follows:

A' semester (12 weeks): 3 courses x 10 credits = 30 credits

B' semester: (12 weeks):3 courses x 10 credits = 30 credit

Dissertation = 15 credits

Total = 75 credits

During discussions with the teaching staff, the realistic delivery of this total number of 75 credits in 24 weeks was strongly disputed by members of the Panel.

The program "Criminal Law and Criminology" awards a Diploma of Postgraduate Studies (M.Sc.) in the following scientific specialisations:

1. "Criminal Law and Criminal Procedure"
2. "Criminology and Criminal Justice Policy"

Graduates of the postgraduate programme have the opportunity to continue their studies at doctoral level in Greece or abroad. The completion of the degree course, usually in the form of a mark, is considered in the evaluation process for the purpose of staffing the public sector. The degree programme is often used as a criterion in the selection process for the civil service, the diplomatic corps and the judiciary, and for employment by the institutions of the European Union or other international organisations, as well as employment in private legal practice.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.

Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.

In particular, in order to implement this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

- a) the suitability of the structure and organisation of postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- Quality Assurance Policy of the PSP
- Quality goal setting of the PSP

Study Programme Compliance

I Findings

The PSP has adopted a quality assurance policy in line with the quality assurance policy of the University and the Unit. The quality assurance policy covers the structure of the programme, learning outcomes, teaching and learning methodology, staff qualifications, support services, finance, programme wide assessment and review processes. The quality assurance policy is suitable for the specific programme. There is a commitment to continuous review of the policy and the effective use of financial resources to benefit the programme.

II Analysis

The quality assurance policy and its specific targets are well defined. They are in any case aligned with the character of the programme and will assure a further improvement in the quality of the programme's output and the effective support of the teaching experience. The policy appears to be the same for all PSPs offered by the Unit. 13 targets are set for the PSP, including:

- (i) Improving the Graduation Rate of Postgraduate Students;
- (ii) Passing this accreditation process;
- (iii) Improving flexibility of Studies and Student-centred Learning;
- (iv) The activation of Academic Advising;
- (v) Ensuring the active participation of students and alumni in the internal evaluation processes;
- (vi) Participation of the PSP's students in research processes;
- (vii) Implementation of actions linking the PSP with the labour market and society at large;
- (viii) Putting to use the Unit and the PSP's alumni and fostering collaborations and networking;
- (ix) Attracting to the PSP teaching staff from abroad;
- (x) Participation in the CIVIS European University Consortium (in which the NKUA is a member);
- (xi) Participation of the PSP's postgraduate students of the programme in Erasmus;
- (xii) Improvement of accessibility for SWSN;
- (xiii) Promotion of gender equality.

All these targets are also found in other PSPs offered by the Unit and none appears specific to this PSP. Another target found in such other PSPs but not here, i.e. "improvement of the infrastructure and support services for the PSP's student community" could also have made sense to include in this proposal as well. Whereas no target is specific to the PSP, some of them do address observations from the internal review process, especially regarding the student experience.

Discussions with members of staff, current and former students and external stakeholders have confirmed the aforementioned findings. The PSP builds on, and seeks to uphold, a long tradition of advanced and postgraduate seminars in criminal law and criminal sciences at the University of Athens, including a number of informal good practices. At the same time, further

work is needed as to the effective realisation of the policy across all aspects of the programme and conveying to the Unit and MODIP the specific needs of this programme.

III Conclusions

The PSP overall complies with Principle 1 but there are areas where the implementation of its quality assurance policy and the PSP-specific targets should be strengthened. More specifically:

- (i) The quality assurance policy should inform all aspects of the PSP (academic, administrative, professional). The Unit, and the colleagues running the PSP in specific, should adopt an integrated/holistic approach/culture of quality. The Unit should pursue specific policies and targets, which would comply with and contribute individually and collectively to the realisation of the specific PSP's quality assurance policy and its targets
- (ii) the quality assurance policy and its targets should be communicated more effectively to those involved in the delivery and administration of the programme;
- (iii) implementation of and adherence to the quality assurance policy and its targets should be better monitored by all those involved in the delivery and administration of the programme, with a view to further bolstering a culture of quality assurance);
- (iv) the mandates of existing PSP bodies could be amended in order to monitor, assess and measure the implementation of the quality assurance policy by setting out targets (responsibility/strengthen quality assurance);
- (v) Current informal good practices that repect and realise the quality assurance policy and its targets should be formalized (strengthen quality assurance). Such changes will allow the programme to fully fulfil its potential.

Panel Judgement

Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- R1.1 Integrate the quality assurance policy and targets to all aspects of the programme
- R1.2 Communicate the quality assurance policy and targets to those involved in the delivery and administration of the programme,

- R.1.3 Take measures to make more accessible a quality assurance policy specific to the programme perhaps through multiple platforms.
- R1.4 Monitor the implementation of the quality assurance policy and targets
- R1.5 Establish new bodies or mandate existing ones to monitor, assess and measure the implementation of the quality assurance policy and its targets
- R1.6 Take steps towards embedding the institution of academic advisors, using it also as an intermediary that would facilitate, by resolving problems and communicating feedback, the quicker action for quality assurance and improvement
- R1.7 Reflect upon, identify and insofar as possible Institutionalise existing informal good practices

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.

The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).

The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.

In addition, the design of PSP must consider:

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I Findings

The Program has obtained formal approval from the Senate, as evidenced in "A4. Απόφαση Συγκλήτου για την ίδρυση του ΠΜΣ," indicating that institutional processes for program authorization were observed. The program's curriculum is structured around core courses of 10 ECTS each, reaching 30 ECTS per semester, as described in "A6._new Περιγράμματα μαθημάτων." This design aims to meet level 7 of the EQF/NQF, with learning outcomes directed at specialized competencies in criminal law and criminology.

There is a lack of documented evidence for external benchmarking. HAHE standards emphasize the importance of benchmarking with comparable institutions to verify that curriculum content and structure meet current professional and academic standards in the field. Although the program references alignment with general European standards, there is no indication of targeted consultations with peer programs, industry experts, or use of external benchmarking reports to substantiate competitive alignment.

II Analysis

While the LLM program's curriculum structure meets internal approval requirements, the absence of formalized external benchmarking raises a concern. External benchmarking serves as a valuable tool in assessing curriculum relevance and competitiveness, especially in specialized fields like criminal law, where rapid changes in legal practices and research necessitate regular updates. Without such benchmarking, the program may lack verification that its curriculum remains aligned with leading institutions, which could affect its reputation and appeal to students and employers within and beyond Greece.

The program operates on a compressed 13-week semester schedule (plus exam preparation), requiring approximately 58–69 hours per week to achieve the total recommended semester workload of 750–900 hours. This is substantially higher than typical programs with longer terms, placing a particular burden on students who are also employed. For non-thesis students, who must complete additional coursework to meet credit requirements, this intensity compounds further, potentially hindering meaningful engagement with material.

Additionally, evidence suggests that students in some optional courses have been allowed to pass solely through term paper submissions, foregoing comprehensive assessment practices commonly expected at the graduate level. While this may offer flexibility in managing workload, it raises concerns about academic rigor and consistency, as such accommodations may dilute the robustness of expected learning outcomes and undermine program standards.

III Conclusions

The Program meets formal procedural requirements for approval and adheres to national academic standards.

The lack of formal external benchmarking means the program's curriculum may not be fully verified against global or European standards for currency and relevance.

Furthermore, the high weekly workload associated with the 13-week (+3) semester, especially for non-thesis students, presents challenges to sustainable learning and may impact student outcomes. Finally, practices allowing students to complete certain courses based on term papers alone indicate an excessive flexibility that may compromise academic rigor.

Panel Judgement

Principle 2: Design and approval of postgraduate study programmes	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

Panel Recommendations

R2.1. Implement Regular External Benchmarking: Establish a routine process for external benchmarking with comparable programs and experts, ensuring that the curriculum meets contemporary standards in criminal law education.

R2.2. Adjust Workload and Semester Structure: Consider options to alleviate the workload intensity for working students, potentially through semester extensions or modular course delivery to support in-depth engagement and retention.

R2.3. Enhance Academic Consistency and Rigor: Review assessment practices across courses, particularly for optional courses, to ensure all evaluations meet graduate-level standards and prevent excessive flexibility that may dilute academic quality.

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs by adopting flexible learning paths*
- *considers and uses different modes of delivery, where appropriate*
- *flexibly uses a variety of pedagogical methods*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *strengthens the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *promotes mutual respect in the student-teacher relationship*
- *applies appropriate procedures for dealing with the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

In addition

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

Study Programme Compliance

I. Findings

The PSP under review follows the principles of student-centered learning and teaching to achieve the learning goal underlined by the Study Program. Compulsory and elective courses are chosen by the postgraduates' students according to their interests. The teaching methods consist in professors' lectures and assignments. The preparation and presentation of assignments may familiarize LL.M students -among others-with bibliography searching and oral presentation, meanwhile there is a provision for visits in institutions like KETHEA, which gives the opportunity to the students to familiarize with practice. The student assessment is conducted by the teaching staff, is usually written and in some cases oral, mitigating circumstances are taken into consideration. A formal procedure for student appeals is in place and there is also a students' representative who communicates directly with academic and administrative staff, solving disputes.

II. Analysis

The relationship between students and teaching staff is very close and all the interviewed students confirm that the teaching and administrative staff is generally available and accessible. The students were not aware of reported instances/appeal and any problem between students and academic staff is solved directly or via the students' representative. Interviewed students report that the quality of instruction is high, the teaching staff stimulates their interests, although some of them noticed that the composition of the final grade in each course was not clear. Moreover, students claimed that there was no written feedback on their written assessments till the final examination and they did not know which part of the final grade is constituted by the written assessment, the presentation, the participation at the lectures etc. Assessments mostly take the form of written, and sometimes, oral exams. Student satisfaction surveys are regularly conducted, but the student response rate is low. Teaching staff foster student-centered learning. The combined use of research, assignments, research papers and oral presentation promote the principles of student centered learning and teaching. It should be noted that many students underlined that the time for preparing the thesis is not sufficient for them.

III. Conclusions

Overall, the student-centered learning, teaching and assessment is achieved by the PSP according to the principle 3. The teaching methods and the accessibility of the teaching staff stimulate the students' interest for more extensive research, although it should be mentioned that lectures from faculty members of foreign universities and professionals could enhance even more students' interest.

Panel Judgement

Principle 3: Student-centred learning, teaching, and assessment	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R3.1 Extension of the thesis' period up to one semester

R3.2. Lectures from faculty members of foreign universities and professionals.

R3.3 More clarity on the decision of final grade at each course and written feedback on written assessments before the final examination.

R3.4 Make better use of e-Class and guide student use of online resources.

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION

INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, THESIS DRAFTING, RECOGNITION AND CERTIFICATION).

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- *the student admission procedures and the required supporting documents*
- *student rights and obligations, and monitoring of student progression*
- *internship issues, if applicable, and granting of scholarships*
- *the procedures and terms for the drafting of assignments and the thesis*
- *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *the terms and conditions for enhancing student mobility*

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

Documentation

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. Findings

Student Admission

The PSP is open to law graduates of universities in Greece and recognised similar institutions abroad. The number of students admitted to the MSc does not exceed twenty-five (25) per specialisation. In addition, a maximum of three (3) judges are admitted to the programme. Candidates are selected on the basis of their degree, any post-graduate qualifications, and the number of post-graduate degrees they hold and an oral interview. The applications, together with the necessary supporting documents, must be submitted to the PSP Secretariat.

Monitoring of student progress and assessment

The evaluation of students is carried out at the end of each semester by written or oral examinations or by carrying out assignments throughout the semester, or a combination of all of the above. The method of assessment is determined by the teacher of each course. The examiner shall take into account the contributions, research papers, exercises or other forms of student participation during the course of the teaching. When conducting written or oral examinations, it is mandatory to ensure the integrity of the process. Grading shall be on a scale of 1-10. Courses in which a candidate has not obtained a pass mark must be retaken. However, work or exercises which are graded independently shall be registered and shall not be repeated if they have been successfully completed. There are two examination periods for each course. A student who has failed or failed to attend one or more courses in the Crst or

second semester shall be admitted to the second period. If the student fails twice in the same course (and in up to two courses), he/she is examined, at his/her request, by a three-member committee of faculty members of the School, who teach the same or related subject matter to the course. If he/she fails again, he/she is removed from the Register by decision of the Assembly on the recommendation of the Steering Committee.

Recognition of Postgraduate Studies and Certification

The Procedure for the award and recognition of titles, the duration of studies, the conditions for the promotion and assurance of the progress of students in their studies is as follows: Attendance in the PSP and the award of the diploma corresponds to 75 credit points. The courses and the thesis are graded on a scale from zero (0) to ten (10). A student who receives a grade of five (5) or higher is considered to have succeeded. For the calculation of the grade of the Master's degree, the grade of each course and thesis is multiplied by the corresponding number of credits and the sum of the individual products is divided by the total number of credits required for the award of the Master's degree. The grade shall be calculated to the second decimal place. The postgraduate diploma shall be marked 'good' (for students with a grade point average of less than six and a half (6,5), 'very good' (for students with a grade point average of more than or equal to six and a half (6,5) but less than eight and a half (8,5)) and 'excellent' (for students with a grade point average of eight and a half (8,5) or more). The School's Secretariat issues to all graduates a Certificate of Analytical Grading, which indicates the courses in which they have been examined during their studies, as well as the ECTS credits awarded for each course. It also issues a Diploma Supplement, which contains a detailed account (in Greek and in English) of the applicant's academic record during his/her studies at the School of Law. The oath is not a constituent part of the successful completion of studies, but it is a necessary condition for the award of the diploma.

II. Analysis

We found the admissions process, presented to us orally and in writing, satisfactory.

The progression system is satisfactory, with progress tests, written assignments and presentations, all taken into account together with performance at the end of semester examination to determine grades. However, it transpired from interviews of students that they are mainly examined on materials presented by their colleagues in student presentations, which largely replace lectures by the teaching staff during the semester, the texts of which are not corrected first by the lecturers and are not made available to all students in full. This, as already noted in other parts of this report, is an issue of concern.

There is some ambiguity (not explicitly defined from the outset) about how each test and examination mode counts towards the final grade, with no further explanation given to students about their performance in each examination mode separately. Clarity in the composition of the final grade in each course is important to safeguard transparency and equal treatment. The method of calculation of the final grade of the Master's degree involves an exercise in which the grade of each course and of the thesis is multiplied by the corresponding number of credit points, and the sum of the individual multiples is divided by the total number of credit points required for the award of the Master's degree. This looks fair albeit slightly complicated.

III. Conclusions

Subject to the comments in the analysis above, the programme can be described as fully compliant with Principle 4.

Panel Judgement

Principle 4: Student admission, progression, recognition of postgraduate studies and certification	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R 4.1 More clarity in the composition of the final grade in each course should be sought to safeguard transparency and equal treatment.

R 4.2 It is important that any materials on which the students are examined, which are presented by students in their weekly presentations, are checked and corrected as necessary by the teaching staff, and made widely available in full to students in time for their revision before the exam.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.

The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training- development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).

More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Documentation

- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

Study Programme Compliance

I. Findings

The PSP relies primarily on permanent faculty members of the Unit, supported by a small number of adjunct teaching staff. Therefore, all members of the teaching staff are Ph.D. holders with consistent research activity and scholarly output. The processes followed for the recruitment of its staff are clear, transparent and fair.

The Unit clearly recognizes the importance of both teaching and research. Teaching time is balanced and fairly divided between staff members, while the teacher-student ratio is satisfactory.

II. Analysis

The Programme involves all faculty members comprising the Criminal Sciences Sector of the University of Athens Law School. The list includes 10 faculty members, most of them tenured and some with a long career in the Unit, 8 of them in criminal law and 2 in criminology, in addition to 2 faculty members from the Philosophy of Sociology of Law Sector also listed as teaching a single hour, obviously in conjunction with their Criminal Law / Criminology colleagues. Faculty members are assisted by a limited number of adjunct teaching staff, all of which are PhD holders and have held long connections with the Unit and the areas addressed by the Programme. As such, recruitment and promotion of teaching staff follows the laws and standards employed by the NKUA Faculty of Law for faculty appointments and is generally regarded as fair and transparent. The Programme and its staff members could benefit from further administrative support from the Unit.

As stated, the core of the Programme consists of criminal law faculty with long experience, as exemplified in the A7 document. Teaching ranges between 2 and 4 hours for the 10 Sector faculty members, with the bulk of teaching – i.e. 4-hour obligations, undertaken by midcareer or more junior colleagues. An infusion of younger academics would nonetheless help this flagship programme. In the very least, new faculty positions to replace existing faculty members upon retirement must be made immediately available by the Unit; in addition, retiring faculty members may still contribute to the Programme, alongside their existing and new colleagues.

The Programme will also benefit significantly from inbound mobility and opening up further to international exchanges, including guest lectures/seminars or visiting professorships, which would broaden the scope of subjects and approaches offered. The Unit should also support the outbound mobility of staff, ensuring their sabbatical leaves and granting them their fair share of participation in academic exchanges. Criminal law and policy offer opportunities for externally funded research, which should enrich the teaching staff's international outreach and bring resources to the programme itself.

The PSP reflects the faculty members' research interests and specialisation and has evolved accordingly over time but keeps a balance between general subjects – such as revisiting the general part, and theory, of criminal law and modern/specialized ones including corruption and addictions. The teaching staff has been relying primarily on the seminar method as an instructional method, especially on the criminal-law part of the PSP, but the Panel was also provided of evidence of field visits by criminology students, connected to the purposes of the project. The Panel had the opportunity to interact with students and recent alumni who described teaching staff as committed, accessible, understanding, and ready to provide support and guidance. Whereas we may debate the allocation of time, the Programme strikes a balance between research (notably academic writing) and practical orientation, with an emphasis on policy for the criminology part and doctrinal development for the criminal-law part. In the meetings, several students and alumni made a compelling case as to how their participation in the Programme also helped them in high-level practice, notably as lawyers or judges.

III. Conclusions

The Programme has relied on a solid core group of permanent faculty as its teaching staff, which has ensured its durability and informs its character and orientation. Everyone in the Criminal Sciences sector seems involved, from seniormost to entry-level assistant professors, with the core formed by midcareer faculty members. The relatively balanced distribution of teaching work among the faculty members further contributes to homogeneity and collegiality. With classes of almost 20 students in each division, the effective teacher-student ratio is not optimal for a research-focus master, but it does not impact negatively the programme and allows for a vibrant student community. The Unit provides encouragement and opportunities for the professional development of the faculty supporting the Programme. There is certainly room for improvement, including strengthening outbound mobility of especially the criminal-law faculty (as well as considering inbound mobility) and fostering a culture of pursuing external research grants. Teaching staff should be commended for their firm commitment and concentrated effort in maintaining the academic tradition and professional atmosphere, in spite of the busy schedules of both teachers and students, most of which are in practice.

Panel Judgement

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

Panel Recommendations

R 5.1: Encourage and support faculty members' research output, especially in international journals and publishers

R 5.2: Make new faculty hires in the areas covered by the PSP, while keeping integrated into the PSP the more senior faculty upon retirement

R 5.3 Take measures to support outbound mobility

R 5.4: Explore avenues to attract external funding, including European and national projects

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Programme is run by seven (7) faculty (teaching and research) members, one (1) post-doctoral student with teaching appointment, two (2) external collaborators with teaching appointments, and one (1) administrative staff.

The Programme is situated at the premises of the Law School, and of the Laboratory of Research in Criminal Law and Criminology, in downtown Athens.

It appears from the Programme's Accreditation proposal that there is sufficient infrastructure so as to cover all academic needs. Information about all services is available on the

Programme's website. All teaching facilities (amphitheaters, lecture rooms, labs) are equipped with distance learning infrastructure. There is support of different video conference platforms. A student dashboard gives access to students' e-services and University portals (e-mail cloud service, wifi, e-learning platform powered by WebEx, Students Information System, access to library resources through University VPN, Plagiarism detection software [Turnitin], e-questionnaires. The Programme uses the Law School Library, located in walking distance from the Law School. The Library includes three reading rooms with a capacity of 275 seats, and 17 OPAC (Online Public Access Catalogue) workstations. It contains approximately 100.000 volumes, dating from 1900 on, some very rare 17th century books, electronic books and journals, and several online databases. The Library staff offers assistance in using the library catalogue and the electronic resources. Users have access to loan service. Inter-library loans are also ensured. The Library is not yet accessible to students with health conditions or impairments, but several measures toward this aim are taken in cooperation with the Accessibility Office of the Institution. Access to digital libraries and databases is ensured by the connection of the students with several international resources. Teaching and research staff have access to a special platform for uploading information about their teaching and research activities. All facilities create an environment conducive for higher learning and research. A virtual visit of the Library was scheduled. Special Labs are adequately equipped in workstations and digital resources. The Lab « Research in Criminal Law and Criminology », founded in 1993, directed successively by Prof. Ms. K. Spinellis and Prof. N. Kourakis, has been directed since 2015 by Assistant Professor Ms. T. Tzannetakis. It includes a library and a meeting room, open to researchers and State Scholarship Foundation (IKY) recipients. The Lab edits a journal entitled « The Art of Crime ». The Lab "Law and Informatics", founded in 2015 and directed by Professor G. Yannopoulos, provides free access to library resources. The Lab cooperates with major companies, and conducts research on the needs of the public and private sectors. It appears from the Accreditation Proposal that all kinds of advisory and support services are provided to students, including a Career Liaison Office, a Mental Health Centre, as well as an Academic Advisor and a Student Ombudsman (« Sinigoros tou Fititi »). The Programme has provided a detailed description of the infrastructure and services which have been made available by the Institution to the Unit, to support learning and academic activity (human resources, infrastructure, services, etc.). The Institution is meant to cover the cost of the infrastructure services from state resources. Student fees (including registration fees) are the Programme's own income. The Institution hosts cultural associations, and offers the students the possibility of attending foreign language courses (students can learn up to 25 foreign languages). Sports are practiced at the premises of the University Campus. Students with health conditions or impairments are supported during their studies and exams.

II. Analysis

Relying on the submitted Accreditation Proposal and the School website, the Panel confirms the library's wealth in books and reviews, as well as its adequate equipment in computers and other facilities for the students, with the exception of reading spaces' accessibility to students with health conditions or impairments. The Panel regrets that physical access to all reading spaces is not available to them. It also regrets the use of politically incorrect terms ("handicap"). The opening hours of the Library are very restricted.

No information was provided about the Lab « Research in Criminal Law and Criminology » opening hours. The Lab « Law and Informatics » is open three (3) days per week from 11:00 am to 1:00pm. The panel suggests that the Lab should also be open in the afternoon, so that working students can make use of its facilities. No information was provided about the students' use of the different advisory services and about the existence of an online Alumni Network (mentioned among the achieved objectives). Although the School includes the offer of scholarships based on social criteria, the Programme did not inform the Panel about scholarships offered to its students, either based on social criteria or for excellence.

III. Conclusions

It appears from the Accreditation proposal and the discussions with students and faculty that all services function properly so as to satisfy the students' needs, with the exception of the Library reading rooms, which are not yet accessible to students with health conditions or impairments. Moreover, to the disappointment of the students, the Library opening hours are very restricted.

Panel Judgement

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

Panel Recommendations

R6.1 The opening hours of the Library should be extended during the week; the Library should be open on Saturday.

R6.2 Special career events should be organised for students, in which representatives of the public sector services and the professions, and distinguished alumni, should be regularly invited to attend, during Term time.

R6.3 Organisation of an Alumni network and a directory, designed to facilitate connections and to enhance communication among alumni, by the organisation of reunions, guest lectures, and by the provision of career services.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.

Reliable data is essential for accurate information and decision-making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on postgraduate study programmes and other activities feed data into the internal system of quality assurance.

The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

A number of methods may be used to collect information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

Documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP*
- *Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP*

Study Programme Compliance

I. Findings

The Program demonstrates some baseline data collection practices, as evidenced in internal quality review documents, such as "A8. Αποτελέσματα εσωτερικής αξιολόγησης του ΠΜΣ" and "A9._new Αξιολόγηση από τους φοιτητές". These documents indicate that the program gathers student feedback and performs periodic internal evaluations.

However, there is no evidence of a comprehensive information management system that systematically collects, integrates, and utilizes data to inform program adjustments across key areas such as student progression, drop-out rates, success metrics, or alumni employability tracking—all critical components for a program of this scale and purpose

II. Analysis

According to HAHE standards, effective information management should go beyond basic data collection to include thorough analysis and feedback mechanisms that support evidence-based decision-making. The LLM's current data practices seem limited and fragmented, focusing primarily on individual student feedback rather than broader performance indicators. As such, the program lacks a centralized system that can provide insights into student success rates, program completion, or post-graduation employment—critical metrics for evaluating overall program quality and alignment with HAHE's emphasis on continuous improvement and stakeholder accountability.

The limited data integration and absence of visual or analytic tools restrict the program's ability to make timely adjustments or assess long-term trends in student outcomes. For example, without systematic tracking of drop-out rates or career outcomes, the program may miss opportunities to refine its curriculum in alignment with market needs or to address retention issues proactively. The reliance on qualitative feedback alone also reduces the potential for data-driven improvements that could enhance both student experience and program relevance.

III. Conclusions

The LLM in Criminal Law Sciences and Criminology meets some of the basic requirements for data collection but does not fulfil HAHE's comprehensive information management standards. Without a fully integrated system and consistent use of feedback data, the program's approach limits its ability to support continuous improvement, ensure academic rigor, and align program objectives with career outcomes for its largely professional student demographic. The Panel shall grant fully compliant status on this occasion but it strongly encourages the Program to invest in information management perhaps even with the use of specialized software, such as Business Intelligence (or any other such), that has specialized suites for academic program management.

Panel Judgement

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

Panel Recommendations

R7. 1. Implement a Centralized Information Management System: Develop a dedicated system that integrates metrics on student progression, retention, and graduate outcomes, including alumni employability. This centralized approach would enhance the program's capacity for strategic data analysis and responsive program planning.

R7. 2. Strengthen Data Analysis and Visualization: Introduce regular reviews of key metrics

with visual tools (e.g., dashboards, trend graphs) to aid decision-making. This would support real-time tracking and facilitate adjustments based on actual data trends.

R7. 3. Enhance the Use of Graduate and Career Tracking Data: Establish a structured alumni tracking process to capture career outcomes and gauge the program's impact in the field of criminal law. Career data can inform curriculum updates, ensuring alignment with current industry standards and stakeholder expectations.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The programs website is

https://www.law.uoa.gr/metaptychiakes_spydes/programmata_metaptychiakon_spydon/pms_poinikes_epistimes/

It is easily accessible, available in Greek only, provides all the necessary information about the Program. It should be noticed that there is no English version, but taking into consideration that the PSP is taught in Greek, it is not severely misleading.

II. Analysis

All the Information on the Program and the academic activities is available at the website of the program, but only in Greek. The website is well-organized and provides information about the courses content, the program structure, the fees etc. It should be mentioned that there is a list of faculty and staff, but there is no other information on their CVs. Information on CVs and communication details may be found in the general web page of the Law School https://www.law.uoa.gr/prosopiko/didaskontes_ana_tomea/ . There are also no students' or alumni testimonials.

III. Conclusions

The website and generally the tools of promotion of the PSP are sufficient, although it would be helpful to add the CVs of all the faculty members and teaching staff and student testimonies of their academic and professional experiences, with live links to all necessary information

Panel Judgement

Principle 8: Public information concerning the postgraduate study programmes	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

R.8. Create a new website exclusively for the Program and not as a segment of Law School's website, adding all the teaching staff's CVs and student, alumni testimonials.

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND POSSIBLE AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
 - b) the changing needs of society*
 - c) the students' workload, progression and completion of the postgraduate studies*
 - d) the effectiveness of the procedures for the assessment of students*
 - e) the students' expectations, needs and satisfaction in relation to the programme*
 - f) the learning environment, support services, and their fitness for purpose for the PSP in question*
- Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.*

Documentation

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

I. Findings

The Programme complies with the requirements as to its annual self-assessment process, handled at School level, and the provision of all relevant information to the MODIP for the Institution's own report to the Authority. During the current academic year (2024-2025) the teaching staff consists of seven (7) faculty members and one (1) research assistant (ETEP). The infrastructure and the teaching and administrative services are adequate. In its latest annual evaluation (January 2023) MODIP has examined all relevant data, considered the Programme's achievements, especially the updating of the curriculum, the quality of teaching and the student dissertations' completion in due time. It has mentioned the strong points, namely:

the satisfactory technical infrastructure and administrative support ; the competence of the teaching staff and the quality of teaching and research ; the use of interactive methods in class; the satisfactory number of secretarial staff. It has also observed the weak points, namely: the low participation in the student e-questionnaires; the delayed completion of the dissertations, which causes a delay in the awarding of the Master's degree; the overload of the teaching and research staff in the exercise of the undergraduate studies activities, which renders their participation in the Programme very onerous; the lower than expected participation of the students in international research programmes. The MODIP reports determined the required corrective and preventive actions and reflected on the Programme's initiatives for further and continuous improvement.

Corrective actions include: the registration of the dissertations upon deposit in order to objectively certify the rate of completion; alternatively, the extension of the deadline to December 31st at the latest; the strengthening of the research potential of the Programme, by giving emphasis on international cooperation, and students' mobility and participation in international conferences.

Preventive actions include: compulsory participation in the evaluation procedure, and making of it a condition of the oath of office; making use of the recently appointed teaching staff (post-doctoral researchers); increase of the financial resources, so as to encourage mobility and foster extroversion.

II. Analysis

The PSP fully meets the requirements of Principle 9 as to on-going monitoring and periodic internal evaluation. All procedures take place on time, following the Institution's rules and according to the HAHE model. Self-assessment takes place twice a year. The results are submitted to MODIP, which examines all relevant data, from course outlines to student questionnaires and to the Programme's self-assessment and aims. MODIP's annual examination is included in a report which is transmitted to the Institution's authorities. Special attention is paid to the teaching programme as well as to the participation of all concerned persons in the procedures. The MODIP report confirms that the outcomes of the self-assessment are properly recorded and submitted to it. It also confirms that the findings of the self-assessment of the PSP have been shared within the School. However, it is worth noting that the Programme has submitted to HAHE a report about the academic year 2021-2022, completed in January 2023. In its Accreditation proposal it only describes the procedure and informs the Panel about the timetable, without referring to the objectives, which had to be achieved by December 2023 and for which a Supervisor had been appointed by the MODIP.

III. Conclusions

All procedures comply with the rules and principles of the Internal System of Quality Assurance of the Institution. The MODIP report is comprehensive. It adequately describes the Programme's strong points, and also sheds light on the weak points. The Panel regrets that no information has been provided about the conformity of the Programme to the recommended actions. Used for covering the Programme's needs and the salaries of the teaching and

administrative staff, fees should not be further increased. The Panel would appreciate better information about the distribution of the financial resources.

Panel Judgement

Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Panel recommends that the Programme:

R 9.1: addresses and implements all MODIP recommendations and informs MODIP accordingly;

R9.2: communicates all reports to stakeholders;

R.9.3 explores the possibilities of outside funding and external networks.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Documentation

- *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

Study Programme Compliance

I. Findings

Checking compliance with the recommendations of the external evaluation committee and incorporating these recommendations is part of the process of monitoring the operation of the MODIP. The Panel's recommendations, as well as the full text of the external evaluators' report, are communicated a) to the Rectoral Authorities of the Institution and to those who are responsible for the implementation of the Institution's Strategy, and b) To all faculty members, members of the teaching and administrative staff of the Law School and in particular to those involved in the implementation of the proposals in question. Within two months of the completion of the external evaluation process, a comprehensive action plan for the incorporation of the accepted observations of the panel will be developed, which will include a) Description of the recommendations; b) Measurable and Observable Objectives for each recommendation (What the Institution expects to achieve); c) Actions (What the Institution needs to do to achieve the objectives); d) Responsibilities (Who takes each action); e) Timetable (When the objectives will be achieved); f) Necessary Resources (Material and Human). There is continuous monitoring by the Law School's OMEA of the implementation of the recommendations of the external evaluation Panel and indeed within the timeframe that has been set. The monitoring of implementation is accompanied by taking the necessary initiatives and interventions where delays are observed. At the end of two years from the completion of the accreditation process, a Monitoring - Progress Report will be drawn up in cooperation with the MODIP. And submitted to the HAHE, which will analyze the progress

achieved in relation to the implementation of the recommendations of the external evaluation Panel and the progress in implementing the Action Plan discussed in this section.

II. Analysis

Our findings show a well-organized internal process of review and implementation of recommendations of the external evaluation Panel. We have no specific information on how often such external evaluations are scheduled to take place, but the fact that the internal review and implementation takes at least two years to complete is telling in this regard. However, it is worth noticing that In its Accreditation proposal the Programme only describes the procedure and informs us about the timetable, while it does not refer to the objectives, which had to be achieved by December 2023.

III. Conclusions

We are happy with the internal review process of external evaluations, but concerned about the amount of time needed for their internal review and implementation

Panel Judgement

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

Panel Recommendations

R10.1 Speedier conclusion of internal review and implementation of external reports should be sought.

R10.2 All actions should be communicated to stakeholders without undue delay.

PART C: CONCLUSIONS

I. Features of Good Practice

Principle 1

- Engagement with the quality assurance policy

Principle 2: Design and Approval of Programmes

- Streamlined Curriculum Approval: The program's adherence to internal approval protocols and alignment with EQF/NQF standards demonstrates good practice in initial program design.
- Clear Course Structuring: Each course is assigned a standard 6 ECTS, with clearly defined learning outcomes and assessment methods, ensuring consistent academic structure.

Principle 3

- The teaching methods and the accessibility of the teaching staff stimulate the students' interest

Principle 4

- Good admissions process.
- Good progression system, with progress tests, written assignments and presentations, all taken into account together with performance at the end of semester examination to determine grades, undermined, however, by the use as examinable material of uncorrected student presentations.

Principle 5

- Embrace of the programme and its tradition by all faculty members in the pertinent and near subjects
- Balanced allocation of teaching between teaching staff.

Principle 6

- It appears that all services function properly so as to satisfy the students' needs, with the exception of the Library restricted opening hours and of the Library reading rooms, which are not yet accessible to students with health conditions or impairments.

Principle 7: Information Management

- Periodic Student Feedback Collection: The regular administration of student satisfaction surveys provides a foundation for understanding student experience and can be leveraged further in program development.

Principle 9

- All procedures comply with the rules and principles of the Internal System of Quality Assurance of the Institution.

Principle 10:

- Well-designed internal process of review and implementation of recommendations of the external evaluation Panel.

II. Areas of Weakness

- Compliance with ECTS standards
- Generic quality assurance policy
- Restricted opening hours of the Library
- Lack of information about the achievement of the objectives set by MODIP
- Lack of information about the opening hours of the Lab "Research in Criminal Law and Criminology"
- Delayed completion of the dissertations
- Insufficient international cooperation
- Lack of clarity in the composition of the final grade in each course, to safeguard transparency and equal treatment.
- Materials on which the students are examined, which are presented by students in their weekly presentations, do not appear to be checked and corrected as necessary by the teaching staff, and made widely available in full to students in time for their revision before the exam.
- Overload of the teaching and research staff in the exercise of the undergraduate studies activities, which renders their participation in the PSP more challenging.
- Programme internal review and implementation takes at least two years to complete.
- In its Accreditation proposal the Programme only describes the procedure and informs us about the timetable, while it does not refer to the objectives, which had to be achieved by December 2023.
- No information has been provided about the conformity of the Programme with the recommended actions in past evaluations.
- The institution's report of the Programme and that of other Master's degrees in Law are written in very similar terms.

III. Recommendations for Follow-up Actions

- R1.1 Integrate the quality assurance policy and targets to all aspects of the programme.
- R1.2 Communicate the quality assurance policy and targets to those involved in the delivery and administration of the programme.
- R1.3 Take measures to make more accessible a quality assurance policy specific to the programme perhaps through multiple platforms.
- R1.4 Monitor the implementation of the quality assurance policy and targets.
- R1.5 Establish new bodies or mandate existing ones to monitor, assess and measure the implementation of the quality assurance policy and its Targets.

R1.6 Take steps towards embedding the institution of academic advisors, using it also as an intermediary that would facilitate, by resolving problems and communicating feedback, the quicker action for quality assurance and improvement.

R1.7 Reflect upon, identify and insofar as possible institutionalise existing informal good practices.

R2.1 Redesign the curriculum in order to provide realistic correspondence between ECTS standards and Program design

R2.2 Explore technological options for a more robust data management system.

R3.1 Extension of the thesis' period up to one semester

R3.2. Lectures from faculty members of foreign universities and professionals.

R3.3 More clarity on the decision of final grade at each course and written feedback on written assessments before the Cnal examination.

R3.4 Make better use of eClass and guide student use of online resources.

R4.1 More clarity in the composition of the final grade in each course should be sought to safeguard transparency and equal treatment.

R4.2 It is important that any materials on which the students are examined, which are presented by students in their weekly presentations, are checked and corrected as necessary by the teaching staff, and made widely available in full to students in time for their revision before the exam.

R5.1 Encourage and support faculty members' research output, especially in international journals and publishers.

R5.2 Make new faculty hires in the areas covered by the PSP, while keeping integrated into the PSP the more senior faculty upon retirement.

R5.3 Take measures to support outbound mobility.

R5.4 Explore avenues to attract external funding, including European and national projects.

R6.1 Extend the opening hours of the Library during the week; open the Library on Saturday.

R6.2 Make all Library reading spaces accessible to students with health conditions or impairments.

R6.3 Organize special career events for students, in which representatives of the public sector services and the professions, and distinguished alumni, are regularly invited to attend, during Term time.

R6.4 Organise an Alumni network and a directory, designed to facilitate connections and to enhance communication among alumni, by the organization of reunions, guest lectures, and by the provision of career services.

R7.1 Implement a Centralized Information Management System: Develop a dedicated system that integrates metrics on student progression, retention, and graduate outcomes, including alumni employability. This centralized approach would enhance the program's capacity for strategic data analysis and responsive program planning.

R7.2 Strengthen Data Analysis and Visualization: Introduce regular reviews of key metrics with visual tools (e.g., dashboards, trend graphs) to aid decision-making. This would support real-time tracking and facilitate adjustments based on actual data trends.

R7.3 Enhance the Use of Graduate and Career Tracking Data: Establish a structured alumni tracking process to capture career outcomes and gauge the program's impact in the field of criminal law. Career data can inform curriculum updates, ensuring alignment with current industry standards and stakeholder expectations.

R8. Create a new website exclusively for the Program and not as a segment of Law School's website, adding all the teaching staff's CVs and student, alumni testimonials.

R9.1 Address and implement all MODIP recommendations and inform MODIP accordingly.

R9.2 Communicate all reports to stakeholders.

R9.3 Explore possibilities of outside funding and external networks.

R10.1 Speedier conclusion of internal review and implementation of external reports should be sought.

R10.2 All implementation actions and the recommendations of evaluation Panels should be communicated to stakeholders without delay.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1,3,4,5,6,7,8,9,10

The Principles where substantial compliance has been achieved are:

2

The Principles where partial compliance has been achieved are:

N/A

The Principles where failure of compliance was identified are:

N/A

Overall Judgement	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. Professor Stathis Banakas (Chair)
University of East Anglia
2. Professor Sophie Papaefthymiou
Sciences Po, Lyon
3. Professor Nikitas Hadjimichail
University of Cyprus
4. Professor Thomas Skouteris
American University of Cairo
5. PhD Candidate Miss Maria Kalitsi
Democritus University of Thrace