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Accreditation Report
for the Postgraduate Study Programme of:

European Business and Economic Law

Department: Law

Institution: Aristotle University of Thessaloniki

Date: 24/03/2026

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα
Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
enqa.

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **European Business and Economic Law** of the **Aristotle University of Thessaloniki** 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 European Business and Economic Law of the **Aristotle University of Thessaloniki** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. TSAROUHAS DIMITRIS (Chair)
   (Title, Name, Surname)
   Georgetown University
   (Institution of origin)

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

3. STIVACHTIS YANNIS
   (Title, Name, Surname)
   Department of Political Science, College of Liberal Arts and Human Sciences, Virginia Polytechnic Institute & State University (Virginia Tech)
   (Institution of origin)

4. TSAGOURIAS NICHOLAS
   (Title, Name, Surname)
   School of Law, University of Sheffield
   (Institution of origin)

5. Καλίτση Μαρία
   (Title, Name, Surname)
   Democritus University of Thrace
   (Institution of origin)

II. Review Procedure and Documentation

Brief reference to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. Dates of the review, review, meetings held, and any additional information regarding the procedure, as appropriate.

The External Evaluation and Accreditation Panel (Panel) was formed by the Hellenic Authority for Higher Education (HAHE) in December 2025, approximately two and a half months before the review process. The visit took place during the first week of March 2026, from Monday to Friday, and covered a total of four (4) Postgraduate Study Programmes (PSPs) run by the Law School of the Aristotle University of Thessaloniki (AUTh).

By virtue of a HAHE decision, all meetings were held through the Zoom digital platform. The onsite visit was held by viewing a video prepared by the Law School. The virtual tour provided an overview for Panel members to the School's classrooms, lecture halls, computer laboratories, administrative offices, meeting spaces, and the library. It also included a short demonstration of the virtual assistant that the School has been able to acquire in recent years, in an attempt to constructively utilize Artificial Intelligence (AI) technology.
The documentation that was received prior to the virtual meetings contained on the one hand HAHE material, and on the other hand material produced by the PSP. It also contained the Accreditation Proposal (The Proposal), which dealt with the ten (10) accreditation principles for the PSP.

The material provided was comprehensive, informative and very well prepared. It adequately described the current program and practices that are in place. However, the Panel needed and requested additional information, which was shared by the PSP, in cooperation with HAHE, soon after the request was tabled. Furthermore, the Panel asked for and received copies of the 4 PowerPoint presentations created by the respective PSP. It is worth noting that all four of the PowerPoint Presentations included a SWOT analysis, which greatly facilitated the Panel's deliberations during the accreditation process.

During the online visit, the panel conducted online interviews with various stakeholders including the Dean of School, the Heads of each of the four PSPs under accreditation, members of MODIP, members of Faculty, groups of students, alumni, and employers, social partners and external stakeholders selected by the School according to the timetable of Panel Review by electronic means prepared by HAHE. Due to the online nature of the visit, the panel did not have an opportunity to interact informally with the broader student community.
All online interviews ran smoothly over five working days. The Panel found all discussions to

be collegial, constructive and productive. It wishes to thank the School, the Directors of each of the four PSPs and all those involved for making the process easier, and for the constructive and trusting cooperation. The Panel would like to particularly thank the Dean of School for the warm, collaborative, purposeful and cordial reception afforded and the members of OMEA for their cooperation, which greatly assisted the Panel in its deliberations. Finally, the Panel would like to thank everyone involved in the process for earnestly sharing the Panel's commitment to constructive dialogue, transparency and inclusivity.

III. Postgraduate Study Programme Profile

Brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Short description of the home Department and Institution, with reference to student population, campus or any other related facts.

The Law School

The Law School (of what was then the University of Thessaloniki) was founded in 1930. In 1999, the School was renamed the School of Law, Economics and Political Sciences, and took its contemporary form in 2013. Today, the Law School has six Departments, eighteen postgraduate study programs, two Laboratories, three Jean Monnet Chairs, its own Library, which is the largest in the University, as well as the Center for European Legal Culture.

All Law School classrooms are now equipped with modern computer equipment, microphone installations, video projectors, and digital boards. This facilitates and enriches teaching with modern interactive methods that may include the projection of slides, video lectures, interactive exercises, diagrams, tables with jurisprudential Material and statistical data.

All Law School courses are supported by the e-learning electronic classroom platform. The teaching staff members utilize many of the tools of this particular platform, such as: a) announcement forum, for sending announcements to all registered students, b) documents, where they post notes, images, articles, bibliography, etc., c) links that refer, to websites related to the course, as well as to electronic textbooks, bibliography tables, etc., d) an academic calendar, where the title and/or brief description of each Tradition is given and the place and time of events or various deadlines are published, e.g. assignment submission, e) multimedia, where there is the possibility of posting image and audio files related to the course and PowerPoint presentations made in class, practical issues and suggested solutions, past exam questions, instructions, etc.

It should be noted that the rate of use of ICT and e-learning has increased significantly in the last ten (10) years and now almost all members of the teaching staff exploit the possibilities that these technologies provide in their courses.

The Law School participates in the Erasmus+ mobility program, having developed collaborations with one hundred and twenty-five (125) European universities over time. For outgoing students, their number ranges per semester from seventy-five (75) to approximately one hundred (100), with main destinations being universities in Germany, France, the Netherlands, Belgium, and Spain. The School operates an Erasmus Office, while

students are informed about existing exchange programs through a website created for that purpose. The Erasmus+ program for Studies provides for and ensures the full recognition of the period of study at the Host Institution.

In addition, the Law School participates in numerous agreements between AUTh and universities from more than twenty (20) countries. The Law School has also developed collaborations with other Law Schools, within the framework of which student seminars are held in Greece and abroad, with the participation of professors from collaborating Schools. These are the Law Schools of the Julius Maximilian University of Würzburg, the University of Zurich and the University of Trier.
Student mobility is enhanced by supporting their participation in international moot court and mediation competitions. In addition to the academic support offered by members of the teaching staff, the School also supports students financially, covering their travel and accommodation expenses.

The Law School also operates a Standing Committee on Social Policy, which was established in 2017 and aims to assist in the problems faced by certain categories of Law students, such as people with disabilities and special educational needs, international students, minorities, expatriates, and LGBT community members. The Committee's objectives also include the strengthening of volunteerism, in cooperation with the university's Volunteer Committee. The Committee cooperates closely with both the Observatory of Students of Vulnerable Social Groups of AUTh, as well as with the Committee for Social Policy and Health of AUTh and the Center for Counseling and Psychological Support (KESYPSY) of AUTh.

The Law School provides students with the opportunity to submit complaints or objections. Students can express in writing any fact that has come to their attention and puts at risk the values and ideals of respect and dignity advocated by the department.
For issues other than exams and grades, each student may verbally express his/her complaint or objection to the respective Academic Advisor. The Academic Advisor examines the content of the document and either informs the student by proposing solutions or forwards the request for further actions and decisions to the department assembly.

Complaints are recorded by students by completing the form entitled "Complaint Submission Form". Once completed, the form is sent electronically to the department secretariat at the email address info@law.auth.gr. The Secretariat then receives and assigns a protocol number to the document, forwarding it directly to the Dean of the Law School.

The Law School Dean either resolves the matter and informs the student or, if this is not possible, informs the department assembly. The Department Assembly undertakes the investigation of the request, may resolve the matter communicated to it by the Dean and inform the student in writing. The Department Assembly, having investigated the students'

request, addresses the legal service of the university, when it establishes that the complaint or objection requires immediate legal action. The University's legal service informs the student of the responsibilities it has assumed.

The Academic Advisor offers students of the Law School information for the better organization of their studies. The PSP appoints an Academic Advisor for each student enrolled in it. This is a mandatory process. Academic Advisors are members of the teaching staff of the Postgraduate Program and monitor the students they take on from the beginning until the completion of their studies. The name of the academic advisor is communicated to the students upon their registration. The Academic Advisors receive the students for cooperation and guidance at specific times. Extraordinary meetings may be held, if requested by a student or if requested by the Academic Advisor, in the event that a major issue has arisen. The content of the discussions is confidential and the personal data of the students are protected. In exceptional cases, a student may request a change of Academic Advisor, explaining the reasons to the PSP Coordinating Committee (Συντονιστική Επιτροπή).

It is important to note that, beyond the Law School, AUTh also maintains

- A Student Advocate: for issues other than grades and exams
- An Ethics Committee: for issues of publications, work preparation, intellectual rights linked to the University's Code of Ethics and Good Practice
- A Research Ethics Committee: for issues related to Research Projects Regulation of Principles and Operation of the Research Ethics and Ethics Committee
- A Gender Equality Committee for issues of discriminatory treatment
- a Personal Data Protection Officer, for issues of personal data, and
- a Studies and Career Liaison Office.

The PSP

The LL.M. in European Business and Economic Law aims to promote knowledge, develop research, meet the educational, research, social, cultural and developmental needs of Greece, promote the open outlook of both the School of Law and the University, as well as to train
high-level scholars in the broader field of business and economic law, with an emphasis on its

European aspects. The bodies responsible for the administration, organization and operation of the Program are: a) The AUTh Senate, b) The Postgraduate Studies Committee, comprised of the Vice-Chancellor of Academic Affairs and Student Affairs, who acts as President, and the Deans of AUTh as members, c) The Faculty Assembly of the Law School, d) The Steering Committee of the PSP, which consists of (5) faculty members of the
Faculty, who have undertaken postgraduate work and are elected by the Faculty Assembly for a two-year term. The SC is competent for the supervision and the coordination of the Program's operation in
accordance with the stipulations contained herein e) The Director of the Program, who is a member of the Steering Committee and is appointed along with their deputy, by decision of the Faculty Assembly for a two-year term. The Director cannot be elected for more than two (2) consecutive terms and is not entitled to an additional fee for their administrative work.

Graduates of the Law Schools of national Universities and the Faculties of Law of recognized similar institutes abroad are admitted to the Program. The number of admissions per year shall be determined following a proposal by the SC and a decision
of the Faculty Assembly and may not exceed thirty-five (35) students. The Program Guide foresees that Twenty five (25) entry positions are allocated as a matter of priority to foreign candidates and the rest are available to foreign and Greek candidates. In practice, however, the PSP currently enrolls two Greek stduents for every international one.

The duration of study in the Program is twelve (12) months. The PSP is divided in two (2) academic semesters and the summer session. In the first (A) semester, at least five (5) courses are taught, of which one (1) is compulsory and the remaining four (4) are electives. In the second (B) semester a minimum of five (5) courses are taught, of which one (1) is compulsory and the remaining four (4) are electives. Students in each semester (A and B) are required to attend and pass four (4) courses, namely one (1) compulsory and three (3) elective courses in the first (A) semester and, respectively, one (1) compulsory and three (3) elective courses in the second (B) semester.

During the two semesters, Winter and Spring, the teaching and examination of the courses takes place, then the process of examining the postgraduate thesis is completed until the 30th of September. Part-time study is foreseen, following a proposal on the part of the SC and a decision by the Faculty Assembly. The duration of part-time study shall be a maximum of twenty-four (24) months. The course is completed in four (4) semesters and then the postgraduate dissertation is delivered until the 30th of September following the end of the fourth semester. Students may also be granted, upon application, a temporary suspension of studies, which may not exceed two (2) consecutive semesters. Students may be granted an extension of attendance for up to one (1) year, following a recommendation by the Steering Committee and a justified decision by the Faculty Assembly.

The main source of income for the Program shall be the tuition fees paid by students. The total amount of the tuition fees for each postgraduate student who is obliged to pay them is three thousand (3,000) euros. By decision of the Faculty Assembly, approved by the Senate, the tuition fee amount may vary. Two (2) scholarships of one thousand (1.000€) euros each may be awarded to full-time students who have obtained the highest marks in the examinations of the first semester. In case a student has a scholarship or grant from another institution, he/she is not entitled to a scholarship from the LLM.

Twenty-two (22) faculty members and one (1) EDI are employed in the PSP "European Business and Economic Law". At the administrative level, the PSP is supported by the Law School.

Courses are conducted simultaneously and in the same location but also, when necessary, remotely via the ZOOM platform. The distance learning process is organised with the support of the electronic course management system administered by the Centre for Electronic Governance (K.I.D.) of the Institution in collaboration with faculty members and technical support staff (administrators) of the Unit, with the aim of enhancing conventional teaching through electronic organisation. The service provides a wealth of electronic educational tools to enrich and strengthen the teaching process and experience of both trainers and trainees.The Law School also has a fully equipped Multimedia Room, accessible to all Law students, including Erasmus students, and used in the afternoons and evenings, for postgraduate level courses, as well as for seminars and training and research programmes. Besides, it is also intended for the daily conduct of educational seminars on legal informatics.

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 "European Business Law and Economic Law" is committed to the implementation of the quality assurance policy (QAP), which strengthens the academic profile and orientation of the postgraduate programs, promotes their purpose and subject matter, implements their strategic objectives (as set annually) and determines the means, actions and methods of achieving them, ensures the participation of interested parties and implements the appropriate internal and external quality procedures with the ultimate aim of their continuous improvement.

The Law School and the Postgraduate Program "European Business Law and Economic Law" implement the institutionalized quality assurance procedures of the Quality Manual of the Internal Quality Assurance System of the University, with the necessary specialization at the level of the PSP.

The implementation of the procedures is carried out in collaboration with the University's Quality Assurance Unit (QAU). The quality assurance procedures constitute a valuable tool for the Department and the individual Postgraduate Programs, in order to implement their teaching and research activities, ensure the achievement of the goals they have set and generally upgrade the academic work.

The PSP is committed to implementing the quality procedures that aim to demonstrate: a.the suitability of the structure and organization of the PSP b.that the intended learning outcomes and qualifications are in accordance with the European and National Qualifications Framework for Higher Education c. the promotion of the quality and effectiveness of the teaching/research work of the PSP d.the suitability of the qualifications of the teaching staff for the PSP e. the drafting, implementation and review of specific annual quality objectives for the improvement of the PSP f. the level of demand for the acquired qualifications of graduates in the labor market g. the quality of support services h. the efficient utilization of the resources of the PSP, which stem mostly from tuition fees i. the annual internal evaluation and review of the quality assurance policy, in collaboration with OMEA and MODIP of the Aristotle University of Thessaloniki.

The procedures implemented for the monitoring and continuous improvement of the quality of the PSp are set out in the PSP's website. They comprise the following: mplementation of a policy for the quality assurance of the PSP, its periodic review and revision; design of the PSP in accordance with the current Legislation and the Regulations of the Aristotle University of Thessaloniki, taking into account - within the framework of feasibility - the views of students, graduates of the Department and the Postgraduate Studies Program, and collaborating bodies. • Harmonization with the current legislative framework and regulatory provisions. • Implementation of the Regulations of the Postgraduate Studies Program and other Regulations and Regulatory Decisions of the Aristotle University of Thessaloniki. • Submission of the Individual Inventory Form and the Course Description Form to the MODIP information system by the lecturers. •

Conducting evaluation of courses and lecturers by the students. • Various ways of evaluating students. • Attempting to monitor the development and professional rehabilitation of graduates of the Postgraduate Studies Program. • Teaching staff (selection, regulations, performance, support). • Allocation and management of the resources of the Postgraduate Studies Program (infrastructure, equipment, etc.). • Collection and processing/analysis of quality data (complete, correct and updated data) to ensure the quality of the Postgraduate Studies Program "European Business Law and Economic Law" with the aim of improving it. • Monitoring, analysis and comparison with national and international indicators. • Publication of information about the Postgraduate Studies Program. • Qualitative and systematic updating of the Postgraduate Studies Program website (Greek, English and possibly another language), for the publication of relevant information about the Program.

Since 2012, the Law School follows the system of course evaluation by students through electronic digital questionnaires developed by MODIP-AUTH (previously, this process was done with printed questionnaires). The PSP adheres fully to the policy.

The evaluation is done through the special MODIP platform (http://qa.auth.gr) to which students have access. According to the instructions of ADIP and MODIP, and with the coordination of OMEA, the platform opens after completing eight (8) weeks of courses. The digital questionnaire follows almost entirely the standard questionnaire of ETHAAE, with minor adjustments and additions. It includes questions on the following topics: (1) the course (objectives, organization of the material, quality of textbooks, level of difficulty), (2) the assignments (topic, comments and guidance of the instructor), (3) the parallel educational activities, (4) the electronic classroom (organization and usefulness of content), (5) the use of ICT in delivery, and (6) the Faculty (organization and method of delivery, answering questions, consistency in communication).

Students are repeatedly informed of their obligation to evaluate the courses taught, both by MODIP and by the instructors of the courses and by the Dean's Office through electronic messages sent to their institutional accounts. The results of the evaluation are taken into account for the improvement of the educational process of each course, but also for the improvement of the curriculum, according to the evaluation system that has been included in the PSP.

II. Analysis

There is no direct link to the QAP of the PSP. The EEAP was given a link to access the site of the PSP, which worked well, and the QAP is available in both Greek and English online.

The link to the EEAP report of the 2019-2020 academic year pertaining to the University's Law School is not available on the website link provided https://www.law.auth.gr/el/node/5341

Key Performance Indicators (KPIs) are in place. They are, for the most part, measurable and realistic. They are also sufficient in number, eleven in total, and include the most important metrics necessary to improve the overall quality of the PSP's performance.

The current tuition fees utilization plan includes a 5% expenditure, which rises over time for years 1-5, yet the Study Guide does not specify that more scholarships will be made available to more students or that the same number of students will benefit from a higher scholarship rate (currently set at 1000 Euros).

III. Conclusions

The Panel finds that the PSP is substantially compliant with Principle 1.

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	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

It is recommended that a link to the QAP of the PSP be placed on the PSP's main web page so as to make it directly and immediately available to all site visitors.

KPIs are an important tool to measure PSP progress over time. The Panel recommends that the PSP utilize these metrics better by setting specific and measurable targets, including realistic benchmark and target dates for their fulfillment.

Please clarify how many scholarships are awarded by the PSP, and to how many students.

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 PRORAMME 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 PSP in European Business and Economic Law aims to promote knowledge; enhance research; meet the educational, research, social, cultural and developmental needs of Greece; promote the extroversion of the School of Law and the University as a whole, as well as train high-level scientists in the field of business law and economic law in the broad sense, with an emphasis on its European aspects.

The orientation of the PSP is primarily educational and research, but also professional. Its students acquire general and specialized knowledge, as well as the methodological-research tools necessary for deepening their knowledge of law.

The strategy of the PSP follows the general principles that govern the strategy of the Aristotle University of Thessaloniki and enriches it with elements that stem from the distinct academic profile of the School of Law.

The PSP has been designed based on appropriate standards. In designing it, four factors were taken into account: first, the expertise of the faculty; second, the labor market needs and the associate skills required to ensure the success of the program's graduates; third, the developments in the relevant fields; and fourth, the unput received by the PSP's external stakeholders, students, and graduates.

The PSP is well-designed to achieve specific learning outcomes based on the European and National Qualifications Framework 7.

Compared to similar programs abroad, the level of the PSP is high, as attested by the program's international collaborations, the successful attendance of the program's students at universities abroad within the framework of the Erasmus mobility program and the high performance of the program's graduates in postgraduate and doctoral programs abroad.

Moreover, the PSP in European Business and Economic Law constitutes a unique mix of study of EU, international and comparative business law, and economic law. The PSP can be compared with the postgraduate programs of Neapolis Paphos University entitled "International and European Business Law (LLM)" and the University of Nicosia/EAP KPMS entitled "Economic and Business Law" (LLM, - Joint Program with the Hellenic Open University - Distance Learning). However,

both of these programs last 1.5 to 2 years respectively and are conducted in the Greek language.

Overall, the curriculum of the PSP is appropriate and corresponds to universally accepted standards for the specific area of study. However, there is no course that focuses on Research Methods & Design. This is especially important given the interdisciplinary nature of the PSP, the diversity in its student academic background, and its emphasis on student research.

The structure of the PSP is rational and clearly articulated. The PSP is intensive and is structured into two (2) academic semesters and the summer period. In the first semester, at least five (5) courses are taught, of which one (1) is mandatory and the remaining four (4) are elective courses. In the second semester, at least five (5) courses are also taught, of which one (1) is mandatory and the remaining four (4) are elective courses. During the summer period, students prepare their thesis.

The courses of the PSP are taught entirely and exclusively in English, while the thesis is also written in the English language. Thus, the PSP is addressed both to Greek and foreign students.

The PSP is offered in person. In exceptional circumstances, however, teaching can take place online but the number of hours cannot exceed 30% of the total teaching hours.

The PSP envisages a procedure/ regulation in place for periodic revisions of the program curriculum. The PSP adheres to an internal evaluation process involving the PSP's Coordination Committee, the School of Law's OMEA, and the university's MODIP. In particular, instructions have been given by the MODIP of the Aristotle University of Thessaloniki, in accordance with the requirements of the HAHE Certification standards. The PSP monitors and evaluates quality indicators such as, the evaluation of courses and faculty by students, the research work of students, mobility, student support services, the monitoring of the progress of PSP's graduates, as well as the program's collaboration with external stakeholders.

The Student Guide is complete, concise and appropriate.

II. Analysis

The PSP has been designed based on appropriate, universally accepted standards for the specific area of study.

The structure of the PSP is rational and clearly articulated.

There is a procedure/ regulation in place for periodic revisions of the PSP curriculum.

The curriculum revision procedure involves consultation with the PSP's external stakeholders, experts, students, and graduates.

The Student Guide is complete, concise and appropriate.

III. Conclusions

As far as Principle 2 is concerned, the PSP is in full compliance.

Panel Judgement

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

Panel Recommendations

Consider introducing a course focusing on Research Methods & Design.

Maintain the emphasis on the incorporation of new legal cases into the course and PSP content.

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 applies the principles of student-centred learning and teaching in order to achieve the learning outcomes set out in the Study Program. Postgraduate students select compulsory and elective courses according to their academic interests, and a wide range of elective courses is available.

Teaching methods include lectures delivered by faculty members as well as written assignments. Through the preparation of their assignments, students develop research abilities and legal reasoning skills.

Student assessment is carried out by the teaching staff, either orally or in writing, while class participation and the completion of assignments are also taken into account. The relationship between faculty members and students is close, allowing any issues that arise to be resolved directly. There is also a formal procedure for submitting complaints to institutional bodies.

II. Analysis

The course content meets student needs and reflects current trends and developments in the field. However, the absence of a course on Research Methods & Design was noted.

The assessment methods applied are fair. The academic level of the teaching staff is high, and students are encouraged to engage in further research. Student satisfaction surveys are conducted regularly, and the response rate is relatively high. The teaching staff actively promotes student-centered learning. The combined use of research, written assignments, research papers, and oral presentations reinforces these principles.

III. Conclusions

Overall, the PSP fully meets the standards of student-centred learning, teaching, and assessment set out in Principle 3.

The teaching methods, together with the accessibility and supportiveness of the academic staff, effectively motivate students to engage in deeper research.

Panel Judgement

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

Panel Recommendations

A course on Research Methods & Design should be added, and more seminars should be organized with foreign academics, practitioners, and representatives of institutions relevant to the PSP.

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

The PSP is open to law graduates, as well as to applicants with a relevant academic or professional background. The total number of students admitted to the LL.M. does not exceed thirty-five (35), of which twenty-five (25) places are reserved exclusively for international students, while the remaining ten (10) may be filled by either Greek or international students. Student selection is based primarily on the nature of previous studies, the LL.B. degree grade, and the overall profile of the applicant.

The general requirements, admission criteria, and selection procedures are fair and transparent. Student assessment takes place at the end of each semester through written or oral examinations, written assignments throughout the semester, or a combination of these methods. The assessment method is determined by the instructor of each course. The LL.M. thesis is written exclusively in English, and a specific set of quality standards governs its preparation.

The PSP does not offer formalized traineeship opportunities. The Diploma Supplement is issued in Greek and English. Student mobility is encouraged.

II. Analysis

Student evaluation is conducted through a combination of written assignments, presentations, and written or oral examinations.

There is a wide range of elective courses, which is an important feature that allows students to pursue their academic interests more effectively. As mentioned under Principle 3 above, including a course on Research Methods & Design would be beneficial.

III. Conclusions

Overall, the Unit has established and implemented clear, publicly available regulations that govern all stages and aspects of the study process, as outlined in the Study Program. Introducing a formal traineeship component would strengthen the program's connection to the labor market, as would the organization of career days.

Finally, given the European orientation of the PSP, establishing the role of an EU Careers Student Ambassador would further enhance students' employability prospects.

Panel Judgement

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

Panel Recommendations

More opportunities for engagement with the labor market and for networking should be provided.

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 recognises the importance of recruiting highly qualified academic staff and formally adheres to the processes and criteria established by Greek law and University by-laws. These criteria include subject-matter expertise, the quality of research, and demonstrated teaching ability.

The PSP seeks to strengthen the link between teaching and research. Members of staff participate in knowledge exchange and impact activities by being involved in externally funded projects.

Members of staff engage with policymakers, which demonstrates recognition of their standing and expertise. The PSP supports teaching and research mobility and

offers study leave. Further, it has established internal mechanisms for evaluating teaching performance, primarily through student feedback.

II. Analysis

Teaching staff possess the necessary academic qualifications, teaching experience, and research expertise to deliver the PSP effectively and ensure its quality. However, the institutional framework for supporting teaching and research excellence appears underdeveloped. In particular, there is no structured provision for training, especially for newly appointed members of staff, in teaching and learning methodologies. Reliance on staff experience is not sufficient. Co-teaching can be a valuable method, provided it is accompanied by a formalised process of feedback and monitoring. There is no mechanism for continuously monitoring teaching excellence for all members of staff.

While student evaluations may provide some indication of teaching quality, they are not in themselves conclusive, and sustained institutional efforts are required to ensure continuous enhancement. There should be formal processes aimed at supporting staff in improving their teaching performance when its assessment by students is low. Imposing punitive measures to members of staff, or removing them from teaching if they under-perform in student evaluations, is, in the Panel's opinion ,unfair if no support is provided to improve their teaching performance. This relates to the absence/existence of institutional process of training in teaching and the educational process in general.

There appears to be no clear mechanism for systematically supporting, monitoring and assessing the quality of research outputs and activities of members of staff. Introducing such a mechanism will foster a dynamic research culture and promote excellence. This point also relates to fairness and transparency, which the PSP seeks to promote.

III. Conclusions

The Panel concludes that, in principle, the programme sets out objectives that address the requirements of this Principle; however, it considers that the institutional support underpinning these objectives is currently weak.

Panel Judgement

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

Panel Recommendations

Introduce appropriate mechanisms, or establish a dedicated office, to support all staff in developing and enhancing their teaching and learning knowledge and skills.

Make it mandatory for all staff, and in particular newly appointed members of staff, to complete training courses in legal pedagogy.

Establish an award scheme to recognise and promote teaching excellence.

Introduce a formal teaching observation process.

Introduce a formal mechanism for the systematic support, monitoring and assessment of staff research outputs and activities.

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 LEARING 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 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

All rooms and the library are accessible to people with impairments. There are 5 lifts in the Law School, and two lifts in the peripheral staircases of the School, as well as ramps on the ground floor, where necessary.

The PSP uses the Law Library « Ioannis Deligiannis », which has a collection of more than one hundred thousand (100,000) volumes of books and a great number of periodicals (434 titles or 2,600 issues per year), is organised in accordance with international bibliographic standards, following the classification system of the Library of Congress, the AACR2 cataloguing rules and the Library's

subject headings, and.provides access to the most bibliographic databases with legal content. The Library is staffed by four (4) EDIP librarians and five (5) administrative employees, who offer user training services, inter-library loan services, EYDOXOS book return services, etc. The Law Library generates its own revenue, which it uses to cover part of its needs. Law School students are granted free online access access to codes and legislation within the School and the Central Library of the Aristotle University of Thessaloniki through a special platform on the QUALEX legal database. Besides, PSP students have access to leading international and Greek electronic databases, such as Beck-online Premium, Dalloz, Westlaw International, The Making of Modern Law: Legal Treatises 1800-1926, Armenopoulos, Isocrates, the Legal Information of the Athens Bar Association database, NOMOS, either within the University or via VPN connection. In collaboration with the publishing house NOMIKI BIBLIOTHIKI, the Law School has created Qualex, a special platform for the School; students and staff are connected via eduroam when they are at the School, in the classrooms, the School Library, and the Central Library of the Institution, using their their mobile phone, laptop or tablet. The Institution offers its students electronic services through the KID / ICT Directorate's electronic student secretarial services (student registry) (https://sis.auth.gr/), the E-Learning Moodle platform, and a Facebook account. The Unit also offers access to a reading room for one hundred (100) people. All areas have wireless Wi-Fi connection, and students are provided with electronic services through the School's website (https://www.law.auth.gr/).

The Law School supports initiatives undertaken by student groups, such as the Rhetoric Club and the European Law Students Association, by providing meeting spaces and facilitating collaboration between students and academic staff ; the organisation of the annual Conference of Postgraduate Students and Doctoral Candidates, which is open to all students free of charge ; the participation of School student teams in moot court and mediation competitions in Greece and abroad. It contributes to the financial support of part of the students' expenses and, of course, provides space and staff for team training (https://www.law.auth.gr/el/node/8302). A Social Policy Committee is responsible for promoting volunteerism, in collaboration with the Aristotle University Volunteerism Committee, for monitoring the School's actual accessibility for people with disabilities, and for proposing cooperation with social organisations in the city, such as the Society for the Protection of Minors, the UN High Commissioner for Refugees, etc.

Students are informed about all services upon admission, at a special welcome event, and they are kept informed via the central website of the Aristotle University of Thessaloniki (https://www.auth.gr/services), the website of the Law School (https://www.law.auth.gr/el), and via emails to their institutional accounts. Besides, it supports and promotes the further development of its academic and administrative staff's skills, facilitating its participation in training seminars, scientific projects and conferences.

The PSP is funded by financial resources allocated, on the one hand, by the central services of the Institution, and, on the other hand, by the Special Account for Research Grants (ELKE).The main source of income for the PSP is the tuition fees paid by postgraduate students. The total tuition fees for each student who is required to pay them amounts to three thousand (€3,000) euro. By decision of the Unit's Assembly, approved by the Senate, the amount of the fees may vary. The alternative sources of funding are defined in Article 37 of Law 4485/2017. The PSP's resources are used for the needs that arise throughout the duration of the studies and not only during the semester to which they correspond. The categories of expenditure of the PSP are as follows: equipment and software expenses, expenses for granting scholarships to postgraduate students, expenses consumables, travel expenses for P.M.S. teaching staff, teaching fees for regular and temporary staff of the Higher Education Institutions participating in the organisation of the Postgraduate Programme, administrative and technical support fees, other expenses, such as publicity and promotion expenses, purchase of educational materials, conference organisation expenses and operating expenses of the Institution (30% of revenue). The monitoring of the Postgraduate Studies Programme funds is undertaken by the Institution. The PSP Steering Committee proposes the allocation of financial resources from the total revenue be allocated to the purchase of materials, classroom equipment, laboratories, studios and offices, the supply of books, etc., which will facilitate the implementation the Programme.

Additionally, Law students have access to all the student support structures of the Institution, specifically the Counselling and Psychological Support Centre, the Primary Health Care Centre, the Aristotle University Student Club, which provides meals for students, the Study and Career Liaison Office, the Scholarships and Bequests Internship Office, the European Programmes Department, the International Relations Department, the Support Office for Students from Vulnerable Social Groups, the Student Ombudsman for issues unrelated to grades and exams, the Gender Equality Committee for issues of discrimination, the Children's Centre, the Volunteer Coordination Office, to Scientific Student Associations, to Student Residences and to all Libraries and digital Libraries and databases (https://www.auth.gr/services). The Central Library remains open 24 hours a day during exam periods, while the reading room for postgraduate students and doctoral candidates is open from 8:00 to 20:00.
Students and staff of the Institution can use the facilities and programmes of the university gym, the university campus in Kassandra, Chalkidiki, the Internship Office, etc. Besides, they participate in cultural events and other activities organised by the Institution.
The Institution has set up committees to address specific problems that students may encounter, for example, the Interdisciplinary Committee for the Study of Proposals against Drugs, the Committee for Social Welfare, Psychological Support and Student Observatory, the Health Committee, and the Accessibility

Committee, as well as the Counselling and Psychological Support Centre (KESYPSY) and the Office for Accessibility for People with Impairments.

II. Analysis

All facilities (classrooms, laboratories, IT infrastructure, access to digital libraries and databases, etc) made available to the PSP by the Unit and the Institution ensure an appropriate teaching and learning environment. There is an adequate range of support services available to the PSP students (i.e. boarding, career counselling, student welfare office, sport/cultural facilities etc).

All services are accessible to the students, who are informed about them via the PSP Website. There is sufficient and competent administrative staff to ensure the operation of the student support services.

III. Conclusions

The PSP fully complies with Principle 6.

Panel Judgement

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

Panel Recommendations

The Panel recommends that the PSP requests an extension of the Library's working hours.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONISBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASLILY 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 Student Information System (SIS) of the Aristotle University of Thessaloniki consists of a set of subsystems that support several functions and manage the corresponding data, including for the PSP.

These comprise curriculum management, student admission management, degree management, program evaluation management by students, interface with the e-courses service. These subsystems are the following: Registration Application, Student Application, Access to grades, Access to the course/curriculum, Requests for study certificates, Contact with the professor. There are additional digital services offered by the University. The Application Programming Interface (API) Server allows the Student Registry to be

interconnected with third-party systems, such as the ETHAAE (OPESP) system. The operation of the information system allows the collection of data covering the entire study cycle from the application for participation in the postgraduate program to graduation and allows the evaluation of the study course.

Other horizontal services that are utilized for data collection and support of academic and administrative operations throughout the postgraduate program are: 1. MODIP Quality Management System (https://qa.auth.gr). Through the website of the Quality Assurance Unit of the Aristotle University of Thessaloniki (MODIP), the e-Study Guide, the e-Master's Guide and the CVs of the members are available to everyone in Greek and English. Members have access to academic statistics and other reports presenting, analyzing and evaluating the educational and research work carried out.

Through the SDP, individual census forms, course forms and other forms are completed. The SDP is interconnected with other information systems, such as the student register, the WebResCom of the Hellenic University of Thessaloniki, the Institutional Repository (IKEE), international bibliographic databases, etc. 2. Institutional Repository of Scientific Papers (IKEE) (http://ikee.lib.auth.gr/). Through the website of the Library and Information Center, staff members and students of the Foundation can register their published work, which is archived through the Institutional Repository and made available to everyone. 3. AUTH Research Committee Electronic Services (https://webrescom.rc.auth.gr). All research projects of the Foundation are managed through the website of the Research Committee and its information system. 4. The e-learning.auth e-learning service (https://elearning.auth.gr/guides-site/guides-teachers.php).

II. Analysis

There is available information that includes aggregate data across the University regarding the evolution of statistical trends on several variables, including the number of theses published at undergraduate, graduate and doctoral level; the number of student satisfaction surveys and the degree of satisfaction expressed by students etc. This is thew standard database of the University with a wealth of important data points.

The EEAP has also had access to the Law School’s database, based on the same information data pool, that includes the period from 2017 to 2023.

There is also data as to the PSP’s performance in the academic year 2021/22, the PSP’s first year of functioning. This is a well-informed database that includes all important aspects of the PSP’s development across several statistical categories.

However, there are no graphs and therefore no trends as to the evolution of the PSP over time, which would allow for a comprehensive evaluation of its development.

III. Conclusions

The PSP is fully compliant with Principle 7.

Panel Judgement

Principle 7: Information management	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

It is recommended that the rich database of statistics collected at University and School level be disaggregated at the level of the PSP.

It is recommended that, when compiling the statistical profile of the PSP and in order to ensure comparability and measurability over time, the PSP adopt a policy of including Tables and Graphs to depict the evolution of the PSP's courses, tuition fees level, number of Faculty and students etc. over time.

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 PSP in European Business and Economic Law has a website entirely and exclusively in English (https://europeanbusiness.law.auth.gr/).

The operation of the website is in accordance with the existing Data Network Operation Regulation of the Aristotle University of Thessaloniki.

The PSP appoints a website manager, who is a permanent member of the Data Network Operation Regulation staff. The Website Manager assumes administrative responsibility for the operation of the website. Among the Website Manager's duties is the conduct of an annual audit, which is reinforced by the use of satisfaction questionnaires by the PSP students.
The PSP's teaching staff informs the Website Manager at regular intervals regarding the various actions/events/news, as well as the progress made in the program so that all available information can be published on the website.

Through the website, continuous information is provided to all interested parties pertaining to the PSP's administrative structure, the faculty members serving in it (subject, office number, telephone number, e-mail address, etc.), the program's curriculum as well as the PSP's structure. Specifically, the School of Law's Quality Assurance Policy and the PSP's Study Guide are posted on the PSP's website, which is updated at regular intervals and includes useful information regarding the structure and objectives of the program, the registration process at the Law School, student benefits and available scholarships. Furthermore, on the PSP website, one can find the indicative program and the detailed description of the courses as well as their teaching schedule for each academic year. The full contact

details of the PSP Secretariat are also listed.

All information published on the PSP website is up-to-date, clear and easily accessible. Specifically, announcements are posted on the PSP's website on a daily basis to immediately inform students about course issues, events (conferences, workshops, speeches, open courses, summer courses, etc.) as well as lifelong learning seminars organized by the Law School (or with its support) or by individual faculty members. In addition to the relevant announcement on the website, e-mails are also sent to the institutional accounts of faculty members, administrative staff members and students, while, depending on the occasion, posters, invitations and brochures are also printed, the distribution of which is not limited to the School premises, but is extended to the courts, the offices of the Bar Association, the offices of the Notary Association, the premises of the National School of Judicial Officers, the city's research institutes and elsewhere. The main events are promoted, to the extent possible, through local print and electronic media.

All courses are supported by the electronic E-Learning platform, which allows for the disclosure of the structure and flow of the courses, access to course-related working texts (e.g. court decisions) and any faculty notes, and communication with registered users.

Information regarding student participation in the Erasmus+ and Erasmus+ International exchange programs and the process of recognizing courses after their return is ensured by the Law School's ERASMUS office, which operates on a daily basis. Relevant information is also provided on the Law School's website.

The Law School also participates in professional orientation and career events, during which the PSP's students are informed about the job opportunities available to them after completing their studies. These events are attended by recognized officials and professionals (judges, lawyers, notaries, members of the diplomatic corps, members of the State Legal Council, etc.).

II. Analysis

Key information regarding the PSP is available online and offered entirely and exclusively in English language.

There is a dedicated segment in the School of Law website for the promotion of the PSP.

All course outlines of the PSP are complete and available online on the PSP website.

The relevant Quality Assurance Policy available online on the PSP website.

All information published in the PSP website is up-to-date, clear and easily accessible.

III. Conclusions

As far as Principle 8 is concerned, the PSP is in full compliance.

Panel Judgement

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

Panel Recommendations

N/A.

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

There is a quality assurance process overseen by the institution's MODIP, the Department's OMEA, and the PSP's Coordination Committee.

Its aim is to gather, analyse, and assess evidence across different areas, including student satisfaction, mobility, and the interaction of all stakeholders.

II. Analysis

The internal evaluation process aligns with institutional and HAHE requirements. It ensures the quality of the offered PSP and provides recommendations for improvement where necessary.

III. Conclusions

The PSP complies with this principle.

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

Establish an advisory board which will include external stakeholders, to support the PSP's market attractiveness and ensure its continuous adaptation to evolving needs.

Monitor the implementation of the recommendations of the internal evaluation process.

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

The External Evaluation of the Aristotle University of Thessaloniki was conducted in 2015. The Committee praised all postgraduate programmes for their excellence and breadth of the covered scientific fields. In addition, it supported the plans of the Aristotle University of Thessaloniki to create English-language postgraduate programmes in order to attract foreign students.

It identified the following weaknesses: absence of a coordinated mechanism for promoting interdisciplinarity and interdepartmental cooperation at programme and student level; understaffing of teaching personnel.
It suggested a) the organisation of seminars for postgraduate students, in order to meet, present their research, receive feedback and create a community of young researchers; b) a variety in the duration of studies, i.e. from 2 to 4 semesters; c) compulsory independent research and completion of a thesis in all postgraduate programmes.

In the Progress Report submitted by the MODIP of the Institution to HAHE in 2018 in relation to the monitoring of the recommendations, it was pointed out that the various, specific taught subjects do not allow for general application of the recommendations of the External Evaluation Committee and that this was up to the decisions of the Unit's Assemblies.The Postgraduate Programmes and the Unit's Assemblies have the authority to determine the teaching methods, duration and other characteristics of the PSPs. The establishment of a new Postgraduate Programme requires a recommendation from the Postgraduate

Studies Committee and a decision by the University Senate.

In the ESDP Certification (2019), no comments were made regarding the PSPs.

Notably, the External Evaluation Report, conducted in 2013, includes specific recommendations for Postgraduate Study Programmes. The design of certain postgraduate programmes is presented, providing guidance for the consolidation of study programmes. Following these recommendations, the PSP has established a study programme of 2 semesters of teaching and one semester of thesis work, so that the attendance of students employed in legal practice is facilitated.
In addition, a special recommendation is made for the alignment and compliance of the Postgraduate Programmes with the requirements of the Bologna process (ECTS). The proposed reform was considered to contribute sufficiently to facilitating the mobility of postgraduate students between the Unit and foreign universities. Since its inception, the PSP in Commercial Law has been designed accordingly.

The external evaluation acknowledges that a significant number of students who have graduated from the Unit have pursued postgraduate studies and/or doctoral research at leading international institutions abroad with excellent results, which demonstrates the high quality of the Unit's Undergraduate Programmes. All the more, it has been found that a significant number of graduates return to continue their postgraduate studies in Thessaloniki, which shows their faith and appreciation for the education they received.
One observation made by the students themselves is the need for the Law School library to be open for longer hours (beyond the current hours of 8 a.m. to 8 p.m.) or for the Unit to operate more hours (beyond the current hours of 8 a.m. to 8 p.m.) or with modified hours (10 a.m. to 10 p.m.) and on weekends, as is the case at most universities.

II. Analysis

The PSP is aware of the importance of the external evaluation and has implemented the Committee’s recommendations regarding the duration of the programme and the compulsory character of a PSP dissertation.

No information on the contribution of the PSP stakeholders to the external evaluation is available.

III. Conclusions

The PSP fully complies with Principle 10.

Panel Judgement

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

Panel Recommendations

N/A.

PART C: CONCLUSIONS

I. Features of Good Practice

This is an innovative, English-language PSP.

Key information regarding the PSP is available online and offered entirely and exclusively in English language.

There is a dedicated segment in the School of Law website for the promotion of the PSP.

All course outlines of the PSP are complete and available online on the PSP website.

All information published in the PSP website is up-to-date, clear and easily accessible.

All facilities (classrooms, laboratories, IT infrastructure, access to digital libraries and databases, etc) made available to the PSP by the Unit and the Institution ensure an appropriate teaching and learning environment.

The structure of the PSP is rational and clearly articulated.

There is a procedure/ regulation in place for periodic revisions of the PSP curriculum.

The curriculum revision procedure involves consultation with the PSP's external stakeholders, experts, students, and graduates.

The Student Guide is complete, concise and appropriate.

II. Areas of Weakness

No information on the contribution of the stakeholders to the external evaluation of the PSP is available.

There appears to be no clear mechanism for systematically supporting, monitoring and assessing the quality of research outputs and activities of members of staff.

III. Recommendations for Follow-up Actions

Consider advertising the PSP in select EU member states, especially in Eastern Europe and the Baltic states.

Given the European orientation of the PSP, establishing the role of an EU Careers Student Ambassador would enhance students' employability prospects.

Consider introducing a course focusing on Research Methods & Design.

There should be formal processes aimed at supporting staff in improving their teaching performance when its assessment by students is low.

Make it mandatory for all staff, and in particular newly appointed members, to complete training courses in legal pedagogy.

Establish an award scheme to recognise and promote teaching excellence.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

2-4, 6-10.

The Principles where substantial compliance has been achieved are:

1,5.

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

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