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HELLENIC REPUBLIC



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Accreditation Report

for the Postgraduate Study Programme of:

Law and Economics

Department: Business Administration

Institution: University of Piraeus

Date: 09/07/2024



Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



NOTES

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Report of the Panel appointed by the HAHE to undertake the review of
the Postgraduate Study Programme of **Law and Economics** of the
University of Piraeus 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 Law and Economics of the **University of Piraeus** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. SKOUTERIS THOMAS (Chair)
(Title, Name, Surname)
The American University in Cairo
(Institution of origin)

2. BANAKAS STATHIS
(Title, Name, Surname)
University of Notre Dame
(Institution of origin)

3. Lessis Giannis
(Title, Name, Surname)
Athens University of Economics and Business
(Institution of origin)

4. PAPAETHYMIIOU SOPHIE
(Title, Name, Surname)
Sciences Po Lyon
(Institution of origin)

5. Tsopanakis Andreas
(Title, Name, Surname)
Cardiff University
(Institution of origin)

II. Review Procedure and Documentation

Please refer briefly to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. State the dates of the review and describe the review and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.

The Panel for the accreditation review of the Master’s Program in Law and Economics (“the Program”) comprised several esteemed members, including Profs. Stathis Banakas, Sophie Papaefthymiou, Andreas Tsopanakis, Mr Giannis Lessis, and was led by Prof. Thomas Skouteris, following consultation with ETHAAE. Upon initial review, the Panel found the dossier comprehensive but requested additional information, which the Program promptly provided. The accreditation review, conducted online from June 25 to June 29, 2024, began with a private meeting among Panel members to discuss accreditation proposals and compile issues for the upcoming meetings. They then met with the Vice Rector, Program Directors, Head of the Department, MODIP, and Steering Committees/OMEA members to review the programs’ history, academic profile, and potential areas of concern. An online tour of facilities was provided via video links to assess their adequacy. The first day concluded with a debriefing session to prepare for the second day. On June 26, the Panel engaged with the teaching staff to discuss professional development, mobility, and the adequacy of teaching staff, as well as the link between teaching and research. They also met with students to gather feedback on their study experiences, followed by a brief break, and then interacted with graduates to discuss their career paths. Subsequently, the Panel met with employers and social partners to understand the program’s relationships with external stakeholders. The day ended with a debriefing session and a closure meeting to address any remaining points and informally present key findings. From June 27 to June 29, the Panel thoroughly evaluated the dossier and drafted the Accreditation Report, ensuring a detailed review of the submitted documents and discussions on the findings. While the online review was effective, the Panel noted to ETHAAE that on-site visits are generally more productive, allowing for better quality reviews through face-to-face interactions with stakeholders.

III. Postgraduate Study Programme Profile

Please provide a 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. Also, you may provide a short description of the home Department and Institution, with reference to student population, campus or any other facts, as deemed appropriate.

The Program is detailed in the provided dossier as a specialized postgraduate program focused on the intricate relationship between law and economics, drawing on the principles of the Chicago school of thought. The program is presented as having a robust history, rooted in the university's dedication to high-quality education tailored to the dynamic needs of the legal and economic sectors. The academic remit of the program encompasses a curriculum designed to integrate legal and economic perspectives, aiming to provide students with a comprehensive understanding of regulatory frameworks, market mechanisms, and economic principles essential for navigating contemporary issues. The curriculum is structured to reflect the latest developments and trends in these fields, ensuring that students are well-equipped to address current and future challenges. The program is organized to be completed over two academic years, divided into four semesters of full-time study. Throughout this period, students engage in a combination of coursework, seminars, and research projects, culminating in a master's thesis. This structure is intended to allow for an in-depth exploration of key topics while offering significant opportunities for practical application and research. Graduates of the program are awarded a Master of Science (MSc) in Law and Economics, a degree that is recognized both nationally and internationally. The dossier emphasizes that this qualification provides graduates with a competitive edge in the job market, preparing them for diverse careers in sectors such as legal firms, economic consultancy firms, regulatory bodies, financial institutions, and international organizations. The interdisciplinary skill set acquired through the program aims to prepare graduates for roles such as economic analysts, regulatory affairs specialists, legal advisors, and policymakers. Additionally, the dossier highlights the program's commitment to aligning its curriculum with the latest industry standards and academic research, ensuring a blend of theoretical knowledge and practical skills. This approach is designed to produce graduates who are not only knowledgeable but also capable of applying their expertise in real-world settings.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The University of Piraeus has established a Quality Assurance Policy (QAP) for its Postgraduate Study Programs (PSP), including the Program under review. The policy is integrated into the strategic management framework of the institution and aims to enhance the academic profile and operational standards of the Program. It encompasses commitments to continuous improvement, efficient use of financial resources, and the involvement of external stakeholders in the quality assurance processes. The QAP is detailed and aligns with both the institutional quality assurance guidelines and the European and National Qualifications Framework for Higher Education (level 7). The policy is publicly accessible and communicated to all stakeholders, including faculty, students, and administrative staff. The program's documentation indicates a systematic approach to setting specific, measurable, achievable, relevant, and timely (SMART) goals related to teaching methods, student satisfaction, learning outcomes, and research output. These goals are paired with appropriate Key Performance Indicators (KPIs) and are regularly monitored, updated, and communicated to ensure continuous improvement. The program also adheres to an annual review and audit process involving the Internal Evaluation Group (IEG) and the institution's Quality Assurance Unit (QAU). This process ensures that the quality assurance system remains effective and relevant. The commitment to promoting the quality and effectiveness of teaching, the qualifications of the teaching staff, and the overall structure and organization of the PSP is evident in the provided documentation.

II. Analysis

The policy QAP comprehensive and well-structured, addressing key areas such as academic profile promotion, goal setting, and continuous improvement mechanisms. The inclusion of external stakeholders in the quality assurance processes and the transparent communication of quality goals and achievements underscore the program's commitment to high standards. The systematic approach to setting and monitoring SMART goals, supported by KPIs, ensures that the program remains aligned with both institutional objectives and broader educational standards. The annual review and audit process involving the IEG and QAU provide a robust mechanism for continuous assessment and enhancement of the program's quality assurance framework.

III. Conclusions

Based on the above, the Program is fully compliant with this principle. The program has a well-defined and implemented Quality Assurance Policy that promotes continuous improvement and stakeholder involvement. The systematic goal-setting and monitoring processes, along with the regular audits and reviews, ensure that the program maintains high standards of academic and operational quality.

Panel Judgement

Please tick one of the following:

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

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Continue to enhance the involvement of external stakeholders in the quality assurance processes to further enrich the feedback mechanisms.
- Maintain the rigorous annual review and audit processes to ensure ongoing alignment with the evolving standards and expectations in higher education.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

Based on the study of the data provided in the dossier, the Panel found that the Program is primarily designed for and serves students whose primary background is not in economics, with the overwhelming majority being law graduates. This observation suggests a potential departure from the program's stated design, which aims to integrate both legal and economic perspectives to provide a comprehensive understanding of these fields. The dossier indicates that the program adheres to a structured design and approval process, incorporating multiple levels of review and involving various stakeholders, including students and external experts from the labor market. The curriculum includes a combination of coursework, seminars, and research projects, designed to deepen students' knowledge and enhance their practical skills. It aligns with the European and National Qualifications Frameworks (EQF, NQF) and the Dublin Descriptors for level 7, with clearly defined learning outcomes and evaluation criteria. The program structure is designed to be completed over two academic years, divided into four semesters of full-time study. The approval process for the program involves multiple levels of review and verification by the institution's Quality Assurance Unit (QAU), ensuring compliance with established standards. The program also includes mechanisms for periodic review and updates to stay current with the latest developments in the fields of law and economics.

II. Analysis

The design and approval process of the Program demonstrates substantial compliance with Principle 2. The comprehensive curriculum and structured approval process ensure the program meets high academic and professional standards. However, the predominance of law graduates among the student body indicates a need for enhanced efforts to attract students with backgrounds in economics, to better fulfill the program's interdisciplinary objectives. The program's curriculum is robust and addresses the necessary competencies in both law and economics. The periodic review process and involvement of external stakeholders ensure that the curriculum remains current and aligned with industry standards. By attracting a more diverse student body, particularly those with a background in economics, the program can better achieve its goal of providing a balanced interdisciplinary education.

III. Conclusions

The Program largely meets the requirements of Principle 2 in terms of design and approval processes. The Program's structure and curriculum are well-defined and

periodically reviewed to ensure continuous improvement. Nonetheless, there is an opportunity to enhance recruitment efforts to attract students with diverse academic backgrounds, particularly in economics, to better align with the program’s interdisciplinary aims.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Enhance recruitment strategies to attract students with a background in economics to ensure a more balanced interdisciplinary cohort.
- Monitor and assess the impact of the student demographic on the program’s learning outcomes and overall objectives.
- Maintain regular updates to the curriculum and student guide to ensure they remain comprehensive and reflective of the program’s interdisciplinary goals.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Program spans three semesters: the first two consist of compulsory courses, while the third semester offers two options: attend two elective courses and prepare a thesis or attend six elective courses. Teaching lasts three weeks, with exams in the fourth week. Courses are held for ten hours each week, four hours on Friday evening and six hours on Saturday morning. Students prefer this teaching format for its convenience but note potential overload issues, particularly during the last Saturday teaching hours. Evaluation is conducted through written exams and mandatory or optional assignments. Students are generally satisfied with the evaluation methods, although some believe that more assignments could be beneficial. Before the start of the Program, there are three preliminary courses of twenty hours each on microeconomics, macroeconomics, and accounting.

The students' responses to the questionnaire show a very positive viewpoint about the Program, except for their view on the diversity of teaching approaches, which was evaluated negatively. Interviews with students provide mixed arguments regarding this questionnaire result. Importantly, they noted that faculty members consistently help students actively participate in the learning process. During discussions with the EEAP, current students and graduates expressed strong satisfaction with the approachability, support, and professional interactions with the Program faculty members. This feedback clearly indicates the value that faculty members bring to the Program, as also supported by their questionnaire responses. Additionally, students expressed positive feedback about the supportive role of the library.

Current students and graduates highlighted positive aspects of the teaching processes. Specifically, they noted that real-life examples, teaching from market practitioners, and educational trips significantly assist in developing vital skills for their future careers.

The Program has formal procedures for student complaints and a functional system of academic advisors. Current students and graduates expressed awareness of these procedures and provided positive feedback about their effectiveness. However, they believe that communication about these procedures could be clearer in the early weeks of the Program. Moreover, students are satisfied with the facilities and materials, noting that they are adequate to support their learning.

II. Analysis

A student-centered learning approach is evident in the Program, with course delivery designed to help students develop their individual skills. Faculty members' commitment and efforts lead to positive learning outcomes, with current and former students expressing satisfaction with the teaching and assessment methods. However, it is recommended that more assignments, at least optional ones, be introduced. The mechanisms for student complaints and

academic advising are effective, with a recommendation to communicate these procedures more frequently at the beginning of the Program. Students can express their opinions about courses through questionnaires, and the Program acts accordingly to address their needs. The supporting materials are adequate and assist students properly.

The low grades on students' questionnaires about flexibility in learning paths are probably the only negative point. The current teaching format is undeniably among the Program's strengths, as it accommodates students who work by offering courses at convenient hours. However, potential adjustments may improve learning outcomes without changing the format. A suggestion could be to create optional preliminary courses in law, which could attract students with economic backgrounds to the Program and assist current students in improving their understanding of related topics. The results show that students with law backgrounds dominate the Program. This dominance decreases the effectiveness of potential synergies from the collaboration of students with diverse backgrounds, especially since the Program promotes interdisciplinarity. Introducing more case studies during teaching and increasing the hours of lectures from market participants may provide an alternative learning path.

III. Conclusions

Based on the above, the Program is fully compliant with this principle. The Program offers a student-centered learning environment suitable for its students. The faculty and administrative staff continuously seek to enhance the learning environment and provide the required support. A mixture of students with more diverse backgrounds could further assist the Program's objective of interdisciplinary learning. Overall, the Program is fully compliant with this principle.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Consider introducing preliminary courses on the law.
- Consider taking actions to balance the mixture of students regarding their backgrounds.

- Consider adjustments to the teaching format to reform the potential overload issues of ten-hour teaching in less than 24 hours.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

Holders of a first cycle degree in Higher Education (University and Technological Sector) from Greek or equivalent institutions abroad are admitted to the MSc. Members of the categories E.E.P., E.D.I.P., E.T.E.P. who meet the requirements can be admitted upon application as supernumeraries, with one admission per year, only to a P.M.S. organized in a Department of the Institution where they serve, related to their degree and work, without the obligation to pay tuition fees. If there are no applications from these categories, applications from other staff of the University of Piraeus with any employment relationship are considered accordingly. The MSc admits ninety (90) students per academic year.

The evaluation and selection of candidates are based on specific procedures and criteria, which require supporting documents that each candidate must provide with their application. These procedures are detailed in Article 6 of the Postgraduate Studies Regulations of the MSc (deliverable A12) and in the Guide to Studies (deliverable A5). Upon registration and application to the online service “Academic Identity” of the Ministry of Education and Culture [academicid.minedu.gov.gr], each student receives a personal Academic Identity for multiple uses. The School’s Secretariat can issue certificates in Greek or English for any legal use, including certificates of attendance, study, analytical grades, Diploma Supplement, and certificate of fulfillment of postgraduate studies.

Students are required to attend current curriculum courses without interruption and arrive on time. Each course has a maximum absence limit of 25% of the teaching hours, verified by the instructor or authorized staff. Exceeding this limit without serious personal/professional or health reasons results in failure of the course. Serious cases are examined by the Coordinating Committee, which provides an opinion to the NEC. Students receive necessary textbooks and scientific articles in a timely manner, submit required assignments within deadlines, attend exams with their student identity card, comply with deadlines (e.g., application submissions, fee payments), and participate in compulsory educational activities necessary for the degree.

Within the Program, assignments are prepared, and the Postgraduate Diploma Thesis, completed in the third semester, is crucial for the MSc and degree award. Guidelines for the thesis (Annex A14_c) are provided at the beginning of the third semester and posted on the MSc website, including objectives, preparation

process, structure, drafting, and referencing. Students can choose a thesis topic or professor based on their research interests. The Coordinating Committee, after receiving a candidate’s proposal, appoints the thesis supervisor and sets up the three-member examination committee, including the supervisor. Students are trained in research methodology and ethics during thesis and paper preparation.

The Program offers an internship option. Students wishing to intern in an organization/enterprise in an eligible country must submit the required documents to the University of Piraeus. Postgraduate students must attend and pass eight (8) compulsory courses and two elective courses, and prepare a postgraduate thesis, or alternatively, attend and pass four elective courses in addition to the two elective courses in the third semester, which are equivalent to the thesis. The course timetable is adapted to the demanding needs of postgraduate students, with classes held every Friday and Saturday, and potentially other days as needed. The MSc leads to a level 7 qualification, according to the European Qualifications Framework (EQF) and the National Qualifications Framework (NQF). A Diploma Supplement is issued automatically and free of charge to all Program graduates, providing a standardized description of the level, content, and context of the studies completed, learning outcomes, and qualification acquired.

II. Analysis

The provisions on student admission, progression, recognition of studies, and certification of this program are fully adequate and meet the standards set by this principle. Based on the written evidence submitted to the Panel by the Institution and the oral evidence presented by students and staff selected by the Institution, we were convinced of the high quality of admission and instruction standards. It was clear that the Institution is committed to safeguarding the value of the degree in academia and the market by implementing rigorous assessment methods. However, we emphasize the need for integrated courses combining law and economics perspectives rather than offering parallel courses on law and economics within specific market sectors, as seen in the current curriculum. Additionally, courses focusing solely on law may not be very beneficial for law graduates admitted to the program and are of questionable overall utility, especially given that over 80% of students in the program are law graduates.

III. Conclusions

Based on the above, the Program is fully compliant with this principle.

Panel Judgement

Please tick one of the following:

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

Non-compliant	
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Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Singular courses with an integrated law and economics perspective, rather than parallel courses on the law and economics, must be introduced.
- An effort must be made to admit more students with a non-legal background.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The department's policy on the recruitment, training, and further development of academic staff is in line with the overall framework in the Greek Higher Education sector and relevant bylaws and regulations.

There are 30 academic members of staff who teach in the Program: 16 Professors, 2 Professor Emeritus, 7 Associate Professors, 3 Assistant Professors and 2 external members of teaching team coming from the private and civil sector. The majority of the faculty come from the University of Piraeus, coming from the departments of Business administration, Economics and International and European studies.

Teaching performance is evaluated via anonymous student feedback and by an internal evaluation process.

II. Analysis

The department's policy on the recruitment, training, and further development of academic staff aligns with the overall framework of the Greek Higher Education sector, adhering to relevant bylaws and regulations.

The PSP is supported by 30 academic staff members, including 16 Professors, 2 Professor Emeritus, 7 Associate Professors, 3 Assistant Professors, and 2 external members from the private and civil sectors. The majority of the faculty are affiliated with the University of Piraeus, specifically from the departments of Business Administration, Economics, and International and European Studies.

Teaching performance is evaluated through anonymous student feedback and an internal evaluation process, ensuring continuous improvement and high standards of education.

III. Conclusions

The department has in place an appropriate and effective process to support staff recruitment and development. The faculty teaching in the PSP consists of highly qualified academics with substantial research profiles and high teaching evaluation scores.

Based on the above, the Program is fully compliant with this principle.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- The department could consider establishing an anonymous internal staff survey where members of staff can bring to light areas of excellence as well as areas for further

improvement.

- The department can institutionalise annual teaching excellent awards for the faculty that achieve the top student evaluation scores.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The primary aim of the Program is to provide a high-quality academic experience, which is reflected in the prestige of the degree it awards. To achieve this, the program ensures that it secures all necessary resources by investing in prestigious teaching staff and quality support services and facilities. These investments maximize outcomes by making optimal use of both financial resources and logistical and general resources available or acquired for this purpose.

The Program, and the University of Piraeus in general, are considered to have adequate resources that significantly facilitate the education of postgraduate students and provide ongoing support. Teaching and thesis supervision are primarily conducted by competent and experienced faculty members from the involved departments (26 faculty members and 2 Professors Emeriti), along with two lecturers. Administrative and secretarial support for the program is provided by the Department of Business Administration and Management's secretariat (4 persons). Additionally, the program is supported by external collaborators, doctoral candidates, and postgraduate students. One person is employed on a contract basis to support the secretarial needs of postgraduate students.

The Program utilizes the Institution's premises and facilities, which include modern, renovated buildings in Nikaia (Themistokleion complex). For the functioning of the program's courses, auditoriums equipped with audiovisual devices, bulletin boards, and laboratories are available. There are 20 classrooms and 4 equipped laboratories with a capacity of 1100 postgraduate students. All facilities are accessible to students with health conditions or impairments. The complex is easily accessible by public transport and has free parking. The Coordinating Committee may decide on the use of additional spaces. The surrounding 6000 m² area has been landscaped, and the design and development of the remaining 24,000 m², intended to serve the academic community, are currently being tendered.

The Program, in cooperation with the Institution, seeks to ensure a satisfactory level of academic and social support for postgraduate students. Students are informed of the services available to them at the start of their studies and through the Program and University websites, as well as digital notice boards in the building. They have access to all services offered by the Institution. The Library provides online thematic subscriptions and open access databases and operates with extended hours (08:00-20:00 on working days). The reading room is accessible to persons with health conditions or impairments.

Students may be exempt from the prescribed tuition fees based on conditions set out in Law 4957/2022, art. 86, and announced annually. Meals are provided in the student club at a low price. Additional student services include a University Medical Centre, a Counselling Centre, a Liaison Office, and a Department of International and Public Relations, which handles Erasmus+ partnerships with EU institutions. Students have free access to all services (Wi-Fi, VPN, computer lab, electronic journals, e-class and Moodle platforms, software, teaching material, databases, electronic and printed publications, scientific journals). Continuous efforts are made by Program stakeholders to propose the establishment or simplification of existing regulations.

The financing of the Program is derived from tuition fees, paid by the students of

each cycle, amounting to 6,000.00 euros. Additional resources may come from donations, benefits, sponsorships, research projects

II. Analysis

The Program provides high quality academic experience, by investing both in excellent teaching staff and fully equipped support services and facilities. It appears from the discussions with students, alumni and faculty that all services function properly. Students benefit from the teaching staff's high competence and commitment, and from the well organized services. Trips to European and American Universities offer a precious experience to the students.

III. Conclusions

Based on the above, the Program is fully compliant with this principle.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- The Program should find funding for travel expenses to European and American Universities.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Program has developed and maintains a sophisticated information management system, covering various aspects of the program's features. Specifically, there is extensive use of technology to record and utilize information related to student cohorts, different electronic platforms facilitating the learning process, and career destinations after graduation. Additionally, there is a systematic effort to collect and manage information on the program and module evaluations, which are further utilized by the Program management team to design the aims and future direction of the Program. There is a clear commitment and dedication to preserving the program's quality, as indicated by the

stakeholders' collective efforts to incorporate any recommendations from these evaluations into the Program's decision-making process and action plan.

II. Analysis

The Program's approach to managing information is comprehensive and well-aligned with the principles of information management. A fully developed electronic portal supports the program, providing assistance to both students and staff members. An IT system is in place to collect information on academic staff research quality, as well as other quality indicators that are used by MODIP to develop measures of program quality. An important part of this quality measurement is the student evaluations for both the Program and the individual courses. Student feedback is then utilized by stakeholders to help the Program achieve quality improvements. A report outlining the stage of progress in relation to the internal Program evaluation is provided, with clear quality targets and a timetable to achieve them.

III. Conclusions

The Program's information management system is effective and supports the program in various aspects. It adheres to information management principles by collecting and analyzing data for decision-making and improvement. The systematic use of feedback mechanisms consistently indicates a culture of quality and accountability.

Based on the above, the Program is fully compliant with this principle.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

None

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Program has a dedicated website containing all the required information. The sections are up-to-date and easily accessible, with information provided in both Greek and English. The website clearly communicates the Program's objectives and purposes, the courses, the schedule, and the tuition fees. The sections on Quality Policy and applications are easily accessible. Additionally, the website has a well-presented section detailing the Program's activities, including important educational trips, sessions, and schools. Finally, the website features a dedicated section with key information about the teaching staff, such as CVs, research interests, and contact details.

II. Analysis

The Program website has a user-friendly interface and provides easy access to all essential information in both Greek and English. However, two sections require a few changes. First, the subsection 'Online Application Form' under the 'Applications' section is available only in Greek. Second, a few faculty members do not have CVs linked properly, leading to error pages.

Overall, the website is of very high quality, and the following recommendations are suggested for further improvement. First, in the 'Quality Policy' section, the website could include actions or tools that the Program uses to secure high quality. Second, the website could feature a new section where graduates and social partners can share their opinions on the Program. Third, adding a section with information on past seminars and social activities would be helpful.

III. Conclusions

Overall, the PSP public information is fully compliant. Findings show no major issues with recommendations covering topics for further improvement. Based on the above, the Program is fully compliant with this principle.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Update the sections about 'Applications' and 'Faculty'.
- Consider adding graduate and social partners' testimonials on the first page of the PSP website.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Institution has an internal Quality Assurance System (QAS) within which the control and annual internal evaluation of all Programmes of Studies, including the MSc programs, are conducted. The latest internal evaluation, under the new IQAS of the Institution, considered the data and reports of the IPESP, course and lecturer evaluation reports, graduates' satisfaction with the Program of Studies, the action plan prepared by the Department, the internal evaluation questionnaire, and the development of an action plan for implementing the recommendations of the external evaluation.

The results of the internal evaluation of the Program are documented in an internal report prepared by MODIP and communicated to the OMEA of the supervising department. Based on the internal evaluation observations, OMEA may recommend changes to the IQAS. Decisions to correct, conform, or improve the Department's functioning may include actions related to enhancing student services and establishing new quality targets.

Regarding the quality of the MSc, the Department prioritizes ensuring a coherent, modern, and well-structured MSc that aligns with the needs of the business environment, industry stakeholders, and society. The Department's OMEA monitors the achievement of the MSc objectives annually through the measurement of appropriate indicators.

Considering internal evaluation observations, developments in the scientific fields covered by the MSc, market changes introducing new tools, recommendations from international bodies and organizations, industry needs, and digital transformation and innovation proposals from businesses, the MSc Director, in cooperation with the Steering Committee, discusses the need for changes in the Program and initiates the approval and implementation process.

At the end of each semester, each course and lecturer is evaluated by students using specially designed questionnaires. The collected data are analyzed by OMEA and/or MODIP and then reviewed by the Director to inform lecturers and take necessary actions (see the provisions of Art. 44 of Law Nr 4485/2017 and Law 4957/2022).

Efforts are made to improve equipment, infrastructure, organization, and administrative support. Students may inform the Director through their representative or in person to address issues that arise. Regular monitoring, control, and revision of the curriculum aim to maintain a high level of educational provision and create a supportive and effective learning environment. OMEA and the staff of the Program interact with students, lecturers, and third-party stakeholders (e.g., Advisory Board) by analyzing and mapping possible expectations, needs, innovations, and good practices in academia and labor market trends. The Program is also monitored and evaluated in comparison with similar domestic or international PSPs. Students' and graduates' views are contrasted with their satisfaction levels as reflected in the Program evaluation questionnaires. The workload of the postgraduate program and the overall pace and degree of on-time completion are considered. Following this, a process of curriculum review is undertaken. Once the program is adjusted according to the new information, the revised Program is published on the Department's website, and the Guide to Studies is updated simultaneously. The Program of Studies is updated annually to incorporate necessary changes promptly and enhance the quality of work provided.

In its latest evaluation (27/1/2023), the IEC established that the Program has a well-designed curriculum that combines Law and Economics and is comparable to those at leading universities in Europe and the USA. It highlighted the strengths of the Program, including the multidisciplinary teaching staff and the interdisciplinary nature of the Program, which meets high international standards. It also noted the high percentage of regular graduates and the extremely high percentage of graduates with scores above 8, concluding that the degree of achievement of the MSc objectives is high. The IEC recommended the following actions: more systematic recording of administrative and teaching staff satisfaction rates, improving the accessibility of the Program website, and updating the information provided in English.

II. Analysis

The Program fully meets the requirements of Principle 9 regarding ongoing monitoring and periodic internal evaluation. All procedures are conducted on time, following the Institution's rules and according to the HAHE model. Self-assessment occurs twice a year. The results are submitted to MODIP, which examines all relevant data, from course outlines to student questionnaires and the Program's self-assessment and aims. MODIP's annual examination is included in a report transmitted to the Institution's authorities. Special attention is paid to the teaching program and 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. It also confirms that the findings of the Program's self-assessment have been shared within the School.

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, adequately describing the Program's strong points and highlighting its weak points.

The fees, which are used to cover the Program's needs and the salaries of visiting professors and external advisors, should not be further increased. The Program requires additional financing to fund travel expenses to universities in Europe and the USA.

Based on the above, the Program is fully compliant with this principle.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

The Panel recommends that the Program achieves its objectives and communicates all relevant data to the MODIP to enhance synergy between the Programme and the Institution. Additionally, all reports should be shared with stakeholders, who should be invited to participate in the administration of the Program.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

According to the information supplied by the Institution, quality assurance and accreditation is an ongoing process that extends beyond external information or reports provided by experts. It requires continuous internal monitoring and evaluation of the Department's postgraduate programs.

The Department of Business Administration and Management takes all necessary steps to ensure that the recommendations and suggestions for improvement identified during the last external evaluation become a source of feedback and improvement for the MSc. This includes implementing appropriate actions and corrective measures through a structured approval process.

In this context, considering the external evaluation reports of both the Department and the Institution, the Department's PMA prepared a progress report and an action plan based on the evaluation committee's recommendations. This plan reflects the actions taken, the expected and achieved results, and the degree of their achievement. The MSc "Law and Economics" has used these recommendations to enrich the outlines of its Proposal for Academic Accreditation.

According to the Department's report, since the last external evaluation of the institution, both the Department and the MSc have redefined their vision and

mission, and identified clear objectives related to cutting-edge knowledge production, teaching, research and innovation, extroversion and internationalization, as well as interfacing with businesses and the local community.

II. Analysis

Based to the information made available to us by the Institution, it appears that the Institution has put in place a structured mechanism of review and implementation of recommendations by external evaluation panels, for improving the performance of the postgraduate programme. We do not have much detail on the timescale of such internal action, following receipt of the external evaluation report.

III. Conclusions

Based on the above, the Program is fully compliant with this principle.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

N/A

PART C: CONCLUSIONS

I. Features of Good Practice

Please state aspects of good practice identified, with regard to the postgraduate study programme.

- Comprehensive Quality Assurance Policy: The University of Piraeus has established a detailed and well-structured Quality Assurance Policy (QAP) that seamlessly integrates into the institution's strategic management framework. This policy is clearly articulated, publicly accessible, and communicated to all relevant stakeholders, ensuring transparency and widespread understanding.
- Systematic Goal Setting and Monitoring: The program employs a systematic approach to setting Specific, Measurable, Achievable, Relevant, and Timely (SMART)

goals. These goals are regularly monitored using Key Performance Indicators (KPIs) designed to assess various aspects of the program, including teaching quality, student satisfaction, learning outcomes, and research output.

- Regular Reviews and Audits: The annual review and audit process, conducted by the Internal Evaluation Group (IEG) and the institution's Quality Assurance Unit (QAU), provides a robust mechanism for continuous assessment and enhancement of the program's quality assurance framework. This ensures that the program remains effective, relevant, and aligned with both institutional objectives and broader educational standards.

- Comprehensive Curriculum Design: The program's curriculum is meticulously designed to integrate legal and economic perspectives, ensuring that students gain a robust understanding of both fields. The curriculum aligns with the European and National Qualifications Frameworks (EQF, NQF) and the Dublin Descriptors for level 7, with clearly defined learning outcomes and evaluation criteria.

- Structured Approval Process: The approval process involves multiple levels of review and verification by the institution's Quality Assurance Unit (QAU), ensuring compliance with established standards. This structured approach ensures that the program meets high academic and professional standards.

- Periodic Review and Updates: The program includes mechanisms for periodic review and updates, ensuring that the curriculum remains current with the latest developments in the fields of law and economics. This commitment to continuous improvement reflects best practices in academic program management.

- Commitment to Continuous Improvement: The IMSc is particularly committed to the continuous improvement of the curriculum and is attentive to students' needs and expectations. Both the Director and the teaching staff are serious scholars, visionary, and eager to enhance the Program's international reputation. Regular invitations to distinguished scholars and annual visits to prestigious universities in Europe and the USA inspire students and broaden their horizons.

- Supportive Teaching and Administrative Staff: The teaching and administrative staff are extremely supportive of students' needs.

- Adequate Infrastructure: The available infrastructure is good and provides the program with all the expected facilities.

II. Areas of Weakness

Please state weak areas identified, with regard to the postgraduate study programme.

- Stakeholder Involvement: The program does not actively involve external stakeholders in its quality assurance processes. Engaging these stakeholders can enrich feedback mechanisms and help ensure the program meets the needs and expectations of the broader community, including employers and industry partners.

- Consistent Implementation of Quality Assurance Policy: There is a need for more consistent implementation of the Quality Assurance Policy across all levels of the program. Ensuring that all faculty and administrative staff are equally committed to and engaged with the policy could enhance its effectiveness.
- Student Demographic Diversity: The predominance of law graduates among the student body suggests a need for enhanced efforts to attract students with backgrounds in economics. This is important to better fulfill the program's interdisciplinary objectives and provide a balanced educational experience.
- Clarification of Methodological Focus: The dossier indicates a connection to the Chicago school of law and economics, which emphasizes a primarily legal methodology. This focus should be clearly communicated to prospective students to ensure alignment with their academic backgrounds and career aspirations.
- Need for Alternative Learning Paths: Students have noted a lack of alternative learning paths.
- Reassessment of Teaching Format: While the teaching format is convenient for students, a reassessment is needed to address their needs for alternative learning paths and improve learning outcomes.
- Preliminary Courses for Non-Law Students: Students with non-law backgrounds face difficulties entering the program due to the lack of preliminary courses in law.

III. Recommendations for Follow-up Actions

Please make any specific recommendations for development.

- Enhance Stakeholder Engagement: Develop and document detailed procedures for engaging external stakeholders in the quality assurance processes. This could include regular surveys, focus groups, and formal advisory boards. Ensure that the feedback collected from these stakeholders is systematically analyzed and integrated into the program's continuous improvement plans.
- Strengthen Policy Implementation: Conduct training sessions and workshops for faculty and administrative staff to ensure a thorough understanding and consistent implementation of the Quality Assurance Policy. Highlight the importance of each member's role in maintaining and enhancing the program's quality standards.
- Expand the Use of KPIs: Broaden the scope of Key Performance Indicators to include more qualitative measures that capture the nuances of student and faculty experiences. This could provide a more comprehensive view of the program's strengths and areas for improvement.
- Regular Updates and Communication: Maintain a schedule for regular updates to the Quality Assurance Policy and ensure that any changes are promptly communicated to all stakeholders. This will help keep the policy relevant and ensure that everyone involved is informed about the latest standards and procedures.
- Enhance Recruitment Strategies: Develop and implement targeted recruitment

strategies to attract students with backgrounds in economics. This could include outreach to undergraduate programs in economics, offering information sessions, and highlighting the interdisciplinary nature of the program.

- Clarify Methodological Focus: Clearly articulate the program's methodological focus, particularly its adherence to the Chicago school of law and economics, in all promotional and informational materials. This will help prospective students understand the program's emphasis and align their expectations accordingly.

- Monitor and Assess Impact: Regularly monitor and assess the impact of the student demographic on the program's learning outcomes and overall objectives. This could involve collecting and analyzing data on student performance, feedback, and post-graduation outcomes to ensure that the program meets its interdisciplinary goals.

- Maintain Regular Curriculum Updates: Continue to maintain regular updates to the curriculum and student guide to ensure they remain comprehensive and reflective of the program's interdisciplinary goals. This will help ensure that the program stays current with industry standards and academic developments.

- Introduce Integrated Courses: Introduce more integrated courses that combine areas of law with economic analysis, rather than separate parallel courses on the law and the economics of a particular area.

- Introduce Preliminary Courses: Consider the introduction of preliminary courses on law to support students with non-law backgrounds.

- Balance Student Backgrounds: Implement actions to balance the mixture of backgrounds in the student pool.

- Introduce New Learning Paths: Consider the introduction of new learning paths to cater to diverse student needs and preferences.

- Teaching Excellence Awards: Consider introducing annual teaching excellence awards to recognize and reward outstanding faculty members.

- Internal Staff Survey: Introduce an annual anonymous internal staff survey to further disseminate knowledge on good academic practices and gather feedback for continuous improvement.

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:

None

The Principles where failure of compliance was identified are:

None

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
SKOUTERIS THOMAS	Signed by SKOUTERIS THOMAS - 09/07/2024 11:59:15 +03:00
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