



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report
for the New Undergraduate Study Programme in
operation of:

Social Policy

Institution: Democritus University of Thrace

Date: 21 January 2023



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



Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Social Policy** of the **Democritus University of Thrace** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new undergraduate study programme in operation of **Social Policy** of the **Democritus University of Thrace** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Nikos Fokas (Chair)**
Dept. of Sociology, Eötvös Loránd University (ELTE), Budapest, Hungary
- 2. Prof. Symeon Giannakos**
Salve Regina University, Newport, Rhode Island, USA
- 3. Assoc. Prof. Panagiotis Christias**
University of Cyprus, Nicosia, Cyprus
- 4. Mrs. Athina Tsironi, Student**
Department of Political Science, University of Crete, Rethymno, Greece (remote participation)

II. Review Procedure and Documentation

Prior to their visit in **Komotini**, the members of the External Evaluation & Accreditation Panel (EEAP) had the opportunity to study all accreditation support materials supplied to them by HAHE in advance, including:

- HAHE Materials such as P12B_Guidelines for EEAPanel, P13B_MAPPING GRID & ASSESSMENT GUIDE, European Qualifications Framework, P1B Standards New UGP in operation EN
- Social Policy DUTH Material, and
- the Department's Proposal for Accreditation along with several annexes

Before travelling to Komotini the EEAP members had the opportunity to attend an online orientation meeting with HAHE's General Director, Dr Christina Besta. Dr Besta explained the accreditation process and provided pertinent information on HAHE's mission, on the guidelines of the Quality Assurance process, and the role and tasks of the EEAP members.

In the morning of January 17, the EEAP met to discuss the process and to divide tasks among its members. The visit to the Department took place between 17 and 18 January 2023.

In the afternoon of January 17, the EEAP members were welcomed by Prof. Fotios Maris, the Rector of DUTH and President of the Quality Assurance Unit (MODIP), Prof. Maria Grigoriou, the Vice-Rector of Academic Affairs, and the Chair of the Department, Prof. Maria Pempetzoglou, who presented the history, profile, and current status of the Undergraduate Study Programme.

Following a short break, EEAP discussed the degree of compliance of the Undergraduate Programme to the Standards for Quality Accreditation with:

- (a) **OMEA members** Prof. Maria Pempetzoglou, Chair of the Department, Prof. Alexis Ioannidis, Vice-Chair of the Department, Assoc. Prof. Nikolaos Koulouris, Head of OMEA, Assist. Prof. Sophia Adam, Assist. Prof. Stefanos Papanastasiou, and Mrs. Oraia Ntinitoudi, Special Technical and Laboratory Staff (ETEP)
- (b) **MODIP members** Prof. Fotios Maris, President of MODIP, Prof. Nikolaos Aggeloussis, Prof. Georgios Sirakoulis, Assoc. Prof. Konstantinos Antonopoulos, Assoc. Prof. Angelos Markos, and Assoc. Prof. Anastasia Paschalidou, MODIP staff Mrs. Styliani Gkavaki, Secretary of MODIP, and Mrs. Sofia Marsidou, Administrative staff of MODIP

OMEA representatives explained in detail the program's internal evaluation processes, answered a series of questions addressed to them by the EEAP members, and provided supplementary information when requested. The meeting was informative, lively, and fruitful.

Following this meeting, the EEAP met with teaching staff members Assist. Prof. Margarita Gasparinatu, Assist. Prof. Chrysanthos Tassis (via teleconference), Dr. Ioanna Tsarpa, Laboratory Teaching Staff (EDIP). They discussed professional development opportunities, faculty mobility, student evaluations, the link between teaching and research, and their understanding of student-centred teaching.

The first day of the visit closed with a short informal debriefing meeting of the EEAP members.

On the next day, the site visit of EEAP members included subsequent meetings with:

(a) **Students** of Undergraduate Studies

The EEAP discussed with twelve graduates their experience of studying at the Department and their career paths. The students expressed very positive opinions about their personal relationship with the members of the teaching staff. The EEAP was particularly interested in the possibilities they had of participating in research activities and their expectations concerning their labour markets prospects. Since the meeting took place in a constructive atmosphere the EEAP members had the opportunity to ask the students about the possible weaknesses of the study programme. The narrow range of Erasmus programmes was mentioned as a weakness.

(b) **During a guided tour**, accompanied by Prof. Maria Pempetzoglou, the EEAP was able to evaluate departmental facilities and learning resources including offices of the teaching staff and classrooms. The IT laboratory has a basic library as well as computers available to students. EEP members visited the central Library of the University located in the new campus.

(c) **Employers and social partners.**

The discussion focused on the work experience that Department students carry out in their institutions. The EEAP had an interesting exchange of ideas about the practical skills that the labour market requires from Social Policy students. The judgment of the employers on the collaboration with the Department was very positive.

The site visit concluded with a closing meeting with the representatives of MODIP and OMEA, as well as with the Vice-Rector of Academic Affairs, Student Welfare and Lifelong Learning, Prof. Maria Grigoriou, and Prof. Maria Pempetzoglou. During this meeting, the EEPA discussed their first impressions and received the Department's feedback. It also requested and received supplemental materials from MODIP.

III. New Undergraduate Study Programme in operation Profile

The Department of Social Policy operates as an independent academic unit within DUTH since September 1, 2019. It should be pointed out, however, that the study programme of social policy has been a concentration/specialization at DUTH for the last 25 years. The mission of the Department of Social Policy is to provide excellent theoretical training in the various aspects of social policy, design, and practice, and to familiarize them with the basic principles and research methods.

The declared overall aim of the undergraduate program is to meet the modern needs of a multidisciplinary and constantly evolving field; to correspond to the ever-expanding social needs; to be flexible to changes in the preferences of students; as well as to provide a link to the labour market. Employment opportunities lie mainly in the broad field of social services. The programme intends to develop research skills adequate to describe and analyse social phenomena and issues related to social protection policies, and to understand and manage basic theories relating to social policy. The completion of the programme requires students to accumulate 20 compulsory courses and 20 electives. Students are required to take four compulsory courses and one elective in the first and second term, then three compulsory and two electives in the second and third term, and then progress in that fashion reversing the ratio in subsequent years to one compulsory and four electives for the last two terms.

The curriculum consists of 8 foundation courses (all compulsory), of 43 courses in a scientific area (7 of which are compulsory), 13 skills development courses (of which 4 are compulsory), and 13 general knowledge courses (of which 1 is compulsory). This structure of the curriculum allows students to develop their own programme of study.

Responsible for the design and development of changes to the study programme is the Study Programme Committee of the Department. Responsible for the approval of changes to the study programme is the Assembly of the Department and the Senate of DUTH.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:

a. The academic profile and the mission of the academic unit

The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development

The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme

The feasibility of the operation of the new department should be justified based on:

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

d. The documentation of the sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:

- *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
- *staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum*
- *funding (funding possibility from public or non-public sources)*
- *services (central, departmental / student support, digital, administrative, etc.)*

e. The structure of studies

The structure of the studies should be briefly presented, namely:

- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

f. The number of admitted students

- *The proposed number of admitted students over a five-year period should be specified.*
- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

g. Postgraduate studies and research

- *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
- *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

Study Programme Compliance

The Department of Social Policy operates as an independent academic unit within DUTH since September 1, 2019, after the division of the Department of Social Administration and Political Science into three departments: Social Policy, Social Work, and Political Science.

The Department's curriculum aims to familiarize its students with contemporary social problems and to provide them with the necessary knowledge for the design, development, implementation, and evaluation of social policies.

The mission of the Department is to offer:

- a perfect theoretical training,
- the basic principles and methods of research,
- the development of skills for understanding social phenomena,
- professional recognition of its graduates,
- promotion of the role of social policy, and
- positive synergies with the scientific fields of other departments and faculties.

Social policy is developed as a distinct scientific field by combining different theoretical and methodological tools from different disciplines. Therefore, the Department is distinguished by its strong interdisciplinary character. Its curriculum meets European academic standards of study in the field of social policy.

The detailed strategic action plan of the university describes the individual objectives and sets the rules, procedures, and actions to be implemented to achieve these objectives. In order to achieve its vision, DUTH invests in increasing the productivity of its scientific and administrative staff, in encouraging innovation, in interdisciplinarity, and in solving problems of local communities.

The process is characterized by both strengths and weaknesses.

STRENGTHS

- *Established, long-standing presence in the Greek academic world*
- *Growth driver of the wider region*
- *A large number of MSc.*
- *Large number of doctoral candidates for to obtain high scientific expertise optimising research at DUTH.*
- *Cooperation with foreign universities and research centres*
- *Participation in the European research activities*
- *Student hostels and University restaurants, free transport, and meals*

WEAKNESSES

- *High dependence on the state budget*
- *High student-teacher ratio*

Thrace is one of the poorest regions of Greece, and therefore, is among the poorest regions of the European Union. In these circumstances, a programme focusing on social problems is of particular importance to the University, as well as for the region. The University is also aware of the importance of the programme, therefore took ownership of it from the beginning and supported it as much as it could.

The entire University community (staff, students, trainees, external scientific & administrative partners) exceeds 25,000 members and is the largest public and private institution in Thrace.

The knowledge imparted to the programme's graduates can benefit the wider public sector, the education sector, civil society, European organisations, and research centres. A particular feature of the programme is the focus on economics, criminology, political science and sociology (Greek society and politics, political sociology, social change, state policies, and political parties). The Department of Social Policy meets the needs of the local community.

The buildings facilities available for the programme are very outdated. The only exception is a recently renovated conference room. There is a promise that these buildings will be renovated by the end of 2023, so that the construction of the new campus, which is well advanced, will be completed by the end of 2024. Even so, the present accommodation of the Department is not worthy of a university institute. Nevertheless, the staff of the Department has managed to make these facilities functional.

The Department is at a satisfactory level in terms of meeting its educational needs. The teaching staff, in general terms, is sufficient to meet the teaching needs of the programme. It should be noted, however, that 15 of the 20 compulsory courses are covered by lecturers. Therefore, while the Department is able to meet the needs of the training programme with the cooperation of other departments and reliance on ESPA funds, it still needs the appointment of additional lecturers.

By adding new and timely courses, the aim of the programme is to meet the contemporary needs of an interdisciplinary and constantly evolving field. As the study programme offers a variety of electives, it is quite flexible to meet the needs and preferences of its students.

The study programme goes beyond the narrow subjects of social policy providing

- pedagogical and teaching competence
- practical training
- learning statistics computer programs
- certificate of digital skills

In this way the programme provides additional links to the labour market.

Upon completion of their studies, students will be able to:

- describe and analyse social phenomena related to social protection policies
- understand the basic principles served by social policies applied in the field of social protection
- understand the basic principles of social administration

The Department does not yet offer a postgraduate programme. The Department is aware that the training programme can be completed with postgraduate training. The Committee found that preparations for the launch of such a programme are well advanced and intensive and have been agreed with the University management.

Panel Judgement

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

g. Postgraduate studies	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The EEAP recommends further efforts to continuously increase the number of teaching and research staff.
- Further efforts are needed to expand Erasmus+ cooperation. This may be the result of the pandemic, but student interest in foreign travel seems to be low. The motivation of students needs to be increased. This could be facilitated by the arrival of foreign students, which could be facilitated by hosting some seminars in English.
- A plan for cross-border cooperation in education and research involving Bulgaria and Turkey could be a promising option. Further efforts would be very useful.
- While the situation is well known to the university's management and efforts are being made to address it, the problem of the buildings available to the programme should be kept on the agenda.

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- *Revised Quality Assurance Policy of the Institution*
- *Quality Assurance Policy of the academic unit*
- *Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)*

Study Programme Compliance

The University considers quality as a continuous development process and implements procedures for recording all internal evaluation of its operations.

The monitoring of the quality of the study programme is continuous in the Department through teaching counselling for each course, advising students through the Academic Advisor for Studies, and providing assistance through its committees and university services.

The main instrument of the quality assurance policy of the study programme is the Internal Evaluation Team (OMEA), which works in close cooperation with the University's Quality Assurance Unit (MODIP). The overall impression of the Study Programme's Assurance Policy is

positive, given the fact that this process helped the faculty to detect strengths and weaknesses of the undergraduate programme.

OMEA is responsible for organizing and implementing the evaluation of the teaching work by the students. The number of staff evaluations has increased rapidly since the launch of the programme and the average score has remained high. Indicative of the fact that students respond responsibly to the surveys is their expression of dissatisfaction with the infrastructure, but satisfaction with teaching.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Continue with the process towards complete institutionalization.

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new undergraduate programmes following a defined written process, which will involve the participants, information sources and the approval committees for the programme. The objectives, the expected learning outcomes, the intended professional qualifications and the ways to achieve them are set out in the programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme 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 Quality Assurance Unit (QAU).

Relevant documentation

- *Senate decision for the establishment of the UGP*
- *Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.*
- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*
- *Student Guide*
- *Course outlines*
- *Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards*

Study Programme Compliance

The creation of the Department of Social Policy at DUTH was a necessary response to several evolving societal and academic challenges. A concentration in social policy was offered by a previous department. Its outdated utility resulted in its division into three separate departments, one of which is the Department of Social Policy. Its creation followed all required procedures and was implemented following a Senate decision and with the constant help of the rectoral office.

The Department assures the interdisciplinary nature of its curriculum with the appointment of an efficient interdisciplinary academic team, from all necessary disciplinary fields: sociology and social sciences, political science, economy, law and criminology, English teaching, and education specialists.

A well-developed Study Programme is organised according to the *European Credit Transfer and Accumulation System* (ECTS). The Programme is effectively published in the online Student's guide with course outlines and descriptions, relevant bibliographies and expected learning outcomes.

The Study Programme takes into consideration the growing needs for (a) digital dexterities, (b) educational and teaching accreditation, and (c) effective knowledge of the English language. The Department provides the possibility of accreditation certificates in these three domains, so that its graduates could work in related fields like education, the private and public sector, national and international services, observatories, and social laboratories.

A link with the communal and societal environment is established through collaboration with local and national stakeholders and partners. An internship placement office is established and functions in accordance to the relevant legislation related to social security, remuneration, and working conditions.

As the Department is new, the necessary Erasmus/Erasmus+ network is not yet fully operational. There is yet work to be done so that Student may benefit from a wide variety of language and related field choices.

The University, and accordingly, the Department, does not offer other language choices than English. With its own initiative, the Department managed to promote Italian, but the lack of language choices in general hinders finding adequate Erasmus destinations for the students.

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The necessary Erasmus/Erasmus+ network should become fully operational. There is yet work to be done so that students and members of the academic staff may benefit from the choice between many language and disciplinary fields.

The University should create a Language Centre with the ability to promote different languages such as French, German, Italian, Spanish, but also Slavic languages and Turkish.

Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new undergraduate programmes are delivered in a way that encourages students to take an active role in creating the learning process. The assessment methods should reflect this approach.

In the implementation of student-centered learning and teaching, the academic unit:

- ✓ *respects and attends to the diversity of students and their needs, enabling 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 application of pedagogical methods aiming at improvement*
- ✓ *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- ✓ *reinforces 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 students' complaints*

Relevant documentation

- *Questionnaires for assessment by the students*
- *Regulation for dealing with students' complaints and appeals*
- *Regulation for the function of the academic advisor*
- *Reference to the planned teaching modes and assessment methods*

Study Programme Compliance

The Department consciously and consistently practices a student-centred educational environment, which is comprehensive, sensible, and effective. The process relies on several pedagogical approaches, such as imparting fundamental knowledge, which is then scaffolding into developmental stages leading to more specialized and concentrated knowledge, as students advance through their four years of studies. The process includes the option of an internship with local agencies and/or the completion of a thesis.

The teaching methods deploy a diverse instructional approach such as lecturing, discussion, and in-class group arrangements, especially in relatively large classes. Faculty in general are in constant interaction with the student and attend to their needs in a timely and effective manner. Academic advising is well structured and is institutionalized. It is distributed evenly between the faculty in a balanced and practical way, Generally advising tends to empower students towards autonomy and independence.

Each course is well structured, and syllabi are well planned and comprehensive in terms of including learning outcomes, teaching methods, material to be covered, and means of student assessment.

Course evaluations, which are systematic and with a relatively high rate of completions, demonstrate a genuine student satisfaction with their education. Examples of senior thesis provided to the panel by the Department demonstrate intellectual maturity and competence. Interviews with the students easily demonstrated a genuine content with both instruction and interaction with the faculty. Local agencies, also interviewed, expressed genuine satisfaction with the quality of the internee students assigned to their agencies. Interviews with four-year student indicated that the Department is on track to achieving a relatively high rate of graduating students within the designated four years of studies.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

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

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships*
- ✓ *the procedures and terms for writing the thesis (diploma or degree)*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

- ✓ *the terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes, and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

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

Relevant documentation

- *Internal regulation for the operation of the new study programme*
- *Regulation of studies, internship, mobility and student assignments*
- *Printed Diploma Supplement*

Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

Study Programme Compliance

During the review, EEAP estimated that first year students are introduced to research approaches, e.g., how to use databases and other bibliographical instruments. The Department has implemented an academic advising system to assist students in their academic progress during their studies. Estimated teacher/student ratio is 1/22.

Students in the meeting with the Panel remarked that their professors are very cooperative and willing to answer their questions both via email and in person. Furthermore, the teaching

staff follows the necessary procedures in advising students towards writing a thesis. However, the thesis at the undergraduate level is optional. Those not choosing to write a thesis can instead attend a seminar and complete an elective course. Having the thesis optional does not encourage rigor of study. The Department should take steps to increase the percentage of students undertaking the undergraduate thesis option.

The Department's participation in exchange programs like Erasmus is still embryonic. This constitutes an impediment to the student's personal, cultural, and professional development. The mobility, therefore, of undergraduate students and faculty under the Erasmus program is limited.

There is an internship option lasting at most three months. The placement in the internship program is not formalised but is rather based on ad hoc criteria. The EEAP believes that the internship experience is crucial for the professional development of the students, and it might increase their chances in the labour market. Therefore, the Department should systematise, participation in the internship program and extend the duration.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- The Department should systematize participation in the internship program, promote additional participation, and extend its duration.
- The Department should take steps to increase the percentage undertaking an undergraduate thesis.
- The Department should enhance and enrich the Erasmus exchange program.
- The department should develop a service that will provide students with official transcripts in other European languages in order to facilitate exchange in academia and the labour market.

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, 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, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, 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 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 members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

Study Programme Compliance

The Department complies with legal and institutional laws and guidelines in the hiring of teaching staff. Positions are advertised and the selection process is regulated by the specific teaching needs of the study program. The Department testified of its commitment to transparency in the hiring process.

In the last three years, the full-time faculty was increased from a total of 4 members in 2019 to the existing 9 members at the current time. There are provisions in place for the hiring of two additional full-time faculty. The nine full-time faculty are assisted by 6 visiting and part-time faculty along with six faculty from other departments of the University. The teaching staff also includes one laboratory and one technical teaching staff. Altogether, the faculty serves an average of about 130 entering students per year.

The teaching load is comparable to research universities abroad. Typically, each full-time faculty offers two three-hour courses/seminar per semester.

The Department maintains that the teaching staff adequately covers the curricular needs of the program and that the teaching load allows for high quality instruction. Student evaluations of courses supports this position. They consistently average at 4.4 out of 5. This also seems to support the Department’s assertion of abiding by high qualification standards in the selection of new faculty. The Department relies on the services of a teaching and learning support office maintained by the University.

Finally, the faculty are engaged in research and publishing at a high level. They have produced a total of 232 peer-reviewed journal articles, 23 edited volumes, 23 monographs, and 22 books. However, funds for participation in international forums are low and, therefore, hinder participation.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Explore possible venues for increasing funding for faculty participation in international conferences.
- Explore ways to include lessons concerning special minority issues.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. 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, boarding, career and social policy services, etc.).

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information 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. Students should be informed about 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.

Relevant documentation

- *Detailed description of the infrastructure and services made available by the Institution to the academic unit to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding specific commitment of the Institution to financially cover these infrastructure-services from state or other resources*
- *Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)*
- *Informative / promotional material given to students with reference to the available services*

Study Programme Compliance

The University provides the Department with access to its services and facilities including classrooms and the main library, which holds a great collection of materials and offers digital access to students. The Department has also its own infrastructure facilities, including classrooms, a seminar/conference room, a computer lab with modern computers, and a library.

Classrooms seem to be equipped with appropriate technology (e.g., projectors and microphones), and the secretariat can make available additional equipment including laptops if needed. Several other IT tools and services are available to the students that enhance teaching and learning including MS Teams, Skype, email, SPSS, Academic ID. The Department uses its website extensively to communicate relevant information to the students. Overall, the logistics infrastructure seems to be adequate and both faculty and students expressed satisfaction with the available range of services provided. Still, there can be an upgrade of the

website so that the information can be passed on to the students and the faculty easier and faster.

The library is organised with subscriptions to online journals, numerous e-books, archives, and audio-visual material, but the building is not well maintained. The accessibility of the databases can be improved. The lack of separate meeting rooms and of sufficient places for studying in the library limits the students' ability to meet and have discussions.

The Department provides several other services to the students including the orientation week for the 1st year students, as well as health services, psychological support, and studies and career advisory support.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- The already existing infrastructure should be renovated, and new equipment should be provided.
- There needs to be a cafeteria for students to study and socialise.
- The number and quality of classrooms should be increased.
- A new modern website should be built with modern software and easy access to everyone with fewer "clicks".
- It would be important to consider the creation of an office that focuses on serving students with disabilities.
- The Department should explore opportunities for flexible, hybrid forms of learning.

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.

Relevant documentation

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

Study Programme Compliance

The Department presented the evaluation and accreditation panel with a concise and comprehensive array of information and data concerning its operations. Information and data included surveys regarding student satisfaction, grading practices and academic performance, student demographics, academic progress, teaching performance, and academic services. Both information and data were readily available to the panel. They were generally presented in a clear and effective way.

Of significant importance to the collection of information and data is the Social Data Analysis and Informatics Laboratory of the Department. Among a plethora of functions, the Lab serves the educational and instructional data needs of the Department regarding curricular issues and learning.

The relationship between OMEA and MODIP is fairly institutionalized, and the collection and compilation of information and data is most effective providing a comprehensive and clear picture of the Department's workings.

Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Further institutionalize the maintaining of minutes of OMEA meetings and of meetings between OMEA and MODIP.

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.

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 new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

Most necessary information is on the Departmental website (or in some cases on the central website of the University). The Department's website (both in Greek and English) is well-structured. It is clear but not sufficiently user-friendly. It needs updating and made easier to use. Staff CVs are available in Greek and in English, although there are some missing. The Department's academic policy is also available online. Information is clear, generally up-to-date, and quite easy to access. The course outlines are available in the Department's Study Guide (in fact they take up most of the overall study guide).

In general, the Department is very eager to provide all the relevant information to the open public. In addition to its website, the link "sp.duth.gr" or <https://sp.duth.gr/en/first/> that is meant for further information doesn't work and when clicked it cannot find the page.

In addition to its website, the Department has internal mechanisms for informing and communicating with students, such as the platform of the digital secretariat 'unistudent' and the e-class.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Panel recommends that the website be regularly updated.

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, so as to achieve the objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context, should be communicated to all parties concerned.

Regular monitoring, review and revision of the new 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: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. 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.

Relevant documentation

- Procedure for the re-evaluation, redefinition and updating of the curriculum
- Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process
- Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)
- Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes

Study Programme Compliance

The Department's OMEA evaluates the development of the Study Programme and prepares a detailed report in collaboration with the University's MODIP. The Department has an adequate number of committees that, on a continuous basis, monitor the Study Programme, students' progress, and academic performance, as well as the overall functioning of the Department. All committees report to the Council of the Department and to OMEA in continuous communication, with more than one meeting annually. Minutes are kept. Weaknesses are monitored and follow up actions are constantly undertaken to tackle them.

In addition, the courses' syllabi are continuously renewed, latest bibliographies are added, and new teaching approaches are constantly mobilised. The Department has 41 optional courses, a number that the Department continues to further develop so that the Study Programme is up to date regarding factors such as: academic findings and novelty, actuality, and new approaches to old problems. The EEAP suggested that the number should at some point be stabilized at no more than 50, and that old courses be systematically replaced by new ones.

In reference to the above, the Department's Council also decides collegially on the need for new teaching positions. It is expected that the Department should reach 25 teaching members.

In the short term, two new colleagues will join the Department, so that it can be fully functioning and autonomous, assuring the teaching of most of the courses internally. The EEAP stated that some positions should stay vacant so that invited professors from other Universities, and young Ph.D. colleagues without academic position, could bring to the Study Programme new research.

The students' evaluation is taken into consideration so that improvements as to the individual teaching and the functioning of the Study Programme be improved. At the same time, collaboration with social stakeholders and partners assures the Study Programme a good insight into the communal and social realities and needs.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The number of the Department' optional courses should at some point be stabilized at no more than 50, and old courses should be systematically replaced by new ones.
- A certain number of the academic positions should stay permanently vacant so that invited professors from other Universities and young Ph.D. colleagues without academic position be able to bring to the Study Programme their external research.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. The term of validity of the accreditation is determined by HAHE.

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure and implemented by a panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with 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.

Relevant documentation

- Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.

Study Programme Compliance

As a new Study Programme, it has not yet been evaluated by an external committee. This is actually the first and only at this time external evaluation. All necessary steps have been taken so that the Programme be evaluated and accredited in the fourth year of its functioning. As it is in its third year of operation, the Department has no graduates yet.

Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

N/A

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme*
- *The study regulations, template for the degree and the diploma supplement*
- *Name list of teaching staff, status, subject and the course they teach / examine*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented*

Study Programme Compliance

Although the programme is new, it has a long tradition with a significant contribution through a previously existing concentration. The process of transition from the old to the new curriculum had administrative and educational dimensions. The transition had to implement:

- the allocation of faculty members of the pre-existing study programme to the new study programme.
- the administrative support of the new study programme
- the continued operation of the pre-existing study programme
- the completion of the studies of the students of the pre-existing study programme
- support for the new study programme
- building infrastructure, and
- logistical infrastructure

- the continuation of a number of compulsory and elective courses of the old study programme for obtaining a degree

According to the stakeholders (teachers, university management, departmental management, MODIP), the transition was completed successfully.

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

N/A

PART C: CONCLUSIONS

I. Features of Good Practice

Students remarked that their professors are helpful and willing to answer their questions regarding subject matters or their thesis, and in both online or in person.

Classrooms are equipped with appropriate technology.

The library has a significant number of subscriptions to databases, online journals, e-books, archives, and audio-visual material.

The Study Programme takes into consideration the growing needs for (a) digital dexterities, (b) educational and teaching certification, and (c) proficient knowledge of the English language. The Department provides the possibility of certificates in these three domains, so that its graduates could work in related fields like education, the private and public sector, national and international services, observatories, and social laboratories. In addition, the Study Programme offers the possibility of an internship.

The Study Programme takes into consideration the evolving needs of the students by providing a flexible curriculum.

The Department assures the interdisciplinary nature of the Study Programme through the hiring of appropriately qualified academic staff. The members of the staff are engaged in research and publishing at a high level. They are committed to student-centred learning and devote considerable time in helping students overcome academic challenges.

Systematic course evaluations, with a relatively high rate of completions, demonstrate a genuine student satisfaction with their education.

The Department has deep roots in the local community. Through collaborations with local and national stakeholders and partners the Study Programme has built good linkage with the communal and societal environment. It responds to the local needs and adjusts its practices to social challenges.

II. Areas of Weakness

The current facilities are inadequate. The infrastructure should be renovated, and new equipment should be provided. There is no adequate support or infrastructure for students with disabilities.

As the Department is new, the necessary Erasmus/Erasmus+ network is not yet fully operational. There is yet work to be done to provide students with additional exchange outlets, and disciplines of study.

The University, and subsequently the Department, does not offer other language choices than English. This hinders the ability of students to find adequate Erasmus destinations and does not promote the European and international profile of the programme.

To further enhance student participatory cultures in teaching and learning, the Department needs to devise a clear strategy for discussing and addressing student feedback.

Compared to the high level of research and publication activity of staff members, funds for participation in international forums are low and, therefore, hinder participation.

The EEAP believes that the internship experience is crucial for the professional development of the students. The Department should increase the level of participation of its students in the internship program and lengthen their appointment.

The website needs to be upgraded and made more user-friendly.

III. Recommendations for Follow-up Actions

The Department should enhance and enrich the Erasmus exchange program. The necessary Erasmus/Erasmus+ network should become fully operational. There is yet work to be done so that Students and members of the academic staff may benefit from the choice between a large number of language and disciplinary fields. Further efforts are needed to expand so-called “cross border” cooperation.

It is advisable that the department develop a service that will provide students with official transcripts in other European languages in order to facilitate exchange in academia and the labour market.

Explore possible venues for increasing funding for faculty participation in international conferences.

The Department should act to systematise, increase participation in the internship program and extend its duration.

The EEAP suggested that the number of optional courses should at some point be stabilised at no more than 50, and old courses should be replaced by new ones.

A certain number of the teaching positions should stay vacant to accommodate visiting faculty from other Universities, and young PhD colleagues who can bring in the Study Programme their external research and teaching experience.

A Language Centre should be created, with the capacity to promote all levels of languages such as French, German, Italian, Spanish, but also Slavic languages and Turkish.

The Department should continue and reinforce its efforts for external funding either from European sources or from programmes of the Greek Ministry of Education.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 6, 8, 9, 10, 11, and 12.**

The Principles where substantial compliance has been achieved are: **5 and 7.**

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

1. Prof. Nikos Fokas (Chair)

Dept. of Sociology, Eötvös Loránd University (ELTE), Budapest, Hungary

2. Prof. Symeon Giannakos

Salve Regina University, Newport, Rhode Island, USA

3. Assoc. Prof. Panagiotis Christias

University of Cyprus, Nicosia, Cyprus

4. Mrs. Athina Tsironi, Student

Department of Political Science, University of Crete, Rethymno, Greece (remote participation)