



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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

Social Work

Institution: Democritus University of Thrace
Date: 11 June 2023

Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Social Work** 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 Work** of the **Democritus University of Thrace** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Assoc. Prof. Panagiotis Christias (Chair)**
University of Cyprus, Humanities
- 2. Prof. Dimitris Michailakis**
University of Linköping, Social Work
- 3. Ms Eleni Manolaki**
Hellenic Mediterranean University, Department of Social work
- 4. Prof. Effrosyni Kokaliari, PhD LICSW**
Springfield College Department of Social Work
- 5. Prof. Apostolis Papakostas**
Södertörn University, Social Sciences

II. Review Procedure and Documentation

Prior to their online visit to the Democritus University of Thrace, 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

In the afternoon of June 06, the EEAP met to discuss the process and to divide tasks among its members. The visit to the Department took place between 12 and 13 March 2023.

At 18.30 of the same day, the EEAP members were welcomed by Prof. Marirena Grigoriou, Vice-Rector for Academic and Student Affairs / President of MODIP and Prof. Periklis Polyzoidis, Head of the Department, who presented the history, profile, and current status of the Undergraduate Study Programme.

In their next meeting, right after, the EEAP discussed the degree of compliance of the Undergraduate Programme to the Standards for Quality Accreditation with OMEA members Prof. Sevi Chatzifotiou and Assistant Prof. George Philipidis and MODIP members, Prof. Marirena Grigoriou (Vice-Rector/President of MODIP), Prof. Nikolaos Aggeloussis, Prof. Sirakoulis Georgios, Prof. Konstantinos Antonopoulos, Assoc. Prof. Angelos Markos, and Assoc. Prof. Paschalidou Anastasia, and 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.

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:

Teaching staff members

The EEAP met with Prof. Theano Kallinikaki, Prof. Agapi Kandilaki, Prof. Nikos Polyzos, Assist. Prof. Eirini Katsama, Assoc. Prof. Sotiris Serbos, Assoc. Prof. Vasilis Karagkounis, Assist. Prof. Charalampos Tsairidis, Assist. Prof. Christos Morfakidis, Assist. Prof. Evripidis Papadimitriou, Assoc. Prof. Nikos Tsergas. There were discussed professional development opportunities, faculty mobility, student evaluations, the link between teaching and research, and the student-centred functioning system and the teaching.

Undergraduate Students of the Department

The EEAP discussed with ten (10) students from the 1st to the 4th year of studies 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 employment possibilities they had, their introduction into the theoretical framework of social work as well as the professional environment in the field.

During an online tour, in the company of Academic Members of the Staff, the EEAP was able to evaluate the departmental facilities and learning resources including offices of the teaching staff and classrooms.

Employers and social partners

The meeting was attended by a variety of institutions focusing on social work and social care in the locality of Komotini and in the department of Thrace. All were grateful for the multiple relations with the Department. The discussion focused on the work experience that Department students carry out in these institutions. The EEAP had an interesting exchange of ideas about the needs for social workers in a particularly fragile Northern Greek society recovering from multiple blows, such as the economic and pandemic crises. The judgment of the employers on the collaboration with the Department was very positive, and they all saw great opportunities of employment in State and municipal social care services.

Following this meeting, the EEAP held a lunch meeting to discuss first findings, inconclusive points and prepare for the last meeting.

The site visit concluded with a closing meeting with the representatives of MODIP and OMEA, as well as with Prof. Marirena Grigoriou, Vice-Rector for Academic and Student Affairs / President of MODIP, and Prof. Periklis Polyzoidis, Head of the Department. During this meeting, the EEPA asked supplementary questions on several points. Then they presented and discussed their first impressions and findings, and received the Department's feedback. They also requested and received supplemental materials from MODIP.

III. New Undergraduate Study Programme in operation Profile

The Department of Social Work was founded after the trisection of the Department of Social Administration and Political Science (Law 4610/2019), which offered university-level studies in social work, already in 1996 for students of the corresponding field.

The curriculum meets international standards of social work studies. Social work is an applied social science that focuses on prevention, study and response to social problems and needs and the development of programmes for the social inclusion of vulnerable social groups, the defence of human rights and social development. It combines theory, research and practice to prevent, investigate and address risks and issues across a range of social work practice areas such as child protection and the prevention and treatment of violence and abuse, family care, health, mental health and addictions, community development, offending, etc.

Faculty members in the Department come from a wide range of social sciences, including social work, social policy, sociology, law, and international and European studies. As such, it has a strong interdisciplinary orientation, supporting social work studies by further deepening its theory, methodology and context of practice in different fields such as clinical CE, social work in education, social work with minorities and vulnerable groups, social work with disabilities and with older people and others.

The cultivation of critical thinking is a key objective of the educational work through the development of knowledge, skills of analysis and synthesis and familiarity with the fields of knowledge taught in the Department, critical skills for both the professional rehabilitation and scientific, research and / or academic development of graduates of the Department. Emphasis is also placed on linking theory with practice through internships, encouraging and developing innovative actions and interventions in the community, promoting equal opportunities and addressing discrimination, racism and xenophobia.

According to the Curriculum, the courses are divided into eight independent academic semesters and are taught on a weekly basis. Each semester lasts for fifteen to sixteen academic weeks and includes thirteen weeks for teaching and two to three weeks for examinations. The duration of the Undergraduate Programme of Studies of the Department of Social Work of the University of Thessaloniki is eight semesters spread over four academic years. The curriculum includes the following categories of courses. The following courses are offered in the following four academic years:

- Courses which, although not directly related to the science that the curriculum treats, nevertheless constitute necessary pre-existing scientific knowledge for the student to be able to understand issues directly related to it.

- Courses in a scientific area: These are those courses that deal with fields of knowledge that are directly related to the scientific subject matter of the Programme of Study.
- General Knowledge Courses: Courses which are not directly or indirectly related to the scientific subject of the programme of study, but which aim at the broader education of the student as a scientist and citizen.
- Skills Development Courses: Courses that do not aim at providing scientific knowledge in the subject of the Programme of Studies, but aim at cultivating and developing other skills of the student.

The degree has the validity of a Professional Licence. According to the most recent Graduate Absorption Study of the Liaison Office of the University of Thessaloniki (graduates 2020-2021), 85% of graduates are employed and 82% of them were already working within the first year after graduation. Indicatively mentioned are employees working as Social Workers in K.P.A.P., K.D.A.P. A.M.E.A., Autism centres, day care centres for the disabled, Social Welfare, reception of immigrants, reception of refugees, Elderly Care Unit (Crisis Management, Entertainment), mobile mental health unit, charity association, K.T.E.A., homeless housing and work programme, association of parents and friends of people with autism, shelter for unaccompanied minors, mental health clinic, district A.M.Th., school network of educational support (secondary education).

The Department of Social Work organizes and implements the MSc "Social Work in Education-Inclusion of Diversities ».It also participates in the following Interdepartmental MSc:

- "Management and Organization of Health and Social Care Services", supervised by the Department of Medicine of the Aristotle University of Thessaloniki. For more information, [click here](#).
- "Counselling", with the Department of Counselling of the University of Crete and the Department of Psychology of the University of Crete as the supervising Department. For more information, [click here](#).
- "Science Teaching and Modern Technologies", with the Department of Physics of the IHU and the Department of Chemistry and the Department of Science and Technology as co-operating institutions. For more information, [click here](#).

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

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

The Department of Social Work was founded after the trisection of the Department of Social Administration and Political Science (Law 4610/2019), which offered university-level studies in social work, already in 1996 for students of the corresponding field.

The curriculum meets international standards of social work studies. Social work is an applied social science that focuses on prevention, study and response to social problems and needs and the development of programmes for the social inclusion of vulnerable social groups, the defence of human rights and social development. It combines theory, research and practice to prevent, investigate and address risks and issues across a range of social work practice areas such as child protection and the prevention and treatment of violence and abuse, family care, health, mental health and addictions, community development, offending, etc.

b. The strategy of the Institution for its academic development

The academic development strategy for the operation of the Department and the Program was specified after taking into consideration factors that influence studies and research and various social and academic parameters. A SWOT Analysis was performed specifically for each of the six strategic directions set by HAHE (continuous improvement of education, excellence in research, connection with society and the labour market, international scope, quality of the academic environment and quality assurance). The analysis is accompanied by a list of strategic objectives and actions which correspond to specific strategic directions. Overall, the academic development strategy is well documented. The Department has opportunities in a Greek and specifically Northern Greek difficult social reality. Social workers are needed and their employment possibilities are growing.

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

The Department is well placed in the chart of similar academic departments in Greece. In its region, the very differentiated, multicultural society offers employment opportunities and research needs.

A variety of regional, State and municipal institutions are actually focusing on social work and social care in the locality of Komotini and in the department of Thrace. They all seek and have multiple relations with the Department. The EEAP notice the needs for social workers in a particularly fragile Northern Greek society, not only recovering from multiple blows, such as the economic and pandemic crises, but suffering also from long term problems linked to its multicultural and frontier character.

d. The documentation of the sustainability of the new department

The operation of the Department is primarily financed by the Ministry of Education. The Program is sustainable, given this funding, but also given the University's infrastructure, including teaching and research facilities and human and material resources for teaching, research and student services. Research funding opportunities (European or national programs) provide a good prospect in supplementing the basic state funding for research. The Department of Social Work recognizes the need to further utilize these financial resources to

support research. Collaborations with other universities and organizations for funding applications are also sought. Currently, the Department does not offer master's level postgraduate study programs but is planning to do so in the next two years. Beyond its academic value, such development will also bring more income to the Department. A PhD program operates in the Department. A strategic plan has been drafted which includes elaborate presentation of the Department's developmental objectives with respect to excellence in education, the promotion of research, international recognition and collaboration and the improvement of the academic environment and human resource development.

e. The structure of studies

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

According to the Curriculum, the courses are divided into eight independent academic semesters and are taught on a weekly basis. Each semester lasts for fifteen to sixteen academic weeks and includes thirteen weeks for teaching and two to three weeks for examinations. The duration of the Undergraduate Programme of Studies of the Department of Social Work of the University of Thessaloniki is eight semesters spread over four academic years. The curriculum includes the following categories of courses:

The following courses are offered in the following four academic years:

- Courses which, although not directly related to the science that the curriculum treats, nevertheless constitute necessary pre-existing scientific knowledge for the student to be able to understand issues directly related to it.
- Courses in a scientific area: These are those courses that deal with fields of knowledge that are directly related to the scientific subject matter of the Programme of Study.
- General Knowledge Courses: Courses which are not directly or indirectly related to the scientific subject of the programme of study, but which aim at the broader education of the student as a scientist and citizen.
- Skills Development Courses: Courses that do not aim at providing scientific knowledge in the subject of the Programme of Studies, but aim at cultivating and developing other skills of the student.

Graduates graduate having attended and successfully passed 39 courses (27 Compulsory and 12 Elective), three of which electives may be substituted by the successful support of an optional dissertation; having carried out an internship; and after accumulating a total of 240 credit points (ECTS).

The degree has the validity of a Professional Licence. According to the most recent Graduate Absorption Study of the Liaison Office of the University of Thessaloniki (graduates 2020-2021), 85% of graduates are employed and 82% of them were already working within the first year after graduation.

f. The number of admitted students

In 2022 there were 121 admitted students to the Department. The Department of Social Work of the University of Thrace has the second largest admission base (14100) of the three Social Work

Departments is Greece and is actually very near to the first. About 600 undergraduate students are actually studying in the Department.

g. Postgraduate studies and research

The Department of Social Work organizes and implements the MSc "Social Work in Education-Inclusion of Diversities ». It also participates in the following Interdepartmental MSc:

- "Management and Organization of Health and Social Care Services", supervised by the Department of Medicine of the Aristotle University of Thessaloniki. For more information, [click here](#).
- "Counselling", with the Department of Counselling of the University of Crete and the Department of Psychology of the University of Crete as the supervising Department. For more information, [click here](#).
- "Science Teaching and Modern Technologies", with the Department of Physics of the IHU and the Department of Chemistry and the Department of Science and Technology as co-operating institutions. For more information, [click here](#).

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	X
Substantially compliant	
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

As the Committee believes that the Department of Social Work is fully compliant with the dimensions of Principle 1, our general recommendation is that the University and the Department continue to allocate all necessary resources to sustain this compliance.

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 department of social work was created as a response to high enrolment demand and the unique geopolitical circumstances that characterize Thrace. Social work was previously housed under the department of social administration along with social policy. However social work soon outnumbered social policy (200/40) and thus an autonomous department was formed. The department of social work is the only department in Sterea and Northern Greece. Positioned in Thrace, by training social workers it is the most appropriate department to examine and respond to issues of poverty, increased unemployment immigration, multiculturalism, historical conflict religious differences. It is notable that since its creation it remains one of the top preferences for studying for incoming students. Its creation followed

all required procedures and was introduced by a Senate decision and with the constant support and supervision of the rectoral office.

The Department consciously promotes an interdisciplinary curriculum and has appointed faculty not only from social work but also allied disciplines such as sociology. The Committee was impressed by the joint projects, commitment and collegiality. However, and considering the increasing demand for social workers we encourage that the department places every effort in recruiting more social work faculty and especially females. As our colleagues from Thrace noted in our discussions considering that the profession is predominantly female this should also be reflected in the faculty. The committee understands the challenges in recruiting enough social work candidates and females.

The department offers a comprehensive curriculum that is organized per the European Credit transfer and Accumulation System (ECTS). Successful completion of a course is equivalent to 5 ECTS credits and 45 for the successful completion of each practicum equal to 240 ECTS. The curriculum along with announcements is published online in the digital eclass platform. It takes minimum four years for someone to complete the program and this includes two internships during the 5th and 8th semester. The department exposes students to several social issues and teaches them how to work with a variety of vulnerable populations and focuses on generic social work with no particular specialization. Graduates can work in a variety of fields such as social services, schools, hospitals NGO etc

The department is involved in numerous ways with the municipal of community and is particularly attuned with current social issues and challenges in Thrace but also the student body. The main link is actualized through practicum, informal and formal collaborations with local stakeholders and partners. During the practicum social work students attend to their placements full time and faculty oversee their progress thus have plenty of opportunities to hear about the community. We propose that the department creates a formal advisory board with rotation membership that will include local and ideally national stakeholders. This advisory board is a valuable asset to social work can help enrich the curriculum, provide feedback but also ensure a current and impactful social work profession that constantly responds and changes based on the needs of the population they serve.

Similarly, the department can help community social workers by providing seminars about best evidence-based practices. Finally, the department can showcase future social work graduates and connect them with potential employers.

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

- Considering the increasing demand for social workers we that the department places every effort in recruiting more faculty with social work qualifications and especially women.
- As discussed above we propose that the department creates an advisory board composed by local and ideally national stakeholders. This advisory board will help enrich the curriculum, provide feedback but also ensure a current impactful social work profession attuned to the needs of the needs of their community and other social work trends.

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

This is a new programme, it was launched in 2019. According to the Department the programme has been designed to address current needs in society and meet the standards of the international

community of education in social work. The programme was even designed to meet the requirements of the Greek legal system and the requirements of issuing a professional license in the profession of Social Work. An extensive scanning of similar programmes in other countries was conducted as a part of the development of the programme. It is not clear from the material at our disposal if a systematic hearing of or a consulting with the surrounding society or the students was conducted as a part of the development or the programme.

This is a four-year program that in real duration of studies is equivalent with the more concentrated three and a half year programs in Northern Europe. It contains a compulsory part and elective courses. Writing a thesis is not compulsory. The core courses in Social Work are at level I and II. The elective part contains 26 courses in various subthemes of Social Work and nearby areas of whom students can freely choose 12. In total 240 ECTS are required for the exam.

There are no prerequisites in the program. A student can in principle take a course in the third year of studies without passing the previous exams.

The department reports a smooth progression of the students throughout the program, no statistics are available yet about the proportion of students that fulfil their studies in four years.

Courses securing the acquisition of digital skills have been introduced and are sufficient.

The link between research and teaching is accomplished by:

- Linking literature with research
- Linking teaching with research
- Partially by linking up the research conducted by members of the Department with the content of the courses offered.
- Some of the students will link research with education by writing a thesis.
- By practicing Social Work during the education.

Analysis

Four of the members of the academic staff have a background in the discipline of Social Work.

The other members of the Department are recruited from related disciplines other than Social Work. The impression of the External evaluation committee is that this fact has affected the design of the program. While the program offers many courses in subthemes at the intersection of Social Work and nearby disciplines the core program in mainstream Social Work and especially clinical Social Work is rather weak and there are ambiguities concerning the degree of progression and deepening of the professional knowledge.

The elective courses are not sequenced, and students can make free choices. The impression of the committee is that this part of the programme is more like an unstructured “smorgasbord” of non-related courses.

The stakeholders of the program that were introduced to the committee were mainly involved in the courses of Practical Training. The committee thinks that the link to society outside the University is rather partial.

Panel Judgement

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

Panel Recommendations

- We strongly recommend that the core of the program is strengthened by introducing courses labelled Social Work and Practices III.
- The progressivity and deepening knowledge between the years of education must be elaborated and demonstrated.
- Prerequisites should be introduced at different levels.
- We strongly recommend the organisation of the elective courses in six to eight blocks or thematic areas. One of them should be Clinical Social Work in order to meet the expectations of the profession. Our recommendation is that this block should be compulsory for all students while students could choose two to three elective blocks according to their preferences and orientation. The choice of a thematic area should practically mean that students are expected to read the entire core block of courses.
- The Department should enhance the number of students that write a dissertation thesis. Specific and uniform supervision should be provided to all students on their dissertation (i.e., standard number of hours on specific aspects such as study design, fit of research methods, analysis, ethics and writing up).
- Relations to stake holders like employers from the public and private sectors and civil society organisation need to be developed and institutionalized. Further development of the programme should involve active consultation with the social partners.
- Finally, the External Evaluation Committee strongly recommends that the recruitment policy of the department takes into consideration that the competencies in mainstream Social Work need to be strengthened.

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 academic department's approach to central learning and teaching is student-centered, utilizing pedagogical methods and different delivery approaches to enhance the understanding of theory. Students become active and are encouraged to develop their individual skills through laboratory sessions, experiential learning, various activities, excursions, artistic expression, and active participation in the community, always guided, supported, and supervised by their professors. Based on the feedback provided by the students, there is a strong collaboration and an excellent atmosphere of mutual respect with their teachers. The department conducts research to measure student satisfaction with the teaching process. It respects and takes into account the diversity of students, including the implementation of Braille writing. An official process is in place to support students, serving as advocates and academic advisors for matters related to their choices and postgraduate studies.

The department is fully compliant with the central approach to learning, teaching, and student evaluation, providing a well-structured and organized department where students are effective, creative, and satisfied within it.

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

No recommendations.

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

Students enter the Program through a national system of access based on equal competition, organized by the Ministry of Education of Greece. The student admission number is about 120 students. The department has limited influence on admission processes. The Program's entrance lowest grade is considerably high in the Greek university admission reality.

The completion of the studies in the Department entails 27 mandatory subjects, 12 subjects of choice and an internship of 45 ECTS. A thesis project is optional equal to 12 ECTS). Furthermore, the students throughout the program attain knowledge and skills on digital tools and processes.

Students can track their progress through an Informative System. Each student, in case an issue emerges related to their studies or other matters, can reach out to the student advisor or the secretary of the Department.

Students have the opportunity to test their skills and improve their knowledge outside the Program by conducting an internship in external institutions. The procedures around the internship are clearly explained on the website of the Department and students can get updates through the university system called E-class.

First-year students are smoothly welcomed at the Department. During their studies, students can participate in Erasmus+ or CIVIS programs with sufficient help and information from the Erasmus Office.

Graduates receive a "Diploma Supplement" from the Secretariat of the Department, in which their academic progression is described in both Greek and English.

Overall, based on our inspection of teaching and learning materials provided and the evaluation process, we conclude that the program, its different parts, the expected outcomes at different levels, the duration of the studies and the content of different courses are well documented and detailed in the handbook of studies and other relevant documents. All teaching and learning documents are easily accessible.

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	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

No recommendations.

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 Evaluation and Accreditation Panel lacks the necessary factual data in order to pronounce itself on whether recruitment of faculty members is transparent and impartial. Another set of input and inquiry would have been necessary as to examine this specific feature.

As regulated by legislation each semester courses include at least 13 full weeks of teaching and 2 weeks of examinations. The teaching load ranges from two (2) three-hour courses per semester to four (4) three-hour courses. In the weekly teaching workload of the academic staff members should be added the reception of students and supervision of theses and dissertations. This results in a total, average weekly teaching load, of roughly six hours. In comparison to international standards, the teaching workload is very good. According to the information we received, the teacher to student ratio is ca 1:42. All in all, the carrier prospects are good.

The department manages to ensure good conditions for the professional development of the faculty members, despite the financial difficulties of the two last decades. This is done through several formal and informal measures, foremost of which is the possibility of e.g. obtaining a sabbatical. The department approves the granting of research permits, as well as permits for their participation in scientific conferences and scientific events. The Department also

encourages the participation of faculty members in European or International Academic Networks as well as participation in conferences. There is evidence of cooperation with foreign institutions in research projects.

The research of the Department of Social Work is a key objective of all faculty members. It is reflected through their publications in renowned Greek and foreign referee journals, their participation in research projects, as well as the number of citations to their scientific work as they appear from databases such as Google Scholar, Research Gate, Academia, Scopus, or Web of Science. Looking at the CVs of the faculty members as they appear in the department's webpage there is evidence of considerable scholarly work. There is an annual review for each faculty member in which his/her performance is evaluated. Thus, the academic unit exhibits an international presence in terms of referee-based publications.

The program has a defined research strategy concerning new challenges for social sciences such as refugee/immigration problem and also on social problems that the local community faces e.g. the dementia village.

The renewal of the curriculum is based on the participation of faculty members in research projects, conferences, workshops, seminars and the production of publications by faculty members. This, in turn, enriches the teaching activities, thus contributing to the updating of course material. The procedures of revising the program are communicated to stakeholders and students, and are incorporated in the Handbook of Studies. Thus, we found evidence of linking teaching with research.

The competence of faculty members falls broadly speaking within the field of social work. However, only a few have a Ph.D. in social work or have studied social work and having any kind of experience of social work practice. This might be a problem if several of the teachers' skills are not within the discipline they are recruited to develop.

Panel Judgement

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

Panel Recommendations

- The Panel underlines the importance of substantial financial support by the State in order to ensure the continuity and increase of high-quality research outputs.
- There is room for further co-operation with other internationally recognized departments of social work in research programs, etc.
- The Panel believes that the Department should further strengthen its capacity to deliver social work training to students and its profile and reputation as a social work unit by making social problems theory more present. The Panel *strongly* recommends that the future recruitment policy takes into consideration that the competencies in social work need to be strengthened by recruiting faculty members with social work background.
- Finally, we recommend the introduction of a few courses offered in a foreign language to attract international students.

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 academic unit has the necessary technical infrastructure, including lecture halls, laboratories, computer equipment, and libraries. It provides students with a range of digital services for better and faster service. The department has an academic advisor for student matters, a student advocate, and sports facilities. Students are informed about these available services, which are easily accessible to them. The department has the human scientific and administrative resources, but as reported by the students themselves, it is understaffed, creating unfavourable ratios between students and staff.

Conclusion: The department fully complies with regards to supporting students, ensuring the smooth operation of all departmental services and supporting students.

Panel Judgement

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

Panel Recommendations

Funding from the state is necessary to complete the new facilities and proceed with hiring to meet the needs in order to provide students with the best possible level of education.

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 Undergraduate programme is monitored annually both individually and collectively. The OMEA ensures the organization of the electronic evaluation process of each course through the official website of the department. The OMEA studies the results of the evaluation and recommends in writing to the General Assembly improvement actions that arise as a need from the evaluation of the teaching work of the teaching staff. The information is presented with graphs and tables that allows direct interpretation and comparisons over time. In addition, faculty members are required to schedule at least four hours of contact with students on a weekly basis. This is an additional source of information on an individual basis.

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

- The course evaluation questionnaire needs to be completed by adding an item where the student adds the rate of attendance in classes (lectures/seminars/workshops).
- There is a need to find methods in order to increase the participation rate of students in the evaluations of courses.

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

The academic unit provides all the necessary information about the university online. The course guide, university structure, evaluation criteria, faculty profiles, attendance methods, evaluation criteria, degrees, and overall university structure are all available information. Additionally, there is practical information that is particularly useful for new students, such as transportation, rentals, maps, and all published information is up-to-date, clear, and easily accessible.

The academic unit is fully compliant with regard to the publication of information concerning the new undergraduate programs.

Panel Judgement

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

Panel Recommendations

No recommendations.

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 of social work has established effective procedures to ensure program quality and implementation according to the institutions ESDP. The Department's OMEA reviews evaluates matters such as curriculum development , research innovation, community engagement, feasibility and reports to MODIP. The Department has 12 committees that, continuously, monitor and advance the curriculum, students' progress as well as its operational functions. These committees report to the Council of the Department and OMEA . Strengths but also weaknesses are identified and follow up actions are proposed. In addition, in the same process the courses' syllabi are continuously updated and new teaching approaches are constantly employed. The Department offers 26 electives and students have to attend 12. Students also have the choice to write a thesis in place of three electives.

The committee suggests that these electives may be grouped for example in sets of 4 or 6 that focus on one area for example clinical social work, and students may attend two-three sets to deepening their knowledge and expertise. The Committee recommends students are encouraged to complete a thesis and ideally their thesis to be merged with the big project students have to complete during their 8th semester placement.

The department currently has 13 faculty and they anticipate one more this coming fall and some adjunct faculty. These numbers ensure that resident faculty cover most of the core curriculum. The faculty in agreement with the committee believe that female candidates should be encouraged to complete their PhDs and hopefully join the department in the near future. In the meantime the committee proposes that the department should invite professors from abroad and other departments in Greece for further exchange of research and evidence-based practices. Considering the location of the department and the importance of social work the state should provide incentives for faculty to work in Thrace such as salary increase, housing, research funds.

Based on international trends, student evaluations and feedback, faculty continuously try to update their courses with current materials communicate changes to the students, they also incorporate several active learning activities such as roleplays in most courses and they are particularly student centered. The committee was very impressed that considering the forthcoming shortages of field practicums they are considering of creating a Villa for individuals with dementia. This village will be an asset for the aging community of Thrace and students will be able to do their practicums 24/7. Indeed, a representative example of how creative and adaptable the department.

A further formal collaboration with local stakeholders will further advance this initiate and ways of thinking.

Panel Judgement

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

Panel Recommendations

- The committee suggests that the electives should be examined and grouped for example in sets of 4 or 6 that focus on one area for example clinical social work. Students then may attend two-three sets to deepen their knowledge and expertise.
- The Committee recommends students are encouraged to complete a thesis and ideally their thesis to be merged with the big project students have to complete during their 8th semester placement.
- The committee in agreement with the faculty believe that female candidates should be encouraged to complete their PhDs and hopefully join the department. In the meantime, the committee proposes that the department should invite professors from abroad and other departments in Greece for further exchange of research and evidence-based practices.
- Considering the location of the department and the importance of social work, the state should provide incentives for faculty to work in Thrace such as salary increase, housing, research funds.

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

This is a new program and evaluated for the first time. The program is in its fourth year and just had its first graduates. All necessary steps were taken and the program was fully evaluated.

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

No recommendations.

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

The Department of Social Work was founded after the trisection of the Department of Social Administration and Political Science (Law 4610/2019), which offered university-level studies in social work, already in 1996 for students of the corresponding field.

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

No recommendations.

PART C: CONCLUSIONS

I. Features of Good Practice

The Department presents a well-structured UGP of Social Work and has all the necessary logistics and human resources to respond to the pedagogical and research challenges. It is situated in the frontier area which presents multicultural society, with increasing challenges for the social care. This offers employment opportunities to its graduates.

II. Areas of Weakness

The number of members of the Department in social care compared to the one of colleagues in neighbouring disciplines is too small.

Clinical social work is not as enhanced as it should to correspond to growing societal needs.

The graduate thesis is not promoted enough, so that the experience from the field could join the theoretical analysis of the discipline.

III. Recommendations for Follow-up Actions

- Considering the increasing demand for social workers we that the department places every effort in recruiting more faculty with social work qualifications and especially women.
- As discussed above we propose that the department creates an advisory board composed by local and ideally national stakeholders. This advisory board will help enrich the curriculum, provide feedback but also ensure a current impactful social work profession attuned to the needs of the needs of their community and other social work trends.
- We strongly recommend that the core of the program is strengthened by introducing courses labelled Social Work and Practices III.
- The progressivity and deepening knowledge between the years of education must be elaborated and demonstrated.
- Prerequisites should be introduced at different levels.
- We strongly recommend the organisation of the elective courses in six to eight blocks or thematic areas. One of them should be Clinical Social Work to meet the expectations of the profession. Our recommendation is that this block should be compulsory for all students while students could choose two to three elective blocks according to their preferences and orientation. The choice of a thematic area should practically mean that students are expected to read the entire core block of courses.
- The Department should enhance the number of students that write a dissertation thesis. Specific and uniform supervision should be provided to all students on their dissertation (i.e., standard number of hours on specific aspects such as study design, fit of research methods, analysis, ethics and writing up).
- Relations to stake holders like employers from the public and private sectors and civil society organisation need to be developed and institutionalized. Further development of the programme should involve active consultation with the social partners.

- The EEAP strongly recommends that the recruitment policy of the department takes into consideration that the competencies in mainstream Social Work need to be strengthened.
- The EEAP underlines the importance of substantial financial support by the State to ensure the continuity and increase of high-quality research outputs.
- There is room for further co-operation with other internationally recognized departments of social work in research programs.
- The EEAP believes that the Department should further strengthen its capacity to deliver social work training to students and its profile and reputation as a social work unit by making social problems theory more present. The Panel *strongly* recommends that the future recruitment policy takes into consideration that the competencies in social work need to be strengthened by recruiting faculty members with social work background.
- The EEAP recommends the introduction of a few courses offered in a foreign language to attract international students.
- The course evaluation questionnaire needs to be completed by adding an item where the student adds the rate of attendance in classes (lectures/seminars/workshops).
- There is a need to find methods to increase the participation rate of students in the evaluations of courses.
- The committee suggests that the electives should be examined and grouped for example in sets of 4 or 6 that focus on one area for example clinical social work. Students then may attend two-three sets to deepen their knowledge and expertise.
- The Committee recommends students are encouraged to complete a thesis and ideally their thesis to be merged with the big project students have to complete during their 8th semester placement.
- The committee in agreement with the faculty believe that female candidates should be encouraged to complete their PhDs and begin an academic career. In the meantime, the committee proposes that the department should invite professors from abroad and other departments in Greece for further exchange of research and evidence-based practices.
- Considering the location of the department and the importance of social work, the state should provide incentives for faculty to work in Thrace such as salary increase, housing, research funds.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 4, 5, 7, 8, 9, 10, 11, and 12.**

The Principles where substantial compliance has been achieved are: **3 and 6.**

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. **Assoc. Prof. Panagiotis Christias (Chair)**
University of Cyprus, Humanities
2. **Prof. Dimitris Michailakis**
University of Linköping, Social Work
3. **Ms Eleni Manolaki**
Hellenic Mediterranean University, Department of Social work
4. **Prof. Effrosyni Kokaliari, PhD LICSW**
Springfield College Department of Social Work
5. **Prof. Apostolis Papakostas**
Södertörn University, Social Sciences