

ProDoc. 300.3.1/1

Date: 14th January 2021

External Evaluation Report

(Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution: Frederick University**
- **Town: Limassol**
- **School/Faculty: School of Education and Social Sciences**
- **Department: Department of Psychology and Social Sciences**
- **Program(s) of study under evaluation**
Name (Duration, ECTS, Cycle)

Program 1

In Greek:

Programme Name

In English:

Social Work (4 academic years, 240 ECTS, Bachelor (BA))

Language(s) of instruction: Greek

Program 2

In Greek:

Programme Name

In English:

Social Planning and Development of Social Programmes (3 academic semesters, 90 ECTS, Master (MA))

Language(s) of instruction: Greek

Program 3

In Greek:

Programme Name

In English:

PhD Social Sciences (3 / 4 academic years, 180 / 240

Language(s) of instruction: Greek

_[Title 1]

Programme Name_[Title 2]

[Title 3]



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].



A. Introduction

This part includes basic information regarding the onsite visit.

The meeting of the evaluation committee with representatives of the university was hold online at the 13th and 14th of January 2021.

Although the EEC found the digital arrangements well organized and sufficiently structured, we want to express our view that an onsite visit at place is strongly recommendable. We missed all the possibilities to informal follow-ups and informal discussions with the staff and students.

The visit included at distance meetings with the Rector and Vice Rector of Academic Affairs, Vice President of the Council, Vice Rector of Research, Development and International Relations, the members of Internal Evaluation Committee, Dean of the School of Education and Social Sciences, Chair of the Department of Psychology and Social Sciences, Coordinator of BA Social Work, Coordinator of MA Social Planning and Development of Social Programs, Coordinator of PhD Social Sciences, members of the teaching staff, students and graduates, members of administrative staff, Director of Operations and Infrastructure, Director of Research and Interconnection and Head Librarian.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Thomas Gabriel	Professor, Director of Institute Childhood, Youth and Family	Zürich UAS, Department of Social Work, Switzerland
Tapio Salonen	Professor in Social Work	Malmö University, Sweden
Luís Capucha	Professor, Head of Department of Political Sciences and Public Policies	Iscte - University Institute of Lisbon, Portugal
Marios Nicolaou	Senior Social Worker	Cyprus Social Worker's Registration Board
Prokopis Antoniou	Sociology Student	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1. Policy for quality assurance**
- 1.2. Design, approval, on-going monitoring and review**
- 1.3. Public information**
- 1.4. Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organization of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*
 - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher*

Education and, consequently, to the Framework for Qualifications of the European Higher Education Area

- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analyzed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Bachelor of Social Work

- The length of BA Social Work is too long, according to European Standards: 240 ECTS , four years Study (half time up to 8 years)
- Small numbers of students (only 33 Students), as a result of a decline at least in recent years, since 2017
- Broad and generalist curriculum, with a multidisciplinary approach, in which psychology plays a prominent role.
- This is nowadays the only university program at Cyprus in the area of Social Work. This is simultaneously an advantage and a responsibility.
- Costs of about 137 EUROS per ECTS: whole Study Program about 33.000 Euros, what may be discouraging to attract more Students.
- Better Students and Students facing economic difficulties are eligible for discounts, related to good performance, sports or social reasons
- A good performance in terms of employability: 90% employed graduates
- A long tradition and a relatively strong presence in society: 300+ Graduates (Social work degree is older than the department)
- 85% of Students continue to MA-Degree
- High rate of feminization, as it happens elsewhere: 80-90% female Students
- Small segment of Social Work at the labour market of Cyprus, estimated about 900 Social Worker at all

Findings for Master Social Planning and Development of Social Programms

- 90 ECTS , three Semester Study
- Only 20 Students
- Small numbers of students
- Fragmented curriculum, should be in line with academic progression in social work. Notice that Students are former Students of the BA Program, and not people coming from other areas usually involved in social planning, like urbanists, economists, sociologists and environmental specialists.

Findings for PhD Social Sciences

- 180/240 ECTS 3/4 academic years
- Only two students, one employed at the university
- The broad labelling of the program, should be social work, and the orientation should be more specialized, becoming a reference in areas like resilience, children and social policies within Southern European States.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Strengths for Bachelor of Social Work [Title 1]

- Identity of social work in curriculum
- Participation of students in research projects
- Only Study program in Cyprus

Strengths for Master Social Planning and Development of Social Programms [Title 2]

- Participation of students in research projects
- Qualified Teaching staff specialized in Social Work (3 PhD)

Strengths for PhD Social Sciences [Title 3]

- Potential for involvement in research projects

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Areas of improvement and recommendations for Bachelor of Social Work [Title 1]

- Internationalization of the curriculum (exchange of students, English parts of curriculum and literature)
- Attractiveness for students from Greek or abroad
- Creating a rank strongly identified with Social Work, relabeling the MA and PhD programs

Areas of improvement and recommendations for Master Social Planning and Development of Social Programms [Title 2]

- Internationalization of the curriculum (exchange of students, English parts of curriculum)
- Attractiveness for students from Greek or abroad
- Academic Profile
- Orientation of Students to research problematics in which the school wants to be internationally recognized.

Areas of improvement and recommendations for PhD Social Sciences [Title 3]

- Attractiveness for students from Greek or abroad
- Academic Profile

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>Bachelor of Social Work</i>	<i>MA</i>	<i>PhD</i>
1.1	Policy for quality assurance	Compliant	Compliant	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant	Non-compliant	Non-compliant
1.3	Public information	Compliant	Compliant	Compliant
1.4	Information management	Compliant	Compliant	Compliant

2. Student – centered learning, teaching and assessment (ESG 1.3)

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organization and the content of practical training, if applicable, supports achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for BA

Students are involved in research.

Findings for MA

Students are involved in research.

Findings for PhD

As there are no graduates and currently only two students, no statements can be made.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Strengths for BA

Innovative and unique program parts from the perspective of the students.

Strengths for MA

Innovative and unique program parts from the perspective of the students.

Strengths for [Title 3]

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Areas of improvement and recommendations for BA

English courses should be part of the study program in the future.

Areas of improvement and recommendations for MA

English courses should be part of the study program in the future.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>Bachelor of Social Work</i>	<i>MA</i>	<i>PhD</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Not applicable	Not applicable	Not applicable
2.2	Practical training	Not applicable	Not applicable	Not applicable
2.3	Student assessment	Not applicable	Not applicable	Not applicable

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1. Teaching staff recruitment and development**
- 3.2. Teaching staff number and status**
- 3.3. Synergies of teaching and research**

3.1. Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2. Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3. Synergies of teaching and research

Standards

- *The teaching staff collaborates in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for Bachelor of Social Work

There seems to be progress when it comes to academic staff specialized in the discipline of social work, but still it seems to be room for a further focus on the core discipline among the teaching staff. There is a lack of a full professor in social work which could not fully be compensated by experienced colleagues from other disciplines and visiting scholars.

[Title 2]

Findings for Master in Social Planning and Development of social programmes

The first semester, which is fully taught by visiting scholars, seems to somewhat disengaged from the rest of the programme.

Findings for Phd in Social Sciences

Newly introduced with only two PhD-students, so it's hard to have any dedicated opinion yet but it is obvious that this PhD-programme needs a full professor in the discipline of social work.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Strengths for Bachelor of Social Work

Further capabilities for staff to increase social work-related research for integration in teaching.

Strengths for MA [Title 2]

Click or tap here to enter text.

Strengths for PhD [Title 3]

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Areas of improvement and recommendations for Bachelor of Social Work

- Full Professor in Social Work is needed
- More students are needed
- Promotion of study program in relevant communities and bodies are needed

Areas of improvement and recommendations for MA [Title 2]

- Gain focus – relabel to social work
- More students are needed
- Full Professor in Social Work is needed

Areas of improvement and recommendations for PhD [Title 3]

- Gain focus – relabel to social work
- More Students are needed
- Full Professor in Social Work is needed

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		<i>Bachelor of Social Work</i>	MA	PhD
3.1	Teaching staff recruitment and development	Compliant	Partially compliant	Partially compliant
3.2	Teaching staff number and status	Partially compliant	Compliant	Compliant
3.3	Synergies of teaching and research	Partially compliant	Partially compliant	Compliant

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1. Student admission, processes and criteria
- 4.2. Student progression
- 4.3. Student recognition
- 4.4. Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Findings for [Title 1]

According to the University's regulations, candidates for the bachelor degree program should submit a high school certificate from a recognized six-form secondary school (high school) or its equivalent (other secondary schools), or equivalent qualification. In MA, a required criteria includes a first degree, good knowledge of English language, two references and a letter of intention to study in the specific MA. For both BA and MA program, members of staff have meetings with prospective students prior to their admission in the program.

Findings for [Title 2]

The BA in Social Work is certified by the Registry Board of Professional Social Workers (Cyprus).

Findings for [Title 3]

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Strengths for [Title 1]

Student progression is academic advisor's responsibility. Each student has an academic advisor from his/her admission in the department. At the end of each semester, an informal discussion/appraisal is made between academic advisor-student. According to student's progression, a maximum amount of ECTS can be given to the next semester

Strengths for [Title 2]

Scholarships are offered.
Student activities are offered by Universit.

Strengths for [Title 3]

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Areas of improvement and recommendations for [Title 1]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

Please select what is appropriate for each of the following sub-areas:

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		<i>Bachelor of Social Work</i>	MA	PhD
4.1	Student admission, processes and criteria	Compliant	Compliant	Compliant
4.2	Student progression	Compliant	Compliant	Compliant
4.3	Student recognition	Compliant	Compliant	Compliant
4.4	Student certification	Compliant	Compliant	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1. Teaching and Learning resources

5.2. Physical resources

5.3. Human support resources

5.4. Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

No special findings

Findings for [Title 1]

Teaching resources include lectures, case studies, conversation, project presentations, role playing, group work and brainstorming.

Learning resources include textbooks (available in library), scientific journals and databases (electronically through the library resources).

Findings for [Title 2]

Physical resources include the library, the Observation and Informal Learning Lab, the Psychometrics Lab.

Findings for [Title 3]

Click or tap here to enter text.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Strengths for [Title 1]

The University and the Department itself have a student-centered profile. There are various activities regarding the support provided to students: 1) Support through the Student Counselling Center for both academic and personal matters, 2) Academic advisor throughout all years of studies, 3) Student Advocate, 4) Academic staff available in office hours.

Strengths for [Title 2]

Human support resources offered in various levels, e.g.: 1) support regarding research proposals' preparation and their implementation, 2) personnel development in a variety of topics (e.g. improve teaching methods by using new means during COVID era).

Strengths for [Title 3]

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Areas of improvement and recommendations for [Title 1]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 2]

Click or tap here to enter text.

Areas of improvement and recommendations for [Title 3]

Click or tap here to enter text.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>Bachelor of Social Work</i>	<i>MA</i>	<i>PhD</i>
5.1	Teaching and Learning resources	Compliant	Compliant	Compliant
5.2	Physical resources	Compliant	Compliant	Compliant
5.3	Human support resources	Compliant	Compliant	Compliant
5.4	Student support	Compliant	Compliant	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1. Selection criteria and requirements

6.2. Proposal and dissertation

6.3. Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

There are only few evidences on a PhD Program with no graduates and only two students.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

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Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Benchmarking and choosing a model to follow.

Changing the label of the Program to social work.

Creating good international networks and apply with winning applications to international research funding (e.g. Marie Curie).



Please select what is appropriate for each of the following sub-areas:

Sub-areas		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	Compliant



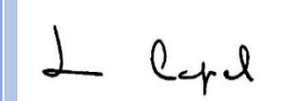
D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

- The increase of numbers in all study programmes is essential to further development.
- More research is needed to promote evidence-based teaching.
- The umbrella strategy (getting broader on every new level of study program) should be reconsidered by introducing social work as progression in all the academic levels.
- The internalisation of the curriculum seems to be important to recruit students from abroad
- At the MA and PhD Level the thematic focus should be gained in relationship to the discipline social work.



E. Signatures of the EEC

Name	Signature
Thomas Gabriel	
Tapio Salonen	Tapio Salonen
Luís Capucha	
Marios Nicolaou	
Prokopis Antoniou	Prokopis Antoniou

Date: 15.01.2021

