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**Εθνική Αρχή
Ανώτατης Εκπαίδευσης**
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 210 9220 944 • **F.** +30 210 9220 143 • **E.** secretariat@ethaae.gr • www.ethaae.gr

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

Educational Sciences and Social Work

Institution: University of Patras

Date: 21 January 2023



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



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

1. Professor Petros Gougoulakis (Chair)

Stockholms Universitet, Stockholm, Sweden

2. Professor Mary Andrianopoulos

University of Massachusetts Amherst, Amherst, Massachusetts, United States of America

3. Professor Emeritus Stelios Georgiou

University of Cyprus, Nicosia, Cyprus

4. Associate Professor Antonis Tsakmakis

University of Cyprus, Nicosia, Cyprus

5. Ms. Rodanthi Zoi Zoulianti

Student of Primary Education, Aristotle University of Thessaloniki, Thessaloniki, Greece

II. Review Procedure and Documentation

The External Evaluation & Accreditation Panel (EEAP) carried out, on site, the review of the Undergraduate Programme Educational Sciences and Social Work (hence “UES&SW” or “the Programme”), offered by the Department of Educational Sciences and Social Work (hence “DES&SW” or “the new Department), at University of Patras (UoP), from 16 – 21 January 2023. In advance of its review, EEAP studied the material provided by the Hellenic Authority for Higher Education (HAHE), and participated in a Zoom meeting on Saturday, January 16th, with the Director General Dr Christina Besta, where she briefed about HAHE’s mission and standards, as well as the guidelines for the accreditation process. To coordinate the division of the responsibilities and allocation of tasks prior to the scheduled site visit, the EEAP met in private on the first day (Monday, January 16th). During site visit on the Department’s premises the EEAP had the opportunity to meet and hold discussions with a variety of individuals that included: the leadership of the DES&SW and the UoP, representatives of MODIP and OMEA, the President of the student union and other undergraduate students enrolled in the Programme, a variety of teaching and laboratory staff, cooperating stakeholders and other partners of the undergraduate Programme.

The EEAP’s first meeting was with the Vice-President Chair of MODIP, Professor Dionysis Mantzavinos, and the Head of DES&SW, Professor Anna Fterniati, who presented a brief overview of the history of the UoP, the academic profile of the Programme under review, its current status, strengths and possible problem areas. The presentation and the subsequent questions from the EEAP focused on the feasibility and viability of the new Department and the homonymous Programme with the two distinct specialisations that were created in 2019 through a merger of the former Department of Primary Education (Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης/ P.T.D.E), of the UoP, and the Department of Social Work, of the former Technical Education Institution (TEI) of Western Greece (former TEI of Patras). Therefore, the rationale behind the establishment of DES&SW, with specialisations in “Educational Sciences” and “Social Work”, was described as a modern evolution of the two former departments, based on four decades of history, prior experiences and operations of similar programmes. A comprehensive account was provided pertaining to the need for training undergraduate students in two distinct, but complementary areas of specialisation. For example, on the one hand, the next generation of teachers need to be able to act inclusively in educational environments with multiple needs, challenges, and possibilities. On the other hand, social workers are needed for a range of services, including in educational institutions, by introducing and applying an interdisciplinary approach. This connection, although innovative for the Greek reality, is in line with current interprofessional practices and international academic trends in new educational programmes whereby different, but complementary subjects and content areas are combined to enrich each profession.

The EEAP would like to thank the leadership of DES&SW for the warm and friendly reception and especially for the provisions made for collegial and constructive discussions with

representatives of faculty members, administrators, current students, and a selection of stakeholders. For practical reasons, EEAP did not meet with any alumni because since the first cohort of undergraduates was admitted during the 2019-20 academic year and no students have yet to graduate from the new Programme.

III. New Undergraduate Study Programme in operation Profile

The new Programme is offered by the Department of Educational Sciences and Social Work (DES&SW) of the Faculty of Humanities and Social Sciences of the UoP. The DES&SW was founded in 2019 (Law 4610/2019, article 36, §2, subparagraph 2.aa.; ΦΕΚ Τεύχος Β' 3260/26.08.2019) by the synergy of the former Department of Primary Education of the UoP and the former Department of Social Work of the TEI of Western Greece. The Ministry of Education approved the establishment of the new Department's programme consisted of two specialisations: a) Primary Teacher Education, and b) Social Work. The first students were admitted and enrolled in the new Programme during the 2019-2020 academic year.

The two constituent departments of the new combined Programme have a long history and experience in each of their scientific and professional fields. The Department of Primary Education was founded in 1986, while the Department of Social Work has existed in various guises since 1977. From 1981, the Social Work Programme belonged to the TEI of Patras and later to the TEI of Western Greece.

The establishment of the new Department is the outcome of a strategic plan to respond to contemporary needs and challenges affecting the Greek society by making use of the relevant interprofessional and international experiences. The duration of the new Programme is four years (240 ECTS) and aims to create an innovative synthesis of two pre-existing professional academic programmes (Primary Teacher Education and Social work) while ensuring that each major maintains its academic autonomy and integrity. The two specialisations are coordinated, but remain distinct. Distinct and secured are also the professional rights of the graduates of the two specialisations (PRESIDENTIAL DECREE No.85. Government Gazette/ΦΕΚ, Τεύχος Α' 232/17.12.2022).

During the first year of study, students attend mandatory and elective courses common to both disciplines and majors. However, during the third semester, undergraduate students are able to choose an area of specialisation and study curriculum. Both specialisations provide students with systematic practical training in Primary Education, and training with social organizations and social services agencies, with which the Department has signed Memoranda of Understanding. The teaching staff of the Department is divided into three units/sections, namely: a) Psychology, Counselling and Social Services, b) Social and Educational Theory and Analysis, and c) Natural and Theoretical Sciences and their Didactics (ΦΕΚ 2555/T. Β', 16-6-2021). The Department also operates a total of nine (9) laboratories properly equipped with appropriate staff and infrastructure to serve both areas of specialisations. The staff employed in the Department consists of 46 members, of which 22 are faculty members, 13 Specialized and Laboratory Teaching Staff, three (3) Specialized Technical Laboratory Staff, and one (1) Professor Emerita. The Department also employs seven (7) academic fellows with academic experience as contracted teaching staff (Decree 407).

The merger of the two departments in 2019 was not accompanied by an increase in teaching staff, which was already limited in number, during the first four years of its existence where it had to operate four (4) different undergraduate programmes: a) the former Primary Teacher Education Programme until the graduation of its last students, b) the former Social Work Programme, until the graduation of its last students, and c) two specialisations that comprise the new Programme.

Based on the culminating experience of the two former departments, the new Programme is based on a set of guiding principles, such as awareness of the heterogeneity of the admitted students, respect for the specific needs of the different student cohorts and the specialisations academic integrity of each discipline, consensus between the two orientations on the development of a common core of topics and curricula on an interdisciplinary basis, and strengthening of the internationalisation of the Programme. Currently, the Department actively participates in the ERASMUS mobility programme and currently has signed contracts with 45 institutions in 17 countries.

Beyond opportunities for mobility through the ERASMUS programme, the Department's international relations include participation in:

- a) International study programmes (e.g. the MIFEF MSc of the University of Rouen, Caen, and Lyon;
- b) Editorial and scientific committees of international journals (e.g. Tertiary Education and Management, ed. Springer, Revue Phronesis, Canada, La recherche en Éducation, France);
- c) Erasmus+KA2, Marie Curie Grants, Horizon Programme, EC-DG Education and Culture, etc.).

It is also important to note that the Department publishes Academia, one of the few journals in Greece that is catalogued by Scopus in the field of Education, (<https://pasithee.library.upatras.gr/academia/index>).

Under the auspices of the new Programme's visions, stated values and in the aim of helping students make well-grounded choices, students are introduced in their first year to the new curriculum comprised of the core courses and the mandatory coursework related to the two areas of specialisation or directions. In the second year, students are able to choose a specialisation, whereby mandatory courses are offered with a (relatively limited) selection of elective courses. In the third year, the compulsory courses are completed, including the required practical training experiences in professional environments, with an extended choice of options. Finally, the fourth year focuses on the Practicum and elective courses, including the option of writing a thesis.

The creation of the new Department was supported by the Greek Primary Teachers' Federation (D.O.E.), the Greek Association of Social Workers (S.K.L.E.) and all relevant professional stakeholders in the region. Based on the analysis of data from the 2019-2021 academic years, the new Department has gained the support and trust of prospective students and their families. The new Programme is improving its position among the other Departments

of the University of Patras. The UES&SW is very competitive among other equivalent programmes in the country as it has maintained its reputation and position in relation prior to its transformation and merger with TEI of Western Greece. The Department succeeds in recruiting high quality students and is currently the second most popular Department, second to the University of Athens with the best Minimum Admission Base coefficient (συντελεστής Ελάχιστης Βάσης Εισαγωγής), which is a measure of its popularity. Comparatively, the UES&SW is a Department of positive choice among students in that two out of three students choose it as their first to third choice (65%, in 2021).

Given its current infrastructure in terms of dedicated classrooms and laboratory, seating for students, number of core faculty, specialised teaching and laboratory staff, the Department proposed to the Ministry of Education that it can accommodate a certain number of student admissions annually (at 120 new students/year). The EEAP was informed that this number was not honoured and as a result, the Department receives almost three times the number of students each year without any additional resources. This places the Department under significant strain regarding faculty and staff's workload and makes it difficult to achieve a student-centred teaching approach. Therefore, the Department is trying to manage the less than optimal and problematic situation as much as possible by making full use of the elective courses, among other arrangements, to promote and ensure student-centred learning. Through a wide range of elective courses that typically enrol approximately 15 to 30 students, efforts are made to ensure conditions are conducive for more active learning and assessment methods consistent with student-centred learning approaches. With respect to the distribution of students in the first year of the new Programme, approximately 150 students chose the specialisation, Primary Teacher Education, and 100 chose, Social Work, whereas in prior or other years, the distribution was the exact opposite.

The Primary School Teacher Education strand is classified in the following ISCED 2013 fields: *01 Education, 011 Education, 0111 Education science, and 0113 Teacher training without subject specialisation.*

The Social Work strand is classified under ISCED 2013 as follows: *09 Health and Welfare, 092 Welfare, and 0923 Social Work and Counselling.*

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

I. Findings

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

The Department of Educational Sciences and Social Work was founded in the spring of 2019 through a coordinated effort to create a synergy of two previous programmes. The new Programme in the DES&SW evolved and offers two distinct specialisations. It is purported that the added value of the new Department offers a dynamic interaction and broader perspective resulting from the partnership of two mutually enriching curricula of two related and complementary specialisations. Additionally, the establishment of the new Department is a response to accommodate contemporary and future social developments and needs of society and school-age students. The new Programme aims at updating, improving and evolving the education (of all levels) from both Primary Education teachers and Social workers. The merger of the former TEI in Social Work and the integration of its curriculum with education at a university-level Department (University of Patras) fosters the creation and development of a dynamic field of research that aims to better understand, investigate and address important social needs more systematically and under a well-developed Social Policy.

b. The strategy of the Institution for its academic development

The establishment of the Department of Educational Sciences and Social Work is based on the priorities set in the Institution's updated Strategic Plan and Revised Quality Policy after the implementation of Law 4610/2019. The only SWOT analysis the Department provided to the EEAP was based the old Department of Primary Teacher Education (2019) prior to its merger with the Department of Social Work of TEI of Western Greece. The strengths of the old Department include its long experience in Teacher Education and Educational Sciences as well as its interdisciplinary operation which facilitated the integration of Social Work in its new Programme. The merger of the two Departments is also based on rationale that it would create opportunities to reconfigure the Programme's curriculum given the interdisciplinarity nature and support for flexible learning pathways to accommodate new societal needs, broadening the professional practice of its graduates. At the same time, the merger of the two programmes at UoP was strategically deemed to be a strength for the new Department in that it would combine its financial and human resources (faculty and administration staff), based on the explicit promises of the Minister of Education. However, since its merger, the new Ministerial Leadership has not committed to its promises made prior to the political elections. It is important to note that members of the General Assembly of the old Department of Primary Teacher Education at UoP, accepted the merger with the Department of Social Work of TEI of Western Greece, based on the promise of the former Ministry of Education. Specially, the new Department would be strengthened with the addition of eight (8) new faculty members, which never materialised. Despite these challenges, the new Department has set the following objectives in its first four-year operational plan: a) to secure its existing, albeit undersized, staff, and if possible, to increase it, (b) to create a new, updated and modernised

undergraduate programme with two distinct specialisations, (c) to develop its postgraduate programmes, (d) to increase the visibility, recognition, acceptance and attractiveness of the new Department and attract high-quality students, e) to continually improve the faculty's professional and scientific development, and (f) to augment its internationalisation and mobilisation.

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

The new Department was created with the aim of meeting the following objectives: a) to meet the needs of Primary Schools in terms of educating and training highly qualified Primary Teachers in an ever-changing world, and b) to meet the needs of social welfare institutions to provide prospective students with updated academic and professional qualifications. The necessity of creating the new Department is documented and based on the following major changes:

- the accelerating demographic crisis the country, which it has been facing the last several years that have resulted in rapidly shrinking number of children and ageing population,
- the increase of people living below the poverty line that affects both the family and school life,
- the growing number of children, adolescents and adults who require special accommodations and in need of psychological support and assistance,
- the increasing migration pattern and the particular needs of specific population groups, such as Roma and the Muslim minorities.

It is evident that the country needs to better educate the next generation of teachers and social workers due to systemic problems related to the economic crisis affecting unemployment and the social fabric and marginalisation/exclusion of students.

Educational Sciences are cultivated by Departments and Faculties in Higher Education Institutions (HEI) in almost all the advanced countries and are an integral part of Teacher Education. Social Work is also widely established as a subject in many countries around the world. In some programmes, Social Work sometimes appears as a stand-alone subject or in combination with other subjects. In Greece, Social Work as an academic discipline is currently served by four University Departments. Moreover, while the connection between the Sciences of Education with Social Work is a novelty for the Greek reality, it is quite widespread and established abroad.

d. The documentation of the sustainability of the new department

The infrastructure of the former Department of Primary Education, which was entirely transferred to the new Department, included: seven (7) classrooms, one (1) art room, 10 laboratories, five (5) multi-purpose rooms, one (1) library room and one (1) secretarial office.

The Department is gradually trying to improve its technological equipment in terms of networks and wireless internet access (Eduroam) for students and staff, including a video conferencing platform which was installed in the conference room.

During the 2021-2022 academic year, another portable videoconferencing system was put into operation for small groups of trainees comprised of 10-12 students. The students of the Department are also introduced to modern technological applications, such as the use of an interactive whiteboard and 3D printing.

The teaching staff of the Department is divided into three units/sections and consists of 46 members of which 22 are core faculty members, 13 Specialised and Laboratory Teaching Staff, three (3) Specialised Technical Laboratory Staff, and one (1) Professor Emerita. The nine (9) laboratories are properly equipped and staffed to serve both specialisations in Primary Education and Social Work. Another seven (7) academic fellows with academic experience are employed as contracted teaching staff (Decree 407). The administrative tasks of the Department are served by five (5) employees.

When the Department of Social Work merged with the Department of Primary Education, it employed three (3) faculty members [one (1) Assistant Professor and two (2) Lecturers in Practice, one of whom did not have Ph.D.] and two (2) administrative staff members. At that time, it did not meet the minimum quality requirements for a University Department of higher education. The merger of the former TEI in Social Work and its transition into a new Department ensured the “universitization” of the Social Work programme by creating an academic programme in accordance to academic criteria and standards.

e. The structure of studies

The design of the Primary Education specialisation of the new Programme draws on the development of eight (8) core competencies of the European Area of Education to prepare teachers who respond to the needs of society and aim to better educate its citizens. The curriculum of the Primary Teacher Education is scientifically structured in terms of courses, workshops and practical training that corresponds to the provisions of a Level 6 Bachelor’s Degree education under the National and European Framework Qualifications. Epistemologically, the particular specialisation is based on an interdisciplinary field of Educational Sciences that is structured in three levels of the educational phenomena: 1) a macro level, studies in disciplines, such as Sociology and Political Economy, 2) a micro level, studied by disciplines such as Psychology, Biology and counselling, and 3) teaching theory and practice.

The design of the specialisation of Social Work in the new Programme took into account the Department’s academic profile, its vision, mission, identity, and the structure of the unified curriculum with respect to subject areas in Social Work, expected learning outcomes as well as the qualifications of graduates based on the Greek and European Qualifications Framework. The Department and the specialisation fully and systematically follow the European System of

Accumulation and Transfer of Credits (ECTS). Both specialisations include practical training/internship experiences for all students that gradually starts and ends in the 5th and 8th semesters, respectively.

Aware of the heterogeneity of its students, the Department tries to meet their special needs, by offering, apart from a basic core of courses, auxiliary courses (e.g. digital literacy courses) and a variety of elective courses. Students are encouraged to choose a personal learning trajectory based on their own personal preferences after securing a common foundation and knowledge base. Since the Department receives 249% more students than they propose and can accommodate adequately given the current faculty and infrastructure, it tries to manage the situation with overcrowded classes by taking advantage of the option of offering elective courses as a means to promote and ensure better conditions for a student-centred learning environment. The teaching methods are differentiated in elective courses and promote student collaborations and two-way communication in contrast to compulsory courses where 250-300 students are compacted into un-spacious lecture halls.

Based on the information provided in the course outlines, the most frequent method of assessment in compulsory courses is the written final examination due to the large number of students enrolled in each course. On the other hand, the methods of assessment in elective courses are more numerous and differentiated according to the course content. In addition, in elective courses, active participation in the course is also taken into account in the final grade. At the end of each academic semester, students are required to complete an electronic questionnaire assessing the effectiveness and quality of the teaching.

The academic qualifications and professional rights of the graduates of both specialisations of the new Department (Primary Teacher Education and Social Work) are recognised (PRESIDENTIAL DECREE No.85. Determination of qualifications for appointment to public bodies / Government Gazette/ΦΕΚ, Τεύχος Α' 232/17.12.2022).

f. The number of admitted students

The new Department (UES&SW) accepts students through the procedures in place based on the national examinations during the 2019-2020 academic year. Although the Department expresses an opinion regarding the number of students it can afford to educate given the existing staff and infrastructure, the final number is ultimately determined by the Ministry of Education. Therefore, as previously stated, the Department's enrolment is 249% higher than the proposed number of students. Moreover, the increased number of admissions is due to the fact that many graduates from other faculties are enrolled in the Department through the institution of entrance examinations through “placement examinations” (κατατακτήριες εξετάσεις).

g. Postgraduate studies and research

The Department is responsible for five (5) postgraduate programmes that offer a Master of Science degree (MSc) (<https://www.edu-sw.upatras.gr/postgraduate-studies/>). Of these, one

(1) is an inter-university and interdepartmental, two (2) are interdepartmental only, and two (2) are departmental with contributions from external partners. All four MSc post-graduate programmes were established after the formation of the new Department as follows:

1. Master in Education Sciences
2. Higher Education Policy
3. Mental Health, Addictions and New Technologies
4. Educational Leadership
5. Health education

The UES&SW organises a doctoral program, taking advantage of the extensive experience its faculty members have in the realm of the Educational Sciences with a recognised scientific record of high-quality publications. The Department (and the programme specialisations) also collaborates with other HEI in the country (e.g. Hellenic Open University, University of Peloponnese, University of the Aegean, University of Thessaly, University of Athens, and Democritus University of Thrace) and abroad for the production of co-supervised and co-sponsored doctoral theses. It is worth noting that the Department publishes one of the few Greek journals catalogued by Scopus in the field of Education, *Academia* (<https://pasithee.library.upatras.gr/academia/index>).

II. Analysis

The EEAP observed that the establishment of the new Department, which resulted from the merger of the Department of Primary Education with the Department of Social Work of the TEI of Western Greece, resulted in an innovative interdisciplinary programme that makes it attractive, as evidenced by the students and by the stakeholders. The structure of the new Programme offers, on the one hand, two distinct specialisations and opportunities, and on the other hand, for osmosis and synergy between two professional and scientific fields that are inter-related and not so different from each other. Consequently, these conditions allow for further development in the future for the Programme to offer students the possibility of acquiring both specialisations, thus broadening their professional choices.

The Programme consists of a cadre of qualified teaching and research staff, including members of the specialised and contracted teaching staff with high academic qualifications. The existence of the specialised staff ensures the smooth operation of the Department despite the fact that the number of faculty members was drastically reduced during the economic crisis.

The Department (and the Programme) has remarkable research activity (see <https://hepnet.upatras.gr/>) and research tract record that builds on its strength of an excellent working environment characteristic of mutual respect and faculty-staff collegiality. Despite the challenges the Department faces due to underfunding and infrastructural shortages that have

impacted implementation of a more student-centred teaching approach, it has not affected the spirit and productivity of faculty in the Department.

III. Conclusions

EEAP confirms and concludes that the Programme currently under review is operating in line with international practices within the European Higher Education Area. The Department of Educational Sciences and Social Work is new and stands out for its design and content. Although it has not completed its first four-year cycle since its inception during the 2019-2021 academic year, there is evidence to support that it constitutes a good example of a model programme built on inter-collaboration between different two different academic disciplines and curricula. However, the good intentions of management and staff alone are not enough to contribute to long-term changes that benefit the Department, University, and its students. Both the University leadership and the State need to increase their efforts to encourage and financially support the Department's and the Programme's continued growth, maintenances, sustainability, and competitiveness for providing a high-quality education to its students.

EEAP observed that the existing infrastructure is not sufficient to meet the Department's envisioned quality objectives with regard to the number of students enrolled. This might hamper the implementation of a more student-centred education. However, the premises (teaching, seminar, and other rooms) would be enough if the number of enrolled students were the number of students proposed by the Department to the Ministry of Education and Religious Affairs (about 120). The Department is forced to find solutions to serve an almost triple number of students, due to decisions and choices for which the Department is not responsible, and without additional financial support and staff. Anyhow, the priority of the Institution and the Department according to the "Four-Year Business Plan" is the improvement and enrichment of its infrastructure.

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	
Substantially compliant	X
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

None.

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

I. Findings

The UoP's priorities fall under three axes with respect to: 1) improvement of educational programmes, 2) increasing research productivity and deliverables, and 3) internalisation and mobility of students and faculty. Similarly, the Department of Primary Teacher Education and Social Work's vision, mission, goals, and objectives align with the University's principles, standards, and the guidelines of the European Higher Education Area (EHEA). However, they are expanded under five axes as follows: 1) Improvement in the education of students by decreasing faculty-student ratios, supporting student learning and timely graduation of students, supporting faculty training and implementation of new teaching pedagogies and

methodologies, increasing teaching awards among faculty and the number of postgraduate students and theses, 2) increasing research productivity among faculty and number of active research projects through grant submissions to international funding agencies and organisations, and dissemination of research findings through conference presentations, 3) fostering collaborations with primary and secondary schools and monitoring graduates' progress, 4) increasing international collaborations with other Higher Educational Institutions (HEIs) and exchanges through the ERASMUS programme, and 5) continual and successful programme evaluation using the internal review process for course evaluations. The University and Department implemented policies and procedures to achieve their vision as defined by the strategic plan which aims to make continuous improvements to its study programmes, research activities and administrative services on campus.

II. Analysis

The University's commitment to quality assurances is reflected and evidenced using established procedures and processes under the Internal Quality Assurance System (IQAS). To date, some internal evaluations have been conducted for the 2020-2021 and 2021-2022 academic years to assess whether the Department is fulfilling its mission and objectives of the new undergraduate Programme in Primary Teacher Education and Social Work. The Department's and University's roles and responsibilities, methods for assessing and measuring quality assurances, and the parties responsible for their oversight are well-outlined. The Department's faculty and faculty representatives participate and help to monitor students' performance on coursework, practicum experiences, and final exams. Some improvements have been implemented in response to the IQAS's annual evaluations for 2020-2021 and 2021-2022 academic years. The academic unit has tried to align its short- and long-goals and objectives in accordance with international practices under the overarching qualifications framework in the European Higher Education Area (EHEA) and the Hellenic Authority for Higher Education (HAHE).

Since its merger with the former Department of Social Work from the TEI (Law 4610/2019, article 36, §2, subsection 2.aa.) to one Department of Educational Sciences and Social Work, the priorities of the new Programme were modified in a stepwise fashion during the first four years of its operation (2019-2023). The Department also took into consideration the feedback reported in the last annual Internal Evaluation Report of the old TEI programme in Social Work when developing its new curriculum. The Department consulted and considered the curricula from other programmes and departments of social work in e.g. Australia, New Zealand, Canada, Luxembourg, and the United States of America when modifying the new combined Programme in Educational Sciences and Social Work. However, it is not stated whether the other programmes at these Higher Education Institutions (HEI) are programmes that consist of a combined undergraduate programme, curriculum and practical training in both Primary Teacher Education and Social Work.

III. Conclusions

To ensure quality assurance of the new Programme, the Department works with MODIP in collaboration with OMEA to monitor the development and continual improvement of its programme through the IQAS. The Department's and University's priorities and targets are aligned with S.M.A.R.T methodology (e.g. specific, measurable, assignable, realistic and time-related). For the certification of the new Programme, MODIP took into consideration a number of outcomes and the internal evaluation report for the 2020-2021 academic year, including students' annually evaluations and ADIP's and OPESP's (Ολοκληρωμένο Πληροφοριακό Εθνικό Σύστημα Ποιότητας) outcome data from five previous years including those from the old programme of Social Work at TEI (2015-16, 2016-17, 2017-18, 2018-19, 2019-20). However, MODIP's internal evaluation does not apply to TEI, but only to the new combined Programme at the University of Patras. The Department's and MODIP's performance measures, outcomes, and plans for improvement are documented and have gone through the process of being approved at various institutional communities. The decisions of the regulatory bodies are recorded in the minutes of the internal institutional documents (January 15, 2022, and January 25, 2022). To ensure that the Department and University engage in transparency and visibility of their IQAS quality assurance policies and procedures, the outcomes of the MODIP's internal evaluation are disseminated to students during their annual orientation and on the University and Departmental websites for public viewing: (<https://modip.upatras.gr/>, www.edu-sw.upatras.gr/politiki-poiotitas-pistopoiisi/, www.upatras.gr/upatras/diasfalisi-poiotitas/).

It is not clear if off-campus supervisors (clinical stakeholders/partners) are surveyed annually to provide continuous assessment and constructive feedback regarding both coursework and off-campus practical experiences and procedures since no data were available for the EEAP's review. On follow-up questioning during the EEAP's meetings with faculty, off-campus supervisors/partners, members of OMEA and MODIP representatives, the EEAP was informed that feedback from off-campus supervisors/partners is indirectly gathered, but no systematic or formal assessments are conducted. Informal feedback is utilised to improve students' practicum experiences and the operation of the Department.

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

- It is recommended that the Department work with OMEA and MODIP to develop a questionnaire and digital system to annually survey the core faculty, faculty of laboratory and practicum courses, staff, and off-campus supervisors/partners annually (using a streamlined process). This will enable the Department to incorporate feedback from several valuable and vital personnel to continually modify and improve its curriculum, practicum externship experiences, and strategic planning goals, especially in light of educating and training undergraduate students in a combined curriculum through one programme in both Primary Teacher Education and Social Work.
- The Department should work in collaboration with OMEA and MODIP to increase the percentage of students who participate in the annual evaluation of courses at the end of each semester. This is especially important since the Programme is new and offers a combined curriculum with two specialisations.

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

I. Findings

The new undergraduate programme has a common first year in which all the students take the same courses. During the subsequent years, students follow one out of two tracks offered in the Department, one leading to a specialisation (or concentration) in Elementary Teacher Education and the other leading to a specialisation (or concentration) in Social Work.

The development of the new Department was justified based on stakeholder opinions of societal needs rather than actual labour market data. Demographic data of societal changes were provided to support the need of interprofessional training of becoming primary school teachers and social workers.

II. Analysis

The main purpose of the new Programme was to create synergies and cooperation between faculty members and students of the two pre-existing Departments (i.e. Teacher Education and Social Work). Furthermore, through training the next generation of teachers and social workers within the same Department, the hope was that these two groups of professionals would become familiar with the difficulties and challenges each discipline and profession faces performing their duties in the schools and perhaps develop methods and techniques to overcome them.

The decision to create the new Programme was strengthened by the need to save the Department of Social Work at the TEI (and the relevant undergraduate programme by the same name) which was about to be closed down due to various issues and problems. Also, the Department of Elementary Education was promised a number of new faculty positions by the Ministry of Education if a merger of the two undergraduate programmes mentioned above was agreed upon and established as new combined programme in the Department. Unfortunately, the new Minister of Education that took office after the general elections did not follow through with this promise.

The faculty members of the new Department, as well as the representatives of cooperating organisations outside the University, stated that they are very happy with the merge nonetheless. However, the students with whom the EEAP met during the site visit expressed some concerns. The most important of these as follows:

- Many students applied to the new Programme under the belief that they could obtain both degrees (Teacher Education and Social Work) if they followed the additional course load (one or two years) after their graduation from their chosen concentration. Whether or not this is possible remains unclear to this day.
- Students who applied for transfer to another University in Greece offering degrees in Teacher Education or Social Work were informed that this is not possible. The same is true for incoming students from other universities. Since transferring is quite common and typically occurs usually for financial and family reasons, the fact that students in the new undergraduate Programme are not eligible for it has created some uncertainty among the

students that a problem of academic equivalence may interfere between their program and other, established programmes in the country.

- Students in the Social Work specialisation expressed concern that there are not enough faculty members in their area of specialisation. In fact, there are currently only four members listed in the Social Work track compared to 21 in the Teacher Education specialisation, some of which are courses being taught in both specialisations. Students concerns were especially focused on the Social Work track and not for the common areas of psychology, sociology, etc.
- Similarly, students in the Teacher Education track expressed concern that certain compulsory courses could not be offered due to a lack of teaching staff.

Regarding the monitoring of the quality of the new undergraduate Programme, a special committee is in place that seems to work effectively. However, in addition to its present membership (faculty members and administrators), student representatives should also be included as full members.

III. Conclusions

The policy decisions concerning the establishment and organisation of the new undergraduate Programme are not as clearly outlined as one would expect. This contributes to confusion with respect to the curriculum and the possibility of obtaining both specialisations in Teacher Education and Social Work.

Tangible evidence of the promised synergies and cooperation between the faculty of the two merged programmes should be presented. Physical proximity and sharing working space are not enough. Opportunities should be created so that the two sets of professionals could offer added value to each other in research, teaching and elsewhere.

If the merger between Teacher Education and Social Work is going to be meaningful, then the learning outcomes of the two fields of study should be better integrated. That is, some required courses for elementary school teachers should be offered to social workers and vice versa. At present, common courses are basically from other supporting fields, such as psychology, sociology, and philosophy.

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

- The Department should act in the direction of clarifying the existing vagueness regarding central issues related to the new Programme. For example, is this a single programme with two specialisations (κατευθύνσεις), or two distinct programmes? Does a “κατεύθυνση” carry the same weight as a degree? Could students of the Programme obtain both specialisations if they take additional courses, and how many courses are needed? Can students transfer from and into the Programme from and to other Greek Universities?
- A better system of communicating issues related to the new Programme to the student body should be established. This would ease some of the expressed concerns and will instil stronger confidence among students regarding their programme of study.
- This Programme is unique since it is the only one in the country combining two areas of study that in other universities are distinct (i.e. Teacher Education and Social Work). Therefore, the Department leadership should engage in rigorous discussions with the appropriate authorities in the Ministry of Education, the HAHE and elsewhere to protect the academic integrity of the Programme and the professional rights of its graduates.

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

I. Findings

The EEAP has no first-hand evidence regarding the teaching methods and practices, and the diversity of teaching, etc., beyond the information included in the Study Guide, Proposal for Accreditation, as well as the information provided during the discussions with members of the Department. The EEAP could not visit classes because the site visit took place in the intersession between the teaching period and the examination period. Due to the tight schedule of the visit, the EEAP members did not have enough time to conduct detailed discussions with students and members of staff on all pedagogical issues.

The Programme includes a number of courses on diverse subjects, which are taught using a variety of teaching and assessment methods. The available human resources and infrastructures are a constraining factor for increasing the practical component in teaching.

In most mandatory courses, students are allowed to sit for examinations with either full attendance versus little to no attendance in class at all. As a result, this encourages students' overdependence on the written course material(s).

There is a detailed Study Guide which includes all the necessary information about the Programme, course descriptions, and a document which includes information regarding the thesis requirements.

The Study Guide includes questionnaires for the evaluation of each course as well as of the full study programme by graduating students. However, the rate of student participation in the annual evaluation of courses at the end of the semester is low.

Based on feedback from the students' evaluations, the use of new technologies in teaching needs to be more optimal and effective.

II. Analysis

The Department is well aware about modern teaching methods and current developments in education and has ample experience using diversified teaching methodologies. However, innovative methods such as theatre games or game in teaching have not been acknowledged or utilised.

The electronic platform of e-Class is generally well-designed. Course descriptions are well organised and helpful.

As a general rule, student assessment is conducted by one examiner in both written and oral examinations. This also holds for the thesis option, which is optional. There is a balance between mandatory and optional courses. However, courses are only offered pending on the availability of specialists in each field or discipline among the teaching staff.

Assessment criteria and methods are included in the course descriptions. Assessment of progress is predominantly based on written final exams. In some cases, where alternative methods are used in parallel, precise information about their relative importance towards the final grade was not available.

There are provisions and a procedure for student appeals in place and it is included in the legislation.

The evaluation of teaching through questionnaires takes place after every course, but student response rates are low in that very few students engage in the evaluation process. Thus, the findings from course evaluations are of limited value and cannot be generalised.

III. Conclusions

The learning environment of the undergraduate Programme endeavours to take a student-centred learning approach. The Department has taken several steps to improve the manner in which students actively participate in their learning. There are many laboratories in the Department in which some of the courses are scheduled and deserve special mention.

Beyond the compulsory courses, students can exercise some freedom in selecting elective courses from within the Department according to their personal interests. Students also have the opportunity to attend optional courses and are encouraged to participate in other practical activities outside the Programme as a means to develop individual skills.

Students are exposed to several teaching methodologies. Large classes, which are inevitable due to the large number of students admitted annually, do not always allow active participation of students. Smaller courses in the Department offer students more opportunities to engage in group discussions and for the development of individual skills, or more student-centred learning experiences. Many courses also include group work.

The Department is well aware that attendance in courses with a large number of students enrolled is very low. As a result, the effectiveness of teaching is not very satisfactory and in that environment the Department has set some goals to improve this situation.

In general, the Programme compares well with other programmes in the Greek speaking world in terms of emphasis on practical education, but there is still more improvement needed in this direction. The EEAP acknowledges that student-centred learning largely depends on the teacher/staff/student ratios which is currently an inhibiting factor for the desired improvement of teaching.

Panel Judgement

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

Panel Recommendations

- The OMEA should expand and elaborate its strategy for increasing students' response to the evaluation of courses and the effectiveness of teaching.
- The Department should continue promoting student-centred learning and teaching approaches.
- The Department should develop a plan to raise the student satisfaction indicators.
- It is strongly recommended that the number of over-sized classes be reduced by creating more sections with fewer students.
- Digital technologies need to be better implemented to enhance teaching, student-centred, and lifelong learning skills.

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

I. Findings

According to the Department, the ideal number of enrolments is approx. 120 each year. As previously mentioned, State policies currently admit more than double this target number. This makes the monitoring of students' progression more difficult.

Practical training is a core component of the Programme. However, it appears that the specialisation in Social Work is not fully implemented to date. External mentors are not reimbursed for their services.

There is a new University policy in place outlining the responsibilities of the Academic Advisors, which replaced the former Departmental policy.

The Department has a well-developed network of ERASMUS agreements which increases the mobility staff and students, thus enhancing the internationalization of faculty and students in the Department.

The ECTS system is applied across the curriculum.

The Diploma Supplement is issued in accordance to the EHEA standards and guidelines.

Information on studies and student life is easily accessible through the Department's and the University's website. For the thesis requirement, which is also optional, the relevant regulations are available on the Department's website.

All members of staff function as Academic Advisors to students. All the students with whom the EEAP met during the site visit were aware of the existence and role of Academic Advisors.

II. Analysis

The Department is competitive to attract prospective students into its dual specialisation in Teacher Education and Social Work. However, Greek universities have no direct influence on the system for admitting a target number of students. This presents a chronic source of problems for the Department and new Programme and has a negative impact on academic life. The number of incoming students is more than double than desired, yet the Department continually struggles to meet the students' needs. The number of staff and the available infrastructures are by far not sufficient to adequately maintain and sustain an enrolment of greater than 250 students annually.

Both specialisations in the Programme are officially recognized as offering students sufficient qualifications for appointment in public service, but during the transition phase since the creation of the Department, individual problems and challenges have been identified. The most significant are as follows:

- There was no possibility for a student to transfer from and to other corresponding programs, as is the rule for other students at Greek Universities.
- Students were not well informed about the duo specialisation in the new Programme and the rights it entails.
- The regulations for the enrolment of holders of a Diploma of one specialisation into the other are still pending.

III. Conclusion

The transition from high school to the University seems to have become more problematic than before. The Department is aware of this challenge, but the large number of students enrolled in compulsory courses during the first year is especially an inhibiting factor in helping students adapt and transition to the University culture among incoming students.

Due to the culture of good interpersonal relations and contact between students and academic staff, it is plausible that problems can be easily solved. Students pointed out during the site visit that that the academic environment in the Department is friendly and welcoming.

The practical training is a valuable component of the Programme. The Department has created a network of collaborations with local authorities, institutions and NGOs, which could be further expanded.

The practical training is a valuable component of the Programme. The Department has created a network of collaborations with local authorities, institutions, and several stakeholders, which could be further expanded.

The Department encourages students to participate in exchange programmes and information regarding options for mobility through the ERASMUS + programme is accessible online. Unfortunately, due to its popularity and high demand among students and the limited number of ERASMUS grants awarded annually, the number of outgoing students is limited.

The Greek language is almost exclusively used for teaching in courses in the new Programme. This potentially discourages incoming foreign students, However, according to course descriptions, some courses can be offered in other languages. Nevertheless, the Department should aim to increase the numbers of courses which are taught in English to increase mobility and number of outgoing and incoming students.

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

- It is recommended that the Department offers more courses in English as a means to attract incoming international students through the programme.
- Following the new Programme's accreditation, information should be disseminated to prospective students in greater detail and conveniently accessible online.
- The Institution should utilize the Academic Advisors more effectively.

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

I. Findings

The teaching staff in the Department is currently comprised 46 members, of which 22 are faculty members, 13 Specialized and Laboratory Teaching Staff, three (3) Specialized Technical Laboratory Staff, and one (1) Professor Emerita. The Department also employs seven (7) academic fellows with academic experience as contracted teaching staff (Decree 407).

The legal framework for academic staff recruitment is set by the State and conforms with international standards. This ensures the appropriate level of qualification and competence. The Department has experienced a significant loss of faculty and staff personnel and recruitment of new faculty and staff over the last years has been significantly limited. In the past decade, the appointment of highly qualified, tenured, and adjunct staff has been possible, yet the Department has not greatly benefited from these opportunities. The Department currently has a significantly high teacher to student ratio.

The Department has a reasonable and fair policy for supporting research activities among its faculty and academic staff.

The teaching load of the faculty is higher than the expected at Greek Universities.

II. Analysis

Although the majority of teaching staff come from the former Department of Primary Education at the University, a small number of faculty come from the former Department of Social Work from the TEI of Western Greece. The integration of all members within the Department (including adjunct faculty), the Department at the UoP has been particularly successful with its merger and creation of the new Programme in Teacher Education and Social Work.

The Department's research output is deemed to be satisfactory, including interdepartmental and external collaborations, the relative visibility of the Department on an international level, and the culture of collegiality within the Department. However, further development of adjunct faculty is severely constrained by the lack of resources and the current financial situation in the legislation and country.

The external mobility of the teaching staff through the ERASMUS + programme is valuable and can be further encouraged, including increasing mobilisation and the number of incoming professors, which is the primary goal of the ERASMUS + programme.

According to the information provided to the EEAP by faculty during the site visit, the Department's strategic goals have materialised for the current planning period.

However, the prospects for further recruitment of faculty and staff, which is essential to support a student body of 250+ admitted annually, is compromised due to current State policies.

III. Conclusions

As a whole, faculty seem to be very qualified, motivated and engaged in multiple teaching and research activities. Faculty can further capitalise on a culture of collegiality and have tried to address the current threats and chronic adversities faced at Greek Universities. In the long term, the inclusion of the two disciplines (Teacher Education and Social Work) within the Department will ensure the value of the new Programme and the education of a new generation of highly qualified graduates who can potentially continue their professional development and research careers in these areas of specialisation.

Panel Judgement

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

Panel Recommendations

- It is suggested that the new Programme incorporate measures to further reinforce the link between teaching and research.
- Recruitment priorities should not only be based on covering specific fields or topics, but should also take into account new innovations with regard to research, command of new technologies, curriculum design, and the introduction of new courses in various streams within the curriculum.
- The attractiveness of a competitive Department depends on its research strategy and research agenda. Therefore, more actions should be taken to increase external funding, especially involving participation of faculty on international research projects.

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

I. Findings

The University of Patras has adequate resources for student housing, such as dormitories, and a University sports centre. The University also has a Central Library with which the Department collaborates to reserve materials and provide its students access to resources for classes and laboratory assignments. Through the Central Library, students have electronic access to all academic libraries in the country, as well as a multitude of international databases (<https://library.upatras.gr>). In addition, the Department has its own library comprised of approximately 12,000 titles, which is open daily from approximately 8:30 a.m. to 14:00 p.m. The Department is among a few on campus that has its own library.

With respect to infrastructure, the Department currently has nine (9) laboratories of which one is dedicated for Information Technology (IT) and seven (7) classrooms. All classrooms within the Department are for their own exclusive use. The Department has two (2) auditoriums with seating for approximately 100 to 150 students. Students have access to the Department's computer lab that consists of approximately 25 workstations. The Department's computer lab is accessible to students during designated business hours on only on weekdays. In addition to faculty and staff offices, a dedicated office is available for postgraduate students currently pursuing masters or doctoral degrees.

With respect to support services for students, the University and Department have a number of services to meet the social and educational needs of students. Moreover, the University is accessible to students with disabilities and mobility issues. In fact, the number of students with disabilities who attend the University has increased to greater than 10% of the total student population. Services are also available for students in need of psychological and medical attention (<https://socialwelfare.upatras.gr>). The Department currently has five (5) secretariat to assist and support students in the Department and new Programme. To better serve its students, the Department has a policy to support and train its administrative staff. For example, the Department facilitates participation of its administrative employees in specialised training through the National Centre for Public Administration, ERASMUS + mobility programme, lifelong learning programme (KEDIVIM), and other programmes through the university related to Social Care (<https://socialwelfare.upatras.gr>).

II. Analysis

The University and Department have the infrastructure and resources to meet their goals and objectives of delivering academic and practical training to its student body. The Department holds an orientation for first year undergraduate students at the start of each academic year. Students are informed about the infrastructure, facilities, on-campus services, resources, and the curriculum of the new Programme in Primary Teacher Education and Social Work. The Student Guide for the 2021-2022 includes a wealth of valuable information regarding the general organisation and resources provided by the University and Department, lists of names and contact information of both University and Departmental administrative staff, teaching faculty/staff, and secretariat. In addition, the Student Guide includes information pertaining to courses, course outlines and learning outcomes, sequencing of courses by semester and year, teaching and examination periods, internships, practicum qualifications, graduate student qualifications, information regarding professional careers and professional rights in Primary Education and Social Work, and the ERASMUS programme. The Department has implemented a student complaints management system to support students' rights. A Student Advocate is elected from among the student body in the Department to also support students. Career counselling services provided to students is generally satisfactory.

III. Conclusions

Although the University and Department have the infrastructure and resources to provide students with academic and practical training, a major hindrance is the large student-teacher ratio in the Department, which has increased to approximately 250-300 students annually. The large number of students enrolled annually, significantly taxes the Department and Programme from maintaining and sustaining its coverage of courses and undergraduates' practical training experiences.

The Department's current infrastructure and number of full-time (core) faculty, laboratory/special teaching staff, secretariat, is only adequate to educate, train approximately 120 students annually, which the Department has proposed as a target number of admissions per year. Although the Department currently has five (5) members of the secretariat to support students and assist the operations of the Department, the current size of the total student body of greater than 1,500 students correspond to approximately 191 students to each secretariat employee. Although there is an office and space for postgraduate students, a dedicated office does not exist for undergraduate students in the new Programme and Department. Undergraduate students either use the Department's small library space or they go off- campus to nearby coffee shops to occupy their time between classes or to study.

According to documentation provided to the EEAP, the Department's budget was reduced by 68% during the 2010-2019 academic year. As such, the Department is operating on a skeleton budget that is approximately 48% of the budget on which they were functioning in 2010. As a result, the Department cannot adequately maintain existing facilities and infrastructure, or replace and upgrade instrumentation needed for teaching and research. Moreover, the number and size of existing classrooms are inadequate to hold the number of students enrolled in compulsory courses. The current number of faculty and staff to mentor and supervise undergraduates' practicum courses and for completion of the required thesis in their fourth, is deemed to be virtually impossible. Students often choose the course elective option in lieu of engaging in empirical research for fulfilment of the thesis requirement under the supervision of faculty and staff. As a result, linking teaching to research is significantly compromised.

The EEAP commends the Department for its dedication and commitment of offering students the best possible high-quality academic and practicum learning experiences despite these challenges.

Panel Judgement

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

Panel Recommendations

- Laboratory equipment and facilities need to be upgraded.
- A larger and dedicated auditorium with a seating capacity for 250-300 students is required given the size of current student body in the Department (e.g. 1,500+) and the number of students admitted annually (e.g. 250-350).
- A large, dedicated office space is needed to support the undergraduate students in the Department. Dedicated space is currently not available to them. Undergraduate students tend to congregate in the little space available to them in the Department's library or resort to going off-campus to occupy their time between classes or for completing assignments.
- The current space for the Department's library is inadequate for a total student body of 1,500 + students. A larger, dedicated space for the library to expand and adequately seat students for studying and conducting their research is strongly recommended.

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

I. Findings

There is a competent administrative support and staff members in the Department for the collection, analysis, and use of information for the organisation and operation of the new Programme.

All the above-mentioned function and operations are completed electronically. Data regarding student progression, key performance indicators for the student body profile, success, and drop-out rates, as well as feedback on student satisfaction with the program, are saved in appropriate data bases.

II. Analysis

The above-mentioned data bases containing information about students and graduates of the new Programme should be extended and internally connected for easier access and compilation of annual progress reports to better assist the quality control committee in managing the development and continual improvement of the Programme and for any other relevant purposes.

The data bases should also include feedback from the organisations that host students, or stakeholders, for their practical training experiences in the field.

III. Conclusions

Information with which to assess the efficient management of the new Programme is collected, analysed, and utilised in an integrated, effective and easily accessible manner.

The existing data bases could be expanded to include information about graduates of the programme and information related to the practical training experiences of the students (i.e. feedback from hosting organisations and stakeholders).

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 administrative unit responsible for collecting, analysing, and using information should be strengthened by additional personnel so that these procedures can become more efficient and streamlined.

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

I. Findings

The University and Department of Teacher Education and Social Work have dedicated websites to post information regarding their missions, strategic goals, names and contact information of administrators and faculty, and practical information regarding housing accommodations, access to the University's Eduroam network, software, and on-campus academic and support services (<https://socialwelfare.upatras.gr/?lang=en>). Information on social, cultural activities, athletic facilities, procedures for obtaining electronic certificates for course completion and grades, scholarships, access to the museum, cultural groups and social events, and computing resources are available on both the University's and Department's websites. The Quality Assurances policies and MODIP's reports are also available online. The University hosts some information regarding alumni and alumni accomplishments. However, the website seems to be available only in Greek (<https://www.edu-sw.upatras.gr/#>). The e-class digital platform is accessible on both websites. Both websites are easily accessible. Information published on both websites appear to be up-to-date and both the University and Department provide bilingual versions (e.g. English) of some of the content on their websites.

II. Analysis

The Department's dedicated website provides general and key information regarding both its undergraduate and graduate study programmes for current and prospective students,

including the structure of the new study Programme in Teacher Education and Social Work. Special attention was given to careful posting of information concerning the former programme in Social Work at the TEI. Relevant information regarding the new undergraduate Programme in the Department with which it merged is also well-described online. As previously stated, the Department’s Study Guide is also accessible on their website in both Greek and English and provides information regarding attendance policies for compulsory, elective, and practical courses, criteria for assessment, degrees awarded, teaching and administrative staffs’ biographical information, academic and research profiles, curriculum vitae (CV), and contact information. A list of the Department’s Laboratories and postgraduate study programmes are available online. The Department’s website posts information about professional prospects of graduates. The Department has a social presence on various social networks to better reach current and prospective students, such Facebook.

III. Conclusions

The structure and content of the Department’s website is generally satisfactory. Information posted is clear and easily accessible. A special three-member committee in the Department ensures that there is uninterrupted access and availability of content hosted on the Department’s website. The three members work in collaboration with the IT department on campus, the University, and the president of the Department to ensure information is continually updated. The faculty’s and lecturer’s biographies, academic and research profiles, CVs, and publications are available in English. However, this accounts for only a small percentage of pages on the Department’s website that are available in bilingual versions. Information regarding “Συνήγορος του φοιτητή” and “Career Counselling” have yet to be posted on the Department’s website.

Panel Judgement

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

Panel Recommendations

It is recommended that the Department expand and update its website and provide more bilingual versions of content on their website. This will facilitate greater internalisation and mobility of its students, faculty, and staff through the ERASMUS programme. In addition, potential international collaborators and exchanges may be facilitated for both students and faculty if a larger amount of content is available in bilingual versions.

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

I. Findings

The Department works in collaboration with OMEA and MODIP to evaluate and update its curriculum. According to documentation provided to the EEAP, the following procedures will be followed to conduct the Department's first full internal evaluation of the Programme upon completion of its first four-year academic cycle as a combined programme in Teacher Education and Social Work.

- a) During the Spring 2023 semester once classes are over, the OMEA Coordinator reminds faculty in the Department to complete the Census Form and the Teachers' Questionnaire.
- b) The Department's Secretariat is responsible for completing the ADIP/ETHAAE Tables of the Annual Annex Evaluation Report. Data are entered into MODIP's IQSA system according to published instructions and guidelines posted on their website (<http://modip.upatras.gr/el/standard-forms>).

- c) OMEA divides the responsibilities among its faculty members for the preparation of the EEA (Ετήσια Έκθεση Αξιολόγησης), which is typically signed by all OMEA members.
- d) The report is then submitted to the Chair of the Department at the end of the academic year and forwarded to the MODIP Secretariate in both hardcopy and digital files along with any supporting tables and annexes.
- e) Similar to past practices, MODIP approves the EEA report at the start of the academic year and then posts it on their website.
- f) At the start of the academic year, the Department's General Assembly, the President, and the OMEA Coordinator also discuss the outcomes of the internal evaluation along with possible actions to address concerns and recommendations to improve the academic unit and the Department's research agenda.
- g) It is stated that student representatives will also be included in the meetings and discussions with the General Assembly. The final report is approved by the Senate.

II. Analysis

Members and staff in the Department, OMEA, and MODIP experienced significant hardships during the first two years of the new Programme in Teacher Education and Social Work due to the impact that the COVID-19 pandemic had on the Department's ability to merge with the old programme in Social Work from TEI. As a result, it was extremely challenging to compile a complete annual Internal evaluation report for three (3) parallel study programmes (one with two directions), especially when there was no access to the electronic system of the former programme at TEI. Despite these challenges, OMEA fulfilled its obligations by updating annual data. Continuous monitoring and revision of the new Programme in Teacher Education and Social Work are being followed using the procedures outlined.

III. Conclusions

The new undergraduate Programme has not been in existence for very long to effectively assess its new curriculum. Moreover, the poor participation of undergraduate students that have completed the questionnaires to date has been problematic. Thus, the results of the internal evaluation cannot be generalised to the new curriculum and student body at large. Nonetheless, the Department is preparing research papers concerning students' attitudes and expectations to further assess the curriculum and coursework of the new Programme. Researchers as well as postgraduate master's and doctoral students will also be surveyed. The Department plans to continuously update its curriculum once they graduate students from the new undergraduate Programme Spring 2023 semester. It is important to note that the merger has not had a negative impact on the number of students who have been able to complete their studies at the former programme in Social Work at TEI. The majority of students are on track to graduate within the 4+1 years of their studies.

Panel Judgement

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

Panel Recommendations

It is recommended that the Department establish creative methods to increase student participation in the annual review of their courses.

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

I. Findings

As previously stated in Principle 2, there is in place an Internal Quality Assurance System (IQSA) to evaluate whether the new undergraduate Programme is fulfilling its goals and objectives to ensure a high-quality education and practical training in Teacher Education and Social Work. Since its inception, improvements have been implemented as much as possible in response to the IQSA's and MODIP's annual evaluations during the 2020-2021 and 2021-2022 academic years to ensure that the Department is operating in accordance with international and national practices under the European Higher Education Framework, HAHE, and ETHAAE.

However, since the programme has only been in operation since the 2019-2020 academic year, the Department has not undergone an external evaluation previously of its new curriculum and Programme in Teacher Education and Social Work. At the end of the Spring 2023 semester, the Programme will have completed a full four-year cycle. The new Programme is undergoing its first external evaluation at this time.

II. Analysis

The new Programme underwent a certification process and an internal evaluation during the 2020-2021 and 2021-2022 academic years. MODIP found the Certification Proposal of the new

undergraduate Programme in Teacher Education and Social Work in accordance with IQAS' and ETHAAE's standards and guidelines.

MODIP's findings and recommendations from its internal evaluation of the new Programme were recorded on January 15, 2022, and January 25, 2022, and signed by Professor Dionysos Manzavinos, Vice Chancellor of Academic and International Affairs. Based on MODIP's internal evaluation, the following problem areas were identified: 1) large ratio of registered students to teachers in the active Programme, 2) the Department operates three undergraduate programs (ΠΠΣ) and has a significant enrolment of 1,513 students and 23 (now 21) active faculty, 3) ratio of faculty to students needs to be improved by attracting more EDIP faculty and hiring contract workers, 4) minimal participation of students in the evaluation of the teaching instruction, 5) difficulty implementing mandatory practical exercises due to significant challenges managing the large number of students enrolled in the Programme, and 6) student participation rates for the annual evaluation of courses need to be improved.

III. Conclusions

Given the problem areas identified by MODIP during the Programme's first internal evaluation, the following corrective actions were proposed: 1) maximum utilisation of contract teaching staff positions and recruitment of permanent faculty members, 2) continuous updates to students on the process and utilisation of the results of MODIP's internal evaluation of the Programme, 3) increasing the number of coordinators and internship groups to better manage student practical exercises. The date to delivery these changes was set by MODIP for December 31, 2022.

It is important to note that the packet of materials that the EEAP received for accreditation of the new undergraduate Programme included a memo from ETHAAE dated May 5, 2022. The following information was brought to the attention of EEAP in the memo so it can be taken into account when evaluating the new Programme's degree of compliance with respect to Requirement 11 (Periodic External Evaluation and Certification of the Quality Standards for the Certification of New Programme). ETHAAE's memo states that following their completeness check of the Department's Certification Proposal of the new Programme, a partial response or non-response was provided by MODIP in response to their comments for the following annexes: B2 (Reasoned Advisory Report of MODIP), B4 (Feasibility and sustainability studies), B5 (Four-year operational plan of the academic unit and the study program), B19 (Internal regulation of the new undergraduate Programme). Moreover, ETHAAE received a partial response or non-response from MODIP regarding the Certification Proposal for Requirement 1 (Strategic planning, feasibility and sustainability of the academic unit), Requirement 3 (Planning, approval and quality monitoring of new Programme), Requirement 5 (Admission, study, recognition of academic qualifications and awarding of degree titles and certificates to undergraduates), Requirement 6 (Ensuring the adequacy and high quality of teaching staff of the new Programme).

In preparation for certification of the new Programme and the current external evaluation by the EEAP, the Department submitted the required materials to undergo their first external evaluation. The Department is committed to continuously improving the direction of the new Programme and will address and as many weaknesses identified by both OMEA and the EEAP as much as possible. The Department also aims to draw-up an interim report after two (2) years from its certification.

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

- It is suggested that the Department work with the University to address the areas identified by MODIP that need improvement, such as the maximising contract teaching staff positions and helping with recruitment of permanent faculty members, continuously updating to students on modifications to the new curriculum in response to MODIP's internal evaluation and the EEAP's external evaluation, increasing the number of coordinators and internship groups to better manage student practical exercises.
- It is recommended that the Department meet its milestone, which they set for within two years of its certification, to draw-up an interim report. The EEAP estimates this timeline to be early during the 2025 calendar year.

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

I. Findings

Some students enrolled in the old programme (e.g. Teacher Education and Social Work) are still active since they have not yet completed their programmes and therefore, they have not graduated. The new Department continues to support these students and offers courses so that they can graduate.

Further, the new Department leadership oversees the transition period and ensures that the specified procedures for the smooth progression of the new Programme are followed as planned.

II. Analysis

Special provision has been made to conduct the practical training of students in the Social Work direction or specialisation, previously offered by the TEI or Western Greece. However, it is not clear whether students enrolled in the pre-existing study programme who wish to continue their studies in the new study programme can do this and what the procedures are.

III. Conclusions

The transition period between the completion of the old Programmes (i.e. before the merger of the two previously existing, distinct undergraduate programmes in Primary School Teacher Education and Social Work and the establishment of the new, combined undergraduate programme are still active, since the first cohort of graduates of the new Programme will complete their studies following the Spring Semester in 2023.

It appears that the Department closely follows and monitors developments and the smooth transition during the interim period. The students' transition from the former programmes to the new Programme appears to be under control.

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

Since the end of the transition period is approaching, attention is needed so that the new Programme continues to develop and continually improve for the benefit of its students and graduates.

PART C: CONCLUSIONS

I. Features of Good Practice

- The design of the Programme constitutes a novelty in the Greek academia. It introduces an interdisciplinary approach based on inter-collaborations between two different academic disciplines and curricula.
- The positive working environment that prevails in the Department is expressed through respectful collegial cooperation between all staff members on a mutual and equal basis.
- The comfortable offices that have been fairly distributed to all teaching staff and the well-equipped laboratories for specialized research are adequate for students to participate.
- There are well-developed collaborations with key actors in the surrounding society as well as an extensive and active international teaching and research collaborations, including mobility of both faculty, staff, and students.
- Despite challenges due to lack of or limited infrastructure and resource scarcity, there is a strong research tradition in the educational sciences. It is evident that faculty research productivity is vigorous, and faculty are dedicated and committed to offering their students the best possible high-quality academic and practicum learning experiences.

II. Areas of Weakness

- The high student-teacher ratio limits the Department's ability to implement a straightforward student-centred pedagogy.
- A review of the facilities intended for teaching, as well as other spaces that the Department's students can use for their studies and for socialising, must be given top priority to promote better student satisfaction and quality learning. A review of the Department's current teaching facilities, as well as other spaces and existing infrastructure, is recommended. A top priority should be given to providing undergraduate students in the Programme dedicated and adequate space to promote students' learning, socialisation, and the quality of their academic experience.
- Very few courses are offered English in the Department. As a result, the attractiveness of the Programme and the Department to international students may be hindered and mobility may be compromised.

III. Recommendations for Follow-up Actions

- The Department should work in collaboration with OMEA and MODIP to increase the percentage of students who participate in the annual evaluation of courses at the end of each semester. This is especially important since the Programme is new and offers a combined curriculum with two specialisations.
- It is important to develop a streamlined process for recurring feedback from all staff categories, and off-campus supervisors/partners, to ensure quality assurance.
- Higher numbers of student enrolments, which are determined by the State, must be accompanied by corresponding funding, other resources, and essential faculty and staff personnel.
- The two fields of study (specialisations) should be better integrated and the process of offering the opportunity to acquire both specialisations need be intensified.
- Recruitment priorities should take into account new innovations with regard to research, command of new technologies, curriculum design, and the introduction of new courses in various streams within the curriculum.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 5, 6, 8, 10, 11, and 12.**

The Principles where substantial compliance has been achieved are: **3, 4, 7, and 9.**

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. Professor Petros Gougoulakis (Chair)

Stockholms Universitet, Stockholm, Sweden

2. Professor Mary Andrianopoulos

University of Massachusetts Amherst, Amherst, Massachusetts, United States of America

3. Professor Emeritus Stelios Georgiou

University of Cyprus, Nicosia, Cyprus

4. Associate Professor Antonis Tsakmakis

University of Cyprus, Nicosia, Cyprus

5. Ms. Rodanthi Zoi Zoulianiti

Student of Primary Education, Aristotle University of Thessaloniki, Thessaloniki, Greece