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Accreditation Report

for the New Postgraduate Study Programme on:

Child and Adolescence Protection

Department: Education Sciences and Social Work
Institution: University of Patras
Date: December 2025

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
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Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
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Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of **Child and Adolescence Protection** of the **University of Patras** for the purposes of granting accreditation.

TABLE **OF** CONTENTS

PART A: BACKGROUND AND CONTEXT OF THE REVIEW 4

I. The External Evaluation & Accreditation Panel 4

II. Review Procedure and Documentation 5

III. Postgraduate Study Programme Profile 7

PART B: COMPLIANCE WITH THE PRINCIPLES 10

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes 10

Principle 2: Design and Approval of New Postgraduate Study Programmes 14

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification 18

Principle 4: Teaching Staff of New Postgraduate Study Programmes 21

Principle 5: Learning Resources and Student Support 23

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes 26

PART C: CONCLUSIONS 29

I. Features of Good Practice 29

II. Areas of Weakness 29

III. Recommendations for Follow-up Actions 29

IV. Summary & Overall Assessment 30

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The External Evaluation & Accreditation Panel responsible for the Accreditation Review of the new postgraduate study programme of **Child and Adolescence Protection** of the **University of Patras** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. **Prof. MICHAILAKIS DIMITRIS** (Chair)
   University of Linköping, Sweden

2. **Prof. VOSTANIS PANOS**
   University of Leicester, United Kingdom

3. **Assist. Prof. DASKALOU ROMANOS**
   University of Northampton, United Kingdom

4. **Assist. Prof. Siina CHRISTINA**
   Durham University, United Kingdom

5. **Mr. ΜΠΟΥΤΣΙΑΡΑΚΟΣ ΘΑΛΗΣ**
   Panteion University of Social and Political Sciences, Greece

II. Review Procedure and Documentation

The accreditation review of the new Postgraduate Study Programme (PSP) of the University of Patras was carried out in December 2025, following the procedures and guidelines set by the Hellenic Authority for Higher Education (HAHE). The review process adhered to the European Standards and Guidelines (ESG 2015) and national accreditation requirements, ensuring that the PSP "Child and Adolescent Protection" align with best practices in higher education.

The External Evaluation & Accreditation Panel received all documentation relevant to the accreditation process in an easily accessible digital format. It was complete, thorough and very well prepared. Ahead of its review, External Evaluation & Accreditation Panel members studied the material provided by the Hellenic Authority for Higher Education (HAHE). In order to coordinate its work and allocate tasks and priorities ahead of the scheduled on-line presentations by the Department, the External Evaluation & Accreditation Panel met in private the first day (Monday, 15 December). The purpose of the meeting was to establish common terms of reference vis-à-vis the accreditation principles and criteria, to allocate tasks to each member of the External Evaluation & Accreditation Panel, and to ensure that all members have had full access to digital materials which they have read carefully.

During the next day (16 December) the External Evaluation & Accreditation Panel met the Vice-Rectors of the collaborating Universities (University of Patras and University of Nicosia), with the MODIP President of the University of Patras, the Head of the Department and Director of the PSP University of Patras, the Director of the PSP University of Nicosia (UNIC), and the Director of MODIP University of Patras in order to discuss the academic profile of the PSP, its status, strengths and possible areas of concern. The External Evaluation & Accreditation Panel discussed also the degree of compliance of the programme to the Standards for Quality Accreditation.

In the next meeting the External Evaluation & Accreditation Panel met the teaching staff members of the PSP of the University of Patras and of the UNIC of all academic ranks to discuss professional development opportunities, mobility, competence and adequacy of the teaching staff to ensure learning outcomes, workload, evaluation by students; links between teaching and research; teaching staff involvement in applied research, projects and research activities directly related to the programme; and possible areas of weakness.

Thereafter the External Evaluation & Accreditation Panel participated in an on-line tour from both Universities, where classrooms, lecture halls, libraries laboratories, and other facilities related to the PSP were presented to them. This on-line tour was followed by a discussion about the facilities presented in the video produced for this purpose. Thereafter, the External Evaluation & Accreditation Panel met a group of external stakeholders from the private and the public sector to get their views on their relations with the department and more specifically with the new PSP under evaluation.

After a short debrief meeting between the members of the External Evaluation & Accreditation Panel, the External Evaluation & Accreditation Panel had an informal presentation with the Vice-Rectors of the collaborating Universities, the Directors of the PSP, Heads of the Departments, and MODIP Supervisors to discuss several points/findings which needed further clarification, and to present the External Evaluation & Accreditation Panel's key preliminary findings.

During all meetings, the External Evaluation & Accreditation Panel had the opportunity to meet, discuss and interact with all participants, who were encouraged to express their views freely about their overall academic experience in relation to working in the PSP, strategy and vision, and as adequacy of resources. All participants welcomed the opportunity to talk to the External Evaluation & Accreditation Panel members and to voice their views. Discussions were informative and constructive, and were conducted in a cooperative manner. All meetings included presentations and Q&A sessions.

All the meetings that took place under our review were characterised by professionalism and a spirit of cooperation from all parties involved. During the site visit, the University's representatives engaged openly and constructively, demonstrating a strong commitment to the principles of quality assurance.

This Accreditation Report is based on information collected and views expressed during the on-line meetings and on information contained in the internal evaluation report and other documents submitted by HAHE before and during the meetings.

III. Postgraduate Study Programme Profile

The University of Patras and the University of Nicosia will deliver a Joint Postgraduate Study Programme (PSP) entitled “Child and Adolescent Protection”, with the University of Nicosia as the coordinating University, in accordance with the provisions of the Special Cooperation Protocol between the two Universities in the context of offering this joint PSP. This is a new joint PSP of the Department of Education and Social Work of the University of Patras and the Department of Social Sciences of the University of Nicosia.

The Child and Adolescent Protection programme will operate using distance learning methods in accordance with the terms and regulations set by the University of Nicosia, which comply with the corresponding programme at the University of Patras, and meet the requirements set by the legislative framework for the establishment and operation of a new PSP (Joint Ministerial Decision, 18137/Z1).

As the title suggests, the subject of the postgraduate programme is Child and Adolescent Protection, which has both theoretical and research characteristics, but also practical, i.e., it has a vocational dimension.

The design of the PSP incorporates the principles of student-centred learning, active student participation, and the development of specific skills as outlined in the learning outcomes, facilitating the studies of professionals in the field of Child and Adolescent Protection, who face significant time constraints.

The aim of the PSP is to provide specialized knowledge to professionals involved in child and adolescent protection in various relevant services. The goal is to educate professionals with the ability to provide timely, effective, and interdisciplinary prevention, as well as the ability to intervene to address phenomena and behaviours that do not ensure the best interests of the child.

The study of the distance learning interinstitutional PSP transcends three academic semesters, including a thesis. To obtain the Master’s degree, students must successfully complete 90 ECTS. Compulsory courses are equivalent to 60 ECTS and elective courses to 50 ECTS. Students must choose 30 ECTS out of 50 ECTS from elective courses. There is an induction course offered to students who do not have the relevant knowledge and skills in child protection ("Fundamentals of Child Protection"). In this course the students learn the basic concepts of child protection. The course does not award ECTS credits, but successful completion is noted in the Diploma supplement.

Students who do not have work experience will be placed in child-related settings to gain child protection experience. In addition to practical experience, these students must study a compulsory course of 10 ECTS. For these students, the internship is held in the second semester.
The course includes:
(1) Introductory briefing.
(2) Implementation of the internship (80 hours) in organizations that provide welfare and health programmes and actions.
(3) Presentation of cases and their analysis in discussion workshops about the relevant theoretical and practical knowledge.

The internship study is supervised by a Professor and the person in charge of the hosting organization. The purpose of the internship is to act as a bridge between theoretical training and vocational practice, within real social environments where child protection takes place. Postgraduate students are expected to be exposed to real child protection situations, so that they can gain first-hand knowledge and experience of case management and challenges faced by professionals.

Thus, in the first semester students must complete 30 ECTS of compulsory courses. In the second semester students must complete 30 ECTS compulsory courses plus an internship (for students without child protection work experience). Students who are not required to complete an internship are offered the course "Leadership, Management, and Interdisciplinary Collaboration in the Field of Child Protection". The same course is offered in the third semester to students who registered for practical training in the previous semester.

In the third semester students must complete 30 ECTS of elective courses. The Master's thesis is optional. The students who choose to write a Master's thesis equivalent of 20 ECTS are exempted from two elective courses in the third semester. The Master's thesis (a) will be examined by a three-member committee (the supervisor and two academics), (b) the appointment of a supervisor will be made after a joint decision by the faculty and the student, provided that the supervisor's expertise is relevant to the topic of the thesis.

Graduates of Greek University departments or equivalent recognized foreign University departments and graduates of technical college departments (T.E.I.) are eligible to apply for the PSP. The number of admissions is set at a maximum of one hundred and fifty (150) per year. The cost of running the joint PSP is covered by student tuition fees, which are set by the University of Nicosia at €4,950 per academic year.

The work of students during the courses is research-oriented, utilizing research data, while also producing new empirical materials. Consequently, the PSP promotes research competencies, writing up of scientific papers, and participation of teaching staff and postgraduate students in scientific conferences and publications in scientific journals. In addition, the placement of students in internships and the presentation of case studies will provide the opportunity to apply research skills in the field.

According to the Feasibility and Sustainability Report, the PSP is entirely viable, as it meets the real social and professional needs of (prospective) service providers in child protection in the fields of welfare, physical and mental health, and education, while at the same time producing specialized scientists with interdisciplinary knowledge with a critical approach that will support local and regional development. The MODIP audit also showed that the subject matter of the PSP differs significantly from existing programmes and meets the training needs of child protection professionals.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.
INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.
THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the postgraduate study programmes offered by the academic unit. Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's continuous improvement.

In particular, in order to implement this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

a. *the suitability of the structure and organisation of postgraduate study programmes*
b. *the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
c. *the promotion of the quality and effectiveness of teaching at the PSP*

d. *the appropriateness of the qualifications and the availability of the teaching staff for the PSP*

e. *the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*

f. *the level of demand for the graduates' qualifications in the labour market*

g. *the quality of support services, such as administrative services, the libraries, and the student welfare office for the PSP*

h. *the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*

i. *the conduct of an annual internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

Study Programme Compliance

I. Findings

Relevant documentation included the Quality Assurance Policy and the Goal Setting Strategy of the PSP. The joint Quality Assurance Policy outlines the mission of the University of Patras and the Department of Educational Sciences and Social Work, the University of Nicosia and the Department of Social Sciences, and the PSP in particular, with reference to aims and objectives. The main aims relate to the knowledge, skills and competencies that students and graduates are expected to acquire through the PSP.

The Goal Setting Strategy of the PSP defines specific strategic priorities and quality objectives. The strategic aims defined, include the following: upgrading and quality control of the PSP; enhancement of the image and recognition of the PSP; further professional development of staff members; and enhancement of links with external organizations. Moreover, the Goal Setting Strategy outlines specific indicators, present and future targets, actions to be taken to achieve the objectives, responsibilities and timelines. There is scoping of the market and reference to related programmes, although there is no SWAT analysis as such. Scoping highlights the increasing and diversified labour demands for professionals from welfare, health and education sectors (statutory, private and

non-statutory), who are in contact with children and adolescents, for knowledge, skills and qualifications in child and adolescent protection. Interdisciplinarity is considered a strength of the new PSP. The proposed PSP student fees of €4,950 are at the higher end of similar programmes.

These documents are clearly written and provide a solid basis for planning and implementation in relation to achieving quality standards. Overall, both academic units have established a joint Quality Assurance Policy that is appropriate for the PSP and serves as a guideline and point of reference for future planning and decision-making.

II. Analysis

The information outlined in the relevant documents, as well as the information provided by administrators and faculty members, indicates that the two academic units are committed to the implementation of the Quality Assurance Policy. There is an acknowledgement of the need to make a commitment towards continuous improvement. The role of student feedback and participation is considered important in continuous improvement, as shown by the importance assigned to this strategic aim in the Goal Setting Strategy of the PSP. Moreover, continuous improvement appears to be based on the creation and maintenance of a healthy and collaborative organizational culture.

The goals set by the two academic units follow the SMART framework in that they are specific, measurable, achievable, relevant and time-specific. Quality goals are combined with suitable performance indicators, which creates a framework for relevant planning and initiatives for improvement. These goals will be monitored and updated on a regular basis. Internal processes for quality assurance are used to identify areas for improvement, which are subsequently discussed in meetings. Partnerships with external stakeholders are largely strong, evolving and likely to be extended through the introduction of a practical experience component for students without proven child and adolescent protection experience. However, to date these do not include a formal involvement of external stakeholders in quality assurance reviews. This would be highly beneficial for the PSP, as external stakeholders have first knowledge of policy and service changes, as well as demands on staff.

The specified learning outcomes are aligned with the European and National Qualifications Framework for Higher Education. The academic units have demonstrated commitment to the promotion of the quality and effectiveness of teaching, as indicated by departmental actions, policies and initiatives. For instance, this is shown by the fact that the academics recruited and employed on the Programme are highly qualified.

III. Conclusions

The PSP has established a Quality Assurance Policy, which ensures that this will be monitored and evaluated on a systematic basis. The process provides specific directions for improvement, which is considered necessary for further action. It would be important to revisit quality indicators after the first student uptake and adjust accordingly. These could relate to student numbers, staff/student ratio, and practical training and placement needs. Formal and regular involvement of external stakeholders would contribute to the continuous improvement of the PSP and its capacity to reflect and respond to changing societal, policy and service needs.

Panel Judgement

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The External Evaluation & Accreditation Panel recommends:

1. This is a clearly systematically and evidence-based proposal, which fulfils quality assurance criteria at this stage.
2. A more detailed SWOT analysis would inform future monitoring and planning.
3. External stakeholders should be involved in this monitoring process.

Principle 2: Design and Approval of New Postgraduate Study Programmes

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE NEW POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE SPECIFIC SCIENTIFIC SUBJECT AND THE STREAMS OR SPECIALISATIONS, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE NEW POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources are described at this stage.

The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).

The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. In particular, for each expected learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.

In addition, the design of PSP must consider:

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

The procedure for the approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the NQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*

- *Course and thesis outlines*
- *Teaching staff: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The Joint Postgraduate Study Programme (PSP) "Child and Adolescent Protection" is supported by a comprehensive and internally coherent body of documentation, including the accreditation proposal, feasibility and sustainability study, programme regulations, student guide, and detailed module descriptions. Collectively, these documents articulate a clear academic and professional identity, positioning child and adolescent protection as a specialized interdisciplinary field that draws on social work, psychology, education, health sciences, law, and public policy.

The programme curriculum is structured to reflect the requirements of postgraduate study within the National and European higher education frameworks. It combines theoretical foundations, research and methodological training, applied thematic modules, and a Master's thesis (dissertation). At module level, intended learning outcomes, teaching and learning approaches, assessment methods, and ECTS workload are clearly specified, supporting transparency and alignment between programme aims and learning activities.

The programme design explicitly recognizes the heterogeneous academic and professional backgrounds of prospective students. Differentiated pathways are foreseen, including preparatory learning components and compulsory practical placement for students without prior professional experience in the field of child and adolescent protection. This approach is intended to ensure that all graduates achieve comparable learning outcomes, regardless of entry profile.

Formal approval procedures are clearly documented and were confirmed during the interviews. The programme has been approved through the competent academic bodies of both participating institutions, including departmental assemblies, quality assurance units, and Senate-level authorities, in line with national legislation and institutional regulations. Governance arrangements for the joint programme are explicitly defined. Academic coordination is exercised through a three-member academic committee consisting of the Programme Director and two academic members, one from each participating institution, who collectively oversee academic matters, curriculum coherence, and programme implementation.

II. Analysis

The evidence indicates a carefully structured and academically sound design process. The articulation of learning outcomes, curriculum structure, and assessment strategies demonstrates clear consistency with Master's-level academic and professional standards, particularly with respect to critical analysis, professional judgement, ethical awareness, and applied research competence. The progression from foundational and analytical modules to applied learning

and dissertation work reflects a coherent pedagogical logic. The joint governance model constitutes a key strength of the programme. The presence of a clearly defined academic committee, with representation from both partner institutions and a designated Programme Director, provides a robust mechanism for shared academic responsibility while ensuring effective coordination and decision-making. This structure mitigates common risks associated with joint programmes, such as fragmentation of academic oversight or inconsistency in curriculum delivery.

The inclusion of compulsory practical placement significantly enhances the Programme's professional relevance. The clarification provided during the meeting regarding the exclusive focus on child and adolescent protection settings is particularly important, as it safeguards the academic coherence and specialist orientation of the programme. Furthermore, the emphasis on case-based learning and practitioner involvement provides a credible pedagogical bridge between theoretical instruction and professional practice.

To ensure that the intended design is consistently realized in practice, particular attention will need to be paid to the operationalization of placement criteria, supervision arrangements, and learning tasks associated with the placement component. Clear guidance and consistent implementation across cohorts and placement sites will be essential to maintaining comparability of student experience and learning outcomes.

III. Conclusions

The Joint PSP demonstrates a clearly articulated, institutionally approved, and academically coherent design. The curriculum structure, governance arrangements, and integration of theory and practice are well aligned with the aims of the programme and the expectations of Principle 2. The programme meets the requirements of this Principle in full, with its strengths lying in its interdisciplinary orientation, joint governance framework, and professionally grounded pedagogical approach.

Panel Judgement

Principle 2: Design and Approval of New Postgraduate Study Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

1. The External Evaluation & Accreditation Panel recommends that explicit criteria for the selection, approval, and monitoring of practical placement settings be formally documented and consistently applied, ensuring that all placements are directly related to child and adolescent protection structures and services.
2. The External Evaluation & Accreditation Panel recommends continued systematic use and documentation of pedagogical approaches that link theoretical coursework with professional practice, such as structured case-based learning and practitioner engagement across modules.

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification

INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, THESIS DRAFTING, RECOGNITION AND CERTIFICATION).

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

- *The students' admission procedures and the required supporting documents*
- *Student rights and obligations, and monitoring of student progression*
- *Internship issues, if applicable, and granting of scholarships*
- *The procedures and terms for the drafting of assignments and the thesis*
- *The procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *The terms and conditions for enhancing student mobility*

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- *Services of the Institution to support e-learning*
- *Methodology for the development and implementation of courses*
- *Ways of providing teaching and variety of teaching and assessment modes*
- *General standard of course structure*
- *Student support system*
- *Support of faculty/teachers with mandatory e-learning training for new staff members*
- *Technological infrastructures made available by the Institution*
- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*

- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I. Findings

To assess effectively this Principle as a External Evaluation & Accreditation Panel, we were offered access to all the necessary documents, access to the website and direct communication with the team and the University leadership team. The admissions process, student progression and structure of the Master's programme are all clearly documented in the pack we had access to. The scholarships are managed by the partner institution the External Evaluation & Accreditation Panel is evaluating but we have been offered the relevant documents.

The study guide is clear and provides all necessary information for students. It contains all required sections providing a good point of reference of the rationale, structure and professional development.

This is a revised proposal that has considered feedback from a previous EAP, which has been taken onboard. The entry requirements are clear in the current proposal and the prospective numbers that the programme will accept for the Master's.

The proposed curriculum is relevant to the proposed programme. It provides several compulsory courses from a variety of disciplines, ranging from social work to law, psychology and sociology, that aim to produce an all-rounded approach to child and adolescent protection. In the third semester there is an optional choice for students to do undertake a dissertation project instead of other optional modules.

In our discussions with University leadership, the teaching team and the practitioners we were offered their rational for developing this Master's programme, the pedagogical approaches and the prospective value to services and communities.

II. Analysis

This Master's programme is taking a student-centred approach to developing a type of professionals that is needed in several organizations. The student curriculum is clear and there is a scaffolded learning from semester to semester. There is a relevant variety of courses semesters for prospective students to choose from in the third semester. Students are to be supported in their learning in class through scheduled sessions, tutorial sessions out of class, by practitioners during their fieldwork and on-line. The on-line support is a significant part of the

learning process for a programme of this level of study, where the focus is on student independence in academic engagement. Participation in formal classes is compulsory, and will be monitored as part of the student progression development. There is a viable plan for student support, and the role of the academic advisor is key in this support.

III. Conclusions

This is a much needed provision. The academic and professional communities are willing to work together in order to offer appropriate skills in an area that is in demand. The Masters will cover an area not previously offered from a interdisciplinary perspective. The graduates from this Master's programme are likely to be absorbed in the a variety of services.

Panel Judgement

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

1. For the recruitment process the graduate students who can apply for this programme come from cognate disciplines or have relevant knowledge/experience to allow them to contextualize their learning process. In conversation with professional services, we recommend that this is made even more explicit to those who have experience or knowledge in child and adolescent protection (in contrast with clinical or other practice experience in a different field).
2. To consider offering the dissertation not as a choice but as a compulsory to all students. This project can act as a bridge between the academic theoretical ideas and the practical elements of the programme.

Principle 4: Teaching Staff of New Postgraduate Study Programmes

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING, AND FURTHER DEVELOPMENT.

The Institution should attend to the adequacy and scientific competence of the teaching staff at the PSP, the appropriate staff-student ratio, the proper staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).

More specifically, the academic unit should set up and follow clear, transparent, and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Documentation

- *Procedures and criteria for teaching staff recruitment, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

Study Programme Compliance

I. Findings

The External Evaluation & Accreditation Panel reviewed the staff allocated for the teaching of the new postgraduate programme. We were provided with all the documents relating to staff expertise and knowledge, academic contributions and past experience. We reviewed the information provided by the departmental websites. We also had a productive discussion during the evaluation with the team. The discussion covered a variety of educational matters allowing for an opportunity for the External Evaluation & Accreditation Panel to learn about the interests and specialisms of the teaching team.

II. Analysis

The teaching team is experienced and knowledgeable of the subject area. They form an interdisciplinary team across countries covering a range of perspectives on child and adolescent protection. The team is aware of the main issues in the area of study and cognisant of the need to work alongside with a range of field professionals. In our conversation with the teaching team, it was acknowledged that professionals coming from the field as guest/visiting lecturers will strengthen the Master's and enable prospective students to acquire current knowledge from the field.

The team is also aware of the additional hours required and they will work around those with the support of management in both institutions. The team is willing to use a student-centred approach for this Master's programme that will allow students to explore a variety of perspectives on child and adolescent protection. The teaching team remains research active; this allows them to inform their teaching accordingly.

III. Conclusions

Having reviewed all the evidence that we were provided with, and the discussion with the team, we believe that they are experienced and knowledgeable to support the proposed Master's programme. They will be supported by skilled practitioners who work in related fields offering support and practical knowledge to prospective students.

Panel Judgement

Principle 4: Teaching Staff of New Postgraduate Study Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

To work more closely with practitioners and field professionals in order to maintain a continuous relationship. Consider having meetings each semester to reflect on the progress and to adjust any curricula changes.

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. 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, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support, and counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g., whether they are full-time or part-time students, employed and foreign students, students with disabilities), in addition to the shift towards student-centered learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the Institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.

In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Documentation

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

Study Programme Compliance

I. Findings

The External Evaluation & Accreditation Panel considered the learning resources and student support arrangements foreseen for the joint Master's Programme in Child and Adolescent Protection, offered by the University of Patras and the University of Nicosia (UNIC). The assessment was based on the submitted documentation and the clarifications provided during the evaluation process. Overall, the PSP is supported by the combined academic and administrative infrastructure of the two collaborating institutions, which is considered appropriate for a newly established joint postgraduate programme.

Students will have access to the library services and electronic resources of both partner Universities, including academic databases, scientific journals and digital repositories relevant to the Programme's thematic fields. Digital learning platforms provided by the participating institutions support the distribution of teaching material and facilitate communication between students and teaching staff across the two Universities.

Student support is further strengthened through structured academic guidance. Each student is assigned an Academic Advisor, drawn from the academic staff of the Programme, who provides support from the beginning of studies through to completion, particularly with regard to study planning, academic progress and research activities. Administrative support is ensured through the Programme Secretariat, which coordinates procedures between the two institutions and serves as the primary point of contact for students.

In addition, the Programme has established clear procedures for the submission and handling of student complaints and objections. These procedures operate within the joint framework of the Programme and are complemented by the institutional support structures available at both Universities.

II. Analysis

The learning resources available to the Programme are appropriate for its academic level and scope. The use of resources from both partner institutions enhances the breadth and diversity of academic material available to students, and supports the interdisciplinary and international character of the Programme.

Student support arrangements are clearly structured and reflect a student-centred approach. The role of the Academic Advisor is particularly important in the context of a joint programme, as it provides continuity and guidance within a cross-institutional academic environment. The existence of formal procedures for addressing student concerns further reinforces the support framework, and contributes to transparency and academic security.

As the Programme is newly established, the practical effectiveness of these arrangements will need to be monitored during implementation. Nevertheless, the overall design demonstrates adequate preparedness and alignment with the quality assurance practices of both participating institutions.

III. Conclusions

The External Evaluation & Accreditation Panel concludes that the joint Master's Programme demonstrates a satisfactory level of compliance with Principle 5. The planned learning resources and student support mechanisms are realistic, well documented and appropriate for the objectives of a jointly delivered postgraduate programme.

The combined institutional infrastructure of the University of Patras and the University of Nicosia, together with structured academic advising and clear procedures for handling student concerns, provides a solid basis for supporting students throughout their studies. Continuous internal evaluation is expected to further strengthen these arrangements as the Programme develops.

Panel Judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

1. The Programme is encouraged to regularly review the effectiveness of learning resources and student support arrangements within the joint framework of the two institutions.
2. Particular attention should be given to the coordination of academic advising and administrative support across the partner Universities during the initial years of implementation.
3. Ongoing updating of library holdings and digital resources at both institutions is recommended, in line with developments in the field.

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- *the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*
- *the entailed students' workload for the progression and completion of postgraduate studies*
- *the satisfaction of the students' expectations and needs in relation to the programme*
- *the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Documentation

- *The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- *Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

Study Programme Compliance

I. Findings

The joint PSP "Child and Adolescent Protection" is embedded within the internal quality assurance systems of both participating institutions and operates within established institutional quality policies aligned with the European Standards and Guidelines. The documentation and discussions during the meeting confirm that the University of Nicosia acts as the coordinating institution for quality assurance purposes, applying its internal programme evaluation framework to the joint programme.

It was confirmed during the meeting that the PSP will undergo an initial internal evaluation approximately 18 months after implementation. This evaluation includes the establishment of an internal evaluation committee comprising academic staff and student representatives, as well as an external evaluation committee consisting of an academic member from another higher education institution and a representative from the labour market. The findings of these evaluations are reported to the Programme's academic governance structures and are intended to inform targeted improvement actions.

In addition to formal evaluation cycles, the programme makes systematic use of student feedback through module evaluations and structured communication channels. Mechanisms are also in place for academic advising, handling of complaints and appeals, and ensuring ethical conduct and academic integrity, contributing to a broader framework of quality assurance and student protection.

II. Analysis

The described quality assurance and monitoring arrangements are consistent with the requirements of Principle 6. The combination of internal review, external academic and professional input, and student participation provides a balanced and credible framework for monitoring a new joint programme during its early stages of implementation.

The reliance on the quality assurance framework of the coordinating institution is appropriate in the context of a joint programme, provided that coordination mechanisms ensure transparency and shared ownership between the partner institutions. During the meeting it was confirmed that evaluation findings are intended to be shared and discussed within joint academic governance structures, supporting coherence and accountability in quality enhancement processes.

The inclusion of labour-market representation in the external evaluation process is a notable strength, as it reinforces the Programme’s professional orientation and responsiveness to evolving field requirements. To maximize the effectiveness of the quality assurance framework, it is essential that timelines, responsibilities, reporting procedures, and follow-up actions are clearly documented and consistently implemented.

III. Conclusions

The Programme demonstrates a systematic and well-conceived approach to initial monitoring and evaluation, incorporating internal and external perspectives, and structured student involvement. The arrangements support continuous improvement and align with the expectations of Principle 6. Effective implementation will depend on the clarity and consistency with which joint quality assurance procedures are operationalized and communicated.

Panel Judgement

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

1. The External Evaluation & Accreditation Panel recommends that the interaction between the quality assurance systems of the two partner institutions be explicitly documented, including roles, reporting lines, and responsibility for follow-up actions.
2. The External Evaluation & Accreditation Panel recommends that the procedures, timelines, and outcomes of the 18-month internal and external evaluation cycle be formally incorporated into the Programme's quality documentation and systematically communicated to staff and students.

PART C: CONCLUSIONS

I. Features of Good Practice

1. The proposed Postgraduate Study Programme will make a significant social contribution.
2. This is a clearly systematically and evidence-based proposal, which fulfils quality assurance criteria at this stage.
3. The University of Nicosia offers extensive expertise in distance learning.

II. Areas of Weakness

None

III. Recommendations for Follow-up Actions

- A more detailed SWOT analysis would inform future monitoring and planning.
- External stakeholders should be involved in this monitoring process.
- The relationship with social partners could be further developed. Social partners could be used to provide feedback on the level of students and any shortcomings they may have.
- Social partners could be used as a source of ideas for topics and empirical material for the writing of a Master's thesis.
- Introduce more regular and organized meetings and consultations with social partners.
- The Academic Advisor's handbook should include information that those who wish to continue their studies in Greece or abroad, e.g., for a doctoral thesis, must write a Master's thesis.
- Practical training should be mandatory for all those who have no experience of working in child protection structures, even if they have practical experience with other age groups.
- The External Evaluation & Accreditation Panel recommends that explicit criteria for the selection, approval, and monitoring of practical placement settings be formally documented and consistently applied, ensuring that all placements are directly related to child and adolescent protection structures and services.
- The External Evaluation & Accreditation Panel recommends continued systematic use and documentation of pedagogical approaches that link theoretical coursework with professional practice, such as structured case-based learning and practitioner engagement across modules.
- The External Evaluation & Accreditation Panel recommends that the interaction between the quality assurance systems of the two partner institutions be explicitly documented, including roles, reporting lines, and responsibility for follow-up actions.
- The External Evaluation & Accreditation Panel recommends that the procedures, timelines, and outcomes of the 18-month internal and external evaluation cycle be formally incorporated into the Programme's quality documentation and systematically

communicated to staff and students.

- To work more closely with practitioners and field professionals in order to maintain a continuous relationship. Consider having meetings each semester to reflect on the progress and to adjust any curricula changes.
- The Programme is encouraged to regularly review the effectiveness of learning resources and student support arrangements within the joint framework of the two institutions.
- Particular attention should be given to the coordination of academic advising and administrative support across the partner Universities during the initial years of implementation.
- Ongoing updating of library holdings and digital resources at both institutions is recommended, in line with developments in the field.
- For the recruitment process, graduate students who can apply for this programme come from cognate disciplines or have relevant knowledge/experience to allow them to contextualize their learning process. In conversation with professional services, we discuss if this is to be made even more explicit to those who have experience or knowledge in child and adolescence.
- To consider offering the thesis not as a choice but as a compulsory to all students. This project can act as a bridge between the academic theoretical ideas and the practical elements of the programme.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6**
The Principles where substantial compliance has been achieved are: **None**
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
MICHAILAKIS DIMITRIS	Signed by MICHAILAKIS DIMITRIS
VOSTANIS PANOS	Signed by VOSTANIS PANOS
DASKALOU ROMANOS	Signed by DASKALOU ROMANOS
Siina CHRISTINA	Signed by Siina CHRISTINA
ΜΠΟΥΤΣΙΑΡΑΚΟΣ ΘΑΛΗΣ	Signed by ΜΠΟΥΤΣΙΑΡΑΚΟΣ ΘΑΛΗΣ