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ΑΔΙΠ
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ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC
HQA
HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

Accreditation Report
for the Undergraduate Study Programme of:
Social and Educational Policy
Institution: University of Peloponnese
Date: 31/03/2019

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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 HQA to undertake the review of
the Undergraduate Study Programme **Social and Educational Policy** of
the **University of Peloponnese** for the purposes of granting
accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme **Social and Educational Policy** of the Higher Education Institution named: **University of Peloponnese**, comprised the following five (4) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

- 1. Prof. Petros Gougoulakis (Chair)**
Stockholms Universitet, Sweden

- 2. Prof. Peter (Pantelis) Bratsis**
City University of New York, USA

- 3. Prof. Marios Vryonides**
European University, Cyprus

- 4. Assist. Prof. Despina Varnava-Marouchou**
European University, Cyprus

II. Review Procedure and Documentation

The Accreditation Panel (AP) reviewed the material provided by ADIP in advance of its arrival and briefing. The President, the Director and staff members of ADIP briefed the AP on 26/03/2019 regarding its mission and standards, as well as the guidelines for the accreditation process. After the briefing the AP met in private to allocate tasks and discuss priorities for the site visit.

The AP arrived at the Department of Social and Educational Policy in the City of Corinthos in the afternoon of the same day. The AP was met by the Head of the Department Prof. Dimitrios Venieris and then was warmly welcomed in a meeting with the Rector Professor Athanasios Katsis, who is also a faculty member of the reviewed Department, and the Vice-rector Assoc. Prof. Asterios Tsiaras.

The introductory meeting took place at the premises of the Department during which the AP was given a short overview of its history, current status, academic profile, strengths, and possible areas of concern. The scheduled meetings of the APs site visit followed ADIPs plan (see Appendix I).

In addition, the panel has been shown around the Department's premises and had the opportunity to visit two seminar rooms and talk with attending students, the computer labs, the teachers' and administrators' offices, and the library.

In closing, the AP members would like to express their gratitude to the faculty, administration and staff of the Department of Social and Educational Policy for their hospitality, responsiveness and professionalism during the visit.

III. Study Programme Profile

The Department of Social and Educational Policy is one of nine Departments of the University of the Peloponnese (UoP) and is located in the Capital of Prefecture of Corinthos. UoP was established in 2000 and accepted its first students in 2002. It has its headquarters in Tripoli and consists of five integrated schools in the five capitals of the prefectures of Peloponnese.

The Department of Social and Education Policy was established in 2003 (Presidential Decree 118/2003). The Department considers as its primary mission the contribution to the advancement of knowledge in the social sciences, in the areas of social and education policy, through teaching and research. It emphasises subjects on human and citizenship rights, on social security and social protection policies, the development and institutions of the welfare state, the role of the education system and the promotion of lifelong learning, adult and continuing education, and the design and implementation of new social and education policies.

The Department of Social and Educational Policy of UoP belongs to the School of Social and Political Sciences and its mission is to:

- (i) cultivate and promote social sciences in the fields of social and educational policy
- (ii) provide students with the necessary skills to ensure their scientific and professional careers,
- (iii) organize postgraduate studies and
- (iv) promote science and research, in particular in the areas of protection of citizens' social rights within the EU, the deepening of the structures of the welfare state, prevention and security combined with social development, continuing education, adult education and the design of new social and educational policies and institutions (ΟΔΗΓΟΣ ΣΠΟΥΔΩΝ 2018-19, p.8).

The Department of Social and Education Policy brings together two scientific fields: Social Policy and of Education Policy. Social and Education Policy is examined through the principle of interdisciplinarity and complementarity and this constitutes the profile and the objectives of the Department.

In 2016-17 the Department Assembly established two specialisations: Education Policy and Social Policy, specified in the Degree Certificate. The undergraduate program of study is divided into two cycles of four semesters each. The first cycle is common to all students and consists of common courses for both Specialisations. In the following two-year cycle the students choose a Specialization comprising core elective courses on subjects of each of the two Specializations.

The Programme of Study comprises:

- a) Core Compulsory courses with a total of 104 ECTS credits corresponding to 22 courses,

b) Core Elective courses, compulsory for each of the two specializations, corresponding to 68 ECTS credits. In the current Programme each Specialization comprises 13 Core Elective courses.

c) The third category includes Free Elective courses through which students are required to accumulate 30 ECTS credits. Students may select as Free Electives any Core Elective Course from the Specialization that is not their own.

The Programme of Study also includes 4 English Language courses, each one of which is taught during the first four semesters and corresponding to a total of 8 ECTS credits, and the Internship Programme/Practicum (or Research Design in the case of already employed students), undertaken in the 8th semester, corresponding to 15 ECTS credits. The Department offers students the option to undertake a bachelor thesis corresponding to 15 ECTS credits in the 8th semester. As an alternative to the bachelor thesis, students may choose Free Elective Courses or Core Elective Courses other than those of their own Specialization, corresponding to a total of 15 ECTS credits.

Requirements for graduation correspond to a total of 240 ECTS credits, as is the norm for 4 year Programmes of Study in the European Higher Education Area.

The Department of Social and Education Policy educates graduates who possess the scientific knowledge and skills in order to pursue careers in a variety of public, private and third sector organizations, such as:

- scientific and/or administrative staff members in organizations that oversee, plan, implement and evaluate social policy in the areas of health, social security, social welfare, employment, migration policy, crime prevention policy, penitentiary institutions, etc.
- scientific and/or administrative staff in educational Institutions.
- social planners in organizations working with vulnerable groups (children, the elderly, the socially excluded, the unemployed, etc.) and on rehabilitation and social inclusion of patients, drug addicts, prisoners, etc.
- designers and implementers of in-service training programmes addressed to teachers and teacher trainers in topics related to educational design and administration and educational evaluation.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.

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 programme, its purpose and field of study; it will realise the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.

Particular, in order to carry out this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

- a) the suitability of the structure and organization of the curriculum;*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
- c) the promotion of the quality and effectiveness of teaching;*
- d) the appropriateness of the qualifications of the teaching staff;*
- e) the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
- f) ways for linking teaching and research;*
- g) the level of demand for qualifications acquired by graduates, in the labour market;*
- h) the quality of support services such as the administrative services, the Library, and the student welfare office;*
- i) the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU);*

Study Programme compliance

The Department has established an internal committee, OMEA, in order to monitor and implement the quality assurance policy of the University. The Committee created a quality assurance plan, which was approved by the Departmental General Assembly and can be found on the Department website (<https://dsep.uop.gr>). The Committee works closely with MODIP to implement the policy.

The Quality Assurance Policy is created and implemented in order to safeguard several academic procedures that are in place.

In particular:

The Department has established four Committees (Academic Programs, Research Planning, Erasmus and International Relations and Internships) which organize, enforce and monitor the goals of the Department. On the specific points under review the AP has the following remarks:

- a. The structure and organization of the curriculum appears to be suitable and it is reviewed by the Academic Programs committee
- b. Learning outcomes and qualifications are also reviewed by the Academic Programs committee
- c. The quality of teaching is assessed by instructor self-evaluation reports as well as formal and informal feedback by the students.
- d. The teaching staff is fully qualified to teach their appropriate subjects offered in the program.
- e. The Committee on Research Planning monitors the research activity of the Department and encourages staff to retain their current research activity and output. The Department showed readiness and willingness to enhance their research activity and output. On the Department webpage there is a strategic plan in place to incentivise research output. Structural constraints stemming from Central Administration Policies and Frameworks do not offer a great degree of flexibility to operate autonomously and independently. For example teaching workload is regarded as fixed and may not be changed to reflect various modes of engagement with research.
- f. The teaching staff tries to incorporate, where possible and appropriate, their research into their teaching. Moreover, they actively engage students in small empirical research projects in the form of assignments and term papers as well as involving them as research assistants in larger projects.
- g. The latest modification in the study program which reflects labour market realities has streamlined the qualifications acquired by the graduates with the demands for qualified specialists in a number of areas such as health care policy, migration and adult education. Graduates now gain qualified teaching certification as well as two distinct profiles (social policy and education policy).
- h. Services are in place which support student educational and everyday experience.
- i. Each year all the committees of the Department submit reports to OMEA, which reviews their activities of the previous year.

Panel judgement

Principle 1: Institution policy for Quality Assurance	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR 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.

Academic units develop their programmes following a well-defined procedure. The academic profile 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 National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

Furthermore, the programme design should take into consideration the following:

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution.*

Study Programme compliance

The study program has been designed to reflect changes in the discipline in view of societal and other changes. The program has changed from six study cycles to two specializations (Social Policy and Educational Policy). The number of courses have been reduced and others were amended following the recommendations of the previous evaluation procedure. According to the documentation provided by the Department, the program of study of the University of Peloponnese appears to be quite distinctive from a similar (at least in title) program at the University of Macedonia. For example, when it comes to Educational Policy, the latter focuses on Continuing Education and Education for Students with Special Needs whereas the Department of the University of Peloponnese focuses on Educational Policy at all levels of Education giving emphasis on New Forms of Open and Distance Education.

Students receive course outlines and syllabi at the beginning of each semester and they are constantly informed about the content of the courses by means of an electronic learning platform. Students workload is within expected standards.

Whereas students are involved in the development and revision of the curriculum, stakeholders and external experts are not (at least not in a formal way).

The study guide appears to be very detailed and complete, and includes a very well written guide for students' Internship. An important development, which reflects the Department's focus on offering students practical and work related experiences in the labour market, is the fact that Internships have become compulsory with exceptions (working students and students with special needs who are required to submit alternative assignments i.e. small research proposals). The Department and its student and alumni associations are constantly trying to secure professional rights for the Department graduates in order to enhance their employment prospects and access to the Public Sector.

Students receive a good training in a variety of research methods and are encouraged to be involved in small empirical studies which on occasion may lead to significant research outputs.

Students are not obliged to write an undergraduate thesis and may choose to substitute this with 3 taught courses.

Panel judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

1. Setting up an Advisory Board (AB) which will review periodically the program curriculum and offer suggestions about possible changes and reforms. The AB may consist of current students, alumni, external experts, stakeholders and professionals.
2. Undergraduate thesis should be made compulsory so that students may have the opportunity to work independently or in pairs. Supervision should count towards Instructors' workload and be organized in a formal and structured procedure.

Principle 3: Student- centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE 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.

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *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 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.*

In addition :

- *the academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field;*
- *the assessment criteria and methods are published in advance;*
- *the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process;*
- *student assessment is conducted by more than one examiner, where possible;*
- *the regulations for assessment take into account mitigating circumstances*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

Study Programme compliance

Following the last evaluation review of 2014 by ADIP, the student - centred concept has been adopted by the department in all areas of teaching and it appears to be in line with the learning outcomes outlined in each course. Specifically, the student - centred approach is demonstrated in the following ways:

The Department seems to provide flexible learning paths so as to comply with the demands of a diverse student population. It provides, for example, the opportunity to working students to be able to attend their courses in the afternoon.

The faculty of the Department is encouraged to experiment with different modes of delivery enhancing the quality of teaching. Such methods include, tutoring, academic visits (e.g to hospitals, prisons), group teaching and research assignments and presentations.

The students are informed through the Study Guide of their academic responsibilities. The learning outcomes of each course, including the course assessment criteria, are specified in almost all the course syllabi. The Department needs to make sure that all syllabi are up-to-date with the assessment criteria and learning outcomes of each course.

The Department has modified the methods of student assessment to include a variety of modes (mid-term exams, written assignments and lab exercises) as to reflect the need for a continuous and systematic evaluation of student performance.

The students are encouraged to evaluate the faculty, (as regards to their teaching) through electronic questionnaires which, however, have a very low response rate. Nevertheless, the Department has found new ways of retrieving feedback from students through organized and open discussions. As a result this has led to adjustments in the modes of course delivery.

Students with learning difficulties are given special attention and assistance to their specific needs by the faculty.

An e-class platform is in operation as to allow students to access information regarding their courses. It seems, however, that some of the information uploaded in the platform is not regularly updated.

All students have email accounts and have the opportunity to communicate with their lecturers. At the same time students have access to a computer lab for their academic requirements.

The Department has adopted the 'Academic Advisor' practice. Its aim is to support and monitor the progress of students. This is a good indication of the academic support provided to students by the Department.

Students are represented in many committees of the Department. An Alumni committee has been established and a website has been recently set up to inform and to communicate with the graduates.

The Department has established a Complaint and Appeal Procedure, whereby Students are able to channel their complaints through their Academic Advisors. The Department operates a student's ombudsman.

Panel judgement

Principle 3: Student- centred Learning, Teaching and Assessment	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Course content in the e-class platform needs to be updated in every semester.

Principle 4: Student Admission, Progression, Recognition and Certification

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

Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.

Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.

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).

Study Programme compliance

Admissions policies and processes are outside of the scope of the Department as they are centrally controlled by the Ministry of Education. On all other matters, the Department has developed written regulations regarding student progression and mobility as well as appropriate mechanisms for monitoring and cataloging such progress and mobility, including the certification and documentation of higher education degrees.

Most notably, every year the Department publishes a departmental handbook (study guide) that covers all formal academic regulations and rules, outlines the requirements for academic progression, and covers all other pertinent issues such as student self-governance, study abroad, internships, health care and housing policies. Similarly, the Department actively monitors student progression and mobility and publishes measures such as overall grade point average, passing rates for classes, and graduation rates, in yearly reports.

The Department maintains full student records, including dates of attendance and graduation and a full record of all coursework, grades in each course, skills and learning outcomes achieved, and other pertinent information (Diploma Supplement).

Panel judgement

Principle 4: Student Admission, Progression, Recognition and Certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 5: Teaching Staff

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, 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 recognize 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;*

Study Programme compliance

The teaching staff of the Department seems to be well qualified in terms of their subject matter knowledge. Recruitment and appointment procedures are prescribed by Law and there is little room to deviate from a very strict regime. Usually such procedures involve panels set by internal and external academics in similar fields of study and all the documentation and processes are transparent via the Open-access platform APELLA.

There is no systematic structure for professional development and this relies on each member of the teaching staff to deal with his/ her own development plan. Such plans are not discussed nor reviewed by the Department.

Serving teaching staff mobility is limited because of lack of funding for such opportunities. The limited available budget is used mainly for the benefit of junior staff. The Department, possibly because of its proximity to Athens, appears to have been attractive for at least 5 faculty members previously serving at other Greek universities to move permanently there while three faculty members from the Department moved to universities in Athens.

The teaching workload of staff, by law, is 6 hours per week (minimum). A number of staff may be asked to teach more if the needs of the programme requires them to do so. The Department ensures that teaching is spread to two week days. It seems that there is no flexibility for the teaching staff who are more active in research to get teaching load reduction or any other incentives.

The faculty members appear to be involved in a number of externally funded projects. The Department prides itself to be the most successful Department of the University in terms of attracting external funds. It seems, however, that there are a lot of bureaucratic procedures involved in making use of the overhead funds allocated to the University/ Department to facilitate other research related activities.

The teaching staff often use innovative teaching methods involving the use of New Technologies. This is supported by an online platform which allows for course material to be distributed, assignments to be submitted and graded and announcements to be posted. The facilities and equipment located in the lecture rooms are up-to-date and of excellent working condition which allows teaching staff to conduct their teaching in a modern and attractive manner.

The teaching staff is evaluated by students at the end of each semester by online questionnaires with procedures which are set by MODIP. On top of that there is a growing culture in place whereby instructors perform informal in-class open discussions with students in order to document their feedback and suggestions for improvement.

Panel judgement

Principle 5: Teaching Staff	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

A Faculty Professional Development Plan should be created by each faculty member at the beginning of each academic year. This, could include Faculty's plans for teaching, supervision, research, administrative and community service. At the end of the academic year the Department General Assembly could discuss and review what has been achieved. This should be compatible with the overall development strategy of the Department.

The AP also recommends the establishment of a faculty colloquium to exchange good teaching practices and discuss problems and concerns relating to teaching and learning within the Department.

Principle 6: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER 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 funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or 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 or international students, students with disabilities) and 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. However, the internal quality assurance ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Study Programme compliance

The Department is housed in a building that has been provided by the Municipality of Corinthos and leases additional spaces for the accommodation of teachers' offices. Also, the Department rents a dining hall for the students financed by resources stemming from tuition fees of their postgraduate program. The existing teaching spaces consist of 5 lecture rooms and halls, with a total capacity of 280 seats, sufficient to cover the basic teaching needs of the Study Program, provided that they are managed in a rational manner. The limited building premises are not sufficient to offer opportunities for organizing sports and other cultural activities. The pressure to secure such premises appears to have been weak in the past because the vast majority of students reside in Athens and commute to Corinth on a daily basis. This does not leave room for organizing such sporting and cultural events in the premises of the Department.

The existing premises are adapted for people with disabilities, such as ramps, spacious lifts with sound guidance for the route and touch keys. All the teaching spaces are fully equipped with modern technological equipment (computers, wireless internet connection, projection, projectors and screens, tables, flip charts, interactive boards, microphones) to facilitate teaching and learning. There are also two fully equipped computer labs with 45 workstations, accessible to students at specific times. The Department has a library, which is an annex of the Central Library of the University of Peloponnese. The library is available to the public, has access to about 11,000 titles (Greek and foreign volumes) and, remotely, to the Heal-Link database that comprises hundreds of international scientific journals of important international publishing houses. The library includes reading spaces with access

to PCs and is staffed by a librarian and one specialized administrative staff member. The book stock is constantly enriched by new orders proposed by the Department members through the Department Assembly.

The members with administrative and other supportive duties are well qualified. Many of them have completed or carried out postgraduate studies in subjects relevant to their duties and the Department is encouraging this.

Upon registration, students obtain personal codes to the University web services to access the Secretariat information system, order of course textbooks, and other e-based services. Other services provided to the students are accommodation benefits, health care coverage, free meals, a student reduced fare “pass” by which students are entitled to discounts in means of public transportation and in a variety of other functions (cultural events, museums, etc.). Accommodation benefits and free meals are provided by the University to a specific number of students, based on economic and social criteria. The entire process, from application, evaluation and decision is determined centrally by the Department of Student Welfare. Erasmus students and people with disabilities are free of charge for their meals regardless of other criteria. All others are entitled to discounted meals.

Student appeals are addressed to the Department through the student's academic advisor who brings the issue for discussion at the Department Assembly. Rules and routines concerning student requests of various kinds are established and published on the Departments website.

In cases where objections are not channeled through the academic advisor, the students address the Office of Academic Affairs (Τμήμα Σπουδών). At any rate, involved students and professors are properly informed of the outcome of the specific case. Students have also the possibility to turn to the Student Ombudsman when they have issues with other fellow students, teachers and the administrative staff.

In 2017-18, a Career Office was re-established at the UoP with the responsibility to provide support and information on postgraduate studies, career planning, scholarships, counselling for curriculum vitae, preparation for interviews etc. The aim of the Career Office is to enhance the professional opportunities of the graduates, attempting to make connections with the labour market and the economy in general.

The Career Office services are provided in collaboration with the Academic Intermediary Officer (Ακαδημαϊκοί Υπεύθυνοι Διασύνδεσης) placed in each Department of the University of Peloponnese. The individual counselling is carried out by phone, via e-mail and through personal meetings. Also counselling in group workshops is offered.

Panel judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

AP strongly recommends that a campus is created as soon as possible. This will allow for both Departments of the School to be housed together offering a better utilization of resources. Moreover, this will promote a more vibrant student culture and academic community life. The new campus should include sports facilities, which are now notably missing, and this will allow students and faculty to make use of them.

Principle 7: Information Management

INSTITUTIONS 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.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students as well as to the academic community.

Reliable data is essential for accurate information and for decision making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on study programmes and other activities feed data into the internal system of quality assurance.

The information gathered depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success and drop-out rates*
- *student satisfaction with their programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

A number of methods may be used for collecting information. It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.

Study Programme compliance

The University of Peloponnese appears to have the ability to develop and effectively operate an information system whereby the data concerning students, faculty and course requirements can be easily managed, analyzed and accessed.

The Department of Social and Educational Policy is using the information system Cardisoft to obtain and process information on:

Students: data is maintained on student profiles, student performance and student educational activities, (e.g examinations, grades etc) and the accessibility of student assignments.

Programme of Studies: information is available regarding the number of students registered, in which program, the submission of assignments, etc.

Teaching Staff: the system is used to maintain and record information regarding Human Resource issues (e.g years of service, promotions etc).

An internship Website is in place (www.praktiki.uop.gr), which allows the connection of students with the Central Support System of Student Internship AEI (ATLAS) which provides updates on the offered internships. The data obtained from the internship website is analyzed and evaluated by the Internship Committee with the aim of further improvements of the Programme of Study.

Two Alumni Associations (Association of Social Policy Graduates and the Association of Educational Policy Alumni) have been developed to offer assistance in monitoring the course of graduates in the labor market. However, the Department does not yet have sufficient data on the professional career path of its graduates.

The information system of MO.ΔΙ.Π. enables the students to evaluate anonymously and remotely their teachers and courses offered each semester (reference to which has been made in previous sections). The analyzed results are sent to O.M.E.A., which is responsible to inform the faculty of the results.

An e-class is also in operation (as already noted in previous sections).

It appears from the documentation that the Department sufficiently analyses and manages information, as to identify promptly potential weaknesses, which often allows them to make improvements.

Panel judgement

Principle 7: Information Management	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Department does not yet have sufficient data on the professional career path of its graduates and they should aim to do so.

Principle 8: Public Information

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.

Information on Institution's activities is useful for prospective and current students, graduates, other stakeholders and the public.

Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Study Programme compliance

One of the quality policy commitments of the Department of Social and Educational Policy is to strive to achieve greater transparency in its public communication of information about its actions. The Department has an up-to-date website, functionally designed and easy to navigate. Through this, adequate information is provided on a wide range of matters that concern current and prospective students, as well as stakeholders and the public in both Greek and, to a great extent, in English. On the website, a detailed Study Guide with the existing Regulation is posted for each academic year during the last decade. In the Study Guide's 366 pages, information is provided for the entire study program offered and its curriculum, the course syllabi for all compulsory and elective courses with all relevant information, including intended learning outcomes, the teaching/learning and assessment procedures, the grading and evaluation process, along with information about student rights and welfare (e.g. internship and work opportunities, scholarships, regulations and criteria applied for student mobility programs). For more information, see <https://dsep.uop.gr/>

Updated CVs for faculty member are published on the website, in Greek and English, with their contact details. In the website one may also find:

- a) The main performance indicators of the Department, as they arise from the collected data of its activities, both through the internal quality assurance system of the Department and through the Integrated Information System of National Quality System (ΟΠΕΣΠ) of ADIP.
- (b) Statistical data and information about the active research programs of the Department.
- (c) Information on scientific activities, events, workshops, seminars, workshops and conferences organized by the members of the Department or in cooperation with external bodies.
- (d) Links that lead to the facebook pages of the student and graduate associations of the Department.

The head of the Department is responsible for the updating of the website, and cooperates for this purpose with the Secretariat and the Technical Staff of the Department. The updating of the website occurs once a year between July and August.

Panel judgement

Principle 8: Public Information	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The AP considers the yearly update of the website to be far too long given the rapid flow of information. It is recommended that it is done at least once every semester.

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

INSTITUTIONS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR 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 study programmes aim to maintain the level of educational provision and to create 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. Revised programme specifications are published.

Study Programme compliance

The Department has a very robust mechanism for monitoring and revising academic programs. The Committee on Academic Programs as well as OMEA actively monitor the performance of academic programs (which includes student satisfaction, workload and assessment, needs of society, learning environment and support services) and make adjustments and changes when necessary. When needed, the departmental representative of MODIP is also included in the review process. Following the faculty review process, student and alumni input is gathered. A full review report is submitted to the Department Assembly for approval and is then submitted to the university-wide quality assurance and academic affairs offices.

As evidence of the efficacy of the foregoing process, the Department's undergraduate program was substantially revised for the current year following extensive informal consultation with relevant stakeholders (including employers, alumni, and social partners). These revisions included a reduction in the number of courses needed for graduation from 54 to 42, with more hours being dedicated to each course, in order to help increase retention and completion rates. There was also the introduction of prerequisite courses so as to provide a more clear pathway for progression and graduation. In the last year the completion rates increased 25%.

Available courses have also been modified to reflect social and labor market needs and include an increase in the emphasis on healthcare policy and implementation, refugees, migration and the sociology of immigration, and human resource management. Internships

have also been increased and are required for students (with some exceptions, such as those who are employed). Similarly, the range and number of internships have also been increased. This includes important sectors in healthcare such as pharmaceuticals as well as the organization dealing with pressing social problems such as the refugee crisis and poverty. Very significantly, the Department has also secured teaching accreditation for its graduates, thus opening up new employment opportunities for them while at the same time addressing new and challenging needs for programs in continuing education, refugee, health education, etc.

Panel judgement

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HQA, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HQA.

HQA is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HQA grants accreditation of programmes, 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 template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.

The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Study Programme compliance

The evaluation of academic departments by external experts is coordinated and overseen by ADIP. The Department had gone through an external evaluation in January of 2014. A great number (27 out of 29) of the recommendations made in that review were addressed by the Department and this is reflected in its revised undergraduate program as is detailed in many of the foregoing sections. It is apparent that the feedback loop between external evaluation and departmental programming is very effective. The present round of external review functions to provide accreditation for the undergraduate program but also addresses the improvements made by the Department since the 2014 quality review and provides another round of suggestions for improvement.

Panel judgement

Principle 10: Regular External Evaluation of Undergraduate Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

PART C: CONCLUSIONS

I. Features of Good Practice

The Department appears to be open and collaborative with both external stakeholders as well as experts in the fields of Educational and Social policy. They appear to be ready to amend and modernize their programs of study and update their practices following suggestions by stakeholders and experts to address societal developments. In particular the Department has been effective in connecting its program with the needs of the labour market. This had positive effects on the content and availability of Internship placements.

The internal mechanisms of quality control seem to be working in an effective way.

The Departments utilizes New Technologies and make use of educational infrastructure to enhance teaching and learning.

The building is located in an attractive location and offers scenic views.

II. Areas of Weakness

The Department does not operate in a proper purposefully built academic campus which would have allowed for the whole School to offer better quality services to all students, staff and local community.

III. Recommendations for Follow-up Actions

The AP has the following recommendations:

- A Faculty Professional Development Plan should be created by each faculty member at the beginning of each academic year. This, could include Faculty's plans for teaching, supervision, research, administrative and community service. At the end of the academic year the Department General Assembly could discuss and review what has been achieved. This should be compatible with the overall development strategy of the Department.
- The AP also recommends the establishment of a faculty colloquium to exchange good teaching practices and discuss problems and concerns relating to teaching and learning within the Department.
- Setting up an Advisory Board (AB) which will review periodically the program curriculum and offer suggestions about possible changes and reforms. The AB may consist of current students, alumni, external experts, stakeholders and professionals.

- Bachelor thesis should be made compulsory so that students may have the opportunity to work independently or in pairs. Supervision should count towards Instructors' workload and be organized in a formal and structured procedure.
- Course content in the e-class platform needs to be updated in every semester.
- AP strongly recommends that a campus is created as soon as possible. This will allow for both Departments of the School to be housed together offering a better utilization of resources. Moreover, this will promote a more vibrant student culture and academic community life. The new campus should include sports facilities, which are now notably missing, and this will allow students and faculty to make use of them.
- The Department does not yet have sufficient data on the professional career path of its graduates and they should aim to do so.
- The AP considers the yearly update of the website to be far too long given the rapid flow of information. It is recommended that it is done at least once every semester.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: 1,2,3,4,6,7,8,9,10

The Principles where substantial compliance has been achieved are: 5

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	

APPENDIX I – VISIT SCHEDULE

Time	What & Who?	Why?
<p>Tuesday, 26 March 2019,</p> <p>16:15 - 18:15</p>	<p>Meeting with OMEA & MODIP</p> <p>OMEA members: Prof. Despina Tsakiri Prof. Konstantinos Dimopoulos Prof. Dimitrios Venieris Konstantinos Stamoulis, Undergraduate Student</p> <p>MODIP members: Assoc. Prof. Yiouli Papadiamantaki Assoc. Prof. Asterios Tsiaras Ms Vasiliki Gionna Ms Anna Papastratakou</p> <p>MODIP staff: Ms Anthi Papaporfiriou</p>	<p>Discuss the degree of compliance of the Undergraduate Programme to the Standards for Quality Accreditation. Review of students assignments, thesis, exam papers & examination material.</p>
<p>Wednesday, 27 March 2019</p>		
<p>09:30 - 10:15</p>	<p>Meeting with teaching staff members</p> <p>Teaching staff members: Prof. Georgios Bagakis Prof. Maria Geitona Prof. Despina Karakatsani Prof. Athanasios Katsis Prof. Panagiotis Kafetzis Prof. Athanasios Tzimoyiannis Assoc. Prof. Fotini Gazi Assoc. Prof. Maria Nikolakaki Assoc. Prof. Xenofon Paparrigopoulos Assoc. Prof. Kyriakos Souliotis Assoc. Prof. Manos Spyridakis Assist. Prof. Michalis Fefes Assist. Prof. Andreas Feronas Assist. Prof. Nikos Fotopoulos Assist. Prof. Christos Koutsabelas</p>	<p>Discuss professional development opportunities, mobility, workload, evaluation by students; competence and adequacy of the teaching staff to ensure learning outcomes; link between teaching and research; teaching staff's involvement in applied research, projects and research activities directly related to the programme; possible areas of weakness.</p>

<p>10:30 - 11:15</p>	<p>Meeting with students</p> <p>Students: Georgios Antoniou Nefeli Choutea Achlleas Delis Garifalia Giannou Athanasios Katsikidis Adamantia Manou Ioannis Ouggrinis Nefeli Politaridi Smaragda Tosi Eleni Vardaxoglou</p>	<p>Students satisfaction from their study experience and Department/Institution facilities; student input in quality assurance; priority issues concerning student life and welfare.</p>
<p>11:30 - 12:00</p>	<p>Meeting with graduates</p> <p>Graduates: Anna Athanasiadi Christina Kointosi Irina Tpsi Dimitris Fragakis Evi Kasketi Christina Karra Pantelis Sarakiniotis Stavroula Kofina Dr Nikos Kourachanis Dr Ioannis Petsas</p>	<p>Discuss their experience of studying at the Department and their career path.</p>
<p>12:00 - 12:30</p>	<p>Meeting with employers, social partners</p> <p>Employers/social partners:</p> <ul style="list-style-type: none"> ● Dr Maria Saridi, Hospital of Corinth ● Mr Sotiris Korovilos, Chamber of Commerce (Corinth) ● Dr Prokopis Pandis, Research Fellow, KANEP/GSEE ● Mr Kostas Partsinevelos, Deputy Mayor Municipality of Corinth in the Area of Life Long Learning ● Mrs Konstantina Lytra, Chair of Social Policy Center (Municipality of Corinth) ● Mrs Garifalia Christopoulou, Deputy Director of Local Development (Municipality of Corinth) ● Mrs Anastasia Spyropoulou, Deputy Director of Social Protection (Municipality of Corinth) 	<p>Discuss relations of the Department with external stakeholders from the private and the public sector.</p>

	<ul style="list-style-type: none"> ● Mr Vlassis Andrikopoulos, Chairman of the Board of “Koinonika Frontistiria” under the auspices of the Municipality of Corinth ● Mr Nikos Xenos, Adult Instructor of “Koinonika Frontistiria” under the auspices of the Municipality of Corinth ● Representative of the Greek Ombudsman ● Mrs Katerina Matsioulas, Representative of Patient Association of Hepatitis “Promitheas” ● Representatives of GPO’s cooperating with the DSEP ● Mrs Pagona Koutoula, Second Chance School of Korydallos 	
12:45 - 13:45	<p>Visiting classrooms, lecture halls, libraries, other facilities (computer rooms, libraries, etc.)</p> <p>Administrative staff members: Ioanna Douka, Secretary Fotini Nezi, Administrative Staff</p> <p>Teaching staff members: Athanasia Spyropoulou, EEP Dr. Panagiotis Theodorikakos, EEP Dr. Panagiotis Tsiotakis, EDIP Dr. Pavlina Nikolopoulou, EDIP Vasilis Makrypodis, EDIP</p>	Evaluate facilities and learning resources to ascertain that the learning materials, equipment and facilities are adequate to ensure a successful provision of the programme.
13:45 - 14:45	<p>Lunch break AP members only</p>	Reflect upon impressions of meetings and complete information where necessary
14:45 - 15:15	<p>Debriefing meeting AP members only</p>	Discuss on the outcomes of the visit and begin drafting the oral report.

<p>15:15 - 15:45</p>	<p>Meeting with OMEA & MODIP AP</p> <p>OMEA members: Prof. Despina Tsakiri Prof. Konstantinos Dimopoulos Prof. Dimitrios Venieris Konstantinos Stamoulis, Undergraduate Student</p> <p>MODIP members: Assoc. Prof. Yiouli Papadiamantaki Assoc. Prof. Asterios Tsiaras Ms Vasiliki Gionna Ms Anna Papastratakou</p> <p>MODIP staff: Ms Anthi Papaporfiriou</p>	<p>Discuss on several points/findings which need further clarification.</p>
<p>15:45 - 16:00</p>	<p>Closure meeting with the Vice-Rector/President of MODIP, the Head of the Department, OMEA & MODIP</p> <p>Vice-Rector: Assoc. Prof. Asterios Tsiaras Head of the Department: Prof. Dimitrios Venieris</p> <p>OMEA members: Prof. Despoina Tsakiri Prof. Konstantinos Dimopoulos Prof. Dimitrios Venieris Konstantinos Stamoulis, Undergraduate Student</p> <p>MODIP members: Assoc. Prof. Yiouli Papadiamantaki Ms Vasiliki Gionna Ms Anna Papastratakou</p> <p>MODIP staff Ms Anthi Papaporfiriou</p>	<p>Informal presentation of the AP key findings.</p>

**The members of the Accreditation Panel
for the UGP Social and Educational
Policy of the University of Peloponnese**

Name and Surname

Signature

Prof Petros Gougoulakis,
Stockholms Universitet, Sweden

Prof Peter (Pantelis) Bratsis,
Borough of Manhattan Community College - NYC, USA

Prof Marios Vryonides,
European University Cyprus, Cyprus

Assist. Prof Despina Varnava-Marouchou,
European University Cyprus, Cyprus