



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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Ανώτατης Εκπαίδευσης**  
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# Accreditation Report

## for the Undergraduate Study Programme of:

**International, European, and Area Studies**

**Institution: Panteion University of Social and Political Sciences**

**Date: 5 June 2021**

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **International, European, and Area Studies** of **Panteion University of Social and Political Sciences** for the purposes of granting accreditation

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## **PART A: BACKGROUND AND CONTEXT OF THE REVIEW**

### **I. The External Evaluation & Accreditation Panel**

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **International, European, and Area Studies** of **Panteion University of Social and Political Sciences** comprised the following three (3) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Professor Yannis A. Stivachtis (Chair)**  
Virginia Polytechnic Institute & State University (Virginia Tech), USA
  
- 2. Prof. Emeritus Joseph Joseph**  
University of Cyprus, Cyprus
  
- 3. Associate Professor Dimitris Tsarouhas**  
Bilkent University, Turkey

## II. Review Procedure and Documentation

In reviewing the International, European, and Area Studies programme of Panteion University, the objectives of the Panel, as described in the Guidelines for the Members of External Evaluation & Accreditation Panel (EEAP), are to:

- Establish whether the data provided from the various resources is consistent among one another and reflect the actual situation
- Identify strengths and areas of weakness
- Engage in a constructive dialogue with the Institution, leading to reflection and continuous enhancement of the study programme

Following a well-prepared schedule provided by HAHE, the Panel held several separate interactive virtual (by electronic means) meetings and visits for two days as follows:

On May 31, 2021, the following virtual meetings took place:

- Meeting with the Rector of Panteion University/President of MODIP and the Head of the Department of International, European, and Area Studies (DEPS)
- Meeting with members of OMEA, members of MODIP, and MODIP staff
- Meeting with teaching staff of all ranks

On June 1, 2021, the following virtual meetings took place:

- Meeting with undergraduate students currently attending the Programme
- Meeting with administrative staff and teaching staff members
- On-line tour of facilities; including libraries, offices, learning resources, equipment etc.
- Meeting with graduates who have completed the Programme
- Meeting with employers, academic and social partners, and external stakeholders of the private and the public sector
- Meeting with members and staff of OMEA and MODIP
- Closing meeting with the Rector of the University/President of MODIP and the Head of the Department of International, European, and Area Studies, and members and staff of OMEA and MODIP

During the above virtual meetings, the EEAP had the opportunity to meet, talk, and interact with all participants. The discussions were very constructive and fruitful and were conducted in a cooperative manner and attitude. During the last meeting, the EEAP made an informal presentation of some initial key findings.

The internal evaluation report of the University and other material were made available to the EEAP electronically well in advance through HAHE. More documentation, information and clarifications were made available during the meetings. The University/Department and its Services involved worked diligently in preparing the internal evaluation report and other relevant materials, as well as in organizing and hosting the virtual meetings. All the meetings included presentations, discussions, and question and answer sessions.

It is the opinion of the EEAP that the Institution (both the Department and the University) and its relevant Services have performed an excellent job throughout the internal evaluation process

and the objectives of the process have been met. The efficiency and eagerness of the academic and administrative staff to answer questions and provide additional information and clarifications during the meetings are worth noting.

It is also worth pointing out that during our meetings, students -- currently registered and attending the Programme as well as graduates -- were especially encouraged to talk freely about their overall learning experience. They welcomed the opportunity to talk to the Panel and to voice their views.

The EEAP members wish to express their appreciation to the University administration for their cooperation, professionalism, and eagerness to provide clarifications and respond to all questions posed by the Panel. Special thanks go to the Rector of the University, the Head of the Department of International, European, and Area Studies (DEPS), and the members and staff of OMEA and MODIP.

This Report is based on information collected and views expressed during the virtual meetings as well as on information contained in the internal evaluation report and other documents submitted before.

### **III. Study Programme Profile**

The Department of International & European Studies was founded in 1997 and was renamed in June 2013 as Department of International, European and Area Studies (DEPS). However, its history begins in the mid-1960s when the course of International Relations was first taught at the Department of Political Science of Panteion.

In 1983 the Department of Political Science was renamed Department of Political Science & International Studies, in recognition of the growing importance of the field of International Relations and the strong tradition of Panteion in the teaching of International Law, International Institutions and Diplomatic History.

In order to better organize its educational, research and administrative functions, DEPS is divided into Academic Divisions of related fields of knowledge. In accordance with the decision of the General Assembly, DEPS includes three Divisions: International Relations, International and European Institutions, and International Political Economy.

The development of International Studies at Panteion University has been enhanced by the establishment of the Institute of International Relations (IDIS), which was inaugurated in 1989. IDIS provides a forum for public debate on foreign policy and the institutional framework and logistical support for specialized research. It also supports the educational mission of the Undergraduate Programme of Study (USP) by providing students with opportunities to get involved in undergraduate research enabling them at the same time to enhance their research and writing skills. Additional support for teaching and research comes from the European Research and Training Centre on Human Rights and Humanitarian Law (EKΔΔΑΔ), the European Research and Training Centre on the Environment (ΕΚΕΠΕΚ), the European Centre on Economic and Financial Law (ECEFIL) and the Mediterranean Program for International Environmental Law and Negotiation (MEPIELAN). The Department's Institutes and Research and Training Centers are active and host a number of events on various locations across the country throughout the year. The Department co-hosts the Olympia Summer Academy, an Annual IDIS Seminar Series, an Annual Seminar on International Law, the ECEFIL Summer Seminar, a Summer School on the Environment and Sustainable Growth, Seminars on Humanitarian law and Mediation as well as the American and Chinese Studies Seminars. Its numerous activities complement a rigorous curriculum and offer invaluable opportunities to its students.

The systematic study of theory and practice at national and international level constitutes a key feature of the curriculum. The Programme has an interdisciplinary nature (Law, Politics, History, International Relations and Economics) and seeks to offer students a pluralist approach to the study of international affairs. Its purpose is to provide students with various skills and competences (i.e., critical thinking, understanding of complex theoretical and empirical issues, etc.) to enable them to pursue successful careers both in the public and private sector.

The objectives of the Programme are comparable to those offered by similar institutions in Europe and North America.

The Programme has a well-defined and coherent structure. Its content is balanced and appropriately designed to meet international standards and the needs and challenges of modern pedagogical approaches and society.

The structure of the Programme and the courses offered are consistent with its overall objectives, and include required and elective courses.

The Programme currently offers four concentrations: International Relations, European Integration, International Economic Relations, and international Law & Organizations.

The Programme is supported by permanent teaching staff. They are all Ph.D. holders and active researchers in their fields of expertise. Specifically, the permanent academic staff (DEP) of the Department consists of twenty-five (25) members of all ranks. Some courses are also taught by Faculty members from other departments, ΕΕΡ/ΕΔΙΡ (Ειδικό Εκπαιδευτικό Προσωπικό/Ειδικό Διδακτικό Προσωπικό), and adjunct teaching staff (Διδάσκοντες Συνεργάτες με Εξωτερική Σύμβαση).

## 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.*

*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 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.*

*In 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 University and the Department have a quality assurance policy which is part of a broader strategic plan. The mechanisms and procedures for quality assurance are institutionalized and aim at the continuous improvement of the Programme, reflecting a firm commitment to quality standards. In this regard, the Department of International, European, and Area Studies (DEPS) has set specific, measurable, and timely goals which are monitored, updated and widely

publicized. Central pillars of quality assurance are units and committees such as MODIP, OMEA, the General Assembly of the Department, the Undergraduate Study Programme Committee, and the Committee for Practical Training. It is evident from the documentation submitted and the meetings the EEAC held with the members of these units and committees that there is a commendable, fruitful collaboration among all of them.

The main goals of the quality assurance policy are the promotion of excellence in teaching and research by providing quality education combining academic training and professional preparation to students. The EEAP has the clear impression that these goals are achieved through an interdisciplinary and flexible Programme which meets the highest international standards and is served by well-qualified teaching staff.

The quality assurance policy -- including objectives, means, and procedures -- is widely communicated to Faculty, students, social partners and other stakeholders. It is also available to the wider public on the website of the University and the Department.

EEAP has been convinced that DEPS is committed to delivering high quality education, which is also confirmed by student satisfaction and learning outcomes. It is worth noting that during our meetings with students and alumni, all of them expressed their satisfaction with the quality of their education and the overall learning environment. This was repeatedly confirmed during the meetings of EEAP with employers and social partners who are employing graduates of the Programme.

### Panel Judgement

<b>Principle 1: Academic Unit Policy for Quality Assurance</b>	
Fully compliant	<b>X</b>
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 Undergraduate Studies Programme (USP) in International, European, and Area Studies is designed to offer its students a systematic study of theory and practice both at the national and international level.

The Programme's main goals are to:

- Enrich students' knowledge, as well as general and transferable skills and competences;
- Develop their critical and analytical skills;
- Enhance their capacity to comprehend international and European political and economic processes;
- Augment their capacity to understand the European supranational processes; and
- Offer students an interdisciplinary and multi-faceted approach to the study of international and European affairs.

Following the study of the submitted documentation and the discussions held with the Programme's administration, Faculty and students, the EEAP has concluded that the Programme's goals are effectively served through the existing curriculum.

The EEAP has observed that there is a good alignment between the predefined goals and objectives of the curriculum and its subsequent implementation. The hard work of the Faculty members, as well as that of the administrative staff of the Department of International, European, and Area Studies, achieves the aims and objectives of the curriculum even under difficult and challenging circumstances.

The structure of the USP is rationally developed and clearly articulated in the Student Guide, which is complete, concise and appropriate. The USP is also coherent and functional.

The EEAP is of the opinion that the USP is in line with international standards and recommended practices, and reflects the Programme goals noted above. The curriculum has been designed not only according to universally accepted standards for the specific area of study, but is also very competitive in relation to similar programmes in Europe and North America.

The EEAP has found the curriculum to be responsive to student needs as well as the requirements of the various constituents that make up the Programme's stakeholders (i.e., employers, social partners, etc.).

The USP has been developed in accordance with the University's strategic plan and priorities. The Programme in its current form was first implemented in the academic year 2018-2019 and was designed taking into account the relevant recommendations included in the 2014 External Evaluation Report. In this process, there were extensive discussions among Faculty members, while the Department held extensive consultations with current students and past graduates. In addition, a comparative analysis with similar programs in Europe and North American universities was conducted to ensure that the curriculum is very competitive and based on the highest international standards.

Since 2019, the curriculum is reviewed annually at the end of the Spring Semester and there is a procedure in place for its periodic revision.

To graduate with a degree in International, European, and Area studies, students are required to complete 252 European Credit Transfer and Accumulation System (ECTS) or forty-two (42) courses. The reduction of the initial number of courses to the current 42 is in line with the relevant recommendation of the 2014 External Evaluation Committee. Moreover, during its accreditation visit, the EEAP was informed that the Department has decided to reduce further the number of courses students need to complete to graduate with a degree in International, European, and Area Studies from forty-two (42) to forty (40). This will take place during the first year of studies where the number of required courses will be reduced from five (5) to four (4) per semester. The EEAP expresses its satisfaction with the rationale of the Department's decision.

The USP includes four concentrations: International Relations, European Integration, International Economic Relations, and International Law & Organizations. Each concentration includes a set of core courses that serve as prerequisites.

Although not required, the Programme provides its students with the opportunity to write an undergraduate thesis. To pursue this option, students need to obtain the support of a Faculty member who serves as their supervisor. However, students generally refrain from taking

advantage of this option as it demands a significant amount of work for which it offers only six (6) ECTS. During its accreditation visit, the EEAP was informed that the Department has decided to increase the number of ECTS for the writing of an undergraduate thesis from six (6) to twelve (12) to attract and reward students who wish to pursue this option. The EEAP welcomes and supports this action.

The Programme enriches students' research skills through the provision of three (3) courses: Philosophy & Methodology of Social Sciences and Quantitative Methods in Social Sciences I & II. Students have the opportunity to further enhance their research and writing skills by attending seminars and workshops organized and offered by the University Library.

Students are exposed to the practice of international and European affairs and are challenged to relate theory to practice through extra curriculum educational activities, such as the use of simulations. During the EEAP's discussions with employers and social partners, it was suggested that the method of case studies should be extensively utilized as an additional means to assist students in connecting theory to practice. The EEAP is of the opinion that this suggestion is worth considering by the Department. Last, but not least, students are also given the opportunity to link theory and practice through internships.

The EEAP finds the ERASMUS programme to be of great significance for the Programme's visibility and competitiveness. The EEAP welcomes the practice of the Department to offer one course per semester in English to attract non-Greek students through the ERASMUS Programme. However, one course per semester appears inadequate for students coming from abroad. Therefore, the EEAP agrees with the stated Department's goal of offering 15% of all courses in English by 2025 as part of the current strategic plan.

The high quality of the USP has been confirmed during the EEAP's discussions with current students, recent graduates, and employers as they all testified to the skills and competencies that students acquired as a result of their studies.

The USP is able to train all of its students successfully, but suffers from the effects of various governmental regulations and external circumstances, so that not all of the necessary resources furthering the Department's goals and objectives are available. For example, a more effective course delivery related to Faculty research would require the employment of additional Faculty and/or graduate teaching assistants. The Department is fully aware of the constraints that the lack of financial resources poses to the delivery of the programme.

### Panel Judgement

<b>Principle 2: Design and Approval of Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

Utilize the case study method further to assist students connect theory to practice.

## 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

Teaching is student-centered and seeks to enhance the intellectual horizons of all students. Various pedagogical methods are evident in the Department, although infrastructural limitations impose limits on the use of modern technologies. A fair number of courses require that students go beyond the standard exam format in order to meet course expectations and therefore have to engage in some form of project work. Non-exam assessment types are critical in further developing the critical skills of students, not least in the social sciences.

Data reviewed by the EEAP indicate the effectiveness of the teaching process in allowing students to synthesize information and acquire teamwork skills, facilitating their transition to

graduate studies and the professional world. A large part of the Department's success in furthering such skills lies with the hands-on experience students acquire in essay/article writing and similar work through the six Institutes and Research Centers that are affiliated with the Department. These Institutes and Research Centers enhance not only the student experience in general but also the skills of students working with them in particular. They involve hundreds of students and allow them to take part in a Researchers' Program that emphasizes researching skills at a relatively early stage of university life.

The Department works consistently to further enhance a student-centered approach to teaching. The undergraduate curriculum has recently been revised, and it is evident that the Department intends to continue innovating to meet student expectations. Among the recent changes included are the reduction of the total number of courses required for graduation from forty-two (42) to forty (40) and the doubling of the ECTS credits offered to those students opting to write a final-year thesis from six (6) to twelve (12) ECTS credits. These revisions, the merits of which were rationalized by Departmental representatives to the EEAP in a sound and convincing manner, form part of the wider attempt to place the student experience at the heart of the teaching process. The Department has set up a Study Advisor Program to guide students through their curriculum. Three (3) Faculty members advise students in academic years 1 to 3 and another three (3) Faculty are tasked with counselling final-year (4<sup>th</sup> year students). In special circumstances, students are offered important and necessary accommodations by the Department, such as oral exams. The Department is expected to soon benefit from two new University-wide institutional initiatives, namely the formation of a Student Ombudsman body as well as a Gender Equality Committee.

Faculty-student interaction works well. Current students and alumni interviewed by the EEAP spoke highly of their overall student experience and the ease with which they were able to approach the vast majority of Faculty with questions, and to obtain feedback on their performance. This is especially true for students involved in the work of the Institute (IDIS) and the Research Centers affiliated with the Department, as they are given the opportunity to take part in first-class conferences, seminars and workshops taking place throughout the year in various locations. A close-knit academic community that encompasses Faculty and students seems to be in existence.

All courses are available to students in electronic form through the *Openeclass* software program. Other resources available to students in digital form include the University Library, their exam results, course registration and course textbooks. Course syllabi are available to students in advance of course commencement, as are the various course evaluation criteria.

Student surveys are used regularly. Survey data shared with the EEAP suggest a high level of student satisfaction with curriculum content and their ability to think critically. The pandemic has facilitated the transition towards the use of more e-resources, including the use of student surveys. For the first time last year, a final-year students' questionnaire was used in order to obtain further feedback as to the Department and its various activities. At the end of each term, the Internal Evaluation Unit analyzes survey results and the Departmental Assembly (Γενική Συνέλευση) goes over its main findings by pointing to best practice and areas of improvement.

Students benefit from traineeships set up in partnership between the University/Department and social partners. These include internships abroad through the ERASMUS programme, a particularly valuable experience for students. Employers and social partners interviewed by the

EEAP spoke highly of the Department's graduate students and their overall job performance. Some have noted that the undergraduate curriculum could make further use of case studies in the teaching method.

### Panel Judgement

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

### Panel Recommendations

In addition to University initiatives and mechanisms, the Department should consider raising awareness on issues pertaining to harassment and/or discrimination.

## 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

The EEAP has been offered access to a lot of data regarding the procedures put in place by the Department to cater to student needs. Moreover, the EEAP's two-day on-site virtual visit allowed for plenty of interaction and exchange with Faculty, students, staff, administrative and support staff as well as alumni, employers and social partners. The overall impression of the EEAP is that the Department cares deeply about student well-being and strives to improve the student experience.

The Department's electronic data access system allows for regular and up to date information on all major matters concerning students' academic progress. They benefit from information pertaining to their registration (now conducted online), their study program, course grades and examination schedules. Department students can also benefit from the support offered to all students by the University's Counselling and Psychological Support Office.

The Department's Study Advisor adds to the range of services offered to students, and the Department is thinking about ways to enhance its overall effectiveness. All incoming students are welcomed by the Department's Chair, Vice-Chair and other Faculty in annual orientation events, allowing for informal interaction with students and first impressions to be formed by the incoming student cohort. Incoming students are informed about the Department's functions and its curriculum, as well as University services such as the library. The orientation appears popular, with hundreds of incoming students attending in person in the period before the pandemic.

The EEAP interviewed and interacted with about ten (10) students, and separately with an equal number of alumni. Both sessions were extremely informative. It is the EEAP's impression that students, both current and former, are very satisfied with the overall experience they have gained. Time and again, students praised the interdisciplinary character of the curriculum, the

benefits of which alumni have been able to assess if/once they engaged in graduate studies. Faculty have been praised by students for their accessibility and eagerness to assist students willing to expand their horizons, take part in Departmental activities and collaborate with each other in projects and other types of research activities. They have also underlined the willingness by Faculty to encourage students to produce their own work.

Student progression through the curriculum is clearly stated and accessible through the Department's website. The Department uploads course descriptions online, and the latter corresponds to the requirements for credit recognition. Elective courses are made available to students from the first term of their studies. The recent decision to reduce the number of courses taught in the first year from ten (10) to eight (8) aims at smoothing the students' entry into high education but does not compromise the overall quality of the curriculum and its rigorous nature. Students can opt to write a graduation thesis (*πτυχιακή/διπλωματική εργασία*) but few students opt to do so, possibly due to the amount of work involved (minimum 50 pages – maximum 80 pages). The Department has sought to incentivize thesis writing by increasing the number of ECTS credits awarded to a thesis from six to twelve.

The Erasmus Office seems to be working very well, offering students the opportunity to study or undertake a traineeship abroad. The Department has set up an Internship Committee to assist students in finding an internship. Students are informed about the Erasmus programme by Faculty as well as the Department website, and an Erasmus Committee assist the process as well. The Department intends to publicize opportunities offered to students through Erasmus by advertising it more among the 2<sup>nd</sup> and 3<sup>rd</sup> year students. Statistical data indicates that the Department's students make good use of the relevant opportunities, and the Department is actively cooperating with a number of organizations and institutions abroad to facilitate the student experience. The number of outgoing and incoming students had been increasing since 2016 and until the pandemic hit.

In order to increase the number of incoming Erasmus students, the Department aims to increase the number of courses taught in English from 8% in 2021 to 15% by 2025. In order to graduate, students need to successfully pass a Foreign Language Examination, choosing one of the three foreign languages taught at university level. A second foreign language requirement has been inserted in the curriculum.

Students benefit from educational trips abroad, such as visits to the European Parliament, NATO's headquarters, the International Criminal Court and more. Further, students take part in simulations seeking to connect them to real-life policy-making, such as *Thessimun*, *OXIMUN*, *SIMUNESCO* and *Concours Jean Pictet on Humanitarian law*.

A diploma supplement is available to graduates. The final degree awarded to students does not specify an area concentration.

The unanimous view of employers/social partners was that the Department does a stellar job in equipping students with much sought-after skills in today's labor market. Employer representatives who have no institutionalized relationship with the Department but have worked with its graduates on an *ad hoc* basis state their desire to deepen their cooperation.

## Panel Judgement

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

## Panel Recommendations

The EEAP recommends that the Department strengthens its effort to inform students of job opportunities, especially in the private sector.

## 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 permanent academic staff (DEP) of the Department consists of 25 members of all ranks. Some courses are also taught by Faculty members from other Departments, EEP/EDIP (Ειδικό Εκπαιδευτικό Προσωπικό/Ειδικό Διδακτικό Προσωπικό), and adjunct teaching staff (Διδάσκοντες Συνεργάτες με Εξωτερική Σύμβαση).

All members of the teaching staff have considerable international background and their expertise, high qualifications, and enthusiasm adds to their teaching and research. They follow widely used pedagogical practices and instructional methods. There is enthusiasm and requisite skills in utilizing new technologies, both in the classroom and in interaction among Faculty and students.

The Faculty should be commended for its firm commitment and concentrated effort in maintaining high-quality teaching despite the obstacles and difficulties created by shrinking resources and other external factors.

The research output of Faculty members is impressive by any standards, both in terms of quantity and quality. They have published books with well-known academic publishing houses nationally and internationally, including top university presses, such as Oxford University Press and Columbia University Press. They have also published articles in first class peer reviewed journals. They also focus on contemporary issues as well as on issues of particular interest to Greece and the region, and have an impact on policymaking.

Faculty members seek external funding and, to some extent, have been successful. The role of the Research Centres and the Institute (IDIS) affiliated with the Department is an important one,

especially in promoting research, organizing academic events, promoting cooperation with the broader academic community and disseminating research output.

The EEAP is impressed by the fact that many Faculty members, following a long University tradition, have been practicing professionals, serving in important posts in the Greek political system and international institutions. It should be stressed that links between research, practice and teaching add to the vibrant pedagogical culture of the Department and enhance the national and international reputation of the Programme.

The EEAP notes that there is a collaborative climate in the Department built on and reflecting mutual respect and a collegial spirit, not only among Faculty members, but also between students and teaching staff.

The EEAP, during its interactions with students and alumni, received the impression that they think highly of their teachers. They confirmed that their professors are committed, accessible, understanding, and ready to provide support and guidance. The encouragement and advising provided by Faculty members are highly appreciated by the students.

There are clear, transparent and fair processes for the recruitment of qualified teaching staff, but there is problem in that there have been almost no new positions in recent years. The real issue are external limitations, shrinking resources and other factors which have to do with the State and its priorities in allocating resources. Increasing the number of Faculty will definitely help for further improvement of teaching, research and contribution to the society.

### Panel Judgement

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

### Panel Recommendations

- The collegial atmosphere in the Department and accessibility of Faculty are big assets that should be maintained and further enhanced, as they are instrumental in sharing experiences and getting feedback.

- The University should encourage and support Faculty members to intensify their efforts to attract external funding, especially by providing incentives and support services in preparing and submitting project proposals.
- Looking at the big picture of higher education in the country, there is a need to address the general systemic problem of an inadequately funded public university system, especially for opening new positions. Addressing this issue will also help tackle challenges such as attracting and retaining more Faculty of international calibre.

## 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 University offers a range of services to the student body, including medical insurance, means-tested housing and nutrition support. Wi-Fi is becoming increasingly available throughout the campus, although it is not clear whether all University facilities benefit from Wi-Fi access. There is also a Student Counselling and Psychological Support service offered to students, a Career Office, and a Traineeship office. The Department has a long list of collaborating institutions allowing for internship placements. It also offers internship opportunities to its students through its numerous research centers. The University hosts a University Sports Centre as well as a Centre for Professional Development.

The Department suffers from a lack of adequate space, and this applies to the University as a whole. Faculty reported to the EEAP the lack of adequate IT infrastructure in several classrooms. Long years of economic crisis in Greece have contributed to serious under-funding, and the lack of any financial autonomy on the part of higher education institutions magnifies the problem. The EEAP is aware of attempts made by the University administration to address some of these shortcomings and wishes to encourage the Department to explore opportunities in that direction.

Due to the pandemic, the on-site visit was conducted virtually and it is therefore particularly difficult to pass judgment on the adequacy of facilities that require physical observation. Faculty and students have reported that they are satisfied with Library resources, although some reported that its stock needs to be modernized, particularly through the acquisition of foreign

language books and journal subscriptions. The Department lacks an IT Laboratory Service dedicated to its students.

The EEAP has been informed that the University infrastructure has been compromised in recent years, especially regarding hygiene and cleanliness in public spaces as well as seating availability for students in the various classrooms. The Department and its students operate in conditions that are not always conducive to optimal learning and its stellar pedagogical results are often down to the individual initiative-taking and the perseverance of Faculty, students, and administrative staff.

Administrative services at the Department function well. A total of three (3) staff serves hundreds of students, and administrative staff considers this to be suboptimal. However, the Department's administrative staff manages to operate in a satisfactory manner. Some students have reported that during the pandemic their communication with the Secretariat has become more challenging. Administrative staff has been at the forefront of the rapid and successful conversion of university activities during the pandemic in the spring of 2020. A very large number of administrative tasks are now conducted fully online and the Department intends to make continued use of e-resources. It is not clear whether and how administrative staff receives support to enhance its skills set and develop its competences.

The EEAP is of the opinion that the Department promotes a sense of community that permeates relations between Faculty and students. Current students as well as alumni have placed emphasis on this aspect of their student experience.

### Panel Judgement

<b>Principle 6: Learning Resources and Student Support</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

- The EEAP recommends that the Department consider enhancing the Student Advisor system by incorporating all Faculty in the process. For example, each Faculty could be assigned an X number of undergraduate students/advisees from all 4 years of the undergraduate programme (irrespective from academic concentration and area of expertise) and based on a rotating system.

- The EEAP recommends that the Department, alongside the University, continue exercising pressure in upgrading and improving the current infrastructure and particularly improve the overall availability of classroom space and IT infrastructure. For example, all classrooms and University facilities, in general, should benefit from Wi-Fi access.
- The administrative staff should get support to enhance their skills and competences in using new technologies.
- There is room for improving hygiene and cleanliness conditions in public places. The EEAP thinks that this is an issue the University should address.

## 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 Department is cognizant of the need to collect, analyse, and utilize data. Data pertains to students, Faculty, the curriculum and services offered by the Department and the University as a whole. The pandemic has facilitated the transition to an environment where data collection becomes more systematic by use of digital resources, and the Department's ability to keep students, Faculty and the public informed has been maintained. Statistical data depicting the Department's profile in teaching and research was presented to the EEAP through a meticulous set of presentations by the Internal Evaluation Unit of the Department, which included student progression and student success in completing their degree.

Administrative staff handles most of the data pertaining to students' academic progress and important information pertaining to their registration and progress through the years. The Secretariat obtains statistical information from the relevant administrative units of the University.

Faculty performance is measured by way of regularly conducted and standardized student surveys. The latter used to take place in person, with students filling out the relevant evaluation sheets and handing them over to the Secretariat. Instructors were prohibited from entering from being in the classroom during the evaluation to ensure student anonymity. This in-person

process has been replaced by an electronic process and students have voiced their desire to maintain this form of filling out the survey. Questions included in the surveys pertain to all aspects of the student experience during the course, including the clarity of syllabi, the quality of lectures, the degree to which lectures correspond to student expectations as well as the quality of teaching. Available data point to a high degree of satisfaction on the part of student regarding course content, course delivery and Faculty performance.

The Department pays due attention to student survey results. The latter are processed by the Internal Evaluation Unit and are subsequently discussed in a Departmental Meeting, which discusses best practice and provides feedback to Faculty regarding areas of improvement.

### Panel Judgement

<b>Principle 7: Information Management</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

The EEAP recommends that the Department proceed with its plans to set up an Alumni Platform database to connect current and former students through an institutionalized process.

## 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

Information on academic and educational activities is provided in a direct and accessible way through the departmental website. It is important to note that this information is offered both in the Greek and English languages. The latter is of particular importance due to the ERASMUS dimension of the undergraduate programme.

The main avenue of communication is the departmental website, which is very comprehensive and user friendly. The Greek version of the website is updated regularly by a member of EDIP acting under the direction of the Department Head and in collaboration with Faculty members as well as the Secretariat of DEPS. Nevertheless, parts of the English language website, such as the Study Guide, need updating.

The Department's digital platforms play an important role in terms of resource availability for the operation of the USP. These platforms support the educational process by providing information about the Department and its functions, its teaching and administrative staff, its available services, its Institute (IDIS) and research centers, and its educational activities (summer schools, seminars, simulations, etc.). In addition, the departmental webpage provides information about course content, teaching and learning material, as well as access to various student forms. Last, but not least, the webpage is used for departmental announcements and news sharing.

Seeking to take advantage of social media, the Department has created its own Facebook page. However, additional types of social media should be utilized further, such as Instagram, Twitter and LinkedIn.

### Panel Judgement

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

### **Panel Recommendations**

- Emphasize the use of additional social media, such as Instagram, Twitter and LinkedIn for communication purposes
- Ensure that the content of the website's English version is updated regularly

## 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 and the University have in place internal self-assessment procedures and mechanisms, which are part of an efficient quality assurance system, providing for regular monitoring, review and revision of the Programme. MODIP (Μονάδα Διασφάλισης Ποιότητας), OMEA (Ομάδα Εσωτερικής Αξιολόγησης), and the Undergraduate Study Programme Committee (ΕΠΠΣ, Επιτροπή Προγράμματος Προπτυχιακών Σπουδών) play a central role throughout the various stages of self-assessment.

The outcomes of self-assessment are properly recorded, analysed, shared and utilized, especially in formulating and communicating recommendations and action plans. It should also be pointed out that the Department has taken into account the outcomes and the recommendations of the 2014 External Evaluation Committee in revising the Programme.

The Programme has been reviewed and revised regularly to ensure that it is up to date and in line with the latest research and pedagogical approaches. Revisions of the Programme are also aimed at harmonizing its objectives and content with international standards and practices. They also take into consideration the changing needs of society and the expectations of students who provide evaluations of courses and Faculty, as well as the overall learning environment.

The EEAP is convinced that the commitment of the Department and the ongoing debate on issues of monitoring and improvement demonstrate that high quality research and teaching are firm and clear objectives embedded in the Programme. In general, the on-going monitoring and upgrading of the Programme reflect an academically rigorous, open and dynamic Department.

## Panel Judgement

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

## Panel Recommendations

The Departmental quality assurance committee may wish to consider having a more structured procedure -- such as scheduled meetings and timeframes -- to ensure that ongoing monitoring and periodic reviews are sustained and further enhanced.

## Principle 10: Regular External Evaluation of Undergraduate Programmes

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

*HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE 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 Programme (and the Department) have undergone an external evaluation before. It was administered by HAHE and carried out in 2014. The External Evaluation Committee (as it was then called), visited the University and during its on-site visit, had the opportunity to meet, talk and interact with all stakeholders involved. The Final Report has been widely communicated and posted on the websites of HAHE and the Department. It has also been included in the package of documents provided to the EEAC.

The findings of the previous external evaluation were very positive and pointed out that the Programme had a distinctive interdisciplinary character and was continuously updated according to evolving international standards. The 2014 External Evaluation Committee made several recommendations to help address some of the challenges the Department and the Programme were facing, and to further enhance their international recognition and sustain and improve the quality of research and teaching.

In the course of the current external evaluation and accreditation process, the EEAP had the opportunity to review and evaluate the response of the Department to the recommendations of the previous evaluation. As a Panel, we have been impressed by the diligent work done by the Department in implementing almost all of those recommendations.

It should also be pointed out that throughout the current accreditation process it was convincingly demonstrated that the University and the Department are committed to the letter, spirit and process of quality assurance. It was also evident that all members of staff (teaching, administrative, technical) as well students and other stakeholders are aware of the importance of external review and the contribution it can make in improving the Programme.

It is also worth noting that all stakeholders of the Programme are actively involved in the external review process. This was evident from the extensive documentation the EEAP had to review, and was also demonstrated during the virtual meetings when it had the opportunity to interact with all stakeholders.

### Panel Judgement

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

### Panel Recommendations

The Department and the University may wish to consider using, in an appropriate and target-oriented manner, the findings of the external evaluation and accreditation process in promoting constructive cooperation with external stakeholders in the private sector.

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

- The Programme has an interdisciplinary nature and a well-defined and coherent structure. Its objectives are effectively served through the existing curriculum.
- The Faculty, administrative staff, and students are aware of the importance of the internal and external review processes and their contribution to the improvement of the Programme.
- There is a collaborative culture in the University and the Programme builds on, and reflects, mutual respect and collegial spirit, not only among Faculty members, but also between students and teaching staff.
- The University employs up-to-date communication technologies, including e-learning platforms.
- The Programme and its learning objectives are student-centred.
- The USP is internationally very competitive and in line with the highest international standards and recommended practices, enabling students to pursue successful careers both in the private and public sector.
- The curriculum is responsive to the needs of students, the requirements of employers and social partners, and the challenges of modern pedagogical approaches.
- The curriculum is reviewed annually and there is a procedure in place for its periodic revision.
- The ERASMUS dimension is of great significance for the Programme's visibility and international competitiveness.
- The departmental website is comprehensive and user friendly.

### **II. Areas of Weakness**

- Looking at the big picture of higher education in the country, there is a need to address the general systemic problem of an inadequately funded public university system, especially for opening new Faculty and administrative positions. Addressing this issue will also help address difficulties and challenges such as attracting and retaining more Faculty of international calibre. The Department is fully aware of the constraints that the lack of financial resources poses to the effective delivery of the curriculum.
- The institutional framework to enhance the value added derived by students through internships and their future career/professional orientation is relatively underdeveloped.

- Infrastructural limitations inhibit the smooth functioning of the Department and as a result the everyday-life experience of Faculty, staff and students alike is not up to the highest standards.

### **III. Recommendations for Follow-up Actions**

- In order to further enhance the quantity and quality of research output, special attention should be paid, and policies and measures be adopted, in providing further support for junior Faculty members. This might be an issue for the University to consider.
- The collegial atmosphere in the Department and accessibility of Faculty by students are big assets that should be maintained and further enhanced, as they are instrumental in sharing experiences and getting feedback.
- The University should encourage and support Faculty members to intensify their efforts to attract external funding, especially by providing incentives and support services in preparing and submitting project proposals.
- The Department should strengthen the careers-related framework through further institutionalization to better prepare students for future careers as well as inform them of job opportunities, especially in the private sector.
- The Department should consider enhancing the Student Advisor system by incorporating all Faculty in the process.
- The Department should proceed with its plans to set up an Alumni Platform database to connect current and former students through an institutionalized process.
- The Departmental quality assurance committee may wish to consider having a more structured procedure -- such as scheduled meetings and timeframes -- to assure that ongoing monitoring and periodic reviews are sustained and further enhanced.
- The Department and the University should consider using, in an appropriate and target-oriented manner, the findings of the external evaluation and accreditation process to further promote constructive cooperation with external stakeholders in the private sector.
- Maintaining and expanding the Department's infrastructure is critical for its overall operation.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 7, 8, 9, and 10.**

The Principle where substantial compliance has been achieved is: **6.**

The Principles where partial compliance has been achieved are: **None.**

The Principles where failure of compliance was identified are: **None.**

Overall Judgement	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

**1. Professor Yannis A. Stivachtis (Chair)**

Virginia Polytechnic Institute & State University (Virginia Tech), USA

**2. Prof. Emeritus Joseph Joseph**

University of Cyprus, Cyprus

**3. Associate Professor Dimitris Tsarouhas**

Bilkent University, Turkey