Accreditation Report

for the Undergraduate Study Programme of:

Sociology
Institution: University of Crete
Date: 14 November 2020

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **Sociology** of the **University of Crete** 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 **Sociology** of the **University of Crete** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Assoc. Prof. Panagiotis Christias (Chair)**
   University of Cyprus, Cyprus

2. **Professor Apostolis Papakostas**
   Södertörn University, Sweden

3. **Professor Dimitris Michailakis**
   University of Linköping, Sweden

4. **Assoc. Prof. Victor Roudometof**
   University of Cyprus

II. Review Procedure and Documentation

Due to the COVID-19 pandemic crisis and relevant measures taken by the Greek government, the entire undergraduate study program review took place remotely through Zoom. No events or technical problems marked the process of the evaluation, which, in spite of the lack of physical presence, went according to planning. The technical communication with the University of Crete and the Department of Sociology was well established and never interrupted. The interaction, in technical terms, was of great quality and the means to assure it appropriate.

The main objective of this report is to properly consult the Department and to offer the respectful, collegial and frank advice that may contribute to the Department's future development.

Prior to the online visit of the University of Crete, the members of the Accreditation Panel (EEAP) had the opportunity to study all documents supplied to them by HAHE in advance, including:

(a) HAHE Materials such as Guidelines for Accreditation, Mapping Grid for members of AP, indexes of the Department of Sociology University of Crete

(b) Recommendations of the 2013 External Evaluation Report of the Department of Sociology.

(c) the Department's Proposal for Accreditation with relevant annexes

On the first day of the review procedure, on Monday 09/11/2020, the Accreditation Panel members (EEAP) attended an on-line meeting, at which the Accreditation Procedure was explained by members of the HAHE and useful information was provided on HAHE mission, the guidelines of the Quality Assurance process, and the role and tasks of the EEAP members. Then, the members of the EAAP met in a private consultation to briefly discuss the Proposal, to divide tasks among them and to organize in detail the teamwork.

The *in situ* on-line review procedure began on morning of the second day, the 10th of November, with a teleconference with the Vice Rector of Academic Affairs and Head of MODIP, Prof. Georgios Kosioris and the Head of the Department, Associate Prof. Georgios Tsiolis. The Vice-Rector informed the EEAP members of the interest that the Department of Sociology presented for the University. The EEAP members were presented with a broad overview of the history, academic profile and current status of the Undergraduate Study Programme. Prof. Tsiolis explained various aspects concerning the students' profile, mobility, mentoring, the main lines of the study programme, the academic profiles and research interests and programs of the teaching staff (ΔΕΠ), and the professional opportunities for graduates.

After a short break EEAP members discussed the degree of compliance of the Undergraduate Programme to the Quality Standards for Accreditation with:

- **OMEA** members, Christina Konstantinidou, Associate Prof., Coordinator, Maria Kousis, Prof., Georgios Tsiolis, Associate Prof., Nikos Serdedakis, Associate Prof., Eleni Fournaraki, Associate Prof.
- **QAU/MODIP** members, Prof. Georgios Kosioris, Vice Rector – President, Prof. Elena Anagnostopoulou, Dept. of Philology, Prof. Ioannis Tsiaousis, Medicine Faculty.

- **MODIP Staff members,** Kalliopi Varouha, Eleni Karkanaki **,** Antonia Konstanteli

OMEA representatives explained the Department's evaluation processes, which are coordinated by OMEA and answered a series of questions addressed to them by the EEAP, providing supplementary information when requested. After the break, in the afternoon, EEAP members held an online meeting / teleconferences with teaching staff members and students.

- **Members of the Teaching Staff**

1. Ioannis Koumpourlis, Assistant Prof.

2. Stefania Kalogeraki, Associate Prof.

3. Vassilios Arapoglou, Associate Prof.

4. Aggelos Mouzakitis, Assistant Prof

5. Vassiliki Petousi, Associate Prof.

6. Vassilios Romanos, Assistant Prof

7. Christina Karakioulafi, Assistant Prof

8. Emmanouil Tzanakis, Associate Prof.

9. Emmanouil Alexakis, Assistant Prof

10. Athina Skoulariki, Assistant Prof

With the members of the academic staff, were discussed professional development opportunities, mobility, workload, student evaluations, competence and adequacy of the teaching staff to ensure learning outcomes, links between teaching and research, teaching staff's involvement in applied research, projects and research activities directly related to the program, possible areas of weakness.

- **Ten (10) students** of Undergraduate Studies from the first to the fifth year of studies

The EEAP was particularly interested in students' satisfaction from their study experience and the facilities of the University and the Department, their difficulties concerning the cost of living in Rethymnon, problems with public transportation and other priority issues concerning student life and welfare. Since the meeting took place in a constructive atmosphere the members of EEAP had the opportunity to ask the students about their satisfaction with the Department generally their motivation and the study program.

The first day of the in situ online visit ended with a private consultation of the members of the EEAP for an exchange on the meetings. After the end of the official planning, Assoc. Prof. Panagiotis Christias, chair of the EEAP, assisted the on-line seminary for 4th year students "Reclusion and Narration" (Εγκλεισμός και Αφήγηση"), taught by Assoc. Prof. Emmanouil Tzanakis on Tuesday evening, from 17.30-20.30, following the kind invitation of the latter. Assoc. Prof. P. Christias expressed his satisfaction for the high quality of the teaching methodology, the structure and the bibliographical and media references of the course, the interaction with students and the students' participation and involvement in the teaching procedure.

The proceedings of the second day of the online visit commenced with a meeting of the EEAP with administrative staff members & teaching staff members, where was presented an on-line tour of the material facilities of the University and the Department: classrooms, lecture halls, libraries laboratories, and other facilities. Followed a discussion about the facilities presented in the video produced for this purpose. A special emphasis was given to the library and the depository of graduate and doctoral theses.

During this meeting, the EEAP had also the opportunity to discuss matters of secretarial administration with:

Administrative Staff

1. Marina Moundrianaki, Head Secretary

2. Galatea Ntanalaki, Secretary

3. Maria Akoumianaki, Secretary

Teaching Staff

1. Georgios Tsiolis, Associate Prof.

2. Nikos Serdedakis, Associate Prof.

3. Christina Konstantinidou, Associate Prof.

4. Emmanouil Tzanakis, Associate Prof.

5. Alexandros Tsirintanis, Laboratory Teaching Staff

The two-level procedure (central level, university level) of the inscriptions of students was explained to the EEAP, and then followed a brief discussion about the online administration of the University of Crete and the Department of Sociology.

Consequently, the EEAP met in a teleconference with the following alumni:

1. Christos Varvantakis, Researcher, Sociology, Goldsmiths / Co-Investigator of ERC-funded Children's Photography Archive

2. Genovefa Zafeiridou, PhD Candidate, University of Cyprus

3. Thomas Kourkounas, Police Officer, Chania

4. Napoleon Papageorgiou, PhD Candidate, University of Ioannina, Sociologist at Mobile Unit of KETHEA (Therapy Center for Dependent Individuals)

5. Aggelos Loukakis, Social Researcher, Region of Crete

6. Anastasia Deiktaki, Teacher of social sciences, Experimental High School of the University of Crete

7. Stefanos Gerontis, European Social Fund Programme Manager, and Policy Officer. Directorate General for Employment, Social Affairs and Inclusion, European Commission

8. Georgia Zervaki, Coordinator of European Educational and Research Project. EELI - European Education and Learning Institute

In the discussion on their experience of studying at the Department, the underline knowledge they acquired and their career path, the EEAP expressed their content with the fact that all of the graduates found a professional way within the field of sociology, which is a very encouraging fact.

After a short break the EEAP held a teleconference with employers and social partners and discussed relations of the Department with external stakeholders from the private and the public sector:

1. Alexia Vaonaki, Head of Social Services, Municipality of Rethymno

2. Katerina Vlasaki, Head of the Department of Regional Observatory for Social Inclusion, Region of Crete

3. Michalis Skoulas, Head of Therapeutic Programs KETHEA – ARIADNI

4. Kalli Rodopoulou, Responsible for European Educational and Research Project. EELI - European Education and Learning Institute

5. Georgios Photinakis, Principal of the Experimental High School of the University of Crete

6. Apostolos Linardis, Senior Researcher, Coordinator of Social Research Programs, National Center of Social Research

7. Antonis Liodakis, Director of Community Mental Health of Rethymno

8. Anastasios Mastrogiannakis, Project Manager and Consultant in CMTPROOPTIKI

9. Vangelis Tzoukas, Head of the Social Policy Department of Archanon Asterousion Municipality

The discussion focused on the work experience that the students of the Department carry out in their institutions. The EEAP had an interesting exchange of ideas about the practical skills that the labor market requires from sociology students. The overall assessment of the employers on the collaboration with the Department was very positive. The EEAP noticed that some of them were themselves graduates of the Department. EEAP appreciated the strong anchorage of the Department in the local society.

After the break, followed a private consultation of the members of the EEAP in order to discuss on the outcomes of the on-line review and begin drafting the oral report.

The in situ online visit concluded with a meeting with OMEA & MODIP representatives and the closure meeting with Vice Rector of Academic Affairs and Head of MODIP, Prof. Georgios Kosioris, and the Head of the Department, Associate Prof. Georgios Tsiolis. After the discussion on certain points and findings which needed further clarification, the EEAP presented informally their key findings. In their overall assessment, the EEAP congratulated the Department on its progress and achievements.

It is much appreciated that, during their visit to the Department, the EEAP members were given access to all additional material or information they requested. The EEAP was provided with the additional documentation. The EEAP would like to emphasize that the site visit was conducted in a very positive atmosphere. The online reception of the EEAP by the Department was

excellent and all staff members and students were particularly cooperative. In writing its report the EEAP has consulted the documentation sent by the HAHE, the webpage of the Department and all supplementary information and documents communicated to it.

The members of the EEAP regret not being able to be present physically in the University of Crete for the accreditation.

III.   Study Programme Profile

The University of Crete was founded in 1973 with headquarters in Rethymnon, according to N.D. 87/73 and developed in parallel in Rethymnon and Heraklion. The Department of Sociology belongs to the School of Social Sciences of the University of Crete. It was founded in 1984 together with the Departments of Psychology and Economics (Government Gazette 156 / 27-4-1984, issue A) and operated in 1987/1988 (admitted students for the first time). In 1996 the Department gained administrative autonomy.

Following the European system of credit transfer and accumulation (ECTS), based on what applies internationally to four-year study programs, the minimum number of credits (ECTS) required for graduation is set at 245 (total: 48 courses corresponding to 5 ECTS with the exception of the seminars corresponding to 6 ECTS). The duration of a study is typically set at 8 semesters. The course material is rationally distributed and in agreement with the ECTS system, with an allocation of approximately 30 ECTS per semester and 60 ECTS per year. The Internship is credited with 30 ECTS, of which 5 are counted for obtaining a degree, if it corresponds to a course of specialization, and the remaining 25 are listed in the Diploma Supplement. The optional Undergraduate Thesis corresponds to 2 courses and 1 seminar, for a total of 16 ECTS.

Courses are supported by the Department's web page, and offer training in the use of bibliographic databases and other search tools. Upon successful completion of the Undergraduate Program, students are qualified as sociologists. Employment opportunities lie mainly in the broad field of social services. Graduates of the Department of Sociology can be employed as teachers in Secondary Education, local Government organizations, the wider public and private sector, in matters relating to research, design and implementation of social inclusion policies and anti-discrimination, local, regional and national development programs, community interventions in crisis situations, social analysis problems and implementation of related programs, human resource management and operation of formal or informal organizations and networks.

The undergraduate program curriculum is declared to provide "a general sociological knowledge as well as more specialized knowledge in individual subjects of sociology and other related social sciences".

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

Founded in 1973 but in autonomous operation only since 1996, the Department of Sociology at the University of Crete is one of four Sociology Departments in Greece. It is arguably the best department in the country – as noted in the 2013 external evaluation of the Department.

Following the conclusion of the 2013 evaluation, the Department has proceeded with the reorganization of the curriculum according to that Committee's recommendations.

As a result, a new curriculum has been implemented and as of the 2019-2020 academic year, this new curriculum is in operation. It consists of 24 compulsory courses for the first two years of study plus 24 courses in two specialization areas for the third and fourth years of study. These areas are broadly defined and the students are also afforded the option of *not* selecting either one of them, thereby in effect constructing their own individualized program of study. While the new structure is far better than the previous one, there is a strong emphasis on topics specifically geared toward the regional and national level; and less attention is paid to global issues or indeed to global and transnational sociology as such. We even notice the limited adjustment of the program towards the needs of private enterprises, for instance the tourism sector that is probably the biggest sector of the local economy.

The department's Study Guide (Οδηγός Σπουδών) is well-structured and easy to navigate. At the beginning of each academic year, an annual welcome meeting is conducted to offer guidance to incoming students, although the most recent meeting was canceled due to the COVID-19 pandemic. The faculty clearly state in their syllabi what is expected of the students, and they attain a balance between their teaching and research/writing obligations. They engage students with their own research, thus affording them with appropriate opportunities for further advancement. The use of small seminars in teaching provides the major means through which the faculty link teaching with their research areas and programs. These are an integral part of the new revised curriculum and facilitate the link between teaching and research. The Department's two research centers are ideally placed to promote such objectives.

The option of practical training (or internship) is available to students and several students take it. Based on a survey presented to the EEAP, most of the participants are satisfied with their internship experience. Initially, only public sector opportunities were available – but eventually private sector internship opportunities have also become available to students. That clearly contributes to better placement opportunities for the department's graduates. The students are also afforded the option of writing a senior thesis. The faculty to student ratio is quite adequate and allows meaningful interaction between teachers and students. A total of 245 ECTS is required for graduation. To sum up, the curriculum's structure and organization is perfectly suitable for a Sociology undergraduate program.

The Department of Sociology is committed to high quality education and teaching. The Department conducts an annual review of its practices every spring semester and can make minor adjustments to solve whatever minor problems that could arise. The faculty's educational credentials and the academic system of advancement and promotion complies with the legislative directives set forth by Greece's legislation. Upon inspection, the EEAP confirms that

the quantity of research output as measured both in terms of publications and of funding is considerable. No outstanding issues regarding compliance with existing law for promotion and/or tenure have been reported to the EEAP. On the contrary, all faculty members who were interviewed by the EEAP have stressed the smooth operation of the Department in this regard.

Panel Judgement

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

Panel Recommendations

- The option of increasing the languages for which training is offered beyond English should be explored and if feasible, implemented. German and French are two languages central to the EU and there are opportunities that could be explored.
- The curriculum should engage more adequately with Sociology beyond the national level. Since 1990, at least three International Sociological Association Presidents (M. Archer, I. Wallerstein, and A. Martinelli) have publicly stressed the significance of a global sociology. The Department should take note of the broader trend toward cross- and trans-national linkages in research, teaching and funding.

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 Department has newly developed course curriculum in accordance with the 2013 recommendations of the External Evaluation Committee of the Department and as a result of genuine internal reflection and reorientation. The new curriculum is a good fit with the research conducted by the Department's faculty members.

To our knowledge there are no national standards in Greek sociology, such that should easily guide the departments in the country to create programs in compliance with expected outcomes at different levels. But our judgment is that the program is designed to meet general European standards. In developing the new undergraduate curriculum, both academic staff and students were involved in the process. The formal procedures are well described in documents at different levels of the University and there are clear decision processes at all levels. The participation of the students is formalized at several levels. The Department has continuous contacts with external stakeholders from the labor market, mainly public sector and civil society,

and their demands are incorporated in the program. The external stakeholders provide <u>some</u> opportunities for work experience.

The curriculum is designed to meet standards of progression at different levels. It consists of a theoretical and methodological core during the first stages of the education (about two years). The students have then the choice to deepen their knowledge in two areas, "Organization of societies and social transformation", and "Culture, practice and social tensions". The two areas are in line with research conducted at the Department. The information about the program of study is made available in a pedagogical and easy to navigate manner.

Panel Judgement

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

Panel Recommendations

None

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

Most of the students, who do not come from Crete, have to move to the city of Rethymnon in order to follow their studies. This is a major problem for them and for their families, that impacts their studies. Rethymnon is a major tourist destination, thus the rents and in general the cost of living is high. Some students cannot afford to stay in Rethymnon and continue and finalize (or not) their studies from their homelands, using all the remote materials and notes offered electronically the University and the Department has for their instruction and studies. The strategy is to be present physically only during the exams, that take time three times a year,

offering many possibilities to validate courses that they have actually never followed. But even for those who do come to Rethymnon, financial situation forces many of them to work, thus retarding their degree. A student rate in almost all of the necessary services they will need (transportation, food, cinema tickets, etc.) can be obtained by the issuing of the student pass, which takes place on line, in the central platform of the ministry.

It is manifest that the presented results of a survey on online teaching during the COVID-19 lockdown and relevant administrative measures showed a scission between 50% of students who found the online teaching a bad alternative and the other 50% that found it extraordinarily good. Upon arrival at the university, they are taken under the supervision of academic consultants, members of the teaching staff of the Department, and also offered a guided tour to the library and other facilities. First year students are being presented to the research facilities like date bases and other bibliographical instruments. The institution of the academic consulting continues for the entire duration of their studies. In general, the communication between students and their academic teachers is excellent, and students feel free to ask for any accommodation or advice to any of the members of the academic staff of the Department, which is never denied. The same applies as to the needs and guidance in the academic relation student-teacher in the learning procedure. This reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff.

The undergraduate Programme of sociology offers a mixture of rigidity and flexibility. It is rigid as to the basic methodological and theoretical tools needed in order to become an experienced sociologist. At the same time, courses and seminaries of the last two years focus on the needs for specialization. The program has implemented a mounting scale of levels from basic and easier to treat and understand knowledge of the fundamentals of sociology during the first two years to a deeper, more profound and more difficult level of learning mostly through comprehensive seminars. The program of the last two years offers the possibility of specialization in one of the two scientific directions of the Departments UG Program, "Forms of Social Organization and Transformation" or "Culture and Social Conflicts". In order to enhance plurality, the possibility of a third one is offered, that is a combination of courses and seminars of the two. The courses and seminars receive evaluation by the students, but the evaluation rate is so low that the results of the student evaluations are unreliable. The Department has a formal procedure for student objections and uses various mechanisms for cases of complaints or requests regarding academic topics. Most important of all is the Student Ombudsman at the institutional level.

The chair of the EEAP participated in the online seminar of Assoc. Prof. Tzanakis on "Reclusion and Narration" which was taught during the accreditation period. The course is attended regularly by 4th year students of the program and although it started with physical presence, it has been offered online because of the COVID-19 measures. The course employs several pedagogical methods and media resources. It is based on student presentations, followed by a theoretical part and bibliographical commentary by the instructor. The course was nourished by the teacher's research on the matter. Student participation was high and the debate stimulating. At the end of their curriculum, students of the programme have the option to write a Senior Thesis under the direction of a member of the academic staff. However, only a small percentage chose to do so. During their studies, students have the option to participate to an Erasmus

exchange and an internship, through the Department's network of academic collaborations and local connections.

Panel Judgement

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

Panel Recommendations

Measures should be taken also to increase the ratio of participation in the student evaluations.

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

As students enter the UG Programme of Sociology through a national system of access based on a *numerus clausus* competition, organized by the Ministry of Education the Department has limited possibilities to influence the student input or regulate the procedures of admission. Our colleagues talked about the problem of quality of studies and how it is related to the prerequisites of students to utilize their education. The threshold for their admission to sociology are falling sharply the last years and this affects their possibilities of the students to assimilate their studies in sociology. The structuring of the education provided is a responsibility for the Department. From the inspection of the provided materials and the process of in situ evaluations we draw the conclusion that the programme, its different parts, the expected outcomes at different levels, the duration of the studies, the progression at different levels and the content of different courses are well documented and described in the handbook of studies and other related documents. The material is easily available. Meanwhile, this is done in mainly in Greek. e notice that the information in the English site of the department is not in line with the new study program. To our knowledge, Greek students attending European universities need to provide official translations of documents and thus aggravating circumstances and costs hampering the movement of students and student enrolment. It is even difficult for European departments of sociology to assess the level, content, duration etc. of Greek students applying to follow courses at different levels. Given the current situation in the labor market in Greece it is anticipated that many students will orient their planning to continue studies or try to enter the labor market in other European countries.

Panel Judgement

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

Panel Recommendations

- An update of the English site of Department and an English translation of the handbook of studies is recommended strongly.
- The department, together with the University should examine the possibility of issuing degrees with English translations.

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 2013 External Evaluation Committee believed the main problems were the excessive number of courses and the obvious thematic fragmentation of the curriculum. According to the EEAP these problems are still reflected in the current curriculum, although improvements have been made the last years. We believe that this originates from the fragmented composition of the competences and academic background of the staff.

For instance, the thematic area <u>Social Organization and Change</u> includes almost everything:

"This Section comprises the sub-disciplines of the sociology of the state and of organizations, the sociology of the family, social classes and strata, social demography, urban sociology, rural sociology, environmental sociology, sociology of bureaucracy, and business and economic sociology. It also covers the theories of social change and development public policy (with emphasis on the welfare state), local political organization, social movements, political parties, interest groups, the political sociology of European integration, migration and theories globalization."

A review of the professors' and associate professors' websites with regard to areas of competence shows enormous heterogeneity. In addition, their specified areas of competence do not correspond with their list of publications.

In comparison to international standards, the faculty's workload and other conditions of employment are very good. The minimum teaching load per faculty member is determined by law and, at the undergraduate program, is currently 4 courses per academic year for each faculty

member. This does not include supervision of undergraduate and post-graduate theses. Teaching staff – except those with other responsibilities e.g. being Chair of the Department – are required to teach about 6 hrs./week on average. Teaching consists mainly of lectures and seminars. Concomitantly with lectures are occasional seminars in which some faculty members offer training in technical matters (quantitative data, writing of papers, etc.). Paper assignments seem rare. This might explain to very low rate of students that write an undergraduate thesis. The EEAP's impression is that there is plenty of room for the use of innovative methods in teaching and examination. If such methods are properly designed, they could increase the number of students who opt for writing an undergraduate thesis. According to the information received by the EEAP, the teacher to student ratio is 1:35. By international standards, it is satisfactory for the undergraduate level; but in reality, it is much lower, if one considers the excessive number of drop-outs, absentees, and the reduced number of students regularly attending courses. In fact, class attendance is not mandatory and students stated that class attendance is indeed low.

Transparency in recruitment of staff: with no exception there were no complaints about the transparent procedure of recruitment and the promotion procedures. This is admirable for Greek conditions and the department deserves congratulations. The serious lack of resources during the last decade implied limitation of possibilities to support the professional development of the teaching staff. The ambitious policy of the department – they claim – is to develop an organic connection between education and research. It is unclear however how this is to be achieved. Although this allows them to actually teach their competence, it is not necessarily useful at the undergraduate level. It contributes to the fragmentation of the curriculum and leaves little room for teaching in the core theoretical and methodological issues in Sociology. From the information received by the EEAP, the conclusion is that the Department has sufficient permanent academic staff. Unlike the situation elsewhere, they do not need to rely heavily on contracting external special teaching faculty.

From the EEAP's overview of the faculty's publications, there is an imbalance between a majority of publications in Greek and a minority of articles published in other languages. In addition, many publications are chapters in edited volumes. We praise the achievements but there are a few publications in international journals and especially articles published in journals of higher ranking. As a rule, most articles are published in journals classified as elementary ones (grade 1). We could identify only one exception on grade 2 i.e. advanced. The above are based on the following bibliometric instrument used to check the ranking of journals: https://dbh.nsd.uib.no/publiseringskanaler/Forside It classifies scientific journals according to the scale: 0 for unknown, 1 for elementary and 2 for advanced. According to the EEAP, the faculty's volume of research output is satisfactory however the quality of research output can be further improved.

Panel Judgement

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

Panel Recommendations

- The EEAP recommends that publications in international peer review journals of higher ranking should be among the faculty's future priorities.
- The Department must consider offering summer courses in English or other languages. This might be an impetus for greater internationalization.

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

In the EEAP view it is unclear how the students are encouraged to take an active role in their education. The Department has no defined pedagogic policy with regard to the teaching approach and methodology (e.g. problem-solving method). The EEAP has the impression that this is left at the exclusive discretion of the faculty members. Teaching is mostly done through lectures and seminars. Courses are almost exclusively examined via a single final examination (either written or oral). There are no compulsory small or extended essays (either as individual or collaborative assignment) required. This does not allow for frequent interaction and collaboration between instructors and students. The EEAP was unable to observe lectures – and only one member was able to attend a seminar. The teaching staff reported that the means and teaching resources at their disposal are good. The Department uses an open-source software (Moodle) that allows for better delivery of teaching material, information and crucially acts as a platform for continuous communication between the teaching staff and students. Faculty members participate in international conferences or in research funded projects that create an environment of constant training and development. Most of the staff have extended cooperation with national and international universities and research centers.

Facilities such as libraries, study rooms, equipment, computers, information and communication services, counselling services for the students are according to the teaching and administrative staff of a very good standard. This was also the EEAPs impression from the virtual

tour in the campus. The EEAP visited virtually the facilities available to the Department and found them to be adequate. The building infrastructure is very good, with classrooms used being comparable to those in other Greek institutions. All offices and lecture rooms were well-equipped and in good condition.

Panel Judgement

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

Panel Recommendations

- The EEAP recommends that the Department takes all necessary actions in order to increase the students' response ratio in the evaluations.
- The EEAP recommends the institution of periodic peer review teaching evaluation, inclusive of discussions among faculty members about the effectiveness of teaching methods.
- The evaluation by the students both of (a) the teaching and (b) the course content and study material/resources is an area that needs substantial improvement. The participation of students in the evaluation process is very low. Methods must be invented to increase the participation rate.
- A good start could be the evaluation of the questionnaire itself to see if it is satisfactory (content and style). Proof must be provided to the students that their comments on different courses are taken seriously and have impact on the teaching methods and the content of the course.
- The quality of teaching could be monitored with other methods such as periodic peer teaching evaluation and with discussions among members about what teaching method works in practice. The head of the department could play an active role in the introduction of different teaching methods through internal seminars and by inviting colleagues from the department of pedagogy.

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

Student evaluations are the main tool in measuring the pedagogical performance of faculty. These are based on a standardized questionnaire. Students are given the chance to evaluate the courses and the instructor at the end of each semester, and while only a small minority participates in the evaluations, the Department is committed to take their evaluations into consideration. In recent years, the response ratio has increased significantly but the overall figure remains low (around 15%).

Based on available data, there are more female than male students in the Department. Annually, there are approximately 130 to 160 incoming students. There are far more female than male students at the Department. In addition to those regularly attending classes, there are also students who do not attend coursework. But there are structural constrains in streamlining the student body, as the University of Crete does not have the legal power to expel students. This is a major issue that runs throughout Greece's higher education system. Given these constraints and based on the information provided to the EEAP, student progression in recent years appears relatively decent: since 2016, between 70 and 92 students have graduated annually.

The University offers learning resources and student support services to the entire student body. The library facilities are exceptional for Greek standards. Moreover, the digitization of secretariat services, the ability to have remote access to library resources (via VPN), access to the library's digital collections of books and journals, and the *e-learn* platform for teaching are all adequate resources that facilitate ease of access to university services. Of course, many of these resources are not specific to this Department but most of them exist in nearly all universities in Greece.

During the meeting with the departmental alumni, graduates have stressed the significance of obtaining a sociological perspective during their studies. Most of them have expressed the viewpoint that their studies have helped them in their current positions. The presence of an alumni association should be important in maintaining and cultivating relationships between future and past graduates.

The alumni interviewed offered some spectacular instances of personal achievement –although that has been more the result of individual quests and less the result of planning by the University or the Department. In terms of employment options, the majority of those graduates who were surveyed were not employed in an occupation directly linked to their undergraduate degree. However, that is quite common for numerous liberal arts degrees and is due to multiple reasons, as it is observed internationally across varied educational systems.

According to survey results that were presented to the EEAP, most graduates are employed in fields that are remotely connected to their Sociology degree. In recent years, students have displayed a great deal of interest for the certification process that would enable them to apply for teaching posts in Greece's secondary education. That option has been recently terminated by the Greek government but it appears to have been an attractive option for graduates.

Panel Judgement

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

Panel Recommendations

• The EEAP recommends that the Department explores all options for the graduates' ability to be employed in secondary education.

• The EEAP recommends that the Department supports all actions (inclusive of the formation of an alumni association) for the official recognition of professional qualifications of Sociology graduates by the State and the public and private sector at large.

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

Through its website, the Department provides information about its academic and educational activities in a direct and accessible way. Study guides are regularly published and are available on line. Additional course-specific information is provided by the *e-learn* platform. By email the faculty and the Secretariat can offer information on issues pertaining to the curriculum, student queries and related activities. The website is regularly maintained and updated. The EEAP explored the publicly available information at the website as well as sample materials from coursework made available by the Department to the panel members. The EEAP expresses its satisfaction and gratitude for OMEA's willingness to offer all the supplementary material requested.

The faculty's professional qualifications are based upon national legislation and are uniform for all Greek higher education institutions. Since Sociology is not a professional degree, it is obvious that the role of particular professional qualifications is limited. The issue of advocating for greater "professionalization" of the Sociology undergraduate degree is certainly one that is pursued independently of the Department; but the EEAP considers it important for the Department to support such a campaign.

The teaching, learning and assessment procedures used by the Department are all explicitly presented at the website. The *e-learn* platform supports the educational process by providing detailed course content, teaching and learning material and related bibliography, useful links and valid digital open access manuals. This form of organization has been available prior to the COVID-19 pandemic and it is self-evident that it has enabled the University of Crete to effectively address the necessity for shifting to on line instruction amidst the current pandemic.

The Department of Sociology also uses additional media to foster social networking. Faculty engagement & departmental outreach includes a range of various activities & media. Of particular importance is the annual national conference held by the Department, which affords new researchers the opportunity to present their findings among their peers. In general, information about the graduates' employment opportunities does not appear to be well publicized. The EEAP met with alumni who offered a partial glimpse into the various career paths pursued by individuals – albeit there is no way to ascertain whether this group is representative

of the majority of alumni. The alumni interviewed were extremely positive about their experience. However, very little tangible information about specific institutionalized connections between their degree and their career path was mentioned– in most cases, such connections were discovered & developed in due course of time through personal initiatives.

Panel Judgement

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

Panel Recommendations

- All actions that could help increase the alumni's employment levels should be taken; and information about available options should be made available to students.
- Some of the information available on the departmental website is available only in Greek and the EEAP recommends that such information should also be made available in English.

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 self-assessment, the external evaluation, the MODIP indicators, the questionnaires of students and graduates, the consultation of the committees of the Department and the General Assembly, are key sources that contribute to the on-going monitoring and periodic review of the Undergraduate Program. Each member of the teaching staff is responsible for the updating of the content, the bibliography and the pedagogical methods of his course. The review 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, is primarily up to the Department's academic staff and subject to the external evaluation.

Unfortunately, courses' assessments by the students cannot be taken into consideration as a result of the low rate of the student's participation in the evaluation of the courses. It is also regrettable that the students' representatives refuse to integrate the internal commission for the revision of the program. As explained by the Department, this is linked to party politics within the University. Nevertheless, the Department has found ways to incorporate student's opinion on the matter. The Department is constantly monitoring through its network of cooperation with the local stakeholders and societal partners the changing needs of the Cretan and Greek society. The EEAP find that in this direction the Department is too orientated towards social problems and not enough towards sustainable development. The introduction of sociology of tourism, for example, could benefit both Cretan society and the Department, by

assuring the symbiosis between the disciplinary theoretical knowledge and research and one of Greece's most famous touristic industry.

Panel Judgement

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

Panel Recommendations

- There is need for enhancing the mechanism that underpins the modular evaluation by students.
- There is a need for orientation towards development and not entirely towards social problems.

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 Department has undergone an external evaluation by the HAHE (HQA at the moment of the evaluation) in 2013. The Department has shown a satisfying degree of reforming the previous undergraduate programme following the guidelines of that evaluation. All members of staff, students seem aware of the importance of the external review and the need for an external gaze on their programme. Fully cooperative, all stakeholders of the programme, the academic Department and the University are actively engaged in the external review. The undergraduate study programme or the Department hasn't recently undergone any other external reviews conducted by other Agencies.

Panel Judgement

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

Panel Recommendations

N/A

PART C: CONCLUSIONS

I.   Features of Good Practice

- The effort of the Department to reflect upon its weaknesses and improve the UG Study programme.
- The good professional relations between the members of the academic staff that results into a constructive cooperation in research and teaching.
- The good professional relation between the academic and other teaching staff of the Department with the students, which is the best investment in teaching and initiation in research.
- The confidence of the University of Crete as expressed by its Vice-Rector and the academic staff that a good, according to international standards, UG Programme of Sociology is a valuable asset for the University of Crete as well as for Cretan and Greek society.
- The involvement of the Department in the everyday life of the local society, as expressed by the numerous research projects of the academic staff, the fact that graduates are holding key positions in local society and the substantial internship programme.

II.   Areas of Weakness

- Still some fragmentation of the programme, especially during the specialization in the two areas.
- Partial adjustment to the needs of the surrounding society, few relations to private enterprises. This results from the practical orientation towards social problems that fails to identify and empower the vectors of sustainable development like the tourist industry and the cultural brand of Cretan products, manufacture, agriculture or even industrial.
- The overall orientation of the Programme towards social problem-solving Sociology with too much emphasis on the practical aspects and less caring for the theoretical aspects of theory and epistemology. This results to the programme being near to a programme for social workers rather than sociologists. The mentality of sociology for sociology is overstepped by the attitude of "sociology in order to change society".

III.   Recommendations for Follow-up Actions

- While the department has developed extensive relations to local community, these relations are generally one sided, mainly with the public sector and civil society. The absence of relations to private enterprises, and especially tourism is striking.

- The same can be said about the programme. It is not fully adjusted to local circumstances in the surrounding society. It could for instance be enriched with courses in the sociology of tourism, sustainable tourism, tourism of health and care, old age tourism, sustainable regional development etc.
- By making such adjustments the department and its programme could develop a tighter relation to the needs of the local labor market and even become a facilitator of local development.
- Given the current situation in the Greek labor market many students will seek employment in other countries. Many of the teaching staff have experience of living and studying in other countries. This impressive multilingual department has a potential that is not fully materialized and translated into supply of courses in other languages. Providing more information about the programme in English and incorporating it in detailed diploma supplements could reduce some of the bureaucratic waste that is associated with translating degrees to other languages. This could ease the burden of applying for jobs in other countries.
- Implementation of the mentality of "sociology for sociology" and inspire a curiosity for the more theoretical problems of sociology. Work more from theoretical sociological problems than for practical social problems. This should broaden students' investigation capability and insight into social-sociological problems like "solidarity" and "anomy", "social tie" and "everyday life" etc., instead of simply dealing with social problems like drugs or criminality. As a local stakeholder told the EEAP, the reason why he prefers sociologists to social workers is that sociologists have a broader comprehension of society as a whole.

IV.   Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: 5, 6, 8

The Principles where partial compliance has been achieved are:

The Principles where failure of compliance was identified are:

Overall Judgement	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **Assoc. Prof. Panagiotis Christias (Chair)**
   University of Cyprus, Cyprus

2. **Professor Apostolis Papakostas**
   Södertörn University, Sweden

3. **Professor Dimitris Michailakis**
   University of Linköping, Sweden

4. **Assoc. Prof. Victor Roudometof**
   University of Cyprus