

Doc. 300.3.1

Date: 14<sup>th</sup> January 2021

# External Evaluation Report (Departmental)

- **Higher Education Institution:** Frederick University
- **Town:** Limassol
- **School/Faculty:** School of Education and Social Sciences
- **Department:** Department of Psychology and Social Sciences
- **Program(s) of study under evaluation**  
**Name (Duration, ECTS, Cycle)**

## Program 1

### **In Greek:**

Programme Name

### **In English:**

Social Work (4 academic years, 240 ECTS,  
Bachelor (BA))

## Program 2

### **In Greek:**

Programme Name

### **In English:**

Social Planning and Development of Social  
Programmes (3 academic semesters, 90 ECTS,  
Master (MA))

## Program 3

### **In Greek:**

Programme Name

### **In English:**

PhD Social Sciences (3 / 4 academic years, 180 / 240

- **Department's Status:** Currently Operating

**The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].**

## A. Introduction

*This part includes basic information regarding the onsite visit.*

The meeting of the evaluation committee with representatives of the university was held online at the 13th and 14th of January 2021.

The visit included at distance meetings with the Rector and Vice Rector of Academic Affairs, Vice President of the Council, Vice Rector of Research, Development and International Relations, the members of Internal Evaluation Committee, Dean of the School of Education and Social Sciences, Chair of the Department of Psychology and Social Sciences, Coordinator of BA Social Work, Coordinator of MA Social Planning and Development of Social Programs, Coordinator of PhD Social Sciences, members of the teaching staff, students and graduates, members of administrative staff, Director of Operations and Infrastructure, Director of Research and Interconnection and Head Librarian.

Although the EEC found the digital arrangements well organized and sufficiently structured, we want to express our view that an onsite visit at place is strongly recommendable. We missed all the possibilities for informal follow-ups and informal discussions with the staff and the students.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Dr. Thomas Gabriel</b>	Professor, Director of Institute Childhood, Youth and Family	Zürich UAS, Department of Social Work, Switzerland
<b>Tapio Salonen</b>	Professor in Social Work	Malmö University, Sweden
<b>Luís Capucha</b>	Professor, Head of Department of Political Sciences and Public Policies	Iscte, University Institute of Lisbon, Portugal
<b>Marios Nicolaou</b>	Senior Social Worker	Cyprus Social Worker's Registration Board
<b>Prokopis Antoniou</b>	Sociology Student	University of Cyprus

## C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	<i>Non-compliant</i>
3:	<i>Partially compliant</i>
4 or 5:	<i>Compliant</i>

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

### **Findings**

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

### **Strengths**

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

### **Areas of improvement and recommendations**

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- *The report may also address other issues which the EEC finds relevant.*

## 1. Department's academic profile and orientation (ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

### Sub-areas

- 1.1 Mission and strategic planning
- 1.2 Connecting with society
- 1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		
<b>1. Department's academic profile and orientation</b>		
<b>1.1 Mission and strategic planning</b>		<b>1 - 5</b>
1.1.1	The Department has formally adopted a mission statement, which is available to the public and easily accessible.	5
1.1.2	The Department has developed its strategic planning aiming at fulfilling its mission.	4
1.1.3	The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4	The programs of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	4
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	3
1.1.6	Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	3
1.1.7	The mechanism for collecting and analyzing data and indicators needed to effectively design the Department's academic development is adequate and effective.	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

- 1.1.1. The Department has adopted a mission statement presented in section D1 of this Application (Document 200.3). The Department's mission statement is available to the public through its website.
- 1.1.2. The Department has developed its Strategic Planning, which fulfils its mission and is aligned with the Strategic Planning of the University. A departmental ad-hoc Strategic Plan Committee, comprised by members of the academic personnel of the Department, has the overall responsibility for its development and oversees its implementation. Details on the Department's Strategic Plan are presented in section D2 of this Application.
- 1.1.3. The Strategic Planning of the University comprises of short term (two-year), medium term (five-year) and long term (ten-year) goals and covers the period 2015 – 2025. The Department's Strategic Planning includes short-term (two year) and medium-term (five year) goals and objectives. The implementation and fulfilment of these short-term goals is monitored by the relevant competent bodies, at the departmental and/or university level, and revised every two years. (Section D2 – subsection "Implementation and Monitoring").
- 1.1.4. The Programs of Study are aligned with the Departments vision, mission and profile.
- 1.1.5. The internal academic community is the main stakeholder involved in shaping and monitoring the implementation of the University's Strategic Planning, primarily through the involvement of the academic staff in the Strategic Planning and Development Committee of the University Council, as well as the monitoring role of the Senate through the Rector's Council on the implementation of the Strategic Plan. The development, implementation and monitoring of the Departmental Strategic Plans, is the responsibility of the academic staff of the Department, through the departmental ad-hoc Strategic Plan Committee and the Council of the Department. As described in section D2, the academic community is the main stakeholder involved in shaping and monitoring the implementation of the Department's development strategies.
- 1.1.6. Stakeholders such as academics, students, graduates and other professional and scientific associations, have participated in the development of the Departmental Strategic Plan, either directly or indirectly. The opinion and suggestions of national professional bodies, such as the Cyprus Association of Social Workers, and the Cyprus Psychological Association was considered. Feedback from current students, as well as feedback from alumni was also considered.
- 1.1.7. The data and indicators for most of the pillars of the University's Strategic Plan, are systematically collected and analyzed through the Internal Quality System of the University, as well as other data collection and analysis schemes employed by the University's Services. An example of the later is the system for collecting analyzing research related KPIs, employed by the Research Committee of the Senate and the Research & Interconnection Service (RIS).

The data and indicators for most of the pillars of the Department's Strategic Plan, are systematically collected and analyzed through the Internal Quality System of the University.

Additionally, provide information on the following:

1. Coherence and compatibility among programs of study offered by the Department.
2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

The Department offers two undergraduate (Bachelor's level) programs, two graduate (Master's level) programs and a PhD (doctoral level) program, all related with the disciplines of Social Work and Psychology. The Department operates within the School of Education and Social Sciences.

Provide suggestions for changes in case of incompatibility.

**We found the overall structure of programs somewhat confusing. The progression of education levels should be in line with a usual European progression in the level of education, this means that we prefer a straight forward superstructure in the discipline of social work with a bachelor, master and PhD-level.**

## 1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	4
1.2.2	The Department provides sufficient information to the public about its activities and offered programs of study.	4
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	4
1.2.4	The Department has an effective communication mechanism with its graduates.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

- 1.2.1. Service to the society is one of the main pillars of the mission of the University and the Department, while it is among the top priorities in their Strategic Plan. The Research & Interconnection Service (RIS) overviews the liaison of the University to the business world, as well as to public benefit organizations. RIS is responsible for the formation and signing of Memorandum of Understandings (MoUs), while it oversees their implementation. Furthermore, the Department has established a Liaison and Career standing committee, acting as the contact point between the Department and the business world, as well as public benefit organizations. It is also noted, that data concerning the connection and the service of the University to the society is systematically collected, while relevant indicators are analyzed through the Internal



Quality System of the University. The effectiveness of the above mechanisms is justified by the Department's initiatives and actions described in sections D3 and D4.

- 1.2.2. Information to the public, concerning Department activities and the Programs of Study is primarily provided through the website of the university, the social media, as well as printed material. Specialized information concerning the activities of the Department, is provided to the business world through the websites maintained by the Research Units, projects' websites, press releases, presentations at workshops and other events organized by the Department, as well as dissemination events such as the Researchers Night, Research Week, etc.
- 1.2.3. The University/Department ensures that its operation and activities have a positive impact on society. This is justified by the MoUs signed between the University/Department and various businesses and organizations, provision of services by the Department to the society through various projects and activities, as well as participation of faculty members in various committees and professional bodies such as the Cyprus Council of Social Workers.
- 1.2.4. The Liaison and Career Committee of the Department is responsible for the communication with the Department's graduates. More specifically, this Committee keeps records of graduates and their professional development, disseminates new job openings to graduates and assists graduates in matters such as internships and employment.

## 1. Department's academic profile and orientation

### 1.3 Development processes

1 - 5

1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	4
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	4
1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	2
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programs of study are adequate and transparent.	2

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

- 1.3.1. The recruitment of internationally recognized academics is part of the University's strategy. The University employs procedures and measures to attract, select and maintain high caliber academic staff. As described in section D8, vacant academic staff positions are decided based on specific specializations and ranks, according to the needs of the Department. These vacant positions are announced through the University's website and other special websites and media, ensuring that they are made known both in Cyprus and abroad. The selection criteria and procedures applied by the University are

consistent with the requirements of the relevant law and similar to those applied by the public universities in Cyprus and foreign universities with international recognition. Finally, to attract high caliber academic staff, the University offers competitive employment remuneration packages.

The academic ranks at Frederick University are the ranks of Professor, Associate Professor, Assistant Professor and Lecturer. The evaluation process for promotion is activated by the Department with the completion of three years in the rank of Lecturer or four years in the rank of Assistant Professors. Faculty members at the rank of Associate Professor may apply for promotion after completing four years at this rank. The University's internal regulation defines the framework for the promotion evaluation which follows international practices.

1.3.2. The teaching staff recruitment planning and academic staff career development is in line with the Department's strategic goals. Details on the recruitment and career advancement planning for academic staff of the Department are given in section D9.

1.3.3. As described in section D10, the University applies an effective strategy for attracting students from Cyprus, by promoting its programs of study through a variety of activities that promote the programs and the core values and benefits of the university. Examples of these activities are organizations of open-days, participation in educational fairs, presentations to high schools, etc.

To attract high level students for Cyprus, the University has in place a scholarship scheme based on the secondary school grades, while similar schemes are also in place for postgraduate students. Furthermore, scholarships are offered to students winning secondary school student competitions.

The University has in place a strategy for attracting potential students from Greece through actions of the officials of the University's office in Athens. These actions are proven to be very successful for some programs of study, especially the distance learning programs. One of the goals of the strategic planning of the University is the attraction of high-quality students from other European and third countries. Measures to this end include the participation in activities and actions taken by the government, as well as actions taken by the University itself. These efforts are however at an early stage, while it is anticipated that efforts towards this end must be strengthened by the University. It is noted that students from abroad are provided with a tuition fee reduction, in order to compensate for their traveling and accommodation expenses.

1.3.4. The budget management to support the Department's operation and development is presented in section J2. Part of the expenditure for the operation of the Department is managed centrally, based on the Departments approved growth strategy. This includes building and infrastructure, permanent staff costs (salaries and increments), promotional activities, as well as library operation costs. It is noted however, that new academic positions, as well as visiting staff positions are proposed by the Departments and approved by the Senate and ratified by the Council, after assessing the necessity and the impact of the proposed positions on the department's sustainability. Expenses concerning teaching and laboratory equipment, library costs for new books and subscriptions, staff development activities such as conference participation funding and research funding support, and outreach activities are managed transparently by the School and the Department through the relevant School committee and the administrative bodies of the Department and the School.

## Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The EEC was surprised by the low (and decreasing) numbers of students, both Cypriot and from other countries. Taking into consideration international standards after Bologna, initial grades are expected to be broader in scope, and Master and PhD programs more specialized. This is not the case, since the PhD Program Social Sciences is even more open than BA Social Work.

Furthermore, the way psychology and social work interact in the different programs offered by the Department doesn't facilitate the definition of a clear identity of the BA Social Work Program, and this problem increases at the Master and PhD levels.

The fact that Frederick's offer of Social Work Education is unique in Cyprus demands the reinforcement of the social work specific focus. This comprises the contribution from different social sciences to contribute to a strong social work education but putting the social distinctiveness traits forward.

- BA Social Work is long compared to European Standards. It comprises 240 ECTS and four years Study (half time up to 8 years), which does not facilitate the attraction of students and the articulation with Master level programs.
- In the last years there has been a decrease of Students, something that can be only partly associated with changes in the context. This seems to be associated with the absence of English parts or bilingual parts of the Curriculum, and with the costs. The students are charged about 137 EUROS per ECTS, so the whole Study Program amounts for about 33.000 Euros.
- There exist possibilities of Scholarships and fees reduction, related to good performance, sports or social reasons, and these are effective, alleviating part of the costs problem.
- The labels (and also the content of the first semester of BA Social Work) does not point out to a strong identity. The strongest part of the Department is psychology, and the other is social work. The objective of becoming strong in social sciences weakens the reinforcement of social work.
- Frederick University offers the only university program at Cyprus in Social Work at BA Level. This program has a strategic role to play in Cyprus society and State. Being older than the Department, Frederick University contributed with more than 300 graduates out of 900 social workers in the country.
- The levels of employability are satisfactory: 90% graduates get an employment a short time after graduating.
- The stimulus to pursuance of studies is high: 85% continue to MA- Degree
- The feminization of the program is very high, since 80-90% are female Students
- The overall context is not favorable and is not improving, since there is a small segment of Social Work at the labourmarket of Cyprus, estimated about 900 Social Worker at all. Greece provides an alternative, but insufficient to stimulate the absorption of many more graduates.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

- High potential of the academic staff members, with PhD Graduation in England, Scotland, USA, Germany.
- BA in Social Work at Cyprus is an important contribution to the academic system and to society, as it is the only one in Cyprus.
- Students are committed with the programs and available to help promoting them

### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

- Reinforcing the teaching and research staff in the area of social service.
- Only about one hundred Students in four Study Programs (BA Social Work 33, Master of Social Planning and Development of Social Programs 20, Bachelor in Psychology 48, PHD in Social Sciences 2) represents a problem for sustainability. It is necessary to take action to become more attractive, by the promotion of education in English, and by reducing the values of fees.
- Small Staff. Only 11 academics as staff members, 3 of them with a PhD in Social Work. Reinforcing the staff in the area of social work should be considered.
- The poor budget for research (only 299.000 Euros Research Funds between 2017 and 2020) must be reinforced.
- Internationalization (international networks, English literature, partnerships with Universities) is a decisive matter of concern, Action must be taken in order to reinforce the participation.
- The Department should change the labeling of the MA in Social Planning and of the PhD in Social Sciences to a more focused on social work labeling, while reinforcing the subject matters in which the discipline can gain national and international prestige.
- The number of publications is small. The time for research of the teaching staff (about 20%) must be improved in order to allow more competitive publication in high ranking international journals. On the other hand, staff members involved in the research projects can be more oriented to the published products of that research.
- Quality of Research (impact, relation to Social Work, cooperation with policy and practice) must be taken as a priority.
- Connection between the four study programs should be made clear. The “umbrella strategy”: starting with disciplinary focus in the two BA studies and getting broader on MA/PhD shows a discrepancy with the mainstream tendencies worldwide.

**Please select what is appropriate for each of the following sub-areas:**

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Partially Compliant

## 2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

### Sub-areas

- 2.1 System and quality assurance strategy**  
**2.2 Quality assurance for the programs of study**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant*  
*3: Partially compliant*  
*4 or 5: Compliant*

Quality indicators/criteria		
<b>2. Quality Assurance</b>		
<b>2.1 System and quality assurance strategy</b>		<b>1 - 5</b>
2.1.1	The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	5
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	5
2.1.3	The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	4
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
2.1.4.1	Teaching and learning	3
2.1.4.2	Research	2
2.1.4.3	The connection with society	4
2.1.4.4	Management and support services	4
2.1.5	The quality assurance system promotes a culture of quality.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

- 2.1.1. The Quality Assurance Policy of the Department is described in section E1. This policy constitutes the departmental implementation of the Quality Assurance Policy of the University, published at the University's website. At the Department level this policy is overseen by the Departmental Quality Committee.
- 2.1.2. The Internal Quality Policy and System are being developed by the Internal Quality Committee of the University, where all university parties (academic staff, administrative staff and students) are represented, while it is approved by the Senate. The Internal Quality Policy, at the Department's level, is based on questionnaires and self-evaluation reports that cover all aspects of the activities of the department, processed by the students and the academic and administrative staff. External stakeholders, such as graduates, employers and professional bodies are involved in the internal quality process through their participation in focus groups, utilized in the Program's Self Evaluations.
- 2.1.3. Guarding against intolerance of any kind or discrimination against students or staff is part of the University's Code of Practice.
- 2.1.4. The Internal Quality Policy, at the Department's level, is based on questionnaires and self-evaluation reports that cover all aspects of the activities of the department such as teaching and learning, research and research outcome, connection with the industry and service to the society. A description of the relevant reports is provided in section E1. The process concerning the management and support services is primarily based on open reports by the relevant services, while some services employ also student questionnaires.
- 2.1.5. As described in section E1, the implementation of the Internal Quality System requires reporting from all parties involved in the operation of the Department, which includes collection of data, analysis of performance indicators, evaluations, action plans and accountability. This process requires systematic work from all parties involved, thus promoting a culture of quality.

## 2. Quality Assurance

2.2 Quality assurance for the programs of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programs of study offered by the Department lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programs of studies offered by the Department are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	3
2.2.4	The results from student assessments are used to improve the programs of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5

2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Department publishes information related to the programs of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	5
2.2.8	The Department has a clear and consistent policy on the admission criteria for students in the various programs of studies offered.	5
2.2.9	The Department flexibly uses a variety of pedagogical methods.	4
2.2.10	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5
2.2.11	The Department analyses and publishes graduate employment information.	5
2.2.12	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
2.2.12.1	Building facilities	5
2.2.12.2	Library	5
2.2.12.3	Rooms for theoretical, practical and laboratory lessons	4
2.2.12.4	Technological infrastructure	5
2.2.12.5	Academic support	5
2.2.13	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	4
2.2.14	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	4
2.2.15	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
2.2.16	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	4
2.2.17	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	5
2.2.18	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	4

2.2.19 There is a clear policy on authorship and intellectual property.

4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

- 2.2.1. Decision-making on the design, delivery, evaluation and revision of the Programs of the Department is the responsibility of the Council of the Department and the Program Supervisors, therefore, the implementation of the Programs of Study lies with the academic personnel.
- 2.2.2. The system and criteria for assessing students' performance in the courses of the Programs of Studies offered by the Department are based on internationally established methods and criteria. These methods and criteria are known to the students through the course descriptions posted on the website of the Department, while more details are provided through the Course Outline presented to the students at the beginning of each semester.
- 2.2.3. A description of the Quality indicators for Programs of Studies and their monitoring is presented in section E4. Section E8 presents the indicators concerning the assessment criteria for students and the teaching/learning process.
- 2.2.4. The results from student assessments are expressed by the indicators presented in section E8. These indicators are analyzed and evaluated in the Program Self Evaluation Report and are among the criteria used for the revision and improvement of the Programs of Study.
- 2.2.5. A policy on academic integrity is in place. Issues concerning plagiarism are presented in Section E5. This policy includes measures and procedures for developing a culture against, preventing and detecting plagiarism, as well as relevant disciplinary actions.
- 2.2.6. A number of procedures are in place to resolve issues concerning student grievances. These include the obligation of the academic staff to return to the students their graded coursework material, the provision for students to review their graded final exam material and to apply for a re-evaluation. Re-evaluations are handled anonymously and carried out by a second examiner, who is not aware of the grading of the first examiner. Furthermore, students are assisted in such cases by the Student Advocate. These procedures and measures are described in section E9.
- 2.2.7. The University holds the ECTS Label, consequently all information relevant to the Programs of Study are publicly available through the university/department/program's website and the prospectus of the department. Information concerning the Program of study includes the program learning outcomes, the structure of the Program with the courses and credits required for its completion and admissions requirements. Information concerning the specific courses of the Program includes the teaching staff, the learning outcomes of the course, number of credit units, possible prerequisites, the teaching methodology, and the assessment methodology. Information concerning the expertise of the teaching staff is provided through the short CV and the full CV of each staff member, available on the website of the School/Department.
- 2.2.8. The University has defined its general admissions criteria for both undergraduate and graduate programs. Furthermore, each Department defines more specific criteria for its



Programs of Study, such as a minimum high school leaving certificate grade for undergraduate programs, or minimum degree grade for graduate programs, specific course requirements such as language, or mathematics etc, interview and/or placement exams. The student admission criteria for each Program of Study are described in section 5. These criteria are consistently observed.

- 2.2.9. The Department has developed a teaching policy which is applied consistently and ensures that the teaching and learning process is effective. An overview of this policy is presented in section G1, while an overview of the quality assurance and quality control of the learning process is presented in section E4.
- 2.2.10. The results from student assessments are expressed by the indicators presented in section E8. These indicators are analyzed and evaluated on a semester basis by the Departmental Quality Committee, which reports to the Department's Council on its findings and suggestions. This information and the findings of the Departmental Quality Committee are also recorded in the Program Self Evaluation Report and are among the criteria used for the revision and improvement of the Program of Study.
- 2.2.11. As described in section D9, the Departmental Liaison and Career Committee collects and analyses information concerning the department's graduates employment and career.
- 2.2.12. The provision of adequate and appropriate learning resources is examined by the Internal Quality system through the Program's and the Departments Self Evaluation Reports. As described in sections C1, C6 and C9, the building facilities (classrooms and Laboratory space) are adequate to support the existing number of students, with a capacity to accommodate a reasonable increase in the number of students in the existing Programs of Study. The Library is presented in section C2, with a reference to printed and electronic material (online subscriptions). A list of books available to the students of the Department, is attached in Annex 9. The technological support and infrastructure is presented in sections C3, C4 and C5.
- 2.2.13 - 2.2.14. The function of the student welfare service with respect to the students support in regard to academic, personal problems and difficulties is described in sections B3 (Policy and Statutes for Academic Support), B4 (Policy and Statutes for Student Financial Support), B5 (Counseling Services), B9 (Special Services for Students with Disabilities, B10 (Students with Learning on Other Disabilities).
- 2.2.15. As described in section B3 (Policy and Statutes for Academic Support), each student is assigned an academic advisor, who is a member of the permanent teaching staff. For the past five years, the average ratio of the number of students to the total number of teaching staff for the Department is 9 students per staff member. Therefore, on the average each teaching staff members is assigned as a student advisor to nine students.
- 2.2.16. The University has developed the Regulations for PhD Programs, ensuring quality doctoral studies. Each Doctoral Program has in place its PhD Program Regulation (Annex 7 in the PhD Program Application) which is in line with the University's Regulation.
- 2.2.17. According to the University's regulations and the PhD Program Regulation of the Department, the maximum number of doctoral students, under the supervision of each academic staff member can act as a Research Advisor for at most five students at a time.

2.2.18. The University acknowledges the need for and has adopted an Intellectual Property (IP) Policy based on internationally established principles, which provides guiding rules for the IP generated at the institution; promotes the progress of science and technology; ensures that discoveries, inventions and creations generated by staff and students are utilized in ways most likely to benefit the society and contribute to the financial position of the University and its staff if its commercial value is realized. In general, the IP policy stipulates that all IP generated by the members of the academic community in the course of their engagement with the University, belongs to the University but provides for significant exclusions, especially for Copyrights, course and training material and student generated IP. The IP policy further outlines the procedures of disclosure, evaluation, protection and potential means of exploitation of the IPR, especially through licensing agreements or possibly through spin-out venture. Finally, incentives through a revenue or equity sharing scheme are specified.

### Findings

The Department, following the University standards and procedures, possesses a good quality assurance system. This includes tools to listen to students and other stakeholders, and mechanism of reflection and tacking action to revise problematic situations.

Anyway, benchmarking and the definition of milestones allowing to evaluate progress to meet the objectives were not perceived.

The consequences of assessment on personal careers are also not visible.

Click to enter text.

### Strengths

The quality system permits a useful discussion of the main problems, achievements and risks the Department is facing.

Staff and students are satisfied with the quality system objectives, practices and impacts.

Click to enter text.

### Areas of improvement and recommendations

The assessment of the individual performance should impact on careers and promotion opportunities.

Quantitative goals should be clearly established in the context of a benchmarking policy. The models and good practices to follow must be clear and mobilize the energies of all, students and staff.

Click to enter text.

**Please ✓ what is appropriate for each of the following sub-areas:**

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programs of study	Compliant

### 3. Administration (ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		
<b>3. Administration</b>		<b>1 - 5</b>
3.1	The administrative structure is in line with the legislation and the Department's mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	5
3.3	The administrative staff adequately supports the operation of the Department.	5
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	5
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	5
3.6	Statutory sessions of the Department are held and minutes are kept.	5
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	5
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	5
3.10	The Department has appropriate procedures for dealing with students' complaints.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

3.1.1. – 3.1.4. The administrative structure of the University is in line with the legislation in force, with the Council of the University and the Senate being the highest authority. The academic staff and the administrative staff are represented in the Council of the University, with one representative for each, through elected members, while the Rector is an ex-officio member. Students are also represented in the Council of the University through one representative appointed by the Students' Council. The academic staff is also represented in the Senate through elected members, including the Rector, the Vice-Rectors, the Deans and School representatives. The students are also represented in the Senate through their elected representatives.

The academic staff and students are also represented in all academic bodies, such as the Senate, the School Council, the Department Council and standing committees. Information on the constitution and tenure of the members of these bodies and committees is available in the relevant Internal Regulations of the University.

3.1.5. – 3.1.8. At the Department's level, the highest authority is the Council of the Department. The Council of the Department comprises of all Teaching and Research Staff (TRS) members of the Department, one elected representative of the Special Teaching Staff members, and a number of student representatives, equal to at least 20% of the total number of members in the Council. The Council operates systematically and meets regularly, according to the regulations of the University, typically once a month, or according to special circumstances. The agenda for each meeting is prepared by the Chairperson of the Department. Members of the Department's Council, including the students' representatives have the right to ask the Chairperson to include issues of their interest in the agenda. To ensure transparency in the decision-making process, all decisions of these bodies are recorded in meeting minutes and disseminated to the interested parties accordingly. Decision making in academic matters concerning the operations of the Department is the responsibility of the Council of the Department, without the intervention or involvement of a body or person outside the University's regulations and the relevant law provisions.

3.1.9. The University has developed and employs a number of Internal Rules and Regulations concerning the rights and responsibilities of the students, the academic staff and the administrative staff (Annex 1). Violations to these regulations may result to disciplinary actions. At the Department's level, disciplinary control is initiated by the Council of the Department, with the Senate deciding, through its Disciplinary Committee, on the form of the disciplinary control. Furthermore, the University developed and employs the University's Academic Integrity Policy which applies to students, academic staff and administrative staff. This policy includes procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism. Issues related to academic misconduct are also addressed in relevant Rules and Internal Regulations of the University. The Disciplinary Committee of the Senate is responsible for the disciplinary actions and measures in the case of academic misconduct. A summary of this policy is presented in Section E5.

3.1.10. A number of procedures are in place to resolve issues concerning student grievances. These include the obligation of the academic staff to return to the students their graded coursework material, the provision for students to review their graded final exam material and to apply for a re-evaluation. Re-evaluations are handled anonymously and carried out by a second examiner, who is not aware of the grading of the first examiner. Furthermore, students are assisted in such cases by the Student Advocate. These procedures and measures are described in section E9. Furthermore, the University has in place the General Management Procedure (GMP08 – Satisfaction Surveys, Complaints & Suggestions) which provides all students the option to submit a written complaint or suggestion regarding any aspect of the University’s operation, through the Extranet platform. This includes complaints/suggestions regarding the academic programs, the services, the faculty, the administrative staff, the infrastructure etc. The complaints are monitored daily and according to the issue raised, the complaint is communicated to the relevant department(s) concerned. If the student is satisfied with the actions taken, then the complaint is completed and archived. In case the student is not satisfied with the actions initially taken and the relevant feedback, then further action are defined.

### Findings

*A short description of the situation in the Department based on evidence from the Department’s application and the site - visit.*

The administration is in line with the policies of the university. Compared to European Standards everything is organized and administrated well.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

Digital transformation – forced by Covid 19 – was managed well. This includes the IT structure and IT support.

Open Science policies were put in force (Open access, repositories) according to international standards.

### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

No problems were seen by the commission. Beside the administrative Support for research, a support strategy for proposals funding possibilities could be considered in future.

**Please select what is appropriate for the following assessment area:**

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
3. Administration	Compliant

#### 4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

##### Sub-areas

- 4.1 Planning the programs of study
- 4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*
- 3: *Partially compliant*
- 4 or 5: *Compliant*

Quality indicators/criteria		
<b>4. Learning and Teaching</b>		
<b>4.1 Planning the programs of study</b>		<b>1 - 5</b>
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programs of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programs' review and development.	5
4.1.3	The content of the programs of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	5
4.1.4	The programs of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	4
4.1.5	The Department ensures that its programs of study integrate effectively theory and practice.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
<a href="#">Click or tap here to enter text.</a>		
<b>4. Learning and Teaching</b>		
<b>4.2 Organisation of teaching</b>		<b>1 - 5</b>
4.2.1	The Department establishes student admission criteria for each program, which are adhered to consistently.	5

4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	5
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	4
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	5
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	5
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

- 4.1.1. The University has in place and applies a policy for introducing of new programs, described in section G3. This includes the procedures to be followed for the initial approval of the new program by the relevant bodies, including the Council of the Department, the School Council and the Senate, the design and final approval of the program and finally, the process for program accreditation. The University has also in place and applies a policy for monitoring, evaluating and revising its Programs of Study, described in section G4. Program revisions take into account the opinion of the academic staff, students and other stakeholders, as well as, the current developments in the discipline and possible guidelines and suggestions by professional bodies and external evaluation committees. Minor program revisions, such as revisions on the content of courses (syllabus, bibliography, assessment, etc.) are approved by the Council of the Department. Revisions concerning the structure of the Programs of Study, such as the replacement of courses by new courses need to be approved by the Senate. It is noted that changes in the structure of a Program of Study need to be approved also by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA).
- 4.1.2. Monitoring of the Programs of Study is achieved through the Internal Quality Policy and is handled by the Council of the Department through the Program Supervisors, the Departmental Quality Committee and the Student Progress Committee. The process for monitoring, evaluating and revising the Programs of Study is described in section G4. The academic staff participates in this process through their participation in the above-mentioned bodies and committees, as well as through their involvement in the Internal Quality process (Faculty Course Evaluation – IQC1, and Program Self Evaluation Report

- IQC104). Students participate in this process through their participation in the above-mentioned bodies and committees, the finding from the student questionnaires (IQC0) answered at the end of each semester, as well as their contribution as a focus group in the Program Self Evaluation Report (IQC104). Other stakeholders, such as graduates, employers and professional bodies participate in this process through their contribution as a focus group or advising committees.
- 4.1.3. The structure of the Programs of Study, the content of the courses, as defined by the set learning outcome, as well as the assessment methodology and criteria are designed in such a way to correspond to the appropriate level as indicated by the European Qualifications Framework (EQF) and its national adaptation (CyQF).
- 4.1.4. The Programs of Study offered by the Department are developed according to the relevant legislation and meet all professional qualifications requirements, ensuring that the Program graduates are eligible for registration in the relevant professional bodies. For example, the graduates of the BA in Social Work program are eligible for registration with the Cyprus Registration Board for Professional Social Workers, and therefore, become licensed professional social workers.
- 4.1.5. A section of the Teaching Policy, presented in section G1, refers to the measures and practices employed for competence and skill development. Practice is integrated with theory through various activities included in the teaching methodology for most courses and through work placement courses. The BA in Social Work program includes an Internship component that runs for 3 semesters (Field Work I, II and III), through which all students are expected to complete at least 1200 hours of work placement. The students of the B.Sc. in Psychology program must complete a number of laboratories through their courses, which include the Applied Experimental Psychology lab, the Personal Awareness Lab, the Applied Psychology Lab and the Applications of Basic Psychometric Tools.
- 4.2.1. The University has defined its general admissions criteria for both undergraduate and graduate programs. Furthermore, each Department defines more specific criteria for its Programs of Study, such as a minimum high school leaving certificate grade for undergraduate programs, or minimum degree grade for graduate programs, specific course requirements such as language, interview and/or placement exams. These criteria are described in section E6 and are consistently observed.
- 4.2.2. The University has in place a Rule for recognition of prior studies and transfer credits. The policy applied by the university is in line with the relevant European standards and international practices. This is justified by the fact that the University holds the ECTS Label, where one of the assessment criteria is the recognition of prior knowledge. At the Department level, each Department has its own procedures and regulations that are in line with the relevant University Rule. These regulations take also into consideration restrictions set by professional bodies such as the Cyprus Association of Psychologists, the Cyprus Association of Social Workers. The procedure followed for prior learning recognition and transfer credits is described in section G5.
- 4.2.3. The number of students in the teaching rooms is restricted by the maximum capacity of the classrooms in relation with the pedagogical framework. The maximum number of students for theoretical courses is 40, with the option of having more than one group when needed. In any case, the seating capacity for most classrooms is up to 40. The typical



class size for the majority of courses offered by the Department ranges from 15 to 30 students. For laboratory related courses, the number of students is determined by the capacity of the laboratory, which is in almost all cases less than 20.

- 4.2.4. The teaching staff has a regular and effective communication with students, either face to face, or through the ICT facilities of the University. According to the relevant regulations of the University, each faculty member is obliged to specify his office hours (six hours per week) where he is expected to be available to the students. The time for these office hours is made known to the students through the course outline, given to students at the beginning of the semester, while it is also published on the website of the course and the e-learning platform. Faculty members are also available to the students on other times after appointment. Furthermore, faculty and students communicate through phone, email, as well as through the relevant facilities provided by the extranet and the e-learning platform. It is also noted, that students must meet with their advisors, to discuss issues concerning their academic progress, twice a semester, during the two consultation weeks, scheduled by the Studies Office.
- 4.2.6. According to the relevant regulations of the University, each faculty member is obliged to return all corrected assessment documents, such as assignments and midterm exams, no later than two weeks after date of submission.
- 4.2.7. An overview of the assessment methodology, criteria and weights for each course is published on the website of the Program of Study. More specific details for the assessment of each course, are provided to the students through the Course Outline, which is given to the students at the beginning of each semester. In many cases, such as in the case of project work, more specific assessment criteria are provided to the students with the documentation of the specific assignment.
- 4.2.8. The assessment methodology, as well as the content of the assessment activities, such as the exam questions, are set in such a way to allow students demonstrate the extent to which have been achieved the course's intended learning outcomes.

### Findings

The teaching staff is qualified and the numbers of full-time teachers is reinforced by the collaboration of also qualified visitor teachers.

A set of classes of the BA Social Work are joint classes with psychology, which is something appreciated by the students. The number of such joint classes is not excessive.

Students are motivated and the levels of conclusion in due time is high (around 75%). The cost of fees contributes to this.

Being a major problem, the shortage of the numbers of students permits a low ratio student/teacher, and this permits a strong proximity and an individualized pedagogy.

An important proportion of students find it difficult to speak and follow learning activities in English.

### Strengths

The qualifications and curricula of teaching staff, as well as the motivation of students are strong points.

The articulation and partnership with external entities (NGO, government departments) permits a good quality of practical learning.

Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

The English skills of students can and must be improved in many ways, ranging from literature supporting courses to promoting English complementary programs, and passing exams and other evaluation materials in English or majored if in English.

Please select what is appropriate for each of the following sub-areas:

Sub-area	<i>Non-compliant / Partially Compliant / Compliant</i>
4.1 Planning the programs of study	Compliant
4.2 Organisation of teaching	Compliant

## 5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		1 - 5
<b>5. Teaching Staff</b>		<b>1 - 5</b>
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programs of study.	5
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The visiting Professors' subject areas adequately support the Department's programs of study.	3
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programs of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	5
5.6	The ratio of the number of subjects of the program of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the program of study.	5
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the program of study.	5
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>Also, write the following:</p> <ul style="list-style-type: none"> <li>- Number of teaching staff working full-time and having exclusive work</li> <li>- Number of special teaching staff working full-time and having exclusive work</li> <li>- Number of visiting Professors</li> <li>- Number of special scientists on lease services</li> </ul>		

- 5.1.1. The majority of courses are taught by academic staff employed as Teaching and Research Staff (TRS) on a full-time exclusive basis. Currently, the Department employs eleven TRS members. Two of these members hold a PhD degree in social work, one holds a PhD degree in education with undergraduate studies in social work, three hold PhD degrees in social sciences and five hold PhD degrees in Psychology. Teaching is supported by three Special Teaching Staff (STS) members, one of which is a PhD candidate in social work. In cases, where the required specialization is not covered by the faculty members of the University, the corresponding courses are taught by part time academic staff employed as Visiting Professors. Visiting Professors are TRS staff with positions at other universities, qualified to teach the specific courses. Furthermore, some specific courses are taught by qualified non-academic professionals, in order to enrich the content of the Program of Study. Part time faculty is appointed after a justified proposal of the Council of the relevant Department and the approval of the Senate, based on the need and the qualifications of the proposed candidate, on a semester by semester basis. For the current year, the Department employs three Visiting Professors (two for the Social Work program and one for the Psychology program.)
- 5.1.2. As explained in 5.1.1 above the majority of courses are taught by full time Teaching and Research Staff (TRS) members, who have the formal qualifications specified in the relevant legislation, while course allocation to staff members is done so that the content of the course matches the specialization of the academic staff member.
- 5.1.3. As explained in 5.1.1 above, to cover the teaching needs for its Programs of Study, the Departments relies on Visiting Professors. Visiting Professors are appointed after a justified proposal of the Council of the relevant department and the approval of the Senate, based on the need and the qualifications of the proposed candidate, on a semester by semester basis.
- 5.1.4. Special Teaching Staff (STS) are typically non-elected PhD holders, or MSc holders with extensive teaching experience, employed on a full-time or part-time basis. They are mainly teaching introductory level courses, or laboratory courses according to their expertise and teaching experience. It is noted that in certain cases, qualified practicing professionals (lawyers, doctors etc.) are employed as part-time Special Teaching Staff members in order to enrich the programs with their professional expertise. As explained in 5.1.1 above, the Department currently employs three STS members.
- 5.1.5. According to national legislation, the ratio of Special Teaching Staff (STS) members to the Academic Personnel must be less than 30%. Because most of the STS members are employed on a part-time basis, this ratio is computed based on the number of teaching hours. For the past three years, according to the courses taught by the Department academic personnel, this ratio varies from 15% to 20%, therefore it is within the limit specified by the relevant legislation.
- 5.1.6. For the academic year 2019-2020, the ratio of the number of courses taught by academic staff working full-time and exclusively to the number of courses taught by part-time academic staff, for the Department is 93% (five out of the 73 courses were taught by part-time personnel). An analysis on the ratio of the courses taught by full-time time to part-time academic staff, per Program of Study show minor deviations from the figure mentioned above.

5.1.7. The average number of students registered in all Programs of the Department during the last three years is 115. Considering that the Department employs 11 full time TRS and 2 STS members, the ratio of the number of students to the total number of teaching staff for the Department is 9 students per staff member. Therefore, the ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programs of Study.

5.1.8. At the end of each semester, students complete the Student Questionnaire (IQC100), where they evaluate the course and the instructor. The results of these questionnaires are used by the teaching staff for self-improvement. If the average grade of a staff member is below a threshold, then the Chairperson of the Department is informed. In such a case, the Chairperson and the teaching staff member decide on remedial measures.

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

When it comes to teaching staff, working in the three evaluated programs related to social work we recognize a transformative phase. In later years several colleagues with a PhD in social work from other countries have been employed and a generational transition is evolving. This progress seems to be promising but seems still to be somewhat fragile and needs to be recognized and nurtured by the University when it comes to resources and career planning. This seems to be the most urgent and strategic point together with a recruitment of a full professor in social work. When it comes to STS members and visiting professors this seems to be adequate. If possible, visiting colleagues should be recruited outside of Greece to strengthen the departments involvement and collaborations in a wider European and International perspective.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

Recruitment of younger staff with a PhD abroad in social work.

Consciousness of the need to further strengthen the academic competences in social work.

### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

Lack of a full professor in social work.

In-depth collaboration and involvement to strengthen the professional profile of social work both in practice and in the scientific community.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
5. Teaching Staff	Compliant

## 6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: *Non-compliant*

3: *Partially compliant*

4 or 5: *Compliant*

Quality indicators/criteria		
<b>6. Research</b>		<b>1 - 5</b>
6.1	The Department has a research policy formulated in line with its mission.	5
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programs.	3
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	4
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	5
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	1
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	3
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	5
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	3
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	2
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

- 6.1.1/6.1.2. The University has in place a research policy, presented in Annex 7, while the adaptation of this policy by the Department is presented in sections I1 and I2. This policy defines the regulations and procedures governing the research activity of the University/Department, which are consistently applied by the Department. The University policy is aligned with the mission and the growth strategy of the University, while the relevant policy of the Department is aligned with the mission of the Department.
- 6.3. The University provides space facilities for a number of research labs/units, as well as for doctoral students and post-doctoral researchers. Research equipment is primarily achieved through the external funding of research programs. It is also noted that the University, capitalizing on the successful participation in external funded programs has established the Research Fund, which is used as the main tool for supporting internal funding of research related activities.
- 6.4. The Department educates its students in the research activity and promotes the research culture among them. Undergraduate and postgraduate level students are educated in the research activity primarily through the inclusion of research topics in advanced courses. Furthermore, postgraduate Masters level students are educated in the research process through the course “Specialized Social Research Applications” and the “Thesis I” course where students are introduced to research methodologies and prepare a research proposal. Doctoral students are educated in the research process through two courses “Collection and Analysis of Research Data I and II” that aim to enable students to construct a comprehensive understanding of research methods in social sciences, and to facilitate students to develop skills and competences related to the planning and materialization of doctoral dissertation and other research activities.
- 6.5. As described in Annex 7, the University has adopted the National Policy for Open Access that derives from the European one. Data related to the publication activity of the faculty of the University is regularly collected and relevant indicators are monitored by the Research & Interconnection Service and the Internal Quality Committee through the Internal Quality System of the University. These indicators include data and metrics obtained by portals like Scopus, and Google Scholar. These indicators include the number of publications in refereed journals and conference proceedings (total and for the last five years), the average number of publications per faculty member per year, the number of citations, the h-index, etc. Section I9 provides information on the publications (up to 10 most important ones and up to 5 the most recent) of each academic staff member. During the past five years the 11 TRS members of the Department have published 41 papers in refereed scientific journals and 40 papers in refereed conference proceedings, therefore the average number of publications per TRS member per year is 1.4.
- 6.6. The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.
- 6.6. Through its teaching policy, the Department ensures that research results are integrated into teaching. This is achieved by (a) enriching specific chapters of the content of the course with references to the current state of relevant research, (b) including in the content of the course specialized chapters related to the research activity of the academic staff member teaching the specific course and (c) including in the assessment methods of a

course activities such as paper reviews, literature reviews and class projects related to the current state of relevant research. A list of research-based projects conducted in collaboration with the students of the Department is provided in section I7.

Service and transferring know-how to society and the production sector is among the pillars of the Vision and the Strategic Plan of the University. The University, during the past five years, is participating in 23 research programs funded through specific calls of the Research and Innovation Foundation of Cyprus, as well as other programs funded by the Ministry of Commerce, the Ministry of Education, the Cyprus Anti-Drugs Council and others. The total funding of these programs is €2,769,062, while the University's funding is €881,114. Out of these 23 programs, five programs with a total departmental funding of €117,698 were conducted by TRS members of the Department. Know-how is also transferred to the local production sector through the collaboration agreements and the services provided by the University.

- 6.7. The research policy of the University addresses the issue of compliance with international rules of research ethics, both in relation to research activity and the rights of researchers, as described in section I4.
- 6.8. During the past five years, the Department, through the research activities of its faculty, has secured 13 externally funded research programs, funded primarily by the Research and Innovation Foundation of Cyprus, the European Union and others. The total funding of these programs is €6,497,299, while the Department's funding is €299,213. Currently, there is no official data available to the public about the research activity of other universities in Cyprus. It is estimated however, that funding for research activities for Frederick University is lower than the corresponding funding of the two public universities, while it is higher than the corresponding funding of the rest of the private universities.
- 6.9. Frederick University is a private institution with limited financial resources, obtained through student tuition. Therefore, it relies mainly on competitive external research funding programs to support its research activities. Capitalizing on the successful participation in such programs, the University has established the Research Fund (RF) that is used as the main tool for supporting internal funding of research related activities. The RF's revenues come primarily from the externally funded projects, as well as other consulting services contracts. The function of the RF is primarily to support, upgrade and expand the research activity of the University by covering the own contribution of new research projects, providing the funds for the acquisition of research related equipment and supporting the participation of the faculty in international conferences. Furthermore, the RF aims to encourage the scientific distinction of faculty and to reward high performance research. During the past five years, €1,224,041 were used to support the research activity of the University.

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

More research and research related publications are needed to promote the study programs and the department.



### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

A new strategy including financial support to increase research is established.

### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

The stimulus to do comparative international research can be a way of stimulating high level research and international visibility.

The PhD (the changing of label has already been recommended) must be clearly research-based.

Resources and support for Staff for publications and participation in international networks.

Strategy to increase the research volume should be reviewed in the future on its outcomes.

Young People should be support.

PhD should be strictly research based.

Comparative and competitive research should increase.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
6. Research	Non Compliant

## 7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: *Non-compliant*  
3: *Partially compliant*  
4 or 5: *Compliant*

Quality indicators/criteria		
<b>7. Resources</b>		<b>1 - 5</b>
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	3
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	5
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	3
7.5	The Department carries out an assessment of the risks and sustainability of the programs of study and adequately provides feedback on their operation.	5
7.6	The Department's external audit and the transparent management of its finances are ensured.	5
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

- 7.1. The University is financially sound, prioritizing quality and growth instead of profit, as expressed by the high payroll commitment and the establishment of research priorities and regulated use of funds to that end. Clear and transparent regulations are in place to support the academic development of the organization including schemes such as the research fund, the staff development process, etc. As described in 7.2 below, the operation of the Department is financed by the University with most expenditures managed by the relevant university bodies.
- 7.2. The budget management to support the Department's operation and development is presented in section J2. Part of the expenditure for the operation of the Department is managed centrally, based on the Departments approved growth strategy. This includes building and infrastructure, permanent staff costs (salaries and increments), promotional activities, as well as library operation costs. It is noted however, that new academic positions, as well as visiting staff positions are proposed by the Departments and approved by the Senate and ratified by the Council, after assessing the necessity and the

impact of the proposed positions on the department's sustainability. Expenses concerning teaching and laboratory equipment, library costs for new books and subscriptions, staff development activities such as conference participation funding and research funding support, and outreach activities are managed transparently by the School and the Department through the relevant School committee and the administrative bodies of the Department and the School.

- 7.3. Refer to 7.1 above. (Donations: not applicable.)
- 7.4. The Department's budget is provided by the University. Budget priorities clearly coupled with strategic plan of the University and the Departments. The University approves the strategic planning of the Department providing adequate budget for its implementation.
- 7.5. Structured procedures are employed for risks and sustainability of the Departments and Programs, with management oversight at the University level and the involvement of the relevant functional units, such as the Departments.
- 7.6. The Department's external audit are carried out at the University level by top reputable auditing organization with full transparency, therefore the transparent management of finances is ensured.
- 7.7. The University has in place procedures for a periodic review of its support facilities and services, while extra budget is provided to cover unforeseen expenses. An example of the later is the budget provided by the University for upgrading its ICT infrastructure to enable the online delivery of all classes, and the installation of specialized equipment (special cameras and TV monitors) in all classrooms to enable the hybrid mode of class delivery (online and face-to-face concurrently).

### Findings

*A short description of the situation in the Department based on evidence from the Department's application and the site - visit.*

The increase of the number of students seems to be essential for the Departments progression within the discipline of social work.

Research is oriented to pertinent themes related to vulnerable people (ill people, children with special needs of education, prisoners, etc.) and communities. The macro level of welfare policies is weakly represented. This also weakens the possibilities to develop comparative research, which is crucial for internationalization.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

Interaction with the field of practice of social work are in progress but has to be strengthened and further explored.

### Areas of improvement and recommendations

*A list of problem areas followed by or linked to the recommendations of how to improve the situation.*

A well thought strategy to increase the number of students is needed.

A strategic investment in research for the staff is highly recommended.

Carrier planning, especially for younger staff, should be emphasized, i.e. post doc-positions and initiation resources for guest visits to other Universities etc.

The presented involvement to interact with the professional bodies in social work in Cyprus should be emphasized further by the Department and the whole University.

The stimulus to do comparative international research can be a way of stimulating high level research and international visibility.

The PhD (the changing of label has already been recommended) must be clearly research-based.

Please ✓ what is appropriate for the following assessment area:

Assessment area	<i>Non-compliant / Partially Compliant / Compliant</i>
7. Resources	Partially Compliant

## D. Conclusions and final remarks

*Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.*

The Department delivers an important contribution to the academic system and the field of social work in Cyprus. This should be further recognized and strengthened by Frederick University.

The staff has the academic capability for further research and internalization, and also to take more advantage from current research to produce books, book chapters and papers in refereed indexed journal.

“Umbrella strategy” of the study programs should be reconsidered in line with progression of education levels in social work. This implies the revision of the labels of MA and PhD programs under evaluation.


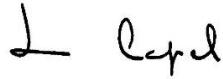
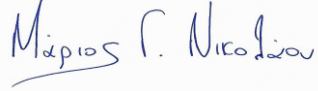
The increase of students, mainly in the PhD program seems to be essential to the growth in research and also for sustainability reasons

Internationalization is a key issue to attract students from Greece or from abroad, and also to improve the prestige of the University and of the social work area.

More research is needed to gain reputation through research related publications.

English parts of the curriculum are important as well as an evidence-based teaching.

## E. Signatures of the EEC

Name	Signature
Thomas Gabriel	
Tapio Salonen	Tapio Salonen
Luís Capucha	
Marios Nicolaou	
Prokopis Antoniou	Prokopis Antoniou

Date: 15.01.2021

