Doc. 300.3.1/1

Date: 17 September 2021

External Evaluation Report (Programmatic within the framework of Departmental Evaluation)

- **Higher Education Institution:**
  Philips University

- **Town: Nicosia**

- **School/Faculty: School of Education and Sciences**

- **Department: Department of Social and Behavioural Sciences**

- **Programme(s) of study - Name (Duration, ECTS, Cycle)**

Programme 1 – [Title 1]
In Greek:
Not provided
In English:
 MSc Addiction Counselling with specialist pathway in Prevention or Interventions
Language(s) of instruction: Greek

Programme 2 – [Title 2]
In Greek:
Programme Name
In English:
 Programme Name
Language(s) of instruction: Language(s)

Programme 3 – [Title 3]
In Greek:
Programme Name
In English:
 Programme Name
Language(s) of instruction: Language(s)

## A.	Introduction

This part includes basic information regarding the onsite visit.

The External Evaluation Committee held a 'virtual onsite visit' facilitated by CYQAA on the 3rd September 2021. For full list of committee members see section B. The committee were offered the opportunity to meet with key stakeholders (including students, a community representative) and Faculty and Administrative staff of the University, and specifically the leadership of the Department Social and Behavioural Sciences, and the teaching team. The day was spent hearing presentations from each of the groups and whilst the committee found this very helpful, the committee noted that the agenda format did not leave sufficient time to engage in question and answers with the various teams. That said, the committee were grateful for all of the follow up requests that were granted to assist in the overall process, including access to a sample course on their Moodle Platform.

B.   External Evaluation Committee (EEC)

Name	Position	University
Carmel Clancy	Professor	Middlesex University
Johan Frank	Professor	Karolinska Institutet
Stephanos P. Vassilopoulos	Professor	University of Patras
Santi Caballé	Professor	Open University of Catalonia
Maria Christoforou	Student representative	University
Name	Position	University

C.   Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
  (a)   *sub-areas*
  (b)   *standards which are relevant to the European Standards and Guidelines (ESG)*
  (c)   *some questions that EEC may find useful.*

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

  Findings

  A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite 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 to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding each programme of study as a whole.*

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

1. Study programme and study programme's design and development
(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

> **Sub-areas**
>
> 1.1. **Policy for quality assurance**
> 1.2. **Design, approval, on-going monitoring and review**
> 1.3. **Public information**
> 1.4. **Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*
  - *includes well-structured placement opportunities where appropriate*
  - *is subject to a formal institutional approval process*
  - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher*

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Education and, consequently, to the Framework for Qualifications of the European Higher Education Area
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- o *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - o *selection criteria*
  - o *intended learning outcomes*
  - o *qualification awarded*
  - o *teaching, learning and assessment procedures*
  - o *pass rates*
  - o *learning opportunities available to the students*
  - o *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - o *key performance indicators*
  - o *profile of the student population*
  - o *student progression, success and drop-out rates*
  - o *students' satisfaction with their programmes*
  - o *learning resources and student support available*
  - o *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

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- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Philips University received its university status only recently (in 2020) but springs from an academic institution that has been in existence for several years (Philips College; since 1978. Programmes are evaluated yearly by independent, external experts.

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

The University expresses an ambition to reach high academic standards and be competitive on a national and international level in the relevant educational programmes, as outlined by the President's statement.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

A greater focus on the continuous monitoring and quality assurance of on-site instructors involved in supervising interns would strengthen the pedagogical process of the investigated programmes.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*		
1.1	Policy for quality assurance	Compliant		
1.2	Design, approval, on-going monitoring and review	Compliant		
1.3	Public information	Compliant		
1.4	Information management	Compliant		

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2. Student – centred learning, teaching and assessment *(ESG 1.3)*

> **Sub-areas**
>
> **2.1 Process of teaching and learning and student-centred teaching methodology**
> **2.2 Practical training**
> **2.3 Student assessment**

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

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- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *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.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The University has a quality assurance system in accordance with the European Standards and Guidelines (ESG) for quality assurance in the European area, and the Researcher Development Framework (RDF), a professional framework developed for researchers. It is further certified by The Cyprus Agency of Quality Assurance and Accreditation of Higher Education (CYQAA). The University has internal quality assurance procedures for all its operations (based on self-evaluation, under the supervision by an Internal Evaluation Committee. There is also accreditation by professional bodies (Chartered Associations, Institutes) where relevant.

In general, the nature of the programme is compatible with in person delivery and the methodology provided is appropriate for the particular programme of study. The university's quality assurance is evaluated by external and voluntary accreditations, and Philips University is a member of The European Association of Institutions in Higher Education (EURASHE) which represents universities of applied sciences and university colleges;

The university's learning management system supports in-person and online teaching, learning and administrative processes. This is a Moodle installation with all the basic online services available. The platform specifically provides synchronous (through MS Teams) and asynchronous tools to support the interaction needs of students with the lecturers, the other students and with the materials. The platform also provides e-assessment procedures through quizzes with automatic feedback in order to assess students' knowledge. The provision of more complex forms of e-assessment to assess competences and skills, such as critical thinking, is also provided though was not shown the specific assessment procedures during the meetings. Each course has a minimum of 7 hours of synchronous communication (teleconferences) between teacher and students. Facilities for in-person teaching appear appropriate and modern, and there is an onsite library and study spaces with easy access.

Collaboration among teachers and students (and among students) is evident, and office hours and face to face tutorials (with acceptable response times to student queries were shared and identified). In addition, collaboration among students for in-person teaching is promoted by collaborative activities based on project-based and in class discussions/seminars, though it was not detailed in the design, procedures – outlined in the module/course narratives.

Formative assessment of the courses is based on submitted essays and reports with provision of personalized feedback during the course counting to 20% of the final grade while summative assessment is based on a mandatory final exam counting to 60% of the final grade. Assessment procedure during the course is completed with continuous assessment to 20%. Optional formative (self-assessment) activities are included in the weekly study guides in order to self-evaluate student knowledge and skills of the course.

Strengths

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

There is a scheduled and systematic quality assurance of educational programmes based on defined standard-operating procedures.

The EEC believes that continually evaluating the quality assurance by non-mandatory external accreditation organisations is a good practice.

The EEC considers the university's in-person model to be in line with the specific profile of full and part-time students who have professional duties and need to learn effectively and in a timely fashion though it was not clear how the educational visits to centres (internships) were managed for those students who live abroad for professional reasons.

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The provision of personalized feedback in the submitted assignments as well as the feedback based on rubrics and peer-assessment are considered best practices, even if they were not shown during the meetings. In addition, the EEC recognizes the many benefits of collaboration among students promoted by collaborative activities, project based, and discussions organized in teams/workshops. Finally, the weekly study guides, which allow the students to determine the work to be done every week, is also considered a best practice. The EEC urges the university to keep up these strong elements of their learning model while reinforcing them when possible.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.
Areas of improvement and recommendations for [Title 1]
The continuous and recurrent monitoring of pedagogical skills and teaching competence of clinical staff (I e, during 'practicum') may represent a challenge due to tha high number of clinical teachers/supervisors involved in some programmes.

The continuous and recurrent monitoring of pedagogical skills and teaching competence of clinical staff (I e, during 'practicum') may represent a challenge due to tha high number of clinical teachers/supervisors involved in some programmes.

The EEC strongly recommends guaranteeing that the educational visits to centres (internships) are available to every student regardless of his/her geographical location and personal situation.

The EEC was not clear how the 'practicum' (internships) was formally assessed and incorporated into the overall 'assessment framework' associated with the ECTs. There was also no clear 'learning outcome map' against each of the assessment component parts, both within module and across the programme. The EEC strongly recommends that this aspect of the assessment process is reviewed and reconsidered.

Furthermore, assessment literacy was not sufficient diverse to consider different 'learning styles' of students, who may struggle with 'examination type' only assessments which are heavily weighted in the programme.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant		
2.2	Practical training	Partially compliant		
2.3	Student assessment	Partially compliant		

3. Teaching staff *(ESG 1.5)*

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Sub-areas

   3.1. Teaching staff recruitment and development
   3.2. Teaching staff number and status
   3.3. Synergies of teaching and research

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3.1. Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2. Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3. Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*

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> - *The allocation of teaching hours compared to the time for research activity is appropriate.*
>
> *You may also consider the following questions:*
>
> - *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
> - *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
> - *Is teaching connected with research?*
> - *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
> - *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
> - *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Overall the ECC found evidence that the teaching staff were competent, knowledgeable, and with appropriate qualifications in the generic and specialist subject areas. Their commitment to their students was evident; and supported by the student representatives of the University. There was evidence that selection and recruitment of faculty followed standard approaches taken by other Institutions, and that annual performance reviews were undertaken.   There was evidence of the synergy between teaching and research, and that students had access to strong role models in this area.   However, it is noted that there is only one librarian and not subject specific. This is not a reflection on the current role holder who more than adequately addressed the EEC's questions but given the size of the University and student numbers this does not feel a sufficient resource and should be reviewed.

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

Positive teaching attitudes, and clear commitment to student body.
Research Centres

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

None of significant note – see above statements

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*		
3.1	Teaching staff recruitment and development	Compliant		
3.2	Teaching staff number and status	Compliant		
3.3	Synergies of teaching and research	Compliant		

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4. Student admission, progression, recognition and certification *(ESG 1.4)*

> **Sub-areas**
> **4.1.** Student admission, processes and criteria
> **4.2.** Student progression
> **4.3.** Student recognition
> **4.4.** Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
    - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
    - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

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Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The Admission Process in terms of International Students and their ability to 'access' internships has been noted under a number of areas which the EEC recommend needs further review and clarification. Recognition of Prior Learning is not supported for these specific programmes. With respect to the Assessment Process – the EEC note the lack of 'formal connection' within the overall asssement process and credit bearing part of the course for the 'internship' should be revisited, so that a student who may be exceptionally strong academically, but fails to meet the necessary competencies clincially will not be able to gain an award that implies masters prepardedness as a counsellor. Furthermore it is noted that the credit bearing aspect of the program and the fact the practicum does not appear to correspond to specific ECTS (15 ECTS are the standard for other MSc counselling programs in Greece) is problematic. Albeit that there might be a "pass/fail" evaluation process it is always advantageous (for the prospective students) to have their internship hours matched with specific ECTS credits (if they want their degree to be comparable with other similar MSc degrees in Greece and elsewhere).

The university's Moodle platform provides a wide range of learning analytics tools for monitoring student progression and performance based on collecting information from the student with lower grades, poor participation or with undelivered activities. However, it was not clear the extent the instructors use this information to support their students on a daily basis.

The EEC would like to note that students benefit from a very good student-teacher ratio (1/12) and student feedback is very positive

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

A strength was noted around the very low drop-out rate as a figure for Philip's University rather than for this specific programme (even though numbers were not reported). In addition, student feedback is actively sought

at course end and on an on-going basis throughout course delivery. However, the effectiveness of this information in terms of specific measures for improvement taken by the university was not shown.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Assessment Literacy – there is a clear and consistent approach to the assessment process which would benefit from considering 'other forms' of assessment other than examination that reflect different learning styles. Furthermore, each courses' learning outcomes should be mapped to the assessment framework so that the student can clearly understand how their learning is to be assessed.

More sophisticated forms of learning analytics mechanisms based on AI and specifically Machine Learning are encouraged to be used to monitor and predict student performance and dropout in order to be able to provide timely corrective measures. This is strongly recommended in case of university's expansion plans through increasing the academic portfolio and/or the number of online students.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
4.1	Student admission, processes and criteria		Compliant	
4.2	Student progression		Compliant	
4.3	Student recognition		Compliant	
4.4	Student certification		Compliant	

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5. Learning resources and student support *(ESG 1.6)*

> **Sub-areas**
>
> **5.1. Teaching and Learning resources**
> **5.2. Physical resources**
> **5.3. Human support resources**
> **5.4. Student support**

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

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5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

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Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

In the overall Department Programme Report the EEC had nothing of signficance to report – in these areas other than the identification that there is only one librarian employed to address the needs of 'all university students', which the EEC felt required strengthening in terms of resource allocation.

The proposed courses have a complete syllabus plus a weekly study guide which are very well presented and includes relevant information: objectives, learning outcomes, material to use, activities to perform, and complementary bibliographic references and recommended study time. Each course has an adequate number of hours of synchronous communication between teacher and students.

Strengths

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

The Campus Facilties appear well maintained, are easily accessible and well received by the students, and appear to meet their needs.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Materials, resources appear to be to be adequate

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
5.1	Teaching and Learning resources	Compliant		
5.2	Physical resources	Compliant		
5.3	Human support resources	Compliant		
5.4	Student support	Compliant		

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6. Additional for doctoral programmes *(ALL ESG)*

> **Sub-areas**
>
> **6.1. Selection criteria and requirements**
> **6.2. Proposal and dissertation**
> **6.3. Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
Click or tap here to enter text.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.
Click or tap here to enter text.

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

Sub-areas		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D.   Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of each programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

Overall this Department and Programmes under review satisfied the EEC in its mission, objectives, processes and general commitment to a worthy area of study, that is certainly needed both locally, regionally and internationally given the burden of disease related to problematic substance use and addictions.

With the exception of the 'internships' (see specific comments below) the EEC found the MSc Programmes well conceived and well structured.

The EEC were impressed by the commitment and organisation of the University and the Department and clearly have a team of academics (teachers and researchers), and administrators capable of delivering the programmes under review, who were competent and enthusiastic.

There are clearly two broad areas that the EEC identified that would benefit from review and strengthening

1.   The Internship Aspect of the Programme – whilst this is an exceptionally important and innovative aspect of the programme, and is highly commended, the team do need to consider a number of issues that were not clear or transparent in either the site visit or paperwork e.g.

    What occurs if a non Greek Speaking student applies – if that is not possible this needs to be reflected in the international advertising campaign

    What occurs if an international student (on the DL) wishes to undertake their Internship in their local country – what are the quality assurance arrangements in selecting, and determining if the host site can facilitate and meet the needs of the student and comply with the programme regulations (see specific comments below)

    How are internships overall managed – explicitly – operationally, and how can students, stakeholders be reassured of the qualifications of the clinical tutors/supervisors

2.   Assessment Literacy – there is a clear and consistent approach to the assessment process which would benefit from considering 'other forms' of assessment other than examination that reflect different learning styles. Furthermore, each courses' learning outcomes should be mapped to the assessment framework so that the student can clearly understand how their learning is to be assessed.

In addition, the lack of 'formal connection' within the overall asssement process and credit bearing part of the course for the 'internship' should be revisited, so that a student who may be exceptionally strong academically, but fails to meet the necessary competencies clincially will not be able to gain an award that implies masters prepardedness as a counsellor. Furthermore it is noted that the credit bearing aspect of the program and the fact the practicum does not appear to correspond to specific ECTS (15 ECTS are the standard for other MSc counselling programs in Greece) is problematic. Albeit that there might be a "pass/fail" evaluation process it is always advantageous (for the prospective students) to have their internship hours matched with specific ECTS credits (if they want their degree to be <u>comparable</u> with other similar MSc degrees in Greece and elsewhere).

The ECC strongly recommend that these two broad issues need to be reviewed and addressed (particularly for International Student admissions) before moving forward.

E. Signatures of the EEC

Name	Signature
Carmel Clancy	
Johan Frank	Electronically signed by Johan Franck Date and time of signature 2021-09-16 14:58 UTC Authenticated by Karolinska Institutet eduSign
Stephanos P. Vassilopoulos	
Santi Caballé	
Maria Christoforou	

Date: 17 September 2021