



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report
for the New Undergraduate Study Programme in
operation of:

Archives, Library and Information Systems

Institution: University of West Attica

Date: 18 April, 2025



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review
of the New Undergraduate Study Programme in operation of **on**
Archives, Library and Information Systems of the **University of West**
Attica for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new undergraduate study programme in operation of **Library and Information Systems** of the **University of West Attica** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Assoc. Prof. Ana Chikovani (Chair)
(Title, Name, Surname)
Ivane Javakhishvili Tbilisi State University, Georgia
(Institution of origin)
2. Prof. Fatima Eloeva
(Title, Name, Surname)
Vilnius University, Lithuania
(Institution of origin)
3. Prof. Marios Mavronicolas
(Title, Name, Surname)
University of Cyprus, Cyprus
(Institution of origin)
4. Prof. George Tsoulas
(Title, Name, Surname)
University of York, United Kingdom
(Institution of origin)
5. Mr Angelos Michail Chouvardas
(Title, Name, Surname)
Student representative, University of Piraeus, Greece
(Institution of origin)

II. Review Procedure and Documentation

Please refer briefly to the Panel preparation for the new undergraduate study programme in operation review, as well as to the documentation provided and considered by the Panel. State the dates of the site visit and describe the visit schedule and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.

The Accreditation Review of the new undergraduate study programme **Archives, Library and Information Systems** of the **University of West Attica** took place remotely between Monday, 7 April and Saturday, 12 April 2025. A few days before the online visit, the External Evaluation and Accreditation Panel (Panel) had at its disposal the HAHE Cloud link with the Accreditation support documentation concerning the new undergraduate study programme review. On April 3 2025, the Panel also received information about the accreditation process (orientation meeting) via email from HAHE. The Panel studied the documentation provided by HAHE as well as the material uploaded on the website of the Department of Archival, Library and Information Studies of the University of West Attica. On Monday, 7 April 2025, the Panel held a private meeting to discuss the documentation and organise the tasks. The meetings during the virtual visit were scheduled as follows:

Monday, 07 April 2025:

18:30-19:00 Teleconference with the Vice-Rector/President of MODIP & the Head of the Department:

1. Stavros Kaminaris, Professor, Vice-Rector, President of MODIP
2. Dimitrios Kouis, Associate Professor, Head of the Department of Archival, Library and Information Studies.

The Vice-Rector presented a short overview of the new Undergraduate Study Programme (USP): academic profile, status, strengths, and possible areas of concern, facilities of the Institution as well as feasibility of the new USP. Throughout the session, the Panel actively engaged with the presentation, with slides later provided for reference.

19:15 – 21:15 - Teleconference with OMEA & Quality Assurance Committee (QAC)/Quality Assurance Unit (QAU/MODIP) representatives:

1. Spiros Zervos, Professor, President of OMEA
2. Eftichia Vraimaki, Assistant Professor, OMEA member
3. Konstantinos Kyprianos, Assistant Professor, OMEA member
4. Sarantos Kapidakis, Professor, OMEA member
5. Stavros Kaminaris, Professor, Vice-Rector, President of MODIP
6. Marisa Sigala, Ph.D., Administrative Head of MODIP Department

OMEA and Quality Assurance Committee members discussed the degree of compliance of the programme to the Standards for Quality Accreditation, Strategy, Feasibility Study, strengths and challenges. A question and answer period followed, several points / findings which need further clarification were discussed.

21:15 - 21:45 - the Panel had a private zoom meeting to exchange views and prepare for the review process.

Tuesday, 08 April 2025

16:00-16:45 - Teleconference with teaching staff members

1. Markos Dendrinis, Professor
2. Georgios Giannakopoulos, Professor
3. Daphne Kyriaki-Manessi, Professor
4. Ioannis Triantafyllou, Professor
5. Alexandros Koulouris, Associate Professor
6. Yannis Stoyannidis, Assistant Professor
7. Angeliki Antoniou, Assistant Professor
8. Artemis Chaleplioglou, Assistant Professor
9. Christos Zampakolas, Assistant Professor
10. Tasos Michailidis, EDIP

Teaching staff members discussed professional development opportunities, mobility, workload, student evaluations, link between teaching and research, teaching staff's involvement in research projects and research activities directly related to the programme, possible areas of weakness

17:00-17:45 Teleconference with students.

Meeting with 10 students of the undergraduate study program on Archives, Library and Information Systems. Students were asked about their degree of satisfaction with the programme and with the services and facilities provided by the University and about their participation in the evaluation.

18:00-19:00 - On-line tour: classrooms, lecture halls, libraries laboratories, and other facilities /Discussion about the facilities presented in the video produced for this purpose.

1. Dimitrios Kouis, Associate Professor, Head of the Department of Archival, Library and Information Studies,
2. Alexandros Koulouris, Associate Professor.

Discussion was followed by an online tour of the university's facilities, including classrooms, libraries, and labs, to assess the adequacy of learning resources.

19:30-20:15

Teleconference with 10 external stakeholders from the private and the public sector - employers, social partners of the Undergraduate Study programme on Archives, Library and Information Systems. A conversation was held about their experience with the graduates, their collaboration with the USP and the situation of the labour market.

20:15 - 20:45 - The Panel had a private zoom meeting to exchange views and prepare for the oral report.

20:45 - 21:15 -Teleconference with OMEA & Quality Assurance Committee (QAC)/Quality Assurance Unit (QAU/MODIP) representatives:

1. Spiros Zervos, Professor, President of OMEA
2. Eftichia Vraimaki, Assistant Professor, OMEA member
3. Konstantinos Kyprianos, Assistant Professor, OMEA member
4. Sarantos Kapidakis, Professor, OMEA member
5. Stavros Kaminaris, Professor, Vice-Rector, President of MODIP
6. Marisa Sigala, Ph.D., Administrative Head of MODIP Department

Discuss on several points and findings which need further clarification and question and answers.

21:15-21:30 - Closure meeting with the Vice-Rector/President of MODIP, the Head of the Department, OMEA/MODIP representatives:

1. Stavros Kaminaris, Professor, Vice-Rector, President of MODIP
2. Dimitrios Kouis, Associate Professor, Head of the Department
3. Spiros Zervos, Professor, President of OMEA
4. Marisa Sigala, Ph.D., Administrative Head of MODIP Department

Several points/findings which need further clarification were discussed. The Panel Informally presented the key findings. In general, the documentation provided was complete, but the Panel requested clarification regarding the range and organization of the supplementary supporting documentation submitted for its review as additional material. This information was provided to the Panel.

In some cases, participation of the representatives of the USP in teleconferences took place via a single shared device in a physical setting with multiple individuals. This limited individual engagement and personal expression. Without specialized equipment (e.g., OWL camera and microphone), audio was not always clear, and overlapping voices made discussions harder to follow. Moreover, the lack of visible participant names made it difficult for panel members to identify speakers and their roles during Q&A sessions. As a result, the completeness and representativeness of the feedback could have been improved.

Furthermore, the panel would like to emphasize that all meetings were held in a warm, collaborative, and constructive atmosphere and that all participants were demonstrating a strong willingness to provide any requested information and to respond thoughtfully to all questions posed during the discussions.

Subsequent meetings of the Panel were convened to discuss their observations and prepare a comprehensive report summarizing their evaluation of the programme.

III. New Undergraduate Study Programme in operation Profile

Please provide a brief overview of the new undergraduate study programme in operation with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Also, you may provide a short description of the home Department and Institution, with reference to student population, campus or any other facts, as deemed appropriate.

The Department of Library, Information and Archival Studies (ABSP) at the University of West Attica evolved from the Department of Library Science and Information Systems of the Technological Educational Institute (TEI) of Athens. It has been operating continuously since 1977 under various institutional frameworks (KATEE, TEI, University of West Attica). It is the oldest and very popular department in its field among prospective students, effectively constituting the first School of Library Science established in Greece.

The Department of Archival, Library and Information Studies (ABSP) was established in 2018 and offers a single Undergraduate Study Program titled "Archives, Library and Information Systems." The program was developed as an evolution and enhancement of a pre-existing program, in alignment with the University of West Attica's strategic commitment to addressing emerging challenges and expanding academic opportunities. It reflects the University's dynamic approach to curriculum development and its goal of offering modern, relevant study pathways within the Department, which is part of the School of Administration, Economic and Social Sciences.

The Programme offers courses which are consistent with the School's interdisciplinary nature and the University's overall objectives. The programme aims to equip students with the knowledge, skills, and professional attitudes needed to manage, preserve, and provide access to information in its different forms. It aims to produce graduates capable of managing all types of information, contributing to the advancement of the interdisciplinary field of Information Management, and reinforcing the social, cultural, and educational role of information organizations. The program combines theoretical and laboratory-based coursework with a research framework grounded in analysis, synthesis, and critical thinking. It also offers opportunities for professional development through collaborations with partner organizations and institutions.

Studies encompass all branches of the traditional information sciences (Librarianship, Archival Science, Museology, and Documentation), which, under the significant influence of technology, are integrated within the broader framework of Information Management.

The four years of the programme are divided into eight semesters. Courses are classified into the following categories based on their level of specialization: a) 16 General Background Courses, b) 15 Specialized Background Courses, c) 20 Specialization Courses. Each academic year includes 10 to 12 courses, with 5 to 6 courses per semester and 20 to 22 teaching hours per week. An exception is the 8th semester, which includes the

internship, the Bachelor's thesis, as well as 6 teaching hours. The small number of elective courses might be chosen from the compulsory elective subjects from the fourth semester and onwards.

The number of admitted students was initially set at a maximum of 140. However, as the Panel was informed during the interviews, the program has requested a reduction of this number to 90 in order to operate more efficiently.

The program is dedicated to fostering an international dimension by promoting cross-border academic interaction and collaboration with institutions, particularly through networks such as ERASMUS+. It will be supported by the academic staff of the Department of Library, Information, and Archival Studies, as well as academics on contract. The limited number of Professors and specialized scientific personnel is recognized as a challenge for the new program. However, new academic staff members have already been recruited, and plans are in place to expand the academic team with additional positions in the near future.

The implementation of the new Undergraduate Study Program is supported by a quality environment that facilitates both teaching and research. Laboratory and practical exercises take place in specially designed classrooms equipped with appropriate technical infrastructure. However, in light of the program's evolving needs, further improvements to the infrastructure and the quality of support services are planned. The University is currently constructing a new multifunctional building, expected to be completed by the end of 2025, which will provide additional space and enhanced facilities for the program. Plans are also in place to upgrade digital resources and related infrastructure to better support academic activities.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:

a. The academic profile and the mission of the academic unit

The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development

The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme

The feasibility of the operation of the new department should be justified based on:

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

d. The documentation of the sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:

- *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
- *staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum*
- *funding (funding possibility from public or non-public sources)*
- *services (central, departmental / student support, digital, administrative, etc.)*

e. The structure of studies

The structure of the studies should be briefly presented, namely:

- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

f. The number of admitted students

- *The proposed number of admitted students over a five-year period should be specified.*
- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

g. Postgraduate studies and research

- *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
- *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Department of Library, Information and Archival Studies was established under Law 4521/2018. The department's academic development strategy and the design of its new study programme has been clearly articulated. This strategy is informed by a comprehensive review of factors shaping teaching and research in the discipline, an assessment of institutional, economic, developmental, and social conditions in the wider environment, and an evaluation of internal strengths, weaknesses, opportunities, and threats (*SWOT Analysis*). Together, these analyses justify the selection of the department's scientific focus.

According to UNESCO's ISCED 2013 classification, Library, Information and Archival Studies is designated as code 0322 within the broad field 03 (Social Sciences, Journalism and Information). The Department's profile and mission are fully aligned with this specialized academic field.

The Department of Library, Information and Archival Studies offers one Undergraduate Study Program, one Master's Program in "Information Management in Libraries, Archives, and Museums" and a Doctoral and Postdoctoral Studies Program.

Two academic divisions have been established within the Department: the Division of Information Science, and the Division of Humanities and Information Technologies. In addition, one Research Laboratory has been founded: the Research Laboratory for Information Management.

The areas of Digital Transformation, Sustainability and Sustainable Resource Management, and Enhancement of Accountability and Transparency reinforce the Department's strategic planning and the actions derived from it for educational and administrative activities. Moreover, "Digital Transformation" is fundamentally linked to the effective use of technology in educational practice and the provision of support services. In this context, both the Undergraduate (USP) and Postgraduate Study Programs (PSP) of the Department offer a significant number of courses aimed at developing students' digital skills.

According to the materials submitted for accreditation, approximately one hundred forty (140) students were planned to be admitted to the Department of Library, Information and Archival Studies each academic year through nationwide entrance exams, transfer procedures, and placement examinations. As the panel was informed during the interviews, this number has been reduced to 90.

The funding resources of the Department of Library, Information and Archival Studies, like those of all other departments at the University of West Attica, come from the university's

regular budget. Additionally, the Department manages 70% of the revenue generated by its Master's Program. These funds are used to purchase equipment for the Department's classrooms and laboratories. For the same purpose, the Department also utilizes revenue generated through the participation of the Research Laboratory for Information Management in funded projects, such as the EDUCABILITY project.

II. Analysis

The Department of Library, Information, and Archival Studies demonstrates a clear strategic orientation toward aligning its academic mission with the evolving needs of the job market. This connection is actively supported through the implementation of structured internship programs and a variety of activities organized under the Department's Research Laboratory for *Information Management*. These initiatives provide students with hands-on experience in areas such as information organization, management systems, the development of digital tools, and participation in national and European research projects. This engagement not only enhances student employability but also contributes to the Department's visibility and relevance in both academic and professional fields.

The Department has been strengthened by the appointment of several new faculty members in the last years as well and one member of Special Teaching Staff (EDIP), indicating a positive step toward enhancing academic capacity. Nevertheless, the existing number of academic and administrative personnel remains insufficient to fully support the Department's expanding academic and research activities. Plans are in place to further recruit both academic and administrative staff in the near future, ensuring the sustainability of operations and the continued delivery of high-quality education.

The curriculum reflects the Department's interdisciplinary focus, integrating the core fields of traditional information sciences - Librarianship, Archival Science, Museology, and Documentation - within the broader framework of Information Management. The Undergraduate Study Program currently includes 51 courses: 16 General Background, 15 Specialized Background, and 20 Specialization courses. To obtain the degree, students must complete 36 compulsory courses and 4 compulsory electives.

The Department, drawing on its experience and international best practices, has also maintained the Internship as a compulsory elective requirement for graduation. The internship is equivalent to 10 ECTS credits, lasts three months, and takes place in the 8th semester. If a student chooses not to undertake the Internship, they are required to complete two additional compulsory elective courses instead.

The Panel believes that the initial number of 140 students exceeded the Department's available capacities, and while the reduction to 90 students is a positive step, further reduction may still be necessary to ensure the Department can adequately accommodate the students.

In response to the need to support timely student graduation, a recent revision to the curriculum converted the previously mandatory Bachelor's Thesis into a mandatory elective. Students now have the option to substitute the thesis with two 6-credit elective courses. This change reflects a strategic approach to increasing graduation rates while maintaining academic rigor and flexibility in student learning paths.

The Department makes use of educational and research facilities - including buildings, classrooms, laboratories, and equipment - which are generally adequate to support the program. However, further enhancement of these resources is considered beneficial. To this end, it is anticipated that additional funds annually will be allocated from the Public Investment Program for equipment expenditures related to educational activities and administrative support.

Additionally, the Department's internship program is largely funded through the National Strategic Reference Framework (ΕΣΠΑ), which also covers the compensation of certain external collaborators who contribute to teaching activities. The salaries of academic fellows are financed through the University's core budget.

Diversifying funding sources through participation in national and European research projects, continuing education programs, and public-private partnerships may help address financial limitations and support long-term sustainability.

The program's strengths stem from the limited number of similar programs in Greece, the development of a broad range of digital skills and active participation in national and international research projects.

Despite its strategic efforts and recent enhancements, the Undergraduate Study Program continues to face several challenges. These include a high number of admitted students relative to available resources, a significant administrative burden, and limited public funding for higher education institutions. Furthermore, the limited societal recognition of the role of libraries and archives, along with the absence of a strong library culture, hinders broader support for the field.

Nevertheless, the Program demonstrates resilience and adaptability. While graduate absorption into the public sector remains limited, there is a positive trend in private sector employability. Increasing recognition of the value of information and archival management in organizational settings has created new opportunities for graduates.

III. Conclusions

The abovementioned developments reflect the Department's ongoing commitment to maintaining academic relevance and ensuring the long-term sustainability of the Program through strategic adjustments and responsiveness to labor market needs.

The Strategic Planning, Feasibility, and Sustainability of the Undergraduate Study Program align fully with the needs and objectives of a modern, specialized program in Archives, Library, and Information Systems, provided that the planned activities and strategies are effectively implemented as outlined.

Panel Judgement

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
g. Postgraduate studies	

Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Further adjust the students' intake.
- Increase academic and administrative staffing.
- Promote awareness of the profession.

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- Revised Quality Assurance Policy of the Institution
- Quality Assurance Policy of the academic unit
- Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

Findings:

- The University of West Attica has a dedicated Quality Assurance Unit (ΜΟ.ΔΙ.Π.).
- The "Εκθεση Μετάβασης" (Transition Report) outlines quality assurance processes during program transitions.
- Annual internal evaluations of the program are conducted by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU).

- The "Κανονισμός Σπουδών" (Study Regulations) implies a structured approach to quality assurance through its defined framework for the program's operation.
- The "Κατάλογος Διδασκόντων" (List of Teaching Staff) provides evidence of faculty availability, indicating attention to resource allocation.
- Student feedback is gathered through surveys, documented in "Διδακτικό Έργο" (Teaching Work), suggesting a feedback loop for quality improvement.

II Analysis

The University of West Attica has established a formal structure for quality assurance through its dedicated unit, the ΜΟ.ΔΙ.Π. The unit plays a central role in overseeing and implementing processes designed to maintain and enhance the quality of academic programs. The "Έκθεση Μετάβασης" serves as a key document, detailing the process of transition to University status and its consequences and challenges for programmes, demonstrating a proactive approach to managing change and ensuring quality throughout the process.

The commitment to continuous improvement is evident in the annual internal evaluations conducted by the IEG in collaboration with the QAU. This systematic approach to review and assessment allows for the identification of areas of strength and areas needing development, fostering a culture of ongoing enhancement.

The "Κανονισμός Σπουδών" provides further insight into the institution's quality assurance framework. Its detailed outline of the program's structure, regulations, and operational procedures suggests a structured and systematic approach to program delivery, which is a fundamental aspect of quality assurance.

The availability of qualified faculty, as documented in the "Κατάλογος Διδασκόντων," is a critical resource for any academic program. This document implies that the institution pays attention to the adequacy of its human resources, a key component of providing a quality educational experience.

Furthermore, the collection of student feedback, as indicated in the "Διδακτικό Έργο" document, demonstrates a commitment to incorporating the student voice into the quality assurance process. This feedback loop allows for a more holistic evaluation of the program and enables the institution to respond to student needs and improve the learning environment.

While the documents provide evidence of a robust quality assurance framework, there is room for greater transparency and detail in certain areas (See Recommendations.)

III Conclusions

The Panel has determined that the programme is fully compliant with the requirements of the principle

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Recommendations:

- Detail the specific annual quality assurance goals set for the program and the metrics used to measure their achievement.
- Include a more comprehensive analysis of the adequacy and allocation of resources, including financial, physical, and technological resources, and their impact on learning outcomes.
- Enhance the transparency of the evaluation process by providing more detail on the methodologies used, the data collected, and how feedback is used to inform program improvements.

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new undergraduate programmes following a defined written process, which will involve the participants, information sources and the approval committees for the programme. The objectives, the expected learning outcomes, the intended professional qualifications and the ways to achieve them are set out in the programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme by the Institution.

The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Quality Assurance Unit (QAU).

Relevant documentation

- Senate decision for the establishment of the UGP
- Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.
- Labour market data regarding the employment of graduates, international experience in a related scientific field.
- Student Guide
- Course outlines
- Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)
- QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

- The "Έκθεση Μετάβασης" implies a defined written process for program design and approval, overseen by the ΜΟ.ΔΙ.Π. This suggests that the program's development is not arbitrary but rather follows a structured methodology.
- The "Κανονισμός Σπουδών" outlines the program's objectives, learning outcomes, and structure. This provides a clear framework for both educators and students, defining the scope and goals of the program.
- The "Κανονισμός Σπουδών" serves as a student guide, providing program details. It acts as a primary source of information for students navigating the curriculum and program requirements.
- The "Αντιστοίχιση μαθημάτων" (Course Mapping) document illustrates the alignment of courses between the old and new programs. This highlights the program's attention to curriculum coherence and the logical progression of knowledge and skills.
- The Diploma Supplement models ("Υπόδειγμα Διπλώματος") refer to the European Credit Transfer and Accumulation System (ECTS). This demonstrates the program's integration with European frameworks and standards for credit recognition and student mobility.
- The "Κανονισμός Σπουδών" includes information on the practical training emphasizing the program's commitment to experiential learning and preparing students for real-world applications of their knowledge.
- The "Κανονισμός Σπουδών" addresses graduate employment prospects. This demonstrates the program's awareness of the importance of aligning academic learning with career outcomes and labor market demands.

II. Analysis

The design, approval, and monitoring of undergraduate programs are critical for ensuring their quality and effectiveness. The provided documents suggest that the program has a structured approach to these processes.

The "Έκθεση Μετάβασης" indicates that program design and approval are not ad-hoc activities but rather follow a defined process, with the ΜΟ.ΔΙ.Π. playing a key role in overseeing quality. The "Κανονισμός Σπουδών" serves as a central document in this context, providing detailed information about the program's objectives, intended learning outcomes, and overall structure. This document's existence suggests a systematic approach to curriculum development and program planning.

The "Αντιστοίχιση μαθημάτων" document further clarifies the program's design by illustrating the relationship between courses. This mapping helps ensure curriculum coherence and progression, which are essential for student learning.

The program's alignment with the European Credit Transfer and Accumulation System (ECTS), as seen in the Diploma Supplement models, demonstrates a commitment to international standards and facilitates student mobility and recognition of qualifications.

The inclusion of practical training in the program, as outlined in the "Κανονισμός Σπουδών," highlights the importance of experiential learning and preparing students for the workforce. The document also addresses graduate employment prospects, connecting the program to career outcomes and labor market needs.

While the documents indicate a structured and well defined approach, there are areas where more explicit information would be beneficial.

III. Conclusions

The Panel has found that the programme is fully compliant with the requirements of the principle.

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Provide more concrete examples of how teaching and research are linked within the curriculum.
- Detail how labour market data and employment prospects are systematically incorporated into program design and review.
- Formalize how feedback from various stakeholders, including students, faculty, and employers, is used to inform program revisions.

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new undergraduate programmes are delivered in a way that encourages students to take an active role in creating the learning process. The assessment methods should reflect this approach.

In the implementation of student-centered learning and teaching, the academic unit:

- ✓ respects and attends to the diversity of students and their needs, enabling flexible learning paths
- ✓ considers and uses different modes of delivery where appropriate
- ✓ flexibly uses a variety of pedagogical methods
- ✓ regularly evaluates and adjusts the modes of delivery and application of pedagogical methods aiming at improvement
- ✓ regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys
- ✓ reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff
- ✓ promotes mutual respect in the student-teacher relationship
- ✓ applies appropriate procedures for dealing with students' complaints

Relevant documentation

- Questionnaires for assessment by the students
- Regulation for dealing with students' complaints and appeals
- Regulation for the function of the academic advisor
- Reference to the planned teaching modes and assessment methods

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Undergraduate Study Programme of the Department of Archival, Library and Information Systems (ALIS) is built upon a deeply rooted student-centred philosophy, which is consistently evident across its curriculum design, teaching methodologies, assessment strategies, and student support services. Instruction is delivered in Greek, while the language of the present report remains English. The department fosters a culture of mutual respect, inclusivity, and academic support that prioritizes individual student needs and aspirations.

Learning pathways are diverse and flexible, offering students the opportunity to personalize their academic trajectory. The programme includes both compulsory and

elective courses, with students able to choose between 5 and 9 elective courses from a wide pool of 20 options, thus tailoring their curriculum to their academic interests and career goals. Teaching methods are varied and participatory, incorporating traditional lectures, laboratory sessions, case studies, workshops, guest speakers, collaborative exercises, and hybrid formats. Individual and group assignments, educational visits, free-to-attend labs, thesis work, and internships further enhance experiential learning.

Digital platforms play a central role in facilitating teaching and learning. The department utilizes the Moodle e-Learning portal, which provides access to course content, assignments, assessment methods, progress monitoring, discussion forums, question banks, and supplementary resources such as articles and case studies. Microsoft Teams is also widely used for communication, online teaching, and onboarding activities for new students. Learning is supported both in-person and online, including through student-led initiatives such as the ALIS Buddies programme, which provides peer guidance and mentoring, as well as through services developed by students themselves via group projects.

Student autonomy is a key principle, and is actively encouraged through choice in assignments, the freedom to express opinions, and opportunities to engage in research, publications, and projects. Assessment methods are designed to be formative and summative, incorporating written papers with or without oral presentations, group projects, lab exercises, midterm exams, and final exams using a variety of question types—open-ended, multiple choice, true/false, matching, ranking, gap-filling, and problem-solving exercises.

Ongoing quality assurance is integral to teaching. Course delivery and learning outcomes are regularly evaluated through student feedback and internal monitoring processes, ensuring the continuous improvement of educational quality and effectiveness. The university's Teaching and Learning Centre provides further institutional support for academic staff in adopting innovative and effective pedagogical practices.

The department has established clear mechanisms for handling student complaints and feedback. Academic advising is institutionalized through the role of the Academic Advisor, who is assigned each May to incoming students of the next academic year. Advising follows the Appreciative Advising model, a collaborative and student-empowering framework that unfolds in six phases: disarm, discover, dream, design, deliver, and don't settle. In addition to academic advising, support is available for students with disabilities through a designated FmeA Advisor.

A notable component of the department's student-centred approach is the Open Student Lab and the "Student for a Day" initiative, which allow current and prospective students to explore learning spaces, receive mentoring, and gain a sense of academic life. These efforts contribute to a welcoming and supportive academic community, particularly for first-year students during onboarding.

II. Analysis

The Department of Archival, Library and Information Systems at the University of West Attica demonstrates a mature, well-integrated, and multi-layered commitment to student-centred learning. This commitment is not merely nominal or theoretical; rather, it is embedded in the structural and operational framework of the programme, and it is reflected across curriculum design, pedagogical practices, advising frameworks, digital learning tools, and student engagement initiatives.

From the outset, students are provided with multiple opportunities to personalize their academic journey. The elective course structure is a key strength, allowing students to select between five to nine compulsory electives from a list of twenty courses, providing flexibility and alignment with individual academic interests or professional ambitions. This degree of curricular adaptability promotes a strong sense of academic ownership and cultivates intrinsic motivation. At the same time, students can participate in projects, research activities, and thesis work that further enhance their intellectual autonomy and sense of agency.

The programme applies a wide spectrum of teaching and learning methodologies, ranging from traditional lectures to hands-on laboratory work, case studies, workshops, and collaborative tasks. Students are also exposed to real-world practices through internships, educational field visits, and invited guest lectures. The inclusion of hybrid and online learning models, particularly through Moodle and Microsoft Teams, provides additional flexibility and accessibility. The programme also supports both asynchronous and synchronous learning, giving students the capacity to engage with material at their own pace and convenience—an important dimension of inclusivity, especially for non-traditional learners or those with diverse personal obligations.

Digital platforms are used to their full potential. Moodle, in particular, serves not only as a content repository but also as an interactive learning space. It provides access to general course information, supplementary readings, assignments, exercises, evaluation criteria, student progress tracking, and examination preparation materials. These functions contribute to transparency in the learning process and facilitate independent study. The availability of detailed assessment criteria and examples (e.g. test banks and final exam samples) ensures that students understand expectations and are adequately prepared.

The quality and effectiveness of teaching are regularly assessed through structured feedback mechanisms and internal quality assurance processes. The department is supported in this regard by the university's Teaching and Learning Centre, which contributes to the continuous professional development of academic staff and the adoption of innovative teaching approaches.

Support for students is comprehensive and multifaceted. Academic Advising follows the Appreciative Advising model — a forward-looking, student-empowering approach that guides students through six distinct phases (disarm, discover, dream, design, deliver, and

don't settle). Academic Advisors are appointed each May for the incoming class, ensuring that students receive structured guidance from the beginning of their academic journey. Advisors provide both emotional reassurance and practical academic planning, helping students navigate both short- and long-term goals.

Equally important is the department's responsiveness to the needs of students with disabilities through the presence of a designated FmeA Advisor, ensuring that accommodations and support are tailored to individual requirements. Peer support is institutionalized through the ALIS Buddies programme, a student-led mentoring initiative that assists with onboarding, academic orientation, and everyday challenges—both online (e.g., via Instagram and Teams) and in person. Moreover, the presence of an Open Student Laboratory and engagement opportunities such as the "Student for a Day" programme foster a welcoming environment where students feel seen, heard, and included.

The assessment framework is also student-centred and incorporates diverse formats to reflect different learning styles and cognitive abilities. Students are evaluated through written exams (short-answer, long-answer, multiple-choice, true/false, matching, ranking, fill-in-the-blanks), oral exams, individual and group assignments, lab exercises, and midterm progress exams. This multimodal approach to assessment promotes fairness, encourages the development of a wide range of skills, and allows for the measurement of both knowledge acquisition and practical application.

In total, the department's approach to learning, teaching, and student support reveals a dynamic, responsive, and evolving educational environment that aligns with best practices in European Higher Education and reinforces the holistic development of the learner.

III. Conclusions

The Department of Archival, Library and Information Systems provides a thorough and outstanding application of student-focused learning principles. With its carefully designed curriculum, diverse teaching methods, modern digital resources, and highly tailored advising systems, the programme prioritizes students in the learning experience. This philosophy is apparent not just in strategic documents or institutional goals but is also clearly manifested in daily academic life—from the creation of course choices and evaluation methods to the informal peer interactions and feedback mechanisms that enhance the learning atmosphere.

The availability of elective choices, hands-on learning experiences, and constructive feedback systems guarantees that students engage actively in their education instead of merely receiving information. This involvement is additionally enhanced by the use of digital platforms like Moodle and Microsoft Teams, which provide significant accessibility, organization, and interactivity.

What sets this department's student-focused approach apart is its emphasis on personalization and interpersonal relationships. Through the Appreciative Advising model, the ALIS Buddies initiative, and the assistance for students with disabilities, the program showcases a true dedication to cultivating a nurturing and respectful academic environment. Additionally, students are not just aided but also empowered—to investigate, create, and contemplate their educational journeys with clarity and assurance.

Ongoing assessment of teaching quality and student contentment guarantees that the program stays pertinent, inclusive, and in accordance with top-notch standards. Instructors are urged to embrace creative teaching methods, while students are invited to give constructive feedback, emphasizing a collective commitment to educational excellence.

It would be beneficial to further systematize the formal collection and analysis of student feedback regarding the effectiveness of the various teaching and assessment methods employed. Although there are existing procedures for evaluating teaching quality, implementing a more structured and comprehensive department-wide process could enhance the consistency and depth of these evaluations.

The Panel encourages the Department to further support staff training and peer exchange to promote innovative, student-centred teaching. Workshops and communities of practice can help share best practices and cultivate a reflective teaching culture.

In conclusion, the department's method embodies the essence of the European Higher Education Area by fostering student autonomy, diversity, academic achievement, and an enduring learning perspective.

The combination of peer mentoring, adaptable learning routes, inclusive strategies, and robust digital infrastructure fosters a dynamic academic environment where students are not only educated but also inspired. This foundation places the programme in an excellent position to continue evolving and responding effectively to the needs of future generations of learners.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Consider systematising the formal collection and analysis of student feedback on the effectiveness of teaching and assessment methods.
- Introduce department-wide course-level surveys focused on teaching methodologies and workload balance to gather structured and actionable feedback. Use feedback data to enhance the overall learning experience and support pedagogical development.
- Promote training and peer exchange opportunities among teaching staff to support the adoption of innovative, student-centred teaching practices.
- Encourage the organisation of workshops or communities of practice within the University's Teaching and Learning Centre to share best practices and build a reflective teaching culture.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships*
- ✓ *the procedures and terms for writing the thesis (diploma or degree)*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

- ✓ *the terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes, and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

All the above must be made public within the context of the Student Guide.

Relevant documentation

- *Internal regulation for the operation of the new study programme*
- *Regulation of studies, internship, mobility and student assignments*
- *Printed Diploma Supplement*

Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Department of Archives, Library Science, and Information Systems (ALIS) has established comprehensive internal regulations that govern all aspects of student admission, progression, recognition of academic qualifications, and the award of degrees and certificates. These are clearly communicated via the Department's website and the officially published Student Guide.

New students are welcomed through a structured orientation programme held during the first week of classes. This includes an introduction to teaching staff, presentation of the Department's procedures and digital tools (e.g. student portal, e-Class, academic advisor system, Erasmus+ opportunities), as well as an overview of university-wide services (e.g. medical care, gym, digital resources, and support for students with disabilities). Announcements are made on the Department's website and by email to all newly admitted students.

The Department ensures consistent and accessible communication with all students through multiple digital channels including the HUB platform, e-Class, social media, emails, MS Teams, and in-person meetings. Faculty members also communicate directly with students via announcements in class and through dedicated meetings for thesis supervision, internships, and Erasmus+ participation.

Student academic progress is continuously monitored via coursework, examinations, assignments, and the final thesis. Monitoring also includes systematic tracking of student participation, academic performance, and graduation rates. Statistical data confirm consistent improvement in success indicators across academic sessions. For example, the average examination success rate for June was 81%, with an average grade of 7.4, indicating strong academic engagement and outcomes.

The programme offers a comprehensive education in Information Sciences (Library, Archives, Museology), emphasizing both traditional and digital environments. Information coding, organization, and preservation practices are taught in relation to broader socio-cultural and technological contexts.

The Department has institutionalized the role of the Academic Advisor, in accordance with Law 4009/2011, with clearly designated staff members for each cohort, including advisors for students with disabilities (ΦμεΑ). Over 50 individual advising sessions were conducted in 2024 alone, including 12 consultations specifically for ΦμεΑ students.

The thesis is an optional component of the programme. Graduation procedures include the opportunity to undertake a final-year thesis, which is governed by clearly defined and publicly available regulations. Eligible students may begin thesis work in the 8th semester, provided they have successfully completed a core course in research methodology and at least 50% of the programme's total course requirements. Information on available topics, detailed guidelines, and assessment criteria is published on the Department's website.

The Department actively promotes international mobility through the Erasmus+ programme. Currently, it maintains 24 Erasmus+ agreements for student exchanges and 29 partnerships for international internships. Students are regularly informed about mobility opportunities via website updates, HUB posts, and semesterly information sessions. The Department offers 8 fully developed English-taught courses for incoming Erasmus students and supports outgoing mobility through full ECTS compliance and transparent credit recognition procedures.

The Diploma Supplement is issued automatically in Greek and English, in accordance with the Lisbon Recognition Convention, and provides students with a clear, standardized record of learning outcomes, programme context, level, and qualifications achieved.

II. Analysis

The Department applies a clearly articulated and transparent framework for all aspects of student academic life, from admission to graduation. The use of both Greek and English in all official student documentation ensures accessibility and inclusivity.

Orientation activities and academic advising are effectively institutionalized and tailored to student needs, including specialized support for students with disabilities. The Academic Advisor system enhances the student experience, while digital communication platforms provide continuous academic and administrative support.

Monitoring of student progress is rigorous and data-informed.

The Department's commitment to experiential learning is evident in the design and implementation of its internship programme. Funded primarily through national and European programmes (e.g. ESPA, Erasmus+), the internship is supervised jointly by departmental staff and host institutions. Evaluation tools focus on student competencies, institutional quality, and employer feedback, with consistently high satisfaction rates across all stakeholders.

Internationalization is a strong component of the programme. The Erasmus+ framework is fully operational, and ECTS processes are in alignment with EU regulations. The Department's extensive outreach, bilateral agreements, and course offerings in English contribute to a vibrant academic environment and support the European Higher Education Area goals.

III. Conclusions

The Department of Archives, Library Science, and Information Systems has fully implemented the policies and practices required to meet the standards of Principle 5. Student admission, academic progression, recognition of prior learning, and the award of degrees are supported by well-documented, transparent, and accessible procedures.

The Department's support for internships, student mobility, and recognition of academic qualifications through the Diploma Supplement further affirms its alignment with European standards. The result is a dynamic, student-centered programme that promotes academic excellence and professional readiness in both local and international contexts. The integration of international mobility and the consistent use of ECTS and Diploma Supplements confirm the programme's alignment with European best practices.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- **Improved Monitoring of Student Progress:** Use digital tools to better track student progress and spot students who may be struggling early on. This will help teachers offer support sooner and give students the help they need to succeed.
- **Diversification of English-Taught Courses:** Although the programme already offers 8 English-taught courses for Erasmus+ students, increasing this number—especially in core thematic areas—would further boost internationalization and attract more inbound students.

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, and apply fair and transparent processes for their recruitment, training and further development.

The Institution should attend to the adequacy of the teaching staff of the academic unit, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, the fair and objective recruitment process, the high research performance, the training – development, the staff development policy (including participation in mobility schemes, conferences and educational leaves- as mandated by law).

More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

Since its foundation in 2018, the Department of Archival, Library and Information Systems (ΑΒΣΠ) has shown substantial growth in its academic staff. The number of permanent faculty members has doubled, increasing from **8 in 2018 to 16 in 2024**. This expansion reflects the Department's strategic commitment to supporting the demands of its new undergraduate study programme, ensuring an improved staff-to-student ratio and maintaining high academic standards.

The selection and promotion of faculty is conducted through fully transparent, merit-based procedures in accordance with national legislation (Laws 4009/2011, 4521/2018, 4957/2022) and institutional regulations (ΠΑΔΑ). The **APELLA** platform ensures transparency and equal access during public calls for faculty positions, and rigorous peer-review by electoral committees safeguards the quality of appointments.

Faculty members meet strict academic criteria: all hold PhDs in relevant fields, demonstrate autonomous teaching experience, and contribute actively to research. Promotion and tenure are subject to evaluation of teaching, publications (in international journals, conferences, and monographs), doctoral supervision, and service to the academic community.

Between 2020 and 2025, the Department produced **1112 publications**, with **8897 citations (Google Scholar)** and **619 citations indexed in Scopus**. Faculty members participate in international conferences and research projects, collaborate with universities and research institutions worldwide, and are actively involved in Erasmus+ teaching mobility.

The Department encourages continuous professional development through:

- **Educational leave for research**
- **Mobility through Erasmus+**
- **Participation in national and international scientific networks**
- **Membership in professional associations such as EAOT and ICOM**

In terms of teaching, the staff are consistently earning high performance evaluations. The **HESQUAL-based assessment model** records steady scores of **4/5** in teaching ability, pedagogy, and student engagement across the years 2021–2024. Faculty contribute to course development, student mentoring, supervision of theses, and curriculum innovation.

Finally, the Department actively involves students in research activities. Student co-authorship in publications, as well as participation in laboratory and field research, demonstrates the Department's high level of effectiveness.

However, the current student-to-teaching staff ratio, while improved in recent years, remains a point of concern. Despite faculty growth, the high number of enrolled students poses challenges to individual supervision and interactive pedagogical methods, especially in lab-based and practice-oriented courses.

II. Analysis

The recruitment procedures of the Department are consistent with national legislation and ensure the selection of highly qualified teaching personnel. The criteria for academic advancement align with international standards, promoting excellence in both teaching and research.

The Department continues to improve **staff-to-student ratio**, ensuring adequate support and supervision. All staff members contribute to both undergraduate and postgraduate programmes, research, and academic governance. The workload of teaching staff is clearly regulated and includes not only teaching but also supervision, administrative responsibilities, and participation in research activities. Nevertheless the high number of enrolled students poses challenges to individual supervision and interactive pedagogical methods, especially in lab-based and practice-oriented courses.

The Department actively supports and encourages the professional development of its teaching staff through participation in Erasmus+, educational conferences, and scholarly organizations. Training is also enhanced through collaborations with national and international institutions.

The integration of teaching and research is a strong point of the programme. Research themes reflect the interdisciplinary nature of the field and align with the needs of the academic and professional communities. The Department has established collaborations with academic, cultural, and governmental institutions in Greece and abroad, which further enhances research and teaching quality. Students actively participate as co-authors in publications and take part in both lab-based and field research.

III. Conclusions

The Department of Archival, Library and Information Systems at the University of West Attica is **fully compliant** with Principle 6. It demonstrates sustained growth, high-calibre recruitment, strong research output, and excellent teaching performance. Quality assurance mechanisms are in place and well-functioning. The department also succeeds in linking teaching with research and international practice, thereby fostering a dynamic and future-oriented academic environment.

At the same time, the **student-teacher ratio remains a point of concern**, particularly in courses requiring intensive practical training and frequent student feedback. While some improvement has been noted, the current ratio still poses challenges for ensuring personalised support and maintaining high levels of active learning.

The Panel considers that this an area requiring continuous monitoring and strategic planning.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- The Panel encourages the Department to continue strengthening its research-teaching nexus and to explore opportunities for interdisciplinary collaboration.
- The Panel recommends that the Department **prioritise further improvement of the student-teacher ratio**, primarily through the **strategic recruitment of additional academic staff**, in order to enhance the overall learning experience and sustain academic excellence.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. They should -on the one hand- provide satisfactory infrastructure and services for learning and student support and -on the other hand- facilitate direct access to them by establishing internal rules to this end (e.g., lecture rooms, laboratories, libraries, networks, boarding, career and social policy services, etc.).

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information and communication services, support and counselling services. When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. Students should be informed about all available services. In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Relevant documentation

- Detailed description of the infrastructure and services made available by the Institution to the academic unit to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding specific commitment of the Institution to financially cover these infrastructure-services from state or other resources
- Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)
- Informative / promotional material given to students with reference to the available services

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The University of West Attica (UNIWA) has a strong and ever-evolving infrastructure to support its academic community, especially in the Department of Archives, Library Science, and Information Systems. The department benefits from contemporary facilities and a variety of technical and digital tools specifically designed to cater to its wide-ranging student demographics. The organization runs several campuses, with main locations in Aigaleo, the Ancient Olive Grove, and Moschato, all designed to promote education, research, and cross-disciplinary cooperation.

Despite these strengths, members of the department themselves have pointed out existing infrastructural deficiencies that affect daily academic life. During the recent online meeting, they also mentioned that a new university building is expected to be completed by the end of the year, which is anticipated to significantly improve the current situation.

While key facilities are in place, there is a clear need for more room / classrooms and upgrades to better accommodate students and staff. This shortage of on-campus housing presents a major obstacle for students moving from areas beyond Athens. Even though the university partners with outside providers to offer some housing in nearby areas, the lack of sufficient capacity in these facilities might discourage potential students who depend on extensive residential assistance.

The integration of technology is fundamental to UNIWA's educational structure. The Department of Archives, Library Science, and Information Systems offers access to a wide range of IT resources, featuring industry-standard software packages like Microsoft Office 365, SPSS, and dedicated platforms for archival management and data analysis. Classrooms and labs are equipped with high-speed internet access and audiovisual technology to enhance teaching effectiveness. The organization's focus on upholding modern IT infrastructure guarantees that students and faculty are prepared to interact with advancing digital techniques.

Sustainability efforts additionally set apart the university's operational approach. Significant actions comprise the establishment of a Combined Heat and Power (CHP) generation system and an electric shuttle service powered by renewable energy that links campuses. These initiatives, along with wider eco-focused projects, highlight UNIWA's dedication to minimizing its environmental impact, in line with global movements towards sustainable practices in higher education.

Complementing its physical and technological resources, the university offers robust student support mechanisms. The Counseling and Career Guidance Office delivers

personalized academic and professional advising, while a proactive student ombudsman framework ensures equitable resolution of institutional grievances. Such services play a vital role in cultivating an inclusive and supportive academic environment.

II. Analysis

UNIWA's infrastructure effectively supports the academic requirements of its Department of Archives, Library Science, and Information Systems. Modern facilities, including technologically advanced labs and libraries, create an environment conducive to high-caliber education and research. The integration of digital tools proves indispensable in disciplines requiring proficiency in data management and archival preservation, preparing students for contemporary professional demands.

Nevertheless, the lack of university-managed housing emerges as a critical barrier to accessibility. For an institution attracting a geographically diverse cohort, the absence of on-campus residences may disproportionately affect students from remote areas or those with limited financial means. While external housing partnerships offer partial solutions, they fail to fully address demand, potentially compromising the university's inclusivity objectives.

The institution's technological prowess remains a defining strength. Cloud-based platforms and digital repositories enable seamless remote access to academic materials, while dedicated IT support ensures operational reliability. Investments in advanced hardware and software reflect the department's alignment with the digitization trends reshaping information science fields.

UNIWA's sustainability initiatives exemplify forward-thinking institutional governance. The CHP system and renewable energy projects not only reduce operational costs but also foster a culture of environmental accountability. These measures position the university as a participant in global sustainability discourse, enhancing its appeal to eco-conscious stakeholders.

Student support services further elevate the academic experience. Career counseling and the ombudsman program empower students to navigate academic and personal challenges, contributing to higher retention rates and overall satisfaction.

III. Conclusions

The University of West Attica demonstrates substantial capability in creating a modern academic environment for its Department of Archives, Library Science, and Information Systems. State-of-the-art facilities, technological innovation, and sustainability initiatives

collectively enhance educational quality, positioning UNIWA as a competitive institution within Greece's higher education landscape.

However, the absence of on-campus housing represents a persistent challenge, potentially limiting access for non-local students. Prioritizing the development of residential facilities would enhance institutional accessibility and equity, ensuring broader demographic representation.

In summary, while UNIWA excels in technological integration, sustainability, and student support. To further strengthen its position, it is recommended that the University of West Attica take a strategic approach in expanding student accommodation facilities. Investing in on-campus dormitories or forming partnerships with local housing providers could improve access for non-local students and enhance demographic diversity.

Moreover, the university could enhance its digital learning platforms and tools to better support remote learning. Expanding e-learning infrastructure—such as interactive virtual classrooms and broader online course offerings—would increase flexibility and reinforce sustainability efforts without compromising academic quality.

The university's current strengths in infrastructure and academic services nevertheless affirm its standing as a leading choice for students pursuing advanced studies in information management and archival sciences.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Develop a strategic plan to expand student accommodation facilities, including investment in dormitories or partnerships with local housing providers.
- Improve access to housing for non-local students to enhance diversity and inclusivity.
- Further enhance digital learning platforms and tools to support flexible and remote learning, while expanding e-learning resources such as interactive virtual classrooms and online courses.
- Align digital learning improvements with the university's sustainability goals.

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.

Relevant documentation

- Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department and the new UGP
- Operation of an information management system for the collection of administrative data for the implementation of the programme (Students' Record)
- Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the study programme

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Department of Archival, Library and Information Studies (ASI) demonstrates an effective and integrated information management system, aligned with the strategic quality objectives of the University of West Attica (ΠΑΔΑ). The Department leverages the University's **Ολοκληρωμένο Πληροφοριακό Σύστημα (ΟΠΣ)** to collect, analyse, and use key performance indicators (KPIs) concerning teaching, student performance, research, human resources, infrastructure, and resource allocation.

The data is derived from multiple interconnected subsystems such as the **Φοιτητολόγιο**, **ΜΟΔΙΠ**, **ΕΛΚΕ**, **Γραφείο Διασύνδεσης**, and **Οικονομικές Υπηρεσίες**. Information from these subsystems is not only stored but actively utilised in decision-making, programme improvement, and quality assurance.

The Department uses a wide range of digital tools to support its educational, research, and administrative activities. These include:

- **Φοιτητολόγιο** (student records system): For grades, course declarations, certificates, and student tracking.
- **Moodle-based e-courses platform**: A dedicated departmental installation that supports online teaching, assignment submission, student progress monitoring, and communication.
- **ε-Γραμματεία**: A digital platform for administrative support and request management.
- **MODIP tools**: Including detailed evaluation forms for students, instructors, courses, and departmental performance, as well as research and programme monitoring.

The Department systematically collects and processes data through student and graduate surveys. These surveys monitor satisfaction (consistently **4/5** over 2021–2024), learning outcomes, teaching effectiveness, and graduate employability. For example, from a sample of 130 alumni, data shows a short transition time to employment and strong relevance between academic studies and professional placement.

Furthermore, the Department maintains annual performance indicators on:

Exam participation and success rates

Pedagogical performance and teaching quality (HESQUAL dimensions)

Infrastructure usage and accessibility

Programme responsiveness and administrative procedures

II. Analysis

Information management at ΑΒΣΠ is systematic, transparent, and functionally embedded in all levels of academic, administrative, and strategic planning. The Department has adopted a data-driven approach in line with modern higher education governance models.

By using the **ΟΠΣ** and the outputs from MODIP tools, the Department can monitor its effectiveness across a variety of domains in real time. Data is collected from both centralised (university-wide) and decentralised (departmental) systems, enabling integrated insights and cross-referencing between student performance, instructor activity, and infrastructure use.

The custom Moodle-based **e-course platform**, maintained independently by the Department, ensures full control and continuity over teaching materials and performance metrics. This solution exemplifies digital autonomy and pedagogical adaptability.

The analysis of student evaluations and graduate tracking supports a feedback loop that leads to evidence-based enhancements in the curriculum, teaching methods, and departmental administration. Similarly, statistical reporting on student progression, satisfaction, and examination outcomes contributes to the regular internal quality assurance cycle.

The Department effectively balances compliance with institutional information policies and the agility of its internal tools. Decision-making is informed, timely, and oriented toward continuous improvement.

III. Conclusions

The Department of Archival, Library and Information Systems demonstrates exemplary compliance with Principle 8. It applies coherent, digital-first processes for the collection, management, and exploitation of academic and administrative data. The systematic use of performance indicators and digital tools enables well-founded decisions for the continuous improvement of the study programme and its supporting infrastructure.

The Department's approach to information management is both **comprehensive** and **innovative**, integrating quantitative and qualitative data to enhance educational quality and institutional effectiveness.

Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Share best practices in departmental digital autonomy (e.g., the independently maintained Moodle platform and the effective use of e-Γραμματεία) with other academic units.
- Explore options to make the results of student evaluations more accessible to the student body to promote transparency and engagement.
- Consider selectively sharing feedback outcomes to demonstrate responsiveness and foster a culture of openness

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.

Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders and the public. Therefore, Institutions and their academic units must provide information about their activities, including the new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

1. The department promotes the program through a dedicated website section: <https://alis.uniwa.gr/en/undergraduate-studies>.
2. The "Κανονισμός Σπουδών" serves as a primary source of information for students and stakeholders. It includes details on program objectives, learning outcomes, curriculum, teaching methods, and graduate employment prospects.
3. Student feedback on teaching is collected.
4. The "Υπόδειγμα Διπλώματος" provides information on the qualification awarded.

II. Analysis

The University recognizes the importance of providing accessible and transparent information about its undergraduate program to various stakeholders.

The department's website acts as a central platform, ensuring that information is readily available to prospective and current students, as well as the wider public. This dedicated online presence is a key component of effective communication.

The documentation provides detailed information about the program. Its comprehensive nature allows stakeholders to gain a thorough understanding of the program's design, content, and expected outcomes. The document's inclusion of information on graduate

employment prospects demonstrates an awareness of the importance of connecting academic studies to career pathways.

The university's commitment to gathering student feedback on teaching reflects a proactive approach to ensuring the quality and effectiveness of the learning experience. This feedback mechanism provides valuable insights and contributes to ongoing program improvement.

The "Υπόδειγμα Διπλώματος" also contributes to public information by providing clear and standardized details about the qualification awarded to graduates, enhancing transparency and facilitating recognition.

While the university demonstrates a commitment to providing public information, there are areas where further enhancement could be considered.

III. Conclusions

The Panel has found that the programme fully complies with the requirements of the principle.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Ensure that there is a mechanism for the website being consistently updated with the most current information about the program, including any changes to the curriculum, faculty, or program requirements.
- Establish mechanisms for regularly reviewing and evaluating the effectiveness of the public information provided and making improvements as needed.
- Consider translating key program documents into English to enhance accessibility for international students and stakeholders.
- Include testimonials from current students and alumni to provide prospective students with real-world perspectives on the program.

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, so as to achieve the objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context, should be communicated to all parties concerned.

Regular monitoring, review and revision of the new study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The above comprise the evaluation of: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Relevant documentation

- Procedure for the re-evaluation, redefinition and updating of the curriculum
- Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process
- Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)
- Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The internal quality assurance system has been found in place. There has been installed a solid time-table of actions to be taken regularly and periodically with regard to the continuous improvement of the program. We consider that, in particular, significant effort is being spent on setting up, reviewing and improving effective procedures for adapting and improving the curriculum against rapid and continuously changing educational prospects and needs.

In our meeting with current students, they expressed their absolute satisfaction with regard to the workload, the support services and the procedures for their assessment, which they found fair. They had nothing to complain about. They gave examples of instances where their opinion and suggestions were effectively taken into account for relevant decision-making processes.

There have been identified effective channels for the bi-directional communication of the PSP administration with students and the stake-holders.

II. Analysis

Most of the various running or predicted to run procedures for the internal review of the program appear to be “half-cooked” in the sense that they are not yet at the level of the expected fluency. This is, of course, natural to expect for a program in its infancy. Yet we expect and encourage the continuous investment of effort on the side of the administration into formalizing with regard to both the actions to be taken and their timing. We hope that such an effort will reflect onto the quality of the program in the next external review.

III. Conclusions

All-in-all, the designed internal review process is adequately aligned with the basic expectations for a new study program. Definitely, though, improvements are possible and achievable had the various involved procedures been adjusted to be more formal and precise.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- Prepare and implement a full-planned and time-wise coherent plan of formal procedures for the internal review of the program.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. The term of validity of the accreditation is determined by HAHE.

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure and implemented by a panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Relevant documentation

- *Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

There is in-place an annotated “guide plan” to accompany external evaluations of the study program aiming at accreditation. This plan involves synergies of the program, the Department of Library, Information and Archival Studies and relevant institutional bodies or external partners. All of the above entities have been found ready, eager and in-resonance to effectively utilize the recommendations of the IQAS Accreditation Report.

II. Analysis

There has been identified no single weakness in the external evaluation and accreditation procedures and plans.

III. Conclusions

How well the designed procedures for external evaluation and accreditation procedures will evolve and (possibly) further develop remains yet to be seen.

Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate. n/a

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme*
- *The study regulations, template for the degree and the diploma supplement*
- *Name list of teaching staff, status, subject and the course they teach / examine*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented*

Study Programme Compliance

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

It has been found that a detailed, step-by-step and smooth procedure is being adopted with respect to the transition of the program from the precursor technological institute to the University of West Attica.

All relevant documentation has been found in-place (or supplied additionally, upon the request of the panel). According to the documentation, there are plans by the University of West Attica on the implementation of the transition. The majority of these plans are already effective.

The report of the Quality Assurance Unit depicts a transparent view of the timely evolution of the transition.

The study regulations, the template of the program and the diploma supplement have been submitted and are considered satisfactory.

II. Analysis

Out of the submitted documentation and the gathered indications from the various discussions the panel had with the appropriate stakeholders, there have been left no reservations to the panel that the transition from the previous program to the program under accreditation review will stick on its smooth trajectory.

III. Conclusions

The transition in question is being monitored in a fluent way.

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate. n/a

PART C: CONCLUSIONS

I. Features of Good Practice

Please state aspects of good practice identified, with regard to the new undergraduate study programme in operation.

- Limited Number of Similar Programs in Greece: The Department's specialized focus on Library, Information, and Archival Studies is unique and offers students a competitive edge.
- Connection with the Job Market.
- Digital Skills Development: Significant focus on developing students' digital skills through a wide range of courses and activities.
- Internship Funding and Support.
- Private Sector Employability: Positive trend in private sector employment for graduates, with increasing recognition of the value of information and archival management in organizations.
- Adequate Facilities with Plans for Enhancement: Educational and research facilities are generally adequate, with additional funding allocated for equipment and further improvement.
- Internationalization and participation in international Exchange Programs (Erasmus+)

II. Areas of Weakness

Please state weak areas identified, with regard to the new undergraduate study programme in operation.

- Limited availability of student housing.
- Staffing Needs: Additional faculty and administrative staff are needed to meet the program's growing demands.
- Public Sector Employment for Graduates: need for public sector career placements.
- Structured Feedback Mechanisms: Student feedback is collected, but a more formal, course-level survey system is needed to better assess teaching methods and workload.
- High Student Admission Numbers: The Department faces challenges in managing a high number of students related to available resources, which places pressure on both teaching quality and administrative support services.

III. Recommendations for Follow-up Actions

Please make any specific recommendations for development.

- Increase Academic and Administrative Staffing.
- Further adjust the students' intake.
- Investigate possible improvements in Financial Sustainability.
- Develop a strategic plan to expand student accommodation facilities, including investment in dormitories or partnerships with local housing providers.
- Improve access to housing for international students to enhance diversity and inclusivity.
- Further enhance digital learning platforms and tools to support flexible and remote learning, expand e-learning resources, and align these improvements with the university's sustainability goals.
- Detail the specific annual quality assurance goals set for the program and the metrics used to measure their achievement.
- Include a more comprehensive analysis of the adequacy and allocation of resources, including financial, physical, and technological resources, and their impact on learning outcomes.
- Detail how labour market data and employment prospects are systematically incorporated into program design and review.
- Formalize the procedures of how feedback from various stakeholders, including students, faculty, and employers, is used to inform program revisions.
- Enhance the transparency of the evaluation process by providing more detail on the methodologies used and the data collected.
- Promote Awareness of the Profession.
- Continue strengthening the research-teaching nexus and explore opportunities for interdisciplinary collaboration.
- Formalise and systematise student feedback collection on teaching methods and workload through course-level surveys and publish the results.
- Use feedback data to enhance the overall learning experience and support pedagogical development.
- Promote training and peer exchange opportunities among teaching staff to support the adoption of innovative, student-centred teaching practices.
- Encourage the organisation of workshops and communities within the University's Teaching and Learning Centre to share best practices and build a reflective teaching culture.
- Establish a mechanism to ensure the program website is consistently updated with current curriculum, faculty, and program information.
- Establish mechanisms for regularly reviewing and evaluating the effectiveness of the public information provided and making improvements as needed.

- Consider translating key program announcements into English to enhance accessibility for international students and stakeholders
- Include testimonials from current students and alumni to provide prospective students with real-world perspectives on the program.
- Prepare and implement a full-planned and time-wise coherent plan of formal procedures for the internal review of the program.
- Explore options to make the results of student evaluations more accessible to the student body to promote transparency and engagement.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

The Principles where substantial compliance has been achieved are: n/a

The Principles where partial compliance has been achieved are: n/a

The Principles where failure of compliance was identified are: n/a

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. Assoc. Prof. Ana Chikovani (Chair)
Ivane Javakhishvili Tbilisi State University, Georgia
2. Prof. Fatima Eloeva
Vilnius University, Lithuania
3. Prof. Marios Mavronicolas
University of Cyprus, Cyprus
4. Prof. George Tsoulas
University of York, United Kingdom
5. Mr Angelos Michail Chouvardas
Student representative, University of Piraeus, Greece