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

Interior Architecture

Institution: University of West Attica
Date: 22-3-2025

Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Interior Architecture** 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 Interior Architecture 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. **Prof. Thomas Panagopoulos,** (Chair)
   Universidade do Algarve, Portugal

2. **Prof. Emeritus Loukas Kalisperis,**
   Pennsylvania State University, United States of America

3. **Prof. Marios C. Phocas,**
   University of Cyprus, Cyprus

4. **Prof. Emmanuel Stefanakis,**
   University of Calgary, Canada

5. **Mr Georgios Papamichail,**
   Student representative, National Technical University of Athens, Greece

II. Review Procedure and Documentation

In preparation for the review and assessment of the UGP Interior Architecture of the University of West Attica (UniWA), the External Evaluation & Accreditation Panel (EEAP) reviewed a multitude of materials provided by the Hellenic Authority of Higher Education (HAHE). These included background information and guidance on the review and accreditation process, detailed data related to the programme under evaluation, such as the programme accreditation proposal and associated appendices.

The programme review was conducted via teleconference, which was organized and coordinated by HAHE and the University of West Attica. The schedule and agenda of the review were as follows:

Monday, 17/3/2025: Preliminary private teleconference meeting of the EEAP. Discussion of the programme under review. Assignment of writing parts of the accreditation report to the members of the EEAP.

Welcome teleconference meeting and short overview of the UGP with the Vice-Rector/President of MODIP, Stavros Kaminaris, and Eleni Tatla, Head of the Department of Interior Architecture. The EEAP was briefed on the history and academic profile of the UGP and Department. Later, the Internal Evaluation Group (OMEA) together with representatives of MODIP joined the meeting, and the Head of the Department presented the department's current status, strengths and areas for improvement. The EEAP had an extensive meeting with the OMEA and MODIP representatives and discussed the compliance of the Interior Architecture undergraduate programme to the "Standards for Quality Accreditation for New Undergraduate Programmes in Operation".

Tuesday, 18/3/2025: Meeting with the teaching staff members of the UGP including Professor Zoe Georgiadou, Professor Panagiotis Pangalos, Professor Io Anggeli, Assistant Professor Maria Moira, Assistant Professor Georgia Touliatou, Assistant Professor Dionysia Frangou, Assistant Professor Loukia Martha, Assistant Professor Angelos Psilopoulos, Assistant Professor Maria Poli, Lecturer Manolis Anastasakis, and Lecturer Nikos Bobolos.

Teleconference meeting and discussion with eleven (11) current UGP students.

Teleconference meeting, online tour and discussion of facilities and learning resources with teaching faculty: Eleni Tatla, Fryni Mouzakitou, Maro Sinou, Socratis Yiannoudes, Maria Moira,

Teleconference meeting and discussion with employers and UGP social partners: Stella Kyvelou (Emeritus Professor Panteion University), Sofia Pantouvaki (Professor, Aalto School of Design), Mina Xatziathanasiou (General Manager Municipality of Galatsi, Former General Manager of Parko Tritsi), Katerina Karanikou (founder of an architect Company), Theodoros Makridis, (founder of an architect company), Roumpini Perakaki (PRP Architects, London), Grigoris Tsilimidos (architect company in London).

Private debriefing meeting (EEAP members only).

Closure meeting. Informal oral presentation of the EEAP key findings and clarifications to the Head of the Department Professor Eleni Tatla, Professor Stavros Kaminaris (President of

MODIP), Marisa Sigala (Administrative Head of MODIP), and the OMEA members Professor Fryni Mouzakitou, Associate Professor Maro Sinou, Associate Professor Socratis Yiannoudes.

Private debriefing meeting (EEAP members only).

Wednesday, 19/3/2025 to Saturday 22/3/2025: Draft report writing. EEAP virtual meetings. Review and finalization of draft report.

Throughout the review and evaluation process, the EEAP was in close communication with the Department and the UGP administration, which were very accommodating in providing additional information requested by the EEAP. The EEAP found that the Department and the UGP administration, as well as the faculty, staff, students and stakeholders interviewed were eager and helpful in our discussions, providing valuable additional information.

III.   New Undergraduate Study Programme in operation Profile

The University of West Attica was formed in 2018 as a result of the merger of the Piraeus Technical Education Institute and the Athens Technical Education Institute. The merged units became the University of West Attica that comprises six schools, School of Public Health, School of Management, Economics and Social Science, School of Food Science, School of Health Science and Welfare, School of Applied Arts and Culture and School of Engineering.

The School of Applied Arts & Culture comprises four departments: the Department of Graphic Design and Visual Communication, the Department of Interior Architecture, the Department of Conservation of Antiquities and Works of Art, and the Department of Photography and Audiovisual Arts.

The Department of Interior Architecture is part of the School of Applied Arts & Culture, of the UNIWA and operates as a University Department since 2018 (Law 4521, Government Gazette 2323/13.6.2019). The educational field to which the Department falls, based on the directive of UNESCO (International Standard Classification of education and training 2013) is 0212 Fashion, Interior and Industrial Design. In this context, its main objectives are the education of interior architects, the development and acquisition of knowledge in design and the provision of necessary knowledge to the students ensuring their proper training for their academic and professional career and development, as well as the study and research in the wider field of architecture and interior design. The Department aspires to establish the concept of Interior Space as an interdisciplinary field that includes a wide range of specializations (e.g. lighting, landscape architecture, energy efficiency, industrial design, scenic/stage design, furniture design etc.), as well as connections with other sciences (such as development strategy, anthropology and sociology, communication, engineering, network design, etc.).   The Department is a continuation of the Department of Interior Architecture, Decoration and Product Design of the former Technological Educational Institute of Athens, and as such the curriculum is based substantially on the previous programme with strong evidence of continuity. The reduction of courses from 69 required and 32 electives to 43 required, a thesis, and 4 electives following the establishment of the new institution, is a positive step towards the establishment of a unique programme with a strong identity and mission. At the present time the Department, programme and curriculum are lacking a succinct and well-defined statement the describes the identity of the programme and its academic profile. The curriculum addresses a broad range of compulsory courses in interior architecture and in art, construction, history or architecture and design, industrial design, furniture and other related topics from art and humanities. The number of constraint elective courses to be selected by the students in related topics is very limited. The structure of the curriculum provides a gradual advancement of knowledge and skills to the students. Nevertheless, the limited integration of the individual courses each semester with the corresponding main interior architecture studio-based course, and the plethora of adjacent courses might be diluting the identity of the programme. The course of study extends to eight semesters (or four years) and to obtain the degree, 240 ECTS are required, which correspond to 44 courses (43 and a thesis) and the Practical Experience, which is not required. Of those 44 courses, students must take 40 Compulsory courses and 4 Elective courses. The main language of instruction is Greek. The

student guide is complete and appropriate. It could allow the students to access efficiently both the academic and non-academic resources of the Programme and the University.

Graduates of the programme obtain the title of Interior Architect but are not eligible to become members of the Technical Chamber of Greece (TEE) and do not have any professional licensing opportunities (such as the NCIDQ licensure in the USA or the BIID in the UK). Graduates can be employed in both the private and public sector and most of the graduates have been successfully placed in both sectors after their graduation, in addition to completing post-graduate studies, either in Greece or overseas. Alumni that the EEAP met with have been very successful in obtaining high level positions in a number of innovative private companies and Universities in Greece and abroad and a high number of them have completed post-graduate studies, either in Greece or overseas. Throughout the academic year, seminars and lectures are held with professionals working in the field that provide additional information and exposure to different work environments.

The Practical Training, although not required, provides graduates with an opportunity to explore job prospects, gain some work experience and make contacts. The Department supports diverse student educational experiences through the Erasmus+ program, with approximately 3% of the students participating in this programme over the last six years, and around 2.5% of incoming Erasmus+ students for a variety of European Universities.

The Department is housed in the Campus of Alsos Egaleo, while they are getting ready for an imminent relocation to a different building on Piraeus Street to share with the Photography Department. The Alsos Egaleo Campus has modern facilities for the implementation of the study program. The Department is anticipating that the infrastructure for the implementation of the curriculum will be available in the new buildings, although it needs to be further verified when the spaces for the courses, studios and laboratories become available.

The Department accepts the largest number of students among the two university departments that offer the same programme in Greece. The other university is the International University of Greece. More specifically, currently there are 892 students registered in the programme (from which approximately 190 are 1st year students), a number that make the Department one of the top departments among the 26 departments of the UNIWA in terms of the admission. It is important to note that the number of students enrolled in the Department as part of the national exam system is around 120 per year. A substantial number of students (approximately 60) is transferred to the department for a total of around 200 students per year, which is a fairly large number for the number of faculty, resources and spaces available. Additionally, there are about 200 transitional students from the original program of the Technological Educational Institute of Athens, with 13 graduating in 2024.

The Department has faculty members with multidisciplinary backgrounds, primarily architecture and fine arts education. Several of the faculty graduated from the programme at the Technological Educational Institute of Athens, and as such there is a strong continuation of the original programme. The Department employs a teaching staff of 21 people, of which 17 faculty members, 2 faculty members from other Departments, 1 ETEP and 1 EDIP member, 2 assistant teaching members and 14 part-time instructors (external teaching staff, scholarship holders, Ph.D. candidates). Presently, the financial support from the state is extremely low, and the Department exploits several funding possibilities resulting from actions of national and

European networks in research. The Department is staffed with three administrative members.

Both the current students and the alumni spoke highly about the devotion of time and energy invested by their instructors, with them extending the teaching hours long after the official completion of the meeting period for each course, which safeguards the high level of the module quality. It is imperative that the central UNIWA administration understands the different teaching requirements that are embedded in design & architecture education and the increased resources that are needed, in order to successfully complete such a unique education within the national educational system. The EEAP highly appreciates this devotion, but it notes that this can be detrimental to the future development of the programme.

The EEAP has found that the work already done in the Department, allowed the structure of the programme to be adhering to national and international similar programmes. It is also commendable that the faculty members are vigilant in ensuring high quality instruction and innovative approaches to teaching and learning. The curriculum is monitored and evaluated very methodically both within the Department and programme faculty, as well as within the MODIP and OMEA committees.

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 place 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

    I.   Findings

The Department of Interior Architecture is one of two Institutions in Greece (together with the International Hellenic University in Serres) that offer a corresponding programme of study at higher education level. As stated by the Department of Interior Architecture, its purpose is to provide high-quality studies for the education of Interior Architects, which will meet the particularly increased demands of a modern society. The Department of Interior Architecture is one of the four Departments of the School of Applied Arts and Culture of the University of West Attica (Law 4521/2018) and offers a four-year Study Programme (Government Gazette no. 2323/13-6-2019) in the field of Architectural Design with a specialization in the study of Interior Space. The particular physiognomy and the fundamental importance of the Department of Interior Architecture lies in the conception and treatment of the designed space as a meeting point for creative practices from the fields of Design, Arts and Science. Furthermore, the Department aspires to establish the concept of Interior Space as an interdisciplinary field that includes a wide range of specializations (e.g. lighting, landscape architecture, energy efficiency, etc.), as well as correlations with other sciences (such as development strategy, anthropology and sociology, communication, engineering, network design, etc.). The Department falls under the educational field 0212 Fashion, interior and industrial design of the field 02 Arts and Humanities, according to the International Standard Classification of Education (ISCED F 2013) of UNESCO and the UNESCO Institute for Statistics.

The mission of the Department of Interior Architecture is to provide university education in the broader field of study of Interior Architecture, through undergraduate, postgraduate and doctoral studies, the production of new knowledge and the contribution to the development of technology, through the conduct of original research, as well as the contribution to the regional and national development of production, economy and society, through outward-looking actions and collaborations with public and private bodies. In this framework, the Department aims at strengthening the academic unit with teaching and administrative staff, achieving professional recognition for its graduates, developing its educational and research infrastructure and activities, nationally and internationally.

The facilities of the Department are presently housed in two buildings within the Alsos Egaleo University Campus. The Department is planned to be relocated to a new building on the cultural axis of Piraeus Street. The Department employs a teaching staff of 21 people, of which 17 faculty members, 2 faculty members from other Departments, 1 ETEP and 1 EDIP member, 2 assistant teaching members and 14 part-time instructors (external teaching staff, scholarship holders, Ph.D. candidates). Presently, the financial state support is extremely low, and the Department exploits several funding possibilities resulting from actions of national and European networks in research. The Department is staffed with three administrative members. The secretarial office supports the students, and within the campus there are two student restaurants/cafeterias. Limited financial support for accommodation is also offered to students with low-income background. Information about supporting infrastructures, provided from the Student Welfare Directorate, is available through the University website and the Secretariat of the Department. The Department is served by the central campus library. The Department has its own new functional website in Greek and in English with all

the necessary functions (curriculum, relevant useful information for students, announcements, teaching staff, digital exhibitions, portfolios, etc.).

The undergraduate programme of study has a minimum duration of four years. The courses of in total 240 ECTS are equally divided into the eight semesters of study. The curriculum consists of individual "theory" courses and "theory and practice" or "composition" courses. The compulsory courses including the thesis project of a minimum one semester duration, amount to 44. In addition, following the first three semesters of study, the students are required to select four constraint elective courses out of 13 courses offered. All courses are classified into four sectors: Architectural composition, theory and criticism; Design, theory and criticism; Space and visual arts; Sustainable and digital design and construction technology. Thus, the programme of studies covers a wide range of courses in Interior Architecture, treating the subject of interior design with all its technological and anthropological implications, including social and sustainable design, history and preservation of cultural heritage, artistry and applied arts, small-scale outdoor space design, as well as object design. While a main design course on interior architecture is included in each semester, the individual courses constitute rather vertical series of knowledge provision and design skills cultivation of increasing complexity in different related fields than being horizontally interrelated with the main design courses. In the academic year 2024-25, about 190 first semester students were enrolled in the programme of study. In 2024, 892 students were registered in the programme of study. From them, 16 were deleted due to change or quittance from the programme, and 58 because they graduate. In 2024, only one student graduated in the normal period of the programme of study.

The Department also offers a postgraduate course of study on "Sustainable Design of Architectural Space" and Ph.D. studies. The students at the postgraduate level are graduates of the Department and related programmes from other university institutions. As stated by the Department, its undergraduate and postgraduate studies, as well as the research laboratories of the School of Applied Arts and Culture, aim at a multifaceted development and integration of the students' personalities, and encourage those who will be interested in further academic research and professional careers.

The faculty members are already involved in national research projects in collaboration with social partners, despite the relatively limited time available due to their high teaching load. Due to the latter, the research output by the faculty with regard to scientific publications, participation and contribution to international research projects is still limited.

II.   Analysis

The educational objectives of the programme refer to the support and enhancement of the scientific and professional potential in interior architecture, locally and internationally. Graduates of the Department can be employed, either independently or in collaboration with other professionals in all areas of the Department's subject topics, in the private and public sector, or as self-employed.

Presently, the operation of the Department is managed by a low number of faculty members and a high number of external teaching staff, while the ratio of faculty staff to students is approximately 1:50. The academic staff is qualified, devoted to the mission of the programme and motivated. There is also a very good and productive collaboration and teamwork that ensures among the tutors and the students, despite the very low faculty staff/student ratio.

The faculty is accessible to students and they frequently serve as advisors to the graduates. Furthermore, synergies with social and professional partners are sought after.

An identity and specific profile of the undergraduate programme of study is not well defined. The programme of study addresses a broad range of compulsory courses in the area of interior architecture and related topics. The number of constraint elective courses required to be selected by the students in related topics is limited. The structure of the curriculum provides a gradual advancement of knowledge and skills to the students. Nevertheless, limited integration of the individual courses each semester with the corresponding main design course of interior architecture takes place.

The research projects conducted by the faculty members are limited. However, they correspond to their expertise in design-based, performance and artistic research.

III. Conclusions

Even though the educational objectives of the programme refer to the support and enhancement of the broader discipline of interior architecture, at its present state of development, the Department needs to formulate in clarity its goals, prioritize actions and restructure its programme of study based on the realistic and sustainable composition and size of the academic unit available and a distinct and specific profile.

The low faculty staff/student ratio and the disproportionate faculty/external teaching staff ratio, despite a constant high student body, act disadvantageously in preserving sustainability to the programme, a high level of teaching and the advancement of research activities by the faculty members. Therefore, the University should prioritize an increase of the faculty members, and the Department reformulate its mission goals accordingly. In addition, interdisciplinary collaborations and synergies with other Departments of the University, social and professional partners are expected to act positively in the development of teaching and research activities by the faculty.

The high number of compulsory and low number of constraint elective courses required and the widespread of institutionally autonomous course topics within the programme hinder the achievement of integration of the individual theoretical subjects within the main design courses each semester. Furthermore, this also hinders the development of a distinct and specific profile of the programme of study and its graduates, also given the extremely low number of faculty staff presently at the Department.

Institutionalized collaborations within the programme of study are expected to achieve integration of knowledge and design skills within the main design courses. In addition, the introduction of a multidisciplinary design course in collaboration with students of engineering and individual courses on entrepreneurship, biophilic design and the application of new technologies in the design process will prepare the students for their professional career in real terms.

The participation in further undergraduate exchange programmes will enhance the visibility of the programme and serve the synergistic development of educational activities. At the same time, the practical training component for the students of the programme should be further supported and acknowledged in their study.

The faculty members need to further develop their research activities within the Department and the different levels of programme studies offered. This is expected to be feasible following corresponding increase of the number of faculty members in the Department, active support by the University, and the further development of postgraduate studies. Both the postgraduate and the Ph.D. programmes of study should be perceived as an opportunity to support the profile of the programme and develop a research body of competence within the academic unit, while equally supporting design-based and scientific research in related fields of interior architecture.

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	
Substantially compliant	X
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	
Substantially compliant	X
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	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

R1.1   Reformulate its goals, prioritize actions and restructure its programme of study based on a realistic and sustainable composition and size of the faculty body and its distinct profile.

R1.2   Prioritize an increase of the number of faculty members of the Department.

R1.3   Develop interdisciplinary collaborations and synergies within the Department and other Departments of the University, social and professional partners to enhance research activities by the faculty.

R1.4   Revise its curriculum to consolidate individual courses offered within and to integrate theoretical and technical subjects within the main design courses. Such a revision will help the development of a distinct and specific profile of the programme of study and its graduates.

R1.5   Develop interdepartmental collaborations and participation in further undergraduate exchange programmes to enhance the visibility of the programme and serve the synergistic development of educational activities.

R1.6 Leverage the postgraduate programmes of studies to support the profile of the UGP and develop a research body within the academic unit.

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

I.   Findings

The Quality Assurance Policy of the Department of Interior Architecture of the University of West Attica is coordinated with the Institution's Quality Policy. The Department's Policy is formulated and published in a prominent place on the Department's website, publicized and implemented with the participation of all interested parties. In this framework, the Department of Interior Architecture has instituted a quality assurance body of faculty members that is responsible for reviewing the appropriateness of the structure and organization of the curriculum and the pursuit of learning outcomes and qualifications obtained by the graduates of the undergraduate programme of study. Furthermore, internationalization issues, teaching and research activities, supporting services, students'

participation in evaluation procedures and the operation of the Department, the transparency of activities and decisions, and the public presence of the programme and the Department are decisive. The quality assurance body of the Department is also responsible for supporting the academic profile and orientation of the programme of study, promoting its purpose and objectives, and applying appropriate quality procedures, aiming at its continuous improvement.

The programme of study is structured with individual "theory" courses and "theory and practice" or "composition" courses. The courses are classified into four sectors: Architectural composition, theory and criticism; Design, theory and criticism; Space and visual arts; Sustainable and digital design and construction technology. Thus, the programme of studies covers a wide range of courses in Interior Architecture, treating the subject of interior design with all its technological and anthropological implications, including social and sustainable design, history and preservation of cultural heritage, artistry and applied arts, small-scale outdoor space design, as well as object design.

II.   Analysis

The quality of the support services was considered satisfactory by the academic staff and students although influenced by the reduced number of faculty members and lab assistants of the Department. An immediate increase of the faculty members and lab assistants is imperative. In view also of the planned transfer of the Department to a new building on the cultural axis of Piraeus Street, a strategic planning of the development and location of its lab infrastructure and research lab equipment, as well as the development of a modelshop, and the implementation of new technologies in fabrication will act positively on the further development of the Department. Equally significant is the redefinition of related research activities within the Department's labs. The structure of the Department, the programme of study and the teaching and research activities by the faculty are well documented on the web sites of the Department.

The academic staff of the programme is highly qualified and motivated. It appears also that there is a very good and productive collaboration and teamwork among the faculty and the students that ensures a very good result in terms of quality of the programme. The faculty is respected and appreciated by the students.

III.   Conclusions

In conclusion, the Department's QA policy is fully compliant with the HAHE policy and guidelines, as well as the EU QA standards on Higher Education. Its curriculum aims at promoting the conception and treatment of the designed space as a meeting point for creative practices from the fields of Design, Arts and Science. Thus, the interior space design is understood as an interdisciplinary process that includes a wide range of specializations, as well as correlations with other sciences. However, the programme must develop its identity to achieve a clear profile in interior architecture, while including evolving innovations and new technologies in the areas of practice and research. The reformulation of the programme's profile and the updating of the curriculum should be perceived as a continuous and dynamic internal evaluation process that involves several constituents including faculty, students, alumni and external partners.

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

R2.1   Review the Department of Interior Architecture identity, vision and goals, through an independent advisory board, ad-hoc expert panels and/or a dedicated international workshop. Annual internal reviews need to be further institutionalized by the Department, as well as external evaluations, organized by the Department itself every four years. This will help to constantly revise and further promote the profile and mission of the Department, as well as to set up long-term development aims and policies at multiple levels of operation.

R2.2   Revise the study programme. A higher integration and synergy between individual courses and the main design courses will act positively on the educational mission of the programme. Evolving innovations and new technologies in practice and research should be included and highlighted within the curriculum.

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

I.   Findings

The Department of Interior Architecture is part of the School of Applied Arts & Culture, of the UNIWA and operates as a University Department since 2018 (Law 4521, Government Gazette 2323/13.6.2019). The programme of studies is based on the original Department of Interior Architecture, Decoration and Product Design of the former Technological Educational Institute of Athens, which merged with the Technological Educational Institute of Piraeus to form the University of West Attica. As such, the curriculum is based substantially on the previous programme with strong evidence of continuity. The reduction of courses, in 2018, from 69 required and 32 electives to 43 required, a thesis, and 4 electives following the establishment of the new institution, is a positive step towards the establishment of a unique programme with a strong identity and mission.

Presently, the Department, programme and curriculum are lacking a succinct and well-defined statement that describes the identity of the programme and its academic profile. The curriculum addresses a broad range of compulsory courses in interior architecture and in art, construction, history or architecture and design, industrial design, furniture and other related topics from art and humanities. The quality assurance body and the faculty as a whole support the existing identity of the program as formulated. The number of elective courses to be selected by the students in related topics is very limited. There is no distinct structure of the 4 years programme of studies with regard to the core of compulsory courses/studios and the formulation of a last stage of studies accounting Diploma Capstone Project component.

The programme reflects the interests and specializations of its faculty and is comparable with programs internationally. At the same time, an effective synergy between faculty research, creative practice and teaching is required. The labs of the Department are only inadequately implemented, due to financial, spatial, personnel and time management constraints. The labs should be redefined and reorganized within the Department to account for the acquisition and implementation of research projects, the achievement of diversity within the discipline and potential for interdisciplinary research activities. There are procedures and regulations for the revisions of the program, and the EEAP was made aware that the program has been internally monitored and assessed periodically. The student guide is complete and appropriate.

II.   Analysis

The structure of the curriculum provides a gradual advancement of knowledge and skills to the students. Nevertheless, the limited integration of the individual courses each semester with the corresponding main interior architecture studio-based course, and the plethora of adjacent courses might be diluting the identity of the programme.

In enhancing the program's identity, the EEAP believes that a general and balanced education in interior Architecture should be provided in the first two years, as well as an advanced component and possible concentration of the students' education in the final two years.

Although the quality assurance body and the faculty as a whole, support the existing identity of the program as formulated, the EEAP thinks that the identity of the programme and Department is presently not adequately and convincingly reflected in the structure of the curriculum. At the same time the program needs to account for the broader contemporary

context of the discipline, including areas of theory, social and environmental sustainability, research by design, inter- and transdisciplinary activities in teaching and research. Presently, the sequence of the main courses on interior architecture are clearly defined with regard to the contents, levels of advancement and pedagogical objectives. Nevertheless, it is not clear that the individual courses in each semester do not necessarily act synergistically to the main courses of interior architecture & design systemically. This influences the efficiency of the educational process by the students and the workload of both, students and design instructors. In addition, the practical internship and electives from outside the department could count within the required 240 ECTS to complete the programme of studies. Additionally, there is no distinct structure of the 4 years programme of studies with regard to the core of compulsory courses and the formulation of a last stage of studies accounting for the thesis component. In enhancing the program's identity, the EEAP believes that a general and balanced education in Interior Architecture should be provided in the first two years, as well as an advanced component and possible concentration of the students' education in the final two years. Furthermore, the interdependence of the possible concentration or areas of emphasis with the final design thesis is expected to act positively on the achievement of a research by design process development and the successful completion of the final design thesis by the end of the 8th semester. Finally, the Department should also explore how compulsory, and constraint elective courses could be covered through cross-listing and offerings with other Departments of the School and the University.

The Department delivers on the stated intention of creating an extroverted program and opening the students' horizons to the international circles in academia and practice. The course syllabi support this direction through both project and bibliography. The faculty should be commended for addressing the high number of the student body at a time of multiple crises by preserving through personal efforts a programme, department and University reorganization that is better suited to a much higher number of faculty members. The expansion and renewal of faculty through the announcement of new positions in the next few years is imperative and merits a thoughtful reorganization to meet present and future changes and challenges.

There are procedures and regulations for the revisions of the programme, although the EEAP was made aware that the programme has been internally monitored and assessed periodically, but changes to the curriculum were not implemented as the faculty and administration was waiting for the conclusion of this accreditation review which has been pending since 2022. The EEAP is however not aware of the involvement of outside consultation in any intentional and systematic way, and the students' specific role in curriculum revisions is unclear. In the discussions with the students, it became clear that they would appreciate a multidisciplinary character and stronger diversity of the program to account for the contemporary developments in practice, in interior architecture and other related fields. Students have contributed by submitting course and faculty evaluations in very low participation. The EEAP would encourage the use of virtual platforms/social media to enhance student participation and engagement.

III. Conclusions

The departmental OMEA should articulate a renewed vision of the Department, revise the program according to the main suggestions made in this report, provide a five-year plan and

design a road map for implementation. The updating of the curriculum should be perceived as a continuous and dynamic process that involves a number of entities including faculty, students, and external participants. The revision of the programme committee should include, in an advisory capacity all stakeholders and beyond Academics, and should have a tight time schedule of meetings and consultations with the aim of a comprehensive proposal to be discussed and approved by the faculty. The central administration should facilitate such endeavours. In this respect, the programme needs to account for the broader contemporary context of the discipline, including areas of theory, social and environmental sustainability, research by design, inter- and transdisciplinary activities in teaching and research. The individual courses in each semester need to act synergistically, as much as possible, to the main courses of architectural design.

An advanced component and the possibility of concentration of the students' education in the final two years should be provided. Furthermore, the interdependence of the possible concentration or areas of emphasis with the final design thesis is expected to act positively on the achievement of a research by design process development and the successful completion of the final design thesis by the end of the 8th semester.

The Department should also explore how compulsory, and elective courses could be covered through cross-listing and offerings with other Departments of the University. It is imperative that the number of electives, either constraint or free, must be increased, possibly in synergy with the   areas of concentration or emphasis.

The labs of the Department should be redefined and reorganized within the Department to account for the acquisition and implementation of research projects, the achievement of diversity within the discipline and potential for interdisciplinary research activities and the linking of research and teaching.

It is imperative that the new areas suggested by this proposal necessitate the definition of new academic positions and the needed financial and otherwise resources, in order to maintain the future development and sustainability of the program and can be a mechanism to forge the emerging identity of the Department.   The low teaching staff/student ratio and the disproportionate faculty/external teaching staff ratio, despite a constant high student body, act disadvantageously in preserving sustainability to the programme, a high level of teaching and the advancement of research activities by the faculty members. Therefore, the University should prioritize an increase of the faculty members, and the Department reformulate its mission goals accordingly.

Panel Judgement

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

Panel Recommendations

R3.1   Consult, with all stakeholders, and develop a systematic process for reviewing the curriculum. Updating of the curriculum should be perceived as a continuous and dynamic process that involves a number of entities including faculty, students, and external participants. The central administration should facilitate such endeavours.

R3.2   Improve the   programme of studies through increase of experimentation and alternative modes in design, design-driven research activities and new technologies and material courses in the last four semesters of the curriculum

R3.3   An advanced component and the possibility of concentration of the students' education in the final two years should be further explored.

R3.4   Develop synergies between theoretical courses and design, as well as inter- and cross-disciplinary design and research. This affects individual courses in each semester that need to be consolidated (history and theory courses), reordered (materials, construction and technology courses) and/or integrated within the design process in interactive and holistic way (technology, digital visualization and landscape design courses).

R3.5   Expand the lab facilities that the programme utilizes to also serve in support of the acquisition and implementation of research projects, and potential for interdisciplinary research activities.

R3.6   Continue the collaboration in project developments and implementations with other educational institutions, social bodies of competence and community authorities which contribute to the uniqueness of the programme.

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

I. **Findings**

The Department has an active learning approach by encouraging student participation in both theoretical and practical classes. The programme uses modern teaching methods such as digital tools and continuous guidance in coursework and offers equipment for hands-on learning. The Department integrates several Digital Learning Platforms such as Open eClass, Moodle, and MS Teams for course management and communication. Additionally, the Department offers several digital software courses with a certification upon completion.

Assessments are flexible and include written, oral, and project-based evaluations, with alternative methods for students with learning difficulties. Students can improve their grades in different subjects and special committees assess repeated failures. A Student Complaint System is established and allows written complaints regarding academic and administrative issues, ensuring transparency. Questionnaires for Course and Instructor assessment by the students is conduced anonymous each semester and the results are used for continuous improvement.

The Departments provides academic advisors and specialized faculty for students with disabilities or social vulnerabilities. An updated website publishes the Study Guide and information for academic and student support.

II. **Analysis**

The department follows a student-centred approach in learning, teaching, and assessment by promoting active student participation, critical thinking, integrating digital tools such as Artificial Intelligence, offering flexible assessments, and offering transparency through structured feedback and complaint management. Modern Information and Communication Technology (ICT) tools support learning, and specialized advisory services ensure inclusivity. There are laboratory exercises, supported with a wide range of equipment. Finally, students are promoted to develop their own skills and shape their academic career; by taking part in summer schools, internships, competitions and Erasmus programs.

However, there are concerns regarding the student-to-teaching staff ratio, which is high enough to make it difficult for the teaching staff to tailor their methods according to each student's needs. That fact also leads to inability to maintain the Department's equipment, some of which is still to be used, making the Department dependent to outside intervention from independent professionals.

Also, the students sparsely answer the questionnaires handed to them, to critique the teaching methods, as they find them too generic, sometimes irrelevant and believe that the Department won't be able to answer to their needs effectively, or not at all. Furthermore, the students aren't very satisfied with the Internship programs offered, mainly because of the non-existent reimbursement policy, the very short period (2 months) and the minimal open positions to apply for, which contrasts with the large amount of student per year. Apart from that, the UGP is regarded as too difficult, as it challenges them in terms of time management. Finally, the UGP should incorporate specific professional directions, that is, more optional subjects instead of compulsory ones, that could offer flexibility in creating their own learning path within the areas of student interest.

III. Conclusions

In conclusion, while the Department suffers from lack of teaching staff, it is able to efficiently offer student-centred teaching, learning and assessment.

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

R4.1 Increase the number of teaching staff.

R4.2 Reorganize the program of studies, with less subjects or combining them together with shared studio classes.

R4.3 Increase elective classes, giving the students the option to choose and shape their academic career.

R4.4 Revise the questionnaires, so as to promote the students to give feedback, thusly refining the UGP to be more student-centred.

R4.5 Increase the internship period and act towards the application of a reimbursement policy.

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

I.   Findings

The Department organizes orientation meetings for new students and introduce students to university life, curriculum, and faculty. Academic advisors monitor student progress and provide guidance. Merit-based scholarships promote academic excellence, and Erasmus program scholarships supports international study opportunities under fair selection criteria.

The program applies the ECTS Credit System, which ensures credit recognition across institutions, supporting mobility. The Diploma Supplement is provided to graduates in Greek and English, recording the academic achievements.

The Graduation final work is compulsory, and a high-standard project focusing on innovative architectural or artistic studies. Additionally, an optional two-month internship program offers practical experience in relevant institutions.

II.   Analysis

The Department establishes clear regulations for all study stages, from enrolment to graduation, for students with and without special needs. Every student receives structured support through orientation and academic advising. Furthermore, scholarships and student mobility programs encourage academic excellence and international experience. The ECTS system ensures credit recognition, while the Diploma Supplement provides detailed academic records. Graduation requirements include a mandatory thesis and an optional internship for practical experience.

However, there are some concerns regarding the number of students taking part in internship programs, as there is no reimbursement policy, is short period and the available positions are very few.

III.   Conclusions

Even though the internship chances are limited, the student support is efficient.

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

R5.1 Increase the internship period and act towards the establishment of a reimbursement policy.

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

   I.   **Findings**

The department's faculty currently consists of 17 members, including 5 Professors, 4 Associate Professors, 5 Assistant Professors, and 3 Lecturers. The faculty comprises 10 female and 7 male members. Among them, 12 hold a doctoral degree, while the remaining faculty members are either pursuing a PhD or are not required to do so based on their expertise and teaching responsibilities. Additionally, the department is in the process of recruiting three new faculty members.

The department's teaching needs are further supported by two faculty members from other departments, as well as two teaching and technical staff members (1 ΕΔΙΠ and 1 ΕΤΕΠ). Additionally, a substantial number of sessional instructors (15) and doctoral students contribute to the teaching efforts.

The programme has a high student enrollment, with approximately 190 students admitted each academic year. Around 50% of students complete their studies within six years. Due to

the programme's structure, hands-on classes (Studio lectures) should be limited to a maximum of 30 students. As a result, multiple parallel sections must be offered for each course, significantly increasing the demand for instructors.

Faculty members in the department have reported a heavy teaching workload, which limits opportunities for research and personal development. Nevertheless, all department's personnel—including faculty, teaching and technical staff, administrative staff, sessional instructors, and doctoral students—are making significant efforts to organize workshops, host outreach events, and establish research collaborations with national and international partners. These initiatives aim to secure research funding and enhance research productivity. The university offers a modest annual travel grant to support faculty attendance at conferences.

The regulations and recruitment processes for faculty members and sessional teaching staff are specified in Greek State laws. As a public institution, the University of West Attica is required to follow these strict guidelines, just like all other public universities in Greece.

II. Analysis

The teaching staff in the department are highly qualified to deliver the programme's syllabus. However, the faculty-to-student ratio is very low, currently at 1:50, which is insufficient for a programme that demands significant contact hours and smaller class sizes. To address this, the department employs a large number of sessional instructors and support staff, and also involves PhD students, maintaining a teaching load for faculty within the reasonable range of 6-9 hours per week. However, this strategy may negatively affect the student learning experience due to a lack of continuity and reduced interaction between students and the faculty members who are best equipped to develop and deliver the programme's curriculum throughout the entire degree.

The faculty members are committed to delivering a high-quality programme that benefits the students. However, the intensive teaching load, combined with the logistics of managing large student cohorts and multiple course sections, adversely affects the research and service productivity of the academic staff. While the research activities and publication records of faculty members are respectable, there is room for improvement to align with the standards of a higher education department. The faculty's national and international partnerships are commendable, but there should be more targeted efforts to enhance collaborations with academia, industry, and government. Such partnerships could lead to research and development projects and generate external research funding. Additionally, the resources available for faculty mobility are limited, confined primarily to modest university travel grants.

III. Conclusions

The Department features a dynamic and cohesive team, including dedicated academic and non-academic staff, engaged students, and active alumni. Faculty members excel in teaching their specialized subjects and enhance the program with their expertise, extensive experience, and connections with partners from academia and both the private and public sectors, both nationally and internationally. High enrolment and the programme's hands-on nature present challenges, such as a significant increase in teaching responsibilities that far exceed the assigned teaching hours. This situation highlights the evident need for more resources for

research, mobility, professional development, and technical and administrative support for the teaching staff.

Panel Judgement

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

Panel Recommendations

R6.1 Increase the faculty-to-student ratio by either lowering student enrolment or increasing the number of faculty members.

R6.2 Faculty members are encouraged to prioritize research activities and cultivate more partnerships with industry and government sectors to secure external funding for the department. They should also take advantage of faculty mobility programs, like Erasmus, to boost their research productivity.

R6.3 Target a healthy balance between teaching-research-service and offer opportunities for professional development for all academic staff. It is crucial to convey this important message to both the University and the Government.

R6.4 Establish a formal system to recognize staff achievements by instituting annual awards for excellence in research, teaching, and service.

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

I.   Findings

The Department has adequate teaching infrastructure and research facilities. Large auditoriums and faculty offices are limited. Classroom scheduling is managed electronically. The Department provides a limited number of up-to-date technology computers, digital screens, 3D printers, and laser cutters, with continuous upgrades in digital tools. Platforms like Open eClass, Moodle, and MS Teams support online learning. Students can complete many courses focused on digital competencies, earning a certification.

Faculty advisors assist students, with specialized support for students with disabilities and vulnerable groups. Accessibility accommodations and psychological support are available. Students access academic records, administrative services, and textbooks through a digital portal. New students receive university credentials for ID and account activation.

The department has a high student-to-technical staff ratio and a very high student-to-administrative staff ratio. Additionally, there is a lack of dormitories.

A Study Guide and an updated website provide academic information. Administrative staff participate in Erasmus+ and university training programs.

II.   Analysis

Higher education institutions must secure adequate funding to support teaching, learning, and infrastructure needs. The department utilizes its available facilities and digital resources efficiently, despite space and staffing challenges. Student support services include academic advising, accessibility accommodations, and online portals for administrative and academic needs. Digital learning tools and staff training programs ensure continuous development.

While there is a lack of dormitories in the Department, there is a collaboration with different Universities to counter that problem.

III.   Conclusions

The Department has sufficient equipment and learning resources for the students. However, the lack of staff and maintenance crew leads to some equipment staying unused. While the Department is deemed fully compliant, care should be taken as to increase the number of teaching, faculty and administrative staff.

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

R7.1   Increase the number of teaching and administrative staff.

R7.2   Act towards becoming independent of other universities, in terms of dormitory needs of the students.

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

    I.   Findings

The National Integrated Quality Information System (ΟΠΕΣΠ) is established at both university and department levels for collecting, monitoring, and managing data related to educational activities, student performance, research efforts, human resources, infrastructure, student services, and the distribution of financial resources. At the university level, the Internal Quality Assurance Unit (MODIP) ensures the implementation of quality assurance procedures across academic and administrative units, including teaching, research, and administrative services, in accordance with the Hellenic Authority for Higher Education (HAHE) and European higher education standards. At the department level, the responsibility for managing this information falls to the Internal Quality Assurance Unit (OMEA).

The Department has implemented a variety of metrics to evaluate aspects such as the student population profile, progression, success rates, dropout rates, internships, and others. Additionally, metrics concerning resources, publication output, and research budgets are maintained, aiding in identifying strengths and weaknesses. These metrics are continuously reviewed by the Department Head, the Department Council, and the University for medium to long-term strategic planning.

At the conclusion of each academic semester, students are invited to complete an online evaluation survey for each course and instructor. However, participation in the surveys consistently remains low, with only about 10-15% of students responding.

Communication and feedback from alumni are primarily gathered through informal discussions with individual faculty members and are not systematically measured.

II.   Analysis

Overall, the programme is on track, though several processes are still in the initial phases of implementation. Additionally, there are insufficient data to identify some trends, due to the programme's brief duration and the small number of graduates so far.

Some metrics are influenced by broader policies set by the Ministry of Education, making improvements challenging without interventions external to the University. It is also important to note that the Department regularly admits around 190 new students, i.e., 200% more students than the Department's recommended capacity of 60 students, significantly affecting resource distribution and the quality of educational outcomes.

Low student participation in the evaluation surveys may be attributed to the online format of these surveys, coupled with a lack of encouragement for students to participate, an inadequate understanding of the surveys' importance, and not being persuaded that their opinions are valued.

III.   Conclusions

The department, in collaboration with the university, gathers and analyzes critical data and key performance indicators to guide decision-making and identify areas of success and improvement. Efforts to enhance processes are ongoing, though the data collected so far is limited owing to the programme's brief duration.

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

R8.1   The Department and University need to bolster their efforts to increase student participation in programme evaluations. Switching from online surveys to in-person, in-class surveys and raising awareness about their significance among students is crucial. Additionally, the department is encouraged to conduct informal mid-term surveys to gather feedback about the courses, which can help address issues within the academic semester.

R8.2   Enhance the programme evaluations surveys with specific questions related to the curriculum needs.

R8.3   Leverage existing networking solutions to re-establish ties with alumni and facilitate interactions between them and current students. This will enhance the understanding of the

profession's versatility and provide valuable feedback for improvements to the Study Programme. Addressing this issue may require action at the University level, not just within the Department.

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

I.   Findings

The Department utilizes conventional platforms and methods to disseminate its resources and achievements, prominently through its own website and the "e-Class" platform. The website is comprehensive, providing in-depth information about the Department, its staff, academic programs, student support services, and details on its quality assurance policies, objectives, and metrics. It also serves as a hub for announcements from the Department's Secretariat, regularly updated with information about programs, activities, news, and other relevant content.

For detailed course-related content, including teaching materials, recommended literature, slide presentations, textbooks, course structures, exercises, instructional guides, intended skills and competencies, examination details, assignment requirements, and marking schemes, the Department relies on the central "e-Class" system of the University of West Attica. Each course has a dedicated page within this system, ensuring easy access for all faculty members and students. This course information is also accessible through the Department's website.

Although the English version of the website is not as comprehensive as the Greek version, it still provides essential information about the department and its programs, catering to the needs of non-Greek speakers.

II.   Analysis

The information on the Department's website is current, clear, and easily accessible. To further enhance the site, additional content could be added to more effectively showcase the programme. This could include details of past projects, student works, events, international conferences, and alumni achievements, creating a dynamic and engaging overview of previous successes and opportunities. It would be beneficial to incorporate interviews with students

and alumni. Instead of merely adding more content, the information should be concisely summarized and include interactive elements like hyperlinks, leading to pages with multimedia such as images, videos, and texts. Additional human recourses are required to meet this goal.

The Department appears not to utilize standard social media platforms like LinkedIn and Instagram, as evidenced by the absence of such links on its webpage. Important updates and urgent announcements are instead communicated to students via email. Additionally, enhancing the English version of the website could help attract foreign students and facilitate participation in European research projects.

III. Conclusions

The Department operates a comprehensive website and a dedicated course platform that disseminates public information to students and the wider community. By investing additional efforts and resources, the department could enhance this repository significantly. Such enhancements – in both Greek and English languages – would not only highlight the department's initiatives but also bolster partnerships and research collaborations both nationally and internationally. This would help in showcasing the department's contributions and efforts more effectively on a global scale.

Panel Judgement

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

Panel Recommendations

R9.1 The English version of the Department's website should be enriched to attract foreign students and facilitate participation in European research projects. Social media platforms such as LinkedIn and Instagram should also be utilized to connect with past, current, and potential students and industry partners.

R9.2 The Department's website needs to be enriched with more content to better highlight the program's features. This could involve adding information about previous projects, student creations, events, international conferences, and alumni accomplishments, offering a lively and captivating summary of past successes and opportunities.

R9.3 The Department should explore more creative ways to communicate public information, including producing YouTube videos for some of its labs/studios. This approach will engage the younger generation of students more effectively and promote the programme's activities.

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

    I.   Findings

The self-assessment of the program is based on procedures of observation and continuous improvement of the level of educational offerings along with supporting learning environment ensuring the current character of the program, and strategic goals of the institution. Factors considered for the assessment include the workload, progress through the degree process, expectations, needs, and assessment of the students, scientific/technological developments, societal and job market needs, and national, and international policies on the built environment.

The Department has an advisory board composed by nine specialists in the area of interior design. The OMEA collects information from the delivery of the program through each semester student evaluation. The unit collects all requests for changes to the program such as changes to the course content, course schedule/calendar, faculty workload, proposals for new courses, etc. Using the student evaluations along with these requests a proposal for improvement is submitted to the faculty assembly at the end of the academic year.

    II.   Analysis

Through the process of internal review and continuous improvement, the positive aspects of the programme are reinforced by adding new topics based on scientific and technical developments and the progress in the field. The collected information is analysed, and the programme has plans to be improved after the external evaluation to ensure that it is up-to-date. There is a deliberately planned consideration for improving courses using the course evaluations by students. Programme weaknesses are addressed when problems are identified in students' evaluations.

The annual report is composed by the OMEA and submitted to the MODIP for review and recommendations are shared with the faculty general assembly of the department. Decisions are made at the end of the academic year and are implemented at the beginning of the next academic year. The UGP is reviewed and revised but without the direct involvement of students and practice related stakeholders. The advisory board is composed by well-known names of academia but specialists from practice and the public sector are missing.

III. Conclusions

The self-assessment procedure of the programme is scheduled to take place annually. The outcomes of the self-assessment are properly recorded and submitted to the MODIP of the Institution. The findings of the self-assessment are shared within the academic unit in the faculty assembly meeting.

Panel Judgement

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

Panel Recommendations

R10.1 The students' participation and the involvement of external stakeholders in the undergraduate study programme revisions should be enhanced further.

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

    I.   Findings

The undergraduate program of the predecessor TEI Department did not have an external evaluation. Following the instructions of HAHE to this Principle, the EEAP utilised the IQAS Accreditation Report (5th December 2020) of the UNIWA.

The EEAP was provided with a MODIP report about the implementation of any recommendations and the annual internal evaluation reports of the Department mention the progress of the Department in the implementation of the recommendations.

    II.   Analysis

The IQAS Accreditation Report included several recommendations for improvement for the UNIWA and the Departments within it. The MODIP transmitted to the Departments of UNIWA a progress report with thirteen recommendations. The members of the teaching staff of the UGP are aware of the importance of the external evaluation and its contribution to the improvement of the UGP. A procedure for the utilization of the outcomes of the external evaluation is in place and responsibilities for the implementation of the recommendations is a good practice of the Department. The recommendations from the previous external evaluations were addressed and an action plan was implemented.

    III.   Conclusions

The recommendations from the previous external evaluation were addressed

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

The EEAP has no specific recommendation relative to adherence to Principle 11.

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

    I.   Findings

On the departmental website all necessary information regarding the transition of the previous undergraduate programme of TEI is accessible.

The Department has given an extensive transition plan from its prior TEI program to the current program, which has been inspected and accredited by MODIP. The new program officially started in the 2019, and the Department is now responsible for the management of both programs. Students who were accepted into the TEI program were permitted to finish their studies under the original study plan and they are given an opportunity to be placed into the new UGP. Currently about 180 undergraduate students are in transition.

    II.   Analysis

The transitional process appears to have been adequately explained to the TEI program students and the professors have taken proactive measures to inform them of the situation. There are detailed descriptions of the fundamental prerequisites, relevant modules, application dates, and student application. According to previous TEI graduates who are successfully enrolled in the new UGP, the transition has benefited them.

III. Conclusions

The EEAP deems the Department fully compliant regarding the student transition to the new programme.

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

The EEAP has no specific recommendation relative to adherence to Principle 12.

PART C: CONCLUSIONS

I.   Features of Good Practice

- Excellent and supportive relationships among students and academic and administrative staff is evident.
- Collaborative spirit and support among staff and students.
- Readiness to cooperate, self-reflect, and improve.
- The Department is housed in a relatively new, purposely built building with appropriate equipment and teaching facilities. The premises provide a good working environment with adequate space kept in satisfactory conditions. The new building should continue to provide similar or better conditions.
- Strong collaboration of the Department with a network of public and private sector stakeholders. Great satisfaction and appreciation of the stakeholders for the study programme.
- Excellent cooperation between the Department and MODIP.
- Students with special needs have adequate conditions to study.
- Good participation in student mobility programmes.

II.   Areas of Weakness

- The identity of the programme is not well defined.
- Low faculty-student ratio.
- High number of compulsory classes and limited electives.
- Limited number of technical support staff.
- Low student participation in programme evaluation.
- Lack of professional licensure rights for UGP graduates by the Greek State.
- Low graduation rate in normal period of time, specially for the students with special needs.
- The lack of student dormitories.
- Limited number of internships.

III.   Recommendations for Follow-up Actions

- Reformulate the Departments goals, prioritize actions and restructure its programme of study based on a realistic and sustainable composition and size of the faculty body and its distinct profile.
- Prioritize an increase of the number of faculty members of the Department and administrative and technical staff.
- Develop interdisciplinary collaborations and synergies within the Department and other Departments of the University, social and professional partners to enhance research activities by the faculty.

- Leverage the postgraduate programmes of studies to support the profile of the UGP and develop a research body within the academic unit.

- Revise the study programme. A higher integration and synergy between individual courses and the main design courses will act positively on the educational mission of the programme. Evolving innovations and new technologies in practice and research should be included and highlighted within the curriculum. Increase experimentation and alternative modes in design, design-driven research activities and new technologies and material courses in the last four semesters of the curriculum.

- An advanced component and the possibility of concentration of the students' education in the final two years should be further explored.

- Expand the lab facilities that the programme utilizes to also serve in support of the acquisition and implementation of research projects, and potential for interdisciplinary research activities.

- Continue the collaboration in project developments and implementations with other educational institutions, social bodies of competence and community authorities which contribute to the uniqueness of the programme.

- Increase elective classes, giving the students the option to choose and shape their academic career.

- Revise the questionnaires, so as to promote the students to give feedback, thusly refining the UGP to be more student-centred.

- Increase the internship opportunities.

- Target a healthy balance between teaching-research-service and offer opportunities for professional development for all academic staff.

- Establish a formal system to recognize staff achievements by instituting annual awards for excellence in research, teaching, and service.

- Act towards becoming independent of other universities, in terms of dormitory needs of the students.

- The Department and University need to bolster their efforts to increase student participation in programme evaluations, and enhance the programme evaluations surveys with specific questions related to the curriculum needs.

- Leverage existing networking solutions to re-establish ties with alumni and facilitate interactions between them and current students.

- The English version of the Department's website should be enriched. The Department should explore more creative ways to communicate public information.

IV.   Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: 1, 3, 6.

The Principles where partial compliance has been achieved are:

The Principles where failure of compliance was identified are:

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

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **Prof. Thomas Panagopoulos,** (Chair)
   Universidade do Algarve, Portugal

2. **Prof. Emeritus Loukas Kalisperis,**
   Pennsylvania State University, United States of America

3. **Prof. Marios C. Phocas,**
   University of Cyprus, Cyprus

4. **Prof. Emmanuel Stefanakis,**
   University of Calgary, Canada

5. **Mr Georgios Papamichail,**
   Student representative, National Technical University of Athens, Greece