



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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

Photography and Audiovisual Arts

**Institution:** University of West Attica

**Date:** 14/04/2025



Με τη συγχρηματοδότηση  
της Ευρωπαϊκής Ένωσης



Πρόγραμμα  
Ανθρώπινο Δυναμικό και  
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of  
the New Undergraduate Study Programme in operation of Photography  
and Audiovisual Arts of the University of West Attica for the purposes of  
granting accreditation

## TABLE OF CONTENTS

<b>Part A: Background and Context of the Review</b>	<b>4</b>
I.    The External Evaluation & Accreditation Panel	4
II.   Review Procedure and Documentation	5
III.  New Undergraduate Study Programme in operation Profile	6
<b>Part B: Compliance with the Principles</b>	<b>7</b>
Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit	7
Principle 2: Quality Assurance Policy of the Institution and the Academic Unit	11
Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes .....	13
Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students	15
Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes	17
Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes	19
Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes	21
Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes	23
Principle 9: Public Information Concerning the New Undergraduate Programmes	25
Principle 10: Periodic Internal Review of the New Study Programmes	26
Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes	28
Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones	30
<b>Part C: Conclusions</b>	<b>32</b>
I.    Features of Good Practice	32
II.   Areas of Weakness	32
III.  Recommendations for Follow-up Actions	32
IV.   Summary & Overall Assessment	32

## **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 Photography and Audiovisual Arts of the University of West Attica comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Professor Vasilis Kallis** (Chair)  
*(Title, Name, Surname)*  
University of Nicosia, Cyprus  
*(Institution of origin)*
2. **Professor Valia Kordoni**  
*(Title, Name, Surname)*  
Humboldt-Universität Berlin, Germany  
*(Institution of origin)*
3. **Mr Panagiotis Fafoutis**  
*(Title, Name, Surname)*  
Freelancer, Hellenic Open University  
*(Institution of origin)*
4. **Ms Magdalini Dragatsika**, student representative  
*(Title, Name, Surname)*  
University of Western Macedonia, Greece  
*(Institution of origin)*

## **II. Review Procedure and Documentation**

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

The accreditation review of the Undergraduate Program (UGP) in Photography and Audiovisual Arts at the University of West Attica was carried out remotely over two days, April 14 and 15, 2025. Throughout this period, the External Evaluation and Accreditation Panel (EEAP) engaged in a series of videoconference meetings with various stakeholders involved in the program, offered by the Department of Photography and Audiovisual Arts.

The process began with a meeting involving the Dean of the School of Applied Arts and Culture and the Head of the Department. This opening session included a concise overview of the department's history, mission, and structure, followed by an in-depth discussion of strategic objectives, operational issues, and the current state of the Program of Study (UGP). The panel then met with representatives from MODIP (Quality Assurance Unit) and OMEA (Internal Evaluation Group), continuing the discussion around quality assurance, strategic planning, and academic management.

On the following day, April 15, a series of additional sessions took place with other key stakeholders. These included teaching faculty, current students, alumni, employers, and social partners. Each meeting provided valuable insights into different aspects of the academic and professional life of the department. The sessions enabled the panel to ask targeted questions, explore student learning outcomes, evaluate the academic experience, and assess the program's strengths and areas for improvement. In addition, the panel was offered a virtual tour of the department's facilities, highlighting the infrastructure available to support student learning and creative practice. As per the accreditation evaluation protocol, the review was concluded with a meeting with the Head of the Department and OMEA/MODIP representatives.

In preparation for and during the review, panel members thoroughly examined all relevant documentation and digital content available through the University of West Attica's website, with a focus on materials pertaining to the Department of Photography and Audiovisual Arts.

The panel's assessment regarding compliance with the 12 Principles of Quality Assurance was the result of collaborative deliberation and was unanimously endorsed by all members through a consensus-based process. The EEAP would like to acknowledge the professionalism and responsiveness of the department and university representatives, who provided timely and

comprehensive information throughout the review. Their cooperation greatly facilitated the effectiveness and transparency of the accreditation process.

### **III. New Undergraduate Study Programme in operation Profile**

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

The University of West Attica (UNIWA) was established in March 2018 under National Law 4521, through the merger of the Technological Educational Institute (TEI) of Athens and the Piraeus University of Applied Sciences. In 2019, the National School of Public Health was also incorporated into the institution. UNIWA now comprises 27 academic departments organized across six Schools: Public Health; Management, Economics and Social Sciences; Food Sciences; Health and Welfare Sciences; Applied Arts and Culture; and Engineering. The university is the second largest in the Attica region and the third largest in Greece in terms of student numbers, hosting approximately 64,000 undergraduate students, 5,500 postgraduate students, and nearly 780 doctoral candidates. It operates across three campuses in the metropolitan area of Athens: Aegaleo Park Campus, Ancient Olive Grove Campus, and Athens Campus.

The Department of Photography and Audiovisual Arts was founded in 1985 as the 'Department of Photography' within the former School of Graphic Arts and Artistic Studies at the TEI of Athens. Its academic program—initially structured with seven semesters of coursework and one semester of practical training—officially began with its first student intake in October 1985 (Gov. Gazette 199/A'/27.11.1985). In 2005, following the integration of video studies into the curriculum, the department was renamed 'Department of Photography and Audiovisual Arts' to better reflect its expanding academic and artistic scope (Gov. Gazette 142/23.06.2005). This transition marked a strategic expansion into the field of audiovisual arts (0211: Audio-visual Techniques and Media Production), reinforcing the Department's relevance in contemporary media education.

Throughout its 35+ years of operation, the Department has played a significant role in shaping the country's visual literacy and contributing to the production of high-quality artistic and cultural work. It is currently part of the School of Applied Arts and Culture at UNIWA, and continues to evolve through a restructured, forward-looking curriculum aligned with international academic standards and contemporary developments in media and the arts.

The Department of Photography and Audiovisual Arts is the only higher education department in Greece offering a comprehensive academic program focused specifically on both photography and video. Its mission is to provide students with a solid education that integrates theoretical, artistic, and technological dimensions across these fields. It promotes the study and research of contemporary visual culture while cultivating knowledge in the representational arts and their applications.

### *Undergraduate Program: Photography and Audiovisual Arts*

The Department's undergraduate program is interdisciplinary and methodologically diverse, combining theoretical instruction with studio practice and research-led learning. The goal of the program is to prepare students to become well-rounded, critically minded, and technically capable practitioners and scholars in photography and audiovisual media.

Key aims of the program include:

- The development of a critical understanding of contemporary production practices in both analog and digital photography and audiovisual media.
- The cultivation of theoretical knowledge, aesthetic sensibility, and technical skills that enable graduates to succeed in competitive international work environments in fields such as photojournalism, advertising, digital imaging, video and multimedia production, and artistic creation, as well as in the theoretical and critical discourse surrounding these areas.
- The preparation of students for further postgraduate studies and original research in the field.

The curriculum spans eight semesters, culminating in the completion of a final project (thesis) in the eighth semester. It features a balanced combination of lectures, laboratory and studio courses, seminars, team projects, and fieldwork. Emphasis is placed on the development of individual creative voice and professional readiness through hands-on experience and critical reflection.

In addition to its undergraduate offerings, the Department actively supports student mobility through the Erasmus+ program and fosters international academic exchange. Select courses are available in English to accommodate incoming Erasmus students. The Department is also committed to postgraduate education and hosts doctoral research activities within its broader academic community.



## PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

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

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

#### ***b. The strategy of the Institution for its academic development***

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

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

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

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

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

**d. The documentation of the sustainability of the new department**

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

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

**e. The structure of studies**

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

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

**f. The number of admitted students**

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

**g. Postgraduate studies and research**

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

**Relevant documentation**

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

## Study Programme Compliance

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

### I. Findings

The Department of Photography and Audiovisual Arts was founded in 1985 as the “Department of Photography” within the former School of Graphic Arts and Artistic Studies at the TEI of Athens. In 2005, following the integration of video studies into the curriculum, the department was renamed “Department of Photography and Audiovisual Arts”. This had as a consequence an almost inevitable strategic expansion into the field of audiovisual arts, marking the Department’s relevance in contemporary media education.

The Department treats the scientific areas of Photography and Audiovisual Arts with an upgraded, modern and flexible undergraduate curriculum, with the organization of a postgraduate and doctoral program, as well as the establishment of postdoctoral research regulations, with the promotion of research into the needs of monitoring developments in photographic and audiovisual technology, and with the creation of high-level artistic work and the aim of offering high-quality education to its students.

The Department has a well-established mission and strategic planning whose focus lies on high-level education, promotion of research, outreach, and internationalization, and quality assurance. High-level education, as a Strategic Goal of the Department, refers to the provision of high-quality Undergraduate, Postgraduate, and Doctoral Studies, in accordance with prevailing international educational standards and taking into account the most modern developments in science and technology in the region. Additionally, the Department is interested in providing high-level continuing education and lifelong learning programs. To this effect, the Department monitors international scientific developments in the region and enriches the studies provided both in terms of the courses offered and with new teaching specialties, as well as with the adoption of modern teaching methods. As far as promotion of research is concerned, the Department focuses on strengthening and supporting the research activity of the Department's faculty members, providing incentives to faculty members to conduct research, strengthening and supporting the participation of the Department's faculty members in national and European/International research programs, strengthening collaborations with domestic and foreign institutions and research centers and with public and private production bodies, and disseminating and promoting the results of the research and artistic work carried out by the Department by organizing lectures, workshops, conferences, and exhibitions. Concerning outreach and internationalization, the Department is strengthening collaborations with educational and research institutions in Greece and abroad on issues of research, producing cultural goods and education, promoting cooperation protocols for co-supervision of doctoral theses, co-organizing postgraduate study programs with other institutions in Greece and abroad, strengthening collaborations with businesses, organizations and professional associations through cooperation agreements and/or service

provision, as well as strengthening collaborations with public bodies at local and national levels, and participating in advertising actions of research results to the general public. Finally, through the strategic objective of quality assurance, the main goal is to manage the academic strategy for the design and implementation of the required Quality Assurance actions. For the Department to implement its vision, mission and strategic goals, it must develop the processes necessary for the continuous improvement of the quality of its work (educational, artistic and research) and the services it provides: the development and continuous improvement of internal and external evaluation processes, the deepening of course and teacher evaluation processes by students, the survey of the degree of satisfaction of the Department's graduates, the deepening of the role of OMEA as the guardian of the Department's quality processes, as well as the closer cooperation between OMEA and MODIP for better information and flow of information.

## **II. Analysis**

According to the Strategic Planning and mission statement of the Department, the future plans are well presented, with consideration for new academic staff. The number of enrolled students according to the data provided demonstrates a considerable stability in the number of incoming students.

Overall, the Panel finds that the Department is able to cover all the necessary running and administrative needs, as well as cover overheads and the running of laboratories.

## **III. Conclusions**

The Panel finds that overall the Department complies with the outcomes of Principle 1 and is satisfied that the Department's Profile and Mission Statement.

The Panel thus finds that the Department is fully compliant with Principle 1 in:

- a. Academic profile and mission statement,
- b. The strategy of the institution for its academic development
- c. The documentation of the feasibility of the operation of the department and the study programme
- d. The number of admitted students
- e. The structure of studies
- f. The documentation of the sustainability of the new department
- g. Post-graduate studies

## Panel Judgement

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

**Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)**

Fully compliant	<b>x</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

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

The members of the Panel would like to congratulate the University of West Attica and the Department of Photography and Audiovisual Arts for their vigorous and compelling approach to strategic planning, feasibility, and sustainability.

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

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

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

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

### Relevant documentation

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

## Study Programme Compliance

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

### I. Findings

The Panel was granted access to the relevant Quality Assurance Policy of the Undergraduate Study Programme (UGP) through the digital evaluation folder provided in advance. (Additionally, a folder containing presentations with updated data pertaining to each of the twelve Principles governing the accreditation process was sent on April 15, 2025). This folder

included the Department's overall strategic goals and key supporting documents, such as the results of the Department's Internal Evaluation Report for the academic year 2019-2020 and its approval by MODIP, as well as the MODIP Recommendation Report [Εισηγητική Έκθεση] (minutes of the MODIP Assembly: ΜΟΔΙΠ Αρ.26/24-11-21).

In addition, during the presentation by academic staff and the Head of the Department, the Panel received further information on the Department's strategic planning and the operational framework of the programme.

The Quality Assurance (QA) Policy of the Department of Photography and Audiovisual Arts at the University of West Attica demonstrates a strong alignment with the principles required for the delivery and quality assurance of new undergraduate programmes. The policy is articulated as a formal, published statement that is accessible to all stakeholders through various platforms, including the department's website and orientation sessions - a viewpoint ensuring that the implementation of QA measures is a shared responsibility.

The approach to quality assurance of the Department of Photography and Audiovisual Arts aligns with the Quality Assurance (QA) Policy of the University of West Attica, which exhibits a commitment to quality procedures aimed at ensuring effective performance across multiple dimensions. As per state law, the policy has been prepared and monitored by the University's MODIP and ratified by the University Senate (4th extraordinary meeting, 08-05-2020). It explicitly addresses the adequacy of the structure and organization of the curriculum, which has been carefully designed to provide students with fundamental and advanced knowledge, fostering academic and professional competencies.

To be awarded the bachelor's degree, students must complete 240 ECTS credits, typically over a period of four years (eight semesters, each comprising 30 ECTS). There are four categories of courses:

- Mandatory courses, 31 in number (155 ECTS)
- Elective courses
- Undergraduate thesis
- Internship (for the period of three months), which is optional; it can be replaced by three courses during the last semester of studies

On the whole, students have to complete all the 31 mandatory courses (the vast majority of which are offered in semesters 1-5), and select a range of elective courses before they engage with the undergraduate thesis. Those who opt for the internship need 43 courses to graduate; those who choose to replace it with three additional courses need 45.

The curriculum aligns with both the European and National Qualifications Framework for Higher Education, ensuring that the learning outcomes and qualifications match the required standards for creating competitive graduates at both national and European levels.

A critical element of the QA policy is its structured focus on annual quality goals specifically tailored to the UGP under review. These goals include enhancing the programme's curriculum,



promoting effective teaching practices, and improving research outcomes while fostering the quality of support services available to students and staff. The policy commits the department to quality procedures that emphasize the adequacy of resources, appropriateness of teaching staff qualifications, and excellence in the organisation and structure of the curriculum. Furthermore, the institution ensures the availability of robust support services, such as libraries and administrative assistance, which play a vital role in maintaining high-quality educational and operational standards.

The QA framework also demonstrates a strong dedication to the achievement of key learning outcomes and graduate qualifications consistent with the European and National Qualifications Framework for Higher Education. The curriculum is regularly reviewed and updated to align with international standards, ensuring that graduates acquire both theoretical knowledge and practical skills suited to the modern labor market. Additionally, the policy underlines the integration of teaching and research to foster a dynamic and relevant academic environment. This is demonstrated through research-led teaching initiatives and participation in international collaborations such as Erasmus+, further enriching the educational experience.

The department actively monitors the effectiveness of the QA system through an annual internal evaluation conducted by the Internal Evaluation Group (IEG) in collaboration with the institution's Quality Assurance Unit (QAU). These reviews include assessments of the curriculum structure, teaching methods, research outputs, and support services. This process ensures that the QA goals are continuously refined and that areas requiring improvement are promptly addressed. Moreover, the policy is well-communicated across the department, with clear dissemination methods in place, such as digital platforms (e.g., IRIS digital magazine) and orientation programmes that introduce students and faculty to the quality standards and expectations.

## **II. Analysis**

### *Strengths of the QA Policy*

The QA Policy of the Photography and Audiovisual Arts Department stands out as a well-integrated and comprehensive system that links institutional, departmental, and programme-specific objectives. Its formal publication and widespread dissemination promote transparency and stakeholder accountability, while the annual quality goals demonstrate a commitment to continuous improvement across academic, administrative, and research activities.

A major strength lies in the alignment of the policy with the European Higher Education Area (EHEA) and the European and National Qualifications Frameworks. This ensures that the curriculum not only meets international standards but is also adaptable to evolving trends in education and labor markets. Furthermore, the department prioritises student-centered learning approaches by integrating research into teaching and providing opportunities for creative projects that enhance critical thinking skills.

The QA framework also addresses key resource-related factors, such as maintaining the quality of teaching staff qualifications and providing sufficient administrative and library support services. This ensures that the department has the necessary infrastructure to support its academic and operational goals effectively. The annual evaluation process led by the IEG and QAU underscores the department's focus on systematic monitoring, facilitating evidence-based decision-making, and aligning QA practices with strategic goals.

While the department employs various feedback mechanisms, the complexity of these processes could limit the ability to gather real-time, actionable input, particularly from students. Simplifying these mechanisms and improving their accessibility would enable a more agile response to emerging challenges.

The aforementioned suggestion could extend to the use of Key Performance Indicators (KPIs) as well. While the department monitors a variety of outcomes, a more systematic and consistent use of quantitative metrics could strengthen the policy's ability to measure programme performance comprehensively.

### **III. Conclusions**

The QA Policy of the Photography and Audiovisual Arts Department at the University of West Attica serves as a strong framework for ensuring quality in the development and delivery of new undergraduate programmes. By setting annual quality goals and adhering to an established QA framework, the department demonstrates a clear commitment to continuous improvement and alignment with institutional and national standards.

The policy's strengths lie in its alignment with international qualifications frameworks, its focus on integrating research and teaching, and its systematic approach to monitoring and evaluation. The active communication of the QA policy to stakeholders and the annual review processes further reinforce its effectiveness in maintaining academic and operational quality.

However, there are opportunities for improvement. The department could enhance its QA practices by developing more streamlined feedback mechanisms to collect real-time input from students and stakeholders and by expanding its use of KPIs to monitor programme performance more systematically.

In conclusion, the QA Policy effectively establishes a comprehensive system for safeguarding and enhancing quality across the department's academic, research, and operational activities. With targeted efforts to address identified challenges, the department is well-positioned to maintain and further strengthen the quality of its undergraduate programmes.

### **Panel Judgement**

<b>Principle 2: Quality assurance policy of the Institution and the academic unit</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	

Non-compliant	
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### Panel Recommendations

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

- Developing more streamlined feedback mechanisms to collect real-time input from students and stakeholders
- Expand the use of KPIs to monitor programme performance more systematically

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

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

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

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

#### Relevant documentation

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

#### Study Programme Compliance

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

## **I. Findings**

The purpose of the P.P.S. of the Department of Photography and Audiovisual Arts is:

- i. the creation of a strong background in the subjects treated by the Department as well as interdisciplinarity to the extent possible,
- ii. the preparation of the professional career of its graduates through the understanding of science with modern technological means and methods, based on Greek and foreign bibliography,
- iii. the development of the ability of its graduates, within a rapidly developing society and global economy, to continue their intellectual development.

The main objective of the program is to equip graduates with the knowledge, abilities and skills that cover the scope of the specialty of Photography and Audiovisual Arts, and the corresponding profession.

Specifically:

Mission and Vision: The Department of Photography and Audiovisual Arts remains committed to providing high-quality higher education to its students, as well as to the effort to develop the appropriate conditions for a creative research and work environment for its staff.

Through the establishment, evaluation, and redefinition of the quality policy, the Department is committed to achieving even higher performance. With this strategy, it will highlight values, standards, and examples, in order to contribute to the Institution's pursuit of high-quality teaching and research results that will contribute to a stable development path for the country.

All actions of the Department aim at the continuous formation and development of a flexible and modern curriculum. In addition, the mission of the Department is to play an active role in local communities.

The purpose of the curriculum is:

The development of critical understanding of contemporary production in the practices of photography and audiovisual arts, both analog and digital.

The acquisition of intellectual, aesthetic, and technical skills that allow graduates to respond to the international competitive environment.

The provision of theoretical knowledge that leads to the continuation of studies at the postgraduate level, as well as the preparation of an original research project based on the international classification of scientific fields in education of UNESCO (ISCED 2013).

Providing modern, high-level, and specialized knowledge, skills, and abilities in the science of Photography and Audiovisual Arts.

Combining sound theoretical knowledge with significant laboratory application in cutting-edge technologies, so that graduates can follow the constantly evolving landscape in the field of science and art of Photography and Audiovisual Arts, but also in their professional field.

Multifaceted development and integration of the students' personality, as well as the development of their professional and social awareness.

Cultivating interest in scientific and artistic research and a gradual introduction to the Department's research procedures.

Organized interconnection and interaction with relevant professional and cultural bodies, and the involvement of students in order to ensure the position of graduates. The UGP specializes in the following main subjects: Photography and Audiovisual Arts according to the Official Gazette of the Foundation 199/tA'/27-11-85.

It is the only HEI in the Greek territory that treats the subject of the photographic image in its entirety and in what concerns its technological, creative, and applied professional dimension.

At the same time, it offers specialized training in Audiovisual Arts, covering the theoretical, technical, and artistic framework of the moving image and sound design.

With a modern and interdisciplinary curriculum, photography and audiovisual arts meet, interact, and function complementarily, combining art with technology, preparing students to meet the demands of the market in the fields of photography and audiovisual production in the modern labor market and artistic creation over time.

Preparing the European and international professional perspective of graduates, through the Department's active participation in educational exchange programs.

According to the curriculum, 57 courses are offered. The obligations of students for successful completion of their studies (duration not less than 8 semesters) are as follows:

- The student completes his/her studies by completing 42 to 45 courses (he/she has the option to choose an internship or instead 3 courses of the 8th Semester of Studies).

- Successful preparation and presentation of a Bachelor's Thesis.

The duration of studies at the Department of Photography & Audiovisual is 8 semesters. The studies include theoretical teaching and laboratory exercises. The Curriculum is structured based on the student workload and follows the credit system (ECTS).

After their introductory registration, students are required to renew their registration every semester. During the academic year 2023-2024, the following were registered as active students: 1300.

Students who do not renew their registration for two consecutive or three non-consecutive semesters lose the opportunity to continue their studies and are deleted from the Department's records.

Studies are organized on the basis of semester courses, and attendance at laboratory courses is mandatory.

At each semester renewal of their registration, students have the opportunity to choose an individual study program. Restrictions are set by the maximum number of hours of attendance and by the binding relationship of prerequisite and dependent courses. The prerequisite and dependent courses, as determined by the decision of the General Assembly of the Department.

## **II. Analysis**

The Department of Photography and Audiovisual Arts of the University of West Attica, in collaboration with the Quality Assurance Unit (MO.DI.P.) has harmonized the Quality Policy of the Undergraduate Curriculum (P.P.S.) in accordance with the principles of the Institution's Quality Policy (Decision of the Institution's Senate, 4th extraordinary meeting, 08-05-2020). The main axes on which the quality assurance and improvement policy of the Department of Photography and Audiovisual Arts is structured, which are linked and form part of the strategy of the University of West Attica, are the following:

The continuous reform and improvement of the provided curricula.

The strengthening of student-centered learning.

The improvement of the performance and achievement of the Department's students.

Providing incentives for conducting research.

Transparency and compliance with the operating rules of the Institution by all parties involved.

The strengthening of the multi-level research work in the Department.

The production of more and significantly impactful publications in international scientific journals, collective volumes, and proceedings of refereed conferences.

The continuous improvement of the working conditions of the teaching, research, administrative, and other staff.

The development of synergies with other Departments of the University of West Attica.

The strengthening of transnational cooperation programs that provide for the mobility of students and members of the teaching and research staff.

The strengthening of collaborations with foreign and domestic institutions, the dissemination and strengthening of research projects and broader synergies, as well as the improvement of the research work produced.

The development of the extroversion of the Department.

The attraction of high-level faculty members from Greece and abroad.

The UGP curriculum features four categories:

- General Infrastructure Courses (GIC)
- Special Infrastructure Courses (SIC)
- Specialty Courses (SC)
- Administration, Economics, Legislation and Humanities Studies Courses (DONA)

The courses of the Curriculum are:

- Compulsory (C) = 31
- Elective (EL) = 26
- Compulsory elective (EL) = 1 (PRACTICAL WORK)

The minimum student workload in hours / semester (SEM):

A' to H' Sem. = 750 - 900

Credit units (CU) / semester = 25- 30

The Department's quality policy enhances the international mobility of students as a mechanism for professional training, scientific extroversion, and broader intellectual cultivation.

The students of the Department participate every year in the Erasmus+ program within the framework of mobility for studies. Within the framework of the Erasmus+ program, students (undergraduate, postgraduate, and doctoral candidates) can complete part of their studies in another European country (3-12 months) and/or be trained in the context of internships (2-12 months). Students are also allowed to move in all 3 study cycles for 12 months in each study cycle. Erasmus+ students gain useful experiences in a different educational and social environment while, by definition, they also improve their knowledge of the language of the host country. Within the framework of the Erasmus+ program, there is the possibility of a grant.



The Undergraduate Studies Guide of the Department of Photography and Audiovisual Arts reflects the identity of the Department and at the same time provides all the necessary information regarding the subjects taught in the Department, the laboratories, the human resources, and the possibilities of Practical Training.

The aim of the Study Guide is to provide students with all the information regarding the Undergraduate Studies Program. The Study Guide is updated to reflect and reflect all the changes implemented in the Department.

For each of the courses offered, there is a corresponding course outline. The Course Outline defines the format, purpose, learning outcomes, and content of the course and prescribes the method of implementation of the teaching and learning process and the method of student assessment.

Changes to the program following proposals from the responsible professors and the Academic Affairs Committee are collected by the Curriculum Committee, which prepares a relevant proposal. The proposal is then discussed at the Department Assembly, and essentially, the amendments are decided by the entire body. The Assembly's decisions are then forwarded to the MODIP and then to the University Senate.

### **III. Conclusions**

The overall outlook regarding this Principle is positive, and all its requirements are met.

#### **Panel Judgement**

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

#### **Panel Recommendations**

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

The institution fully embraces the provisions of Principle 3. We encourage the programme to continue on this trajectory of self-reflection and development.

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

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

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

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

#### **Relevant documentation**

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

#### **Study Programme Compliance**

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

##### **I. Findings**

The Department clearly adopts a student-centred approach by applying a variety of learning modes and methodologies. Also, the students are seen as active partners in the educational process, as they participate actively in lectures, laboratories, and projects, which give them the opportunity for personal development. As it concerns the assessment criteria and methods of each course, they are published and clearly defined for every student. Furthermore, students' satisfaction surveys are conducted during each semester to measure the effectiveness of teaching. Also, there is an academic tutor for each student. The role and responsibilities of the academic tutor are based on and agree with the official regulation. All in all, the overall learning environment of the Department fosters student-centred values and promotes mutual respect.

## II. Analysis

Firstly, the curriculum includes theoretical, practical, and project-based components. In addition, teaching includes a variety of methods. It combines lectures, hands-on laboratory work, individual and group projects, field exercises, and use of audiovisual tools and techniques. Also, students have the opportunity to work with professional-level software tools such as Adobe Suite, DaVinci Resolve, and Unreal Engine, other new technologies (AR and VR), and are encouraged to produce original visual and audiovisual work. Finally, flexibility is evident through elective courses (from the 5th semester onward), the possibility to choose among thematic pathways (e.g., digital image, video, interactive media), and optional modules like internship or advanced electives in the 8th semester.

## III. Conclusions

The undergraduate program offers a learning environment that is clearly student-centered. It encourages student participation, respects individual needs, and supports academic progress. The teaching methods are engaging and varied, students know how they are assessed, and there is ongoing guidance from academic tutors. Overall, the program creates a respectful and supportive atmosphere that helps students grow both academically and personally.

### 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**

Students should be more encouraged to participate in course evaluations, possibly by raising awareness about how their feedback is used. This is essential for improving the quality of teaching and ensuring that student perspectives are taken into account when shaping academic practices and program development.

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

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

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

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

*as well as*

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

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

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

### **Relevant documentation**

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

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

### **Study Programme Compliance**

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

#### **I. Findings**

Firstly, incoming students are welcomed through organized information, activities, and receive structured support from academic tutors, who are assigned from the first semester. In addition, the Department monitors student progression through the

university's electronic platform, accomplished by individual guidance and internal evaluations. Also, student mobility is actively promoted through Erasmus+ (Erasmus plus), with increasing participation rates and a dedicated support mechanism. Furthermore, the curriculum applies the ECTS system consistently across all courses (240 ECTS in total for graduation). Also, all graduates receive the Diploma Supplement, in both the Greek and English languages, which provides international recognition. Finally, the thesis is a mandatory component of the program, supported by a detailed regulation and structured supervision. Practical training is also available, without being compulsory, through the national ATLAS platform and formal agreements with external partners, giving students valuable real-world experience. The internship is widely considered a useful and effective tool for developing professional and job-relevant skills.

## **II. Analysis**

The Department has established and consistently applies well-documented procedures that cover all stages of student academic life, from admission to graduation. Many activities and events at the beginning of the academic year help new students integrate smoothly into the academic environment.

The assignment of academic tutors from the first semester ensures that each student has access to personalized academic guidance and support throughout their studies. Also, student progression is monitored systematically via the university's electronic system, and academic performance data is evaluated by the internal evaluation unit. This enables early identification of possible problems and the implementation of appropriate changes and actions.

In addition, the study program fully applies the European Credit Transfer and Accumulation System (ECTS), ensuring transparency and consistency in course workload and recognition. Students accumulate a total of 240 ECTS credits, and the allocation is clearly indicated in course syllabi and the Diploma Supplement, which is issued automatically in Greek and English for all graduates.

The thesis is a central, mandatory element of the final year, giving students the opportunity to deeply search for something, create something by themselves, and develop their individual skills. It is guided by a formal handbook and evaluated by a faculty committee.

The structure ensures that students engage in independent research or creative practice with academic supervision and integrity safeguards. Furthermore, practical training (internship) is offered through a structured framework, primarily via the ATLAS national platform, and supplemented by active collaboration with external bodies in the arts, culture, media, and creative industries. Students are supported throughout the process and often gain useful professional contacts or even employment opportunities.

Finally, student mobility is strongly supported through Erasmus+, both in terms of participation and administrative support, helping students develop intercultural and academic skills through international exposure.

### **III. Conclusions**

The undergraduate program of the Department is fully aligned with national and European academic standards regarding admission, student progression, recognition of studies, and the awarding of degrees. Students receive structured academic and administrative support throughout their studies, and the final year includes key academic components such as a mandatory thesis and an optional internship. The consistent application of ECTS, the automatic issuance of the Diploma Supplement, and the promotion of mobility demonstrate the Department's commitment to transparency, academic quality, and graduate employability. Overall, the program provides a solid and complete academic framework that supports student development and achievement.

#### **Panel Judgement**

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

#### **Panel Recommendations**

It would be great if the Department promoted further Erasmus+ mobility and strengthened its international networking relationships. If this is done, it is also recommended to enhance the visibility and accessibility of academic support services, particularly for new international students.

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

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

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

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

#### **I. Findings**

The academic unit has implemented comprehensive and transparent processes for the recruitment and promotion of teaching staff, ensuring adherence to established legal frameworks and merit-based selection. Recruitment criteria emphasize qualifications aligned with state law for the hiring of teaching and research faculty (DEP) and the specific needs of the academic unit, such as teaching expertise, specialized knowledge, and research output. These measures demonstrate a fair and objective recruitment system that prioritizes high-quality candidates. However, the adequacy of teaching staff in terms of the staff-student ratio



remains an area requiring ongoing assessment to ensure both instructional quality and balanced workloads.

The institution places a strong emphasis on the professional development of teaching staff, providing various opportunities to enhance academic and professional capacities. These include access to mobility schemes, such as Erasmus+, participation in conferences, and educational leaves. These programs enable faculty members to develop both their pedagogical and research expertise. The existence of a structured staff development policy demonstrates the institution's commitment to fostering an environment that supports both continuous learning and career growth while maintaining compliance with institutional and legal requirements.

Creative and scholarly activity is encouraged within the academic unit to strengthen the connection between teaching and research. Faculty members are heavily involved in creative activities (exhibitions and other creative projects), fostering an academic approach that bridges education and creative inquiry. On the other hand, the available data indicates that, most probably owing to the nature of the fields nurtured by the department, scholarly research needs to be enhanced.

The Department of Photography & Audiovisual Arts employs thirteen (13) Teaching and Research Faculty (DEP), one (1) Lab Teaching Staff (EDIP), and one (1) Technical laboratory Staff (ETEP). It also benefits from

- the teaching expertise of two (2) DEP from other departments of the University
- allowing doctoral candidates to assume teaching responsibilities
- external teaching personnel

The Panel was informed during the meetings with the UGP's stakeholders that the Department accepts about 120-150 new students per year. The current (total) number of students amounts to 1305, which, when divided by the number of the Teaching & Research Faculty, unveils an unfavorable student-to-faculty ratio: 100.3/1.

Teaching staff are responsible for a structured workload that encompasses teaching hours, research activities, student supervision, and administrative tasks. The weekly workload is designed to maintain a balance between core responsibilities. However, the administrative and supervisory demands placed on faculty may detract from their ability to fully engage in research activities, thus constraining the department's ability to achieve its research goals. Addressing this issue may allow faculty members greater freedom to focus on high-quality research output.

In addition to recruiting qualified staff, the academic unit has established a coherent research strategy aimed at enhancing research output in terms of both quality and quantity. This strategy emphasizes the importance of interdisciplinary collaboration, the recruitment of doctoral and postdoctoral researchers, and the development of research teams. Moreover, the promotion of the academic unit's research achievements through participation in conferences and publications in esteemed journals contributes to the visibility of its research endeavors at both national and international levels. Nonetheless, there is room for further

development in increasing research output and securing additional external funding to support academic excellence.

The academic unit also demonstrates a commitment to quality assurance through regular and systematic student evaluations of teaching. Feedback is collected anonymously via electronic questionnaires each semester. Results are analyzed and made available to individual teaching staff and departmental committees, ensuring that the information is used to support faculty improvement. While this process constitutes a strong foundation for evaluating teaching quality, further efforts to incorporate feedback into meaningful programmatic or pedagogical improvements could strengthen its effectiveness and transparency.

The institution also recognizes the importance of attracting highly qualified faculty to support its strategic objectives. Its policies are designed to create a supportive academic environment by offering research infrastructure, access to professional development programs, and opportunities for mobility and collaboration. Efforts to enhance the visibility of the academic unit, through global partnerships and dissemination of accomplishments, deepen its appeal to prospective academic staff. However, greater emphasis on international outreach, including targeted recruitment strategies to attract top-tier faculty, may amplify its competitiveness and bolster its long-term objectives.

## **II. Analysis**

The academic unit exhibits a well-organized framework for the recruitment, development, and evaluation of teaching staff. Its focus on transparent recruitment processes, professional growth, and strategic research activities underscores its commitment to academic excellence. Recruitment practices are merit-based, placing significant emphasis on aligning teaching staff qualifications with departmental needs. This ensures that staff are equipped to address both core teaching responsibilities and specialized subject-matter demands. However, to further enhance teaching quality and overall effectiveness, the adequacy of teaching staff in terms of the staff-student ratio warrants closer monitoring and, if necessary, adjustment.

Opportunities for professional development are available, reflecting the institution's recognition of the importance of academic growth for its staff. Mobility schemes, conference participation, and educational leaves exemplify the various avenues available for staff to develop professionally.

A notable strength of the academic unit - nurtured by its nature and connection to the professional world - lies in its efforts to integrate research with education. Faculty are given opportunities to participate in collaborative projects, develop interdisciplinary initiatives, and involve students in research activities. By linking teaching with research, the institution has positioned itself to deliver a richer educational experience and provide the students with an active window to 'hands-on' experiences. However, support systems to optimize faculty involvement in research projects are hindered by the competing demands of administrative and supervisory tasks.

The academic unit's research strategy is both ambitious and forward-focused, placing significant emphasis on achieving high-quality outputs and strengthening international collaborations. Efforts to increase visibility, attract external funding, and provide opportunities for doctoral and postdoctoral researchers are reflective of a comprehensive approach. That being said, the unit faces challenges regarding the volume and impact of its research contributions, which require ongoing strategic attention and resource allocation to fully realize its goals.

Finally, the academic unit's recruitment strategy is well-developed, emphasizing mechanisms for attracting highly qualified staff by fostering a supportive academic environment.

## Conclusions

The academic unit has developed a strong foundation for recruiting, supporting, and evaluating its teaching staff. Its adherence to transparent and objective hiring practices, commitment to professional development, and promotion of scholarly activity demonstrate its focus on academic quality. The establishment of a coherent research strategy and the integration of student evaluation mechanisms further reflect its dedication to continuous improvement. However, challenges remain, including optimizing the staff-student ratio, addressing administrative burdens that impact research productivity, integrating feedback into measurable educational improvements, and - a matter of importance for Principle 6 - increasing research output. The Panel understands the burden of the transformation from a technological institution to a fully-fledged university. Yet, this is now in the past, and the Department of Photography and Audiovisual Arts needs to increase its efforts to fill the notable gap. The disadvantage in this respect is what prevented the Panel from awarding the 'Fully Compliant' label.

## Panel Judgement

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

## Panel Recommendations

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

- Intensify efforts to increase both the volume and quality of research
- Regularly assess the staff-student ratio to ensure adequacy and maintain high-quality teaching conditions. The Panel recognizes that this depends almost entirely on budgetary constraints. Thus, it urges the State to allocate the necessary financial resources for the hiring of additional, urgently needed, academic personnel

- Redistribute administrative responsibilities to allow teaching staff more time for research activities
- Systematically integrate research findings into pedagogical strategies to strengthen the teaching-research connection
- Enhance follow-up mechanisms for implementing improvements based on student evaluation feedback.
- Intensify efforts to increase both the volume and quality of research
- Regularly assess the staff-student ratio to ensure adequacy and maintain high-quality teaching conditions. The Panel recognizes that this depends almost entirely on budgetary constraints. Thus, it urges the State to allocate the necessary financial resources for the hiring of additional, urgently needed, academic personnel
- Redistribute administrative responsibilities to allow teaching staff more time for research activities
- Systematically integrate research findings into pedagogical strategies to strengthen the teaching-research connection
- Enhance follow-up mechanisms for implementing improvements based on student evaluation feedback.

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

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

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

### Relevant documentation

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

### Study Programme Compliance

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

#### I. Findings

The Department makes every effort to provide adequate physical and digital infrastructure to support the teaching and learning process. It maintains well-equipped laboratories for photography, video, sound design, AR/VR applications, 3D printing, and multimedia production. Classrooms and learning spaces are suitably allocated and meet the pedagogical needs of each course.

Students have access to a range of support services, including psychological counselling, medical services, career guidance, and academic assistance for students with disabilities.

Also, all services are clearly communicated through the Department's website and e-class platform, and students are informed during orientation.

Last but not least, the administrative staff is sufficiently trained and responsive, supporting the day-to-day academic needs and ensuring smooth coordination with institutional units.

Be that as it may, the Panel has been informed during its meetings with the Program stakeholders that part of the educational equipment has aged and requires renewal. Additionally, students have pointed out that, as of today, the Department's supportive laboratories have limited operation hours (they are not available outside course hours).

## **II. Analysis**

The Department's investment in specialized infrastructure has resulted in a high-quality learning environment. Each laboratory space is designed to meet specific educational goals — from analog darkrooms to digital editing suites — and is supported by professional-grade equipment and software (e.g., Adobe Suite, DaVinci Resolve, Unreal Engine). Also, the rational allocation of these facilities reflects careful academic planning, ensuring availability and functionality in both theoretical and hands-on instruction.

In addition, student support extends beyond the classroom. The University provides essential services such as healthcare access, psychological support, housing information, student advocacy, and guidance for students with disabilities. These are coordinated through central university structures and are integrated into the student experience at the departmental level. Furthermore, communication of these services is effective, and students are introduced to them early in their studies. The responsiveness of the administrative personnel adds to the positive academic experience, facilitating the timely handling of academic documents, requests, and Erasmus+ processes.

Finally, the presence of well-maintained spaces, combined with comprehensive support services, illustrates the Department's commitment to student welfare and educational quality.

## **III. Conclusions**

The Department ensures that students have access to adequate and specialized resources for both learning and personal development. The physical infrastructure supports academic goals, while support services are accessible, functional, and aligned with student needs. The administrative framework operates efficiently, contributing to the delivery of a positive, inclusive, and effective academic environment.

### Panel Judgement

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

### Panel Recommendations

- The Panel recommends that the Department actively contributes to the regular renewal and upgrading of laboratory spaces, technical equipment, and teaching infrastructure, ensuring their alignment with current technological developments and the specific demands of the profession
- The personal development and engagement in research of teaching and technical staff should be encouraged, to maintain a high standard of quality and responsiveness to student needs
- Extend the operational hours of supportive laboratories

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

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

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

### Relevant documentation

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

## Study Programme Compliance

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

### I. Findings

The Institutions and their academic units have full responsibility for the collection, analysis, and use of information, with the aim of effectively managing the UGP as well as related activities in a unified, functional, and directly accessible manner.

Through the OPESP it is possible to produce Key Performance Indicators (KPIs) regarding:

- the educational work,
- student performance,
- research work,
- human resources,
- infrastructure,
- the services provided to students,
- financial resources and their disposal.

The University of West Attica provides a comprehensive range of electronic services to the academic community, supporting the educational process, research activity, as well as the administrative and support services of the Institution.



All applications are accessible to the entire academic community using a single (identical) Institutional code (username & password)

The university operates an integrated information system consisting of applications related to:

- Student Management (Student Register)
- Student Web
- Teacher Web
- Faculty, Academic, Academic & Academic Staff Web
- MODIP
- Liaison Office
- Research Project Management (ELKE)
- Request Management for the Technical Service
- Personnel Management
- Financial Services Management
- Payroll, Fixed Assets, Supplies

All applications developed by UNIWA have the ability to export statistical data in various file formats, as well as create graphs, demonstrating trends and allowing immediate interpretation and comparisons.

## **II. Analysis**

### **Student management application - "UniTron Student Register"**

Students: management of course declarations, grades, calculation of degree grade, issuance of certificates, etc.

Teachers: management of teaching - course grades.

Management of curricula, exams, etc.

Printing of static reports and certificates for students and courses.

### **"UniTron Student Registry" interface with:**

Electronic protocol

student web application (service)

teacher web application

MODIP

External applications (e.g. Academic ID, EVDOXOS, etc.)

### **Student web application:**

Course registration

Monitoring of their grades

**Web application for teachers**

Supervision of students by course

Management - distribution of students in monitoring groups (eClass)

Submission of grades

**MODIP application**

Interconnection with UniTron Student Registry, Student Web and Teacher Web

Abundant data (teachers, courses, curricula, student data, course declarations, etc.).

Request for issuance and receipt of certificates

**Applications and tools developed by MODIP**

Student evaluation questionnaire

Course report/ appendix from teachers

Teacher report

Department report from OMEA

Institution report from MODIP / OMEA staff

Research project report

Research project report - SETP

Evaluation Program report

Statistical results of student evaluation

Research project recording statistics

Recording of research project indicators (ALEXANDRIA)

**Electronic tools developed by PADA**

Request Management Platform for Technical Service

Electronic Hallway Platform Electronic Portal for Administrative Services

Electronic Portal for Financial Services

The University of West Attica is the third Higher Education Institution to join the national eDiplomas service.

The Department of Photography and Audiovisual Arts has organized and supports all the courses of the UGP on the Open eClass and MS TEAMS platforms with the aim of creating and utilizing indicators related to the quality of the education provided such as the attendance of courses and activity completion. Furthermore, it presents the students' final animated works on a special platform on OneDrive for the purpose of feedback from the educational process itself, and improvement.

Course-teacher evaluation results are made available to teachers through the MODIP information system, one month after the end of each examination period.

Teachers take the results into account for their self-improvement.

Teacher evaluation is taken into account in the development assessments of faculty members.

The results of the evaluation are further reviewed by the Department Chair and the OMEA Coordinator.

The results of the evaluation of courses and teachers are presented at a meeting of the Department Assembly. There, teachers have the opportunity to discuss issues and good practices regarding the teaching of courses in their areas.

### **III. Conclusions**

The EEAP concludes that the UGP Photography & Audiovisual Arts of the UNIWA fully complies with this principle. We encourage the Program to maintain its commitment to excellence regarding the quality standard.

#### **Panel Judgement**

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

#### **Panel Recommendations**

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

The institution fully embraces the provisions of Principle 8. We encourage the programme to continue on this trajectory of self-reflection and development.

## Principle 9: Public Information Concerning the New Undergraduate Programmes

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

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

#### **I. Findings**

Public information about the Department of Photography and Audiovisual Arts of the School of Applied Arts and Culture of the University of West Attica has an effective system for providing and sharing information about the Programme. This system mainly involves creating, operating, and maintaining dedicated spaces and links on the University and Programme Websites.

The first is the Department's website, then the synchronous and asynchronous distance learning platforms e-class and MS Teams, and finally other means of communication, such as systematic participation in photography or video competitions, participation in exhibitions and festivals, but also by presenting the department with videos on YouTube.

#### **II. Analysis**

The dedicated website can be found on the page of the Department of Photography and Audiovisual Arts in Greek and English ( <https://phaa.uniwa.gr> )

The Programme's content, available resources, and learning objectives are presented with clarity, objectivity, and a high degree of readability and accessibility.

There is direct access to information regarding:

- Undergraduate Studies, Postgraduate Studies, Doctoral Studies, the Erasmus+ Program, the Entrance Exams, the Institutional Repository of Diplomatic Theses in the UGP and the PGP, Academic Support, the Department's Identity and Mission, History, Presentation (video), Structure, Quality Policy, Degree, and the Academic Calendar
- Useful information for procedures and applications concerning students
- Applications and secretariat forms, and regulations
- The Teaching and Research Staff, the Laboratory Teaching Staff, and the Administrative Staff
- Collaborators
- Faculty Members from Other Departments of the Faculty of Education
- Emeritus Professors
- the Curriculum, Study Guide, the Courses per Semester, the Timetable, the Internship, Preparation of the Thesis, the Suggested Thesis Topics, the Exam Schedule,
- Department announcements, Announcements regarding the UGP
- Other useful information for students, applications, and administrative forms, student register
- Electronic Academic Textbook Management Service (Eudoxos) User account, Asynchronous Distance Learning Platform eClass, Open Academic Courses Site map, Webmail, Office 365, Oceanos dashboard, FileSender.
- Details about, and Ways of Contacting, the President and the Secretariat of the Department, the Map of the Department's Location with Access Instructions
- Direct access to information regarding all courses in the curriculum through e-class

Through the MS Teams platform, which is used as the main distance learning tool of the Department of Photography & Audiovisual Arts, the uninterrupted and qualitative conduct of the educational process is ensured, especially during periods of distance learning. The use of the platform is in line with the principles of quality assurance promoted by MODIP. At the same time, compliance with rules of transparency, reliability, and accessibility is documented, in accordance with European quality standards in higher education.

The procedures for maintaining, renewing, and updating the websites are well-established and clear. It's also worth noting that the Programme's website features a prominently visible accessibility button to assist users with special accessibility needs.

### **III. Conclusions**

Public information about the Department of Photography and Audiovisual Arts of the School of Applied Arts and Culture of the University of West Attica, mainly through the website and other activities, seems to be up to date, clear and easily accessible in Greek and English.

### Panel Judgement

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

### Panel Recommendations

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

The Panel members commend the University of West Attica and the Department of Photography & Audiovisual Arts for their robust implementation of the provisions of Principle 9.

### Principle 10: Periodic Internal Review of the New Study Programmes

**Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, so as to achieve the**

**objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context, should be communicated to all parties concerned.**

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

#### **Relevant documentation**

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

#### **Study Programme Compliance**

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

##### **I. Findings**

The Department has in place an internal quality assurance system that aims at the annual internal review of its programme and curriculum. The internal evaluation committees, OMEA and MODIP, are in charge of the procedures for internal evaluation. They are responsible for gathering the statistical data and information regarding student enrolment, student graduates, as well as feedback from student questionnaires. A self-evaluation flow chart is the first port of call for gathering all necessary information, such as updates to the current curriculum to meet students' expectations and needs, improving current teaching methods and enhancing student-centred learning, and improving communication and feedback between academic teaching staff and students. Following the initial self-evaluation procedures, the internal evaluation committees MODIP and OMEA are responsible for advising on matters arising.

##### **II. Analysis**

The Panel meetings held with the Vice-Rector, as well as representatives of the OMEA and MODIP committees, demonstrate the importance of the role of the committees in the internal

review process. The committees have effectively utilised the outcomes of data and questionnaires in the Annual Statistical Evaluation report, highlighting strengths and weaknesses and areas that need to be addressed.

### III. Conclusions

The Panel is satisfied that the Department undergoes an annual internal evaluation that aims at creating a supportive and effective learning environment for students.

#### Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	<b>x</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

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

It is evident that the Department stakeholders are making a conscious effort to implement effective periodic internal reviews of their programs. The Panel strongly encourages the continuation of this practice, as it is vital to ensuring the quality, relevance, and long-term sustainability of the academic programs and the overall educational experience provided to students.



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

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

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

### **Relevant documentation**

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

### **Study Programme Compliance**

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

#### **I. Findings**

An external evaluation committee visited the Photography and Audiovisual Department of the Technological Educational Institute of Athens ('TEI Athens') on 24-26/2/2014.

The aforementioned committee's recommendations have guided the development of the Department to this date. The committee had praised the Department's readiness and capability to change and improve, as well as the Department's focus on quality assurance, which are qualities our committee has observed, too.

#### **II. Analysis**

The Department has demonstrated exceptional commitment and diligence in preparing for the current external evaluation. The supplementary materials provided to the evaluation committee were comprehensive, well-organised, and highly informative, offering a clear and detailed picture of the programme's structure, academic processes, and overall student experience. This level of preparation reflects the department's dedication to transparency and continuous improvement. Such meticulous preparation sets a strong foundation for

meaningful improvements and further strengthens the department's academic credibility. The engagement of all stakeholders (i.e., administration, faculty, students, etc.) and their openness in the discussions show their awareness of the importance of the external review and its contribution to improvement.

### III. Conclusions

The Department of Photography and Audiovisual Arts has taken a significant step forward by undergoing this external evaluation. The department's thorough preparation and exceptional supplementary materials provided a clear and transparent overview of its academic practices, demonstrating a strong commitment to quality assurance. The faculty are encouraged to rigorously follow the processes and steps outlined in their application, ensuring that the insights and recommendations from the evaluation report are carefully considered. By actively engaging with the feedback, revising, and enriching the curriculum, the department will not only enhance the quality of its program but also strengthen its academic standing and international recognition.

#### Panel Judgement

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

#### Panel Recommendations

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

The institution fully embraces the provisions of 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**

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

#### **I. Findings**

The transition process from the former Undergraduate Programme (UGP) of the Technological Education Institution (TEI) to the new university undergraduate programme under the University of West Attica was implemented in compliance with the requirements of Law 4521/2018 (Government Gazette A'38/02.03.2018). The Department of Photography and Audiovisual Arts established detailed procedures to manage the transition period effectively. It provided students with the option to complete their studies under the pre-existing TEI

curriculum, as long as they submitted a written declaration by September 30, 2018, which could not be revoked. The transition was designed to ensure consistency in academic quality and full alignment with the standards stipulated by the law.

Key measures were taken to support students completing the pre-existing TEI programme. Adequate learning resources, such as library access, digital tools, and physical materials, were made available to these students, while teaching staff familiar with the requirements of the former programme were assigned to their courses. The curriculum of the pre-existing UGP was maintained with all necessary adjustments to ensure proper course structure, ECTS credit allocation, and preservation of expected learning outcomes. The Department also ensured that students could access administrative processes related to the issuance of degrees, transcripts, and diploma supplements corresponding to their studies under the previous framework. A robust student information system was utilized to manage tasks such as course registration, data collection, and issuing certificates, ensuring the seamless functionality of the programme.

Particular attention was given to the practical training component, a mandatory requirement for students enrolled in the previous UGP. Detailed documentation (Form B26.4) outlined the processes for organizing and completing the six-month practical training semester. Furthermore, equivalencies between the old and new curricula were established and published, allowing students to transition between programmes where applicable. This equivalency mapping was supported by ECTS credit assignments, helping to maintain academic continuity.

A forward-looking plan for the transition period was developed, which included projections on resources required to operate the programme until its termination. The Department also forecasted the graduation timelines for the remaining TEI students, while continuing to respond to the administrative and academic needs of the 273 students who opted to complete the pre-existing curriculum. This transitional period is scheduled to conclude by the academic year 2024–2025, consistent with legislative provisions.

## **II. Analysis**

The Department has adopted a comprehensive approach to managing the transition from the former TEI UGP to the new university programme. The procedures implemented demonstrate an effort to comply with both legal and quality assurance standards. Students enrolled in the former TEI programme have been supported with the resources, academic staff, and administrative tools necessary to complete their studies without disruption. Equivalency mapping has ensured consistency in course requirements and outcomes, while providing a clear framework for students who may wish to transfer to the new university programme. In terms of infrastructure, the provision of learning resources and teaching personnel specifically for the pre-existing programme reflects a commitment to equitable treatment of students across both the former and current frameworks. The alignment of curricula and ECTS credits further ensures the integrity of the academic programmes. The student management

system appears to be functioning effectively in terms of its capabilities for data collection, course registration, and the issuance of relevant documentation.

Nevertheless, there are areas in which improvements could be made. While practical training has been addressed through formal procedures, there is limited evidence of mechanisms to monitor and evaluate the quality of these placements. Feedback from students and hosting organizations could help enhance the overall experience and ensure compliance with expected learning outcomes. Additionally, the role of the Quality Assurance Unit (QAU/MODIP) in the transition process is not explicitly detailed in the provided documentation, raising questions about whether a comprehensive, centralized report has been produced to monitor progress and address any challenges that arise. The absence of a cost assessment for maintaining the pre-existing UGP represents another gap, as such an evaluation would provide valuable insights for resource planning in future transitions. There is also no clear indication of whether detailed data on graduate progression—employment rates, further studies, or enrollment in the new programme—is being collected and analyzed.

### III. Conclusions

The transition process from the pre-existing TEI UGP to the new university undergraduate programme has been managed effectively, with measures in place to safeguard the academic and administrative needs of students from the former framework. The Department has demonstrated a strong commitment to ensuring that these students are provided with adequate resources, structured curricula, administrative support, and equitable access to services. The projected timeline for completion by 2024–2025 aligns with legislative requirements and has been clearly communicated.

#### Panel Judgement

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

#### Panel Recommendations

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

The Panel acknowledges the commendable efforts of the University of West Attica and the Department of Photography & Audiovisual Arts to effect and monitor the transition from TEI to university successfully. At the same time, it encourages the aforementioned academic units to

- Place even greater emphasis on centralized monitoring by MODIP to ensure that the procedures are functioning as intended.

- Continue evaluating the overall impact of the transition, an action that would render resource planning more effective
- Further analyze graduate progression to obtain a more comprehensive understanding of the success of the transition process and identify areas for improvement

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

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

- The program demonstrates a strong student-centred approach, with diverse teaching methods, clearly communicated assessment criteria, and active academic guidance
- The Department of Photography & Audiovisual Arts holds a strong reputation in the national market. The expertise of its academic staff and alumni is widely respected, fostering a broad range of professional engagement and collaborations
- The Department's stakeholders are deeply committed, demonstrating a strong belief in its mission and a vested interest in its well-being and development
- There is a fully structured and well-implemented academic framework covering admission, progression, ECTS allocation, thesis, internship, and degree recognition
- The Department provides essential infrastructure and access to specialized laboratories that support both academic and creative development. Student support services (psychological, academic, and administrative) are accessible and function effectively. The administrative staff is trained, responsive, and contributes to a positive academic environment
- All applications developed by UNIWA have the ability to export statistical data in various file formats, as well as create graphs, demonstrating trends and allowing immediate interpretation and comparisons.

### **II. Areas of Weakness**

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

- Student participation in course evaluations is limited, which may reduce the effectiveness of feedback for teaching improvement
- The number of laboratory and teaching spaces is limited in relation to the growing needs of the programme
- Parts of the equipment and infrastructure need to be updated
- Scholarly engagement and ongoing research activity, including peer-reviewed publications, fall below the expected standard for university-level Teaching and Research Faculty.

### III. Recommendations for Follow-up Actions

*Please make any specific recommendations for development.*

- The Department should promote broader student participation in course evaluations, potentially by increasing awareness of how student feedback informs improvements
- Research and publication output should be enhanced to align more closely with university-level expectations
- The number of teaching and laboratory spaces should be increased, and laboratory operation hours extended to improve accessibility
- Equipment and infrastructure should be regularly updated and upgraded to provide students with access to a wider range of tools and emerging technologies
- The student-to-faculty ratio should be continuously monitored, with sustained efforts to maintain an appropriate balance.

### IV. Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: 6

The Principles where partial compliance has been achieved are:

The Principles where failure of compliance was identified are:

Overall Judgement	
Fully compliant	<b>11</b>
Substantially compliant	<b>1</b>
Partially compliant	
Non-compliant	



## **The members of the External Evaluation & Accreditation Panel**

**Name and Surname**

**Signature**

**1. Vasilis Kallis**

**2. EvangeliaKordoni**

**3. Magdalini Dragatsika**

**4 Panagiotis Fafoutis**