Accreditation Report
for the Undergraduate Study Programme of:

Archives, Library Science and Museology

Institution: Ionian University
Date: 11 December 2021

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **Archives, Library Science and Museology** of the **Ionian University** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I.   The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of Archives, **Library Science and Museology** of the **Ionian University** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Dr Evangelos Kyriakidis, fsa** (Chair)
   The Heritage Management Organisation (Director), United States of America

2. **Assoc. Prof. Giasemi Vavoula**
   University of Leicester, United Kingdom

3. **Dr. Anastasia Christophilopoulou**
   University of Cambridge, United Kingdom

4. **Prof. Emeritus Nicolas Spyratos**
   Université Paris-Saclay, France

## II.	Review Procedure and Documentation

The Panel received the relevant documentation submitted by the Department in good time before the meetings and the virtual site visits were scheduled. The department had prepared two full PowerPoint presentations taking the Panel through the programme of studies as well as a film showing the premises and the infrastructure available to the department. Upon request, the Panel received the intermediate internal evaluations of the department and their results.

The Department submitted a fully informative and comprehensive proposal for accreditation. The Panel notes that the Department should be commended for not only taking into consideration all the criticisms of the previous assessment in 2014, but also taking action on all of them. Most importantly, the department designed a new programme of study, with a slightly lighter load to both students and staff. Great attention has been paid to the interdisciplinary character of the department and the blending of the various, important and complementary strands of expertise of the faculty.

Beyond the proposal for accreditation, the University's Quality Assurance Unit (MODIP) and the department submitted additional relevant documentation, such as the new Undergraduate Study Guide that includes a full description of modules as well as statistical data for past years. Moreover, the department showcased their current significant work on the departmental website that is still in progress. Our virtual visits were very well organised with a remarkable array of stakeholders present in a very tight schedule to be interviewed by us. We found students to be very happy and overall satisfied with their experience, alumni to be laudatory of the department and a wide array of the best possible professional body partners to the department praising its work. Both the Department and the QAU provided promptly all additional documentation requested by the Panel, in a collaborative and collegial spirit. A special mention must be made to the QAU that has ensured an excellent collaboration with the members of the department and has guided them in a most efficient way for the improvement of the processes that the department now follows. The members of the External Evaluation & Accreditation Panel (EEAP) met for an initial distribution of workload on the Friday before the first day of the EEAP 'visit', i.e. Monday the 6th of December 2021. The meetings with the various stakeholders of the department took place on that day and the following two days (7th and 8th of December 2021). The EEAP had the privilege to meet separately with not only the students and graduates (some of whom with important international careers) but also with the administrative staff and teaching fellows (EDIP). There were two meetings with MODIP, the vice rector and the head of department, two with members of the department and one with partners of the university that are both local and national. The meeting with the administrative staff and the teaching fellows also functioned as an opportunity to review the infrastructure of the department in terms of equipment, spaces and other facilities. As a result of the COVID pandemic, all meetings were held virtually via Zoom.

The members of the External Evaluation & Accreditation Panel (EEAP) met briefly at the end of each day for a brief commentary and planning of the following day of meetings.

III.   Study Programme Profile

The department of Archives, Library Science and Museology of the Ionian University is the first such department in Greece and the only that serves all three disciplines together. It was set up in the year 1993-4 and its graduates staff the majority of state libraries and archives in Greece today, while several of them hold posts in that sector abroad. The contiguity of the department with Schools such as Classics and Tourism offers a unique cluster of expertise in Corfu in the area of heritage, culture and the creative industries. The department itself has a strong interdisciplinary focus on important aspects of heritage management and beyond its strong blend of the different areas of expertise it also stresses the hands-on-experience for students, mainly through partnerships and research programmes.

As mentioned above, the modules are divided into core (obligatory) and optional. The former are ensuring that basic learning outcomes are achieved for all students including technical and research skills in archival, library and museum studies, as well as introductions to languages and a number of fields such as Greek history, literature and archaeology. Although the new programme of studies has made that transition less acute, the humanities-educated students that start their first year in the university are often taken through an initiation test of information technology that is essential for professional success in this field. Indeed that combination of humanities with IT not only equips the department's graduates uniquely for the job market but also renders it a testing ground for creative interdisciplinary research.

Despite the severe understaffing and the greater number of students that the department has been allocated (which far exceeded the requests by its members) the staff, through remarkable sacrifices of personal and research time, have been able to create a unique atmosphere of learning and teaching.

Core modules are assessed by examination, whereas seminar-based and other smaller-class modules utilise a range of assessment methods that develop and assesses a range of skills (including research skills). The duration of the studies is 4 years.

There is a clear progression between the years with a good spread of optional and core modules through the years. Students of the department are all given the unique opportunity of one paid internship that not only helps them with hands-on learning, but also provides invaluable networking and professional experience before they graduate.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.

The quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the programme, its purpose and field of study; it will realise the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.

In particular, in order to carry out this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

a) *the suitability of the structure and organisation of the curriculum;*
b) *the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
c) *the promotion of the quality and effectiveness of teaching;*
d) *the appropriateness of the qualifications of the teaching staff;*
e) *the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
f) *ways for linking teaching and research;*
g) *the level of demand for qualifications acquired by graduates, in the labour market;*
h) *the quality of support services such as the administrative services, the Library, and the student welfare office;*
i) *the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU).*

Study Programme Compliance

Findings

The quality assurance policy of the Department of Archives, Library Science and Museology at the Ionian University is generally in accordance with the principles recommended for an undergraduate programme. The majority of stakeholders (and especially faculty, administrators

and managers) have been well-informed about the quality assurance policy and have integrated them into the processes and specifications of the Department. In some occasions there is a zealous compliance to many of the principles and the department has clearly demonstrated that it has taken the overall process right. The policy includes a commitment to satisfy applicable requirements and to continuous improvement.

Analysis of judgement

In greater detail we can note that:

- The programme of studies is comprehensive with a clear structure and has been updated following the remarks of the previous assessment. A well balanced programme is particularly challenging given the diverse and interdisciplinary character of the department.

- The learning outcomes of the programme are in full accordance with the European Conventions. A relevant committee meets on a termly basis to review the learning outcomes as well as feedback on the programme and take relevant action.

- The quality of teaching is ensured not only through student feedback, but also through the termly review of the curriculum (through the meetings of the competent committee) and through consultation events organised with students and stakeholders.

- The faculty of the department, despite the fact that it has been severely understaffed due to the lack of replacements for the more than 6 retirements in the past years is most qualified to teach the very broad curriculum, given the special interdisciplinary character of the degree. Most members of staff and even several of the teaching fellows (EDIP) are research active, despite the severe lack of funding for research and funding for mobility (that is covered only through research funds that the departmental members of staff secure.

- The research output is monitored and strongly encouraged. The Panel has been impressed at the large scale of research projects that the department is associated with, such as important digitization projects, important museums, its own labs and an excavation.

- The department has managed to engage students to multiple practical work opportunities as part of the degree, offering work-related hands-on experience to students but also often helping research projects that are often interdisciplinary in nature. The members of the department contribute in areas of their own expertise.

- Although the Greek labor market has got specific needs in relevant professions that, almost certainly, will be given to graduates of the department, many of these positions belong to state or local authority institutions and have not been advertised yet (according to the Panel's consultation with stakeholders). Moreover, it appears that many of the graduates of the department are much sought after by libraries, museums and archives all around Europe. For this it must be noted that the department is aware that it can easily enlarge its international footprint through a stronger alumni network.

- The administrative staff of the department consists of four administrators. Although this is above average for many departments, the interdisciplinary nature of the department as well as the requirements of the Greek higher education continues to pose challenges to the administrative support of the students and especially the international ones. The several

teaching fellows (EDIP) provide much teaching support but also technical support to the department and its labs that are appropriately equipped.

- The university library has access to the central online resources system for Greek universities and makes full use of it. Students of the department were aware of how to access online journals and, during the pandemic have made full use of them. The pandemic has both highlighted needs but also has created opportunities: the online support system for modules has improved (although it lacks standardisation), there is access to online books but also every member of staff has made an effort to create a satisfactory experience to students during the previous year. As a result there was higher participation in the induction, greater online participation from (v+2) students that are working away from Corfu and a sense amongst the younger students of the department that nothing has been lost.

- All evidence shows that the department has taken the accreditation process very seriously. Moreover and despite the absence of a ministry sanctioned accreditation since the last appraisal, the department has undertaken several internal review processes. Additionally, the department makes an annual review of all its programmes, holds termly meetings of the curriculum committee, organises individual or group consultations with stakeholders and has organised a student forum for the review of the curriculum. We find that the department has taken all necessary steps to continuously improve its programmes and all indications show a harmonious and friendly collaboration between members of the department and the very efficient Quality Assurance Unit.

Panel Judgement

Principle 1: Academic Unit Policy for Quality Assurance	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Panel recommends to the department to clearly and separately add the learning outcomes in the description of the modules on the website and in the programme of studies. This should serve not only to ensure that transferable skills are clearly noted to students and other stakeholders but also to manage student expectations.

The Panel suggests that an honorary advisory committee is set up to give greater prestige to the department and its degree but also to help regular consultations with employers on the improvement of the programme.

The Panel would like to note the lack of university funding for mobility for staff to travel and participate in conferences. It suggests that the university earmarks part of the university budget (or fundraising efforts) towards research trips that will strongly enhance the links the department has with international peer-institutions and employers. Research is a primary function of the university that directly affects the quality of the undergraduate programme.

Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR 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.

Academic units develop their programmes following a well-defined procedure. The academic profile 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 National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

Furthermore, the programme design should take into consideration the following:

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution*

Study Programme Compliance

The unit has well-defined procedures for programme development and review. A programme review committee (Επιτροπή Προγράμματος Σπουδών) monitors internal and external programme and module evaluations as well as departmental and institutional strategies, and makes review recommendations to the department.

The last major programme review was instigated in 2015 in response to the recommendations of the 2011 external evaluation. This has been concluded successfully, resulting in a programme of study that is coherent, rich, and balanced across the three specialist areas of focus (librarianship, archive science and museum studies).

The undergraduate programme of study comprises an outstanding work experience module that comprises two 2-month internships in years 3 and 4 of the programme. Students report gains of meaningful learning experiences from these internships, and host organisations report that students go on these internships having solid theoretical knowledge which they are able to deploy and expand during the internship. While valuable and impeccably administered, these internships are rather short. Equivalent undergraduate industry internships abroad are 1-year long, allowing students to be fully embedded in the organisation and to develop deeper and

stronger technical/transferable skills and applied knowledge, as well as develop their networks in the jobs market. Such an extension to student internships however cannot be implemented without additional funding from the Ministry of Education, the provision of which we strongly encourage. In fact, the dependency of the current paid internship on ESPA resources brings risks to the seamless running of the work experience module in the future.

The Department has grown the proportion of laboratory-based coursework in the curriculum over the years. This appears to be working well in terms of achieving the desired learning outcomes for students.

Panel Judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	**x**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 3: Student- centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE 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.

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *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 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.*

  In addition:
- *the academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field;*
- *the assessment criteria and methods are published in advance;*
- *the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process;*
- *student assessment is conducted by more than one examiner, where possible;*
- *the regulations for assessment take into account mitigating circumstances;*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

<u>Findings</u>

The department holds evaluation of the teaching curriculum and the effectiveness of its delivery to a good standard. The curriculum is reassessed regularly as part of internal formal and informal procedures and the student body is consulted about these. Overall, students are engaged, motivated and report that they feel included in the department's processes for evaluating learning and teaching objectives.

<u>Analysis of judgement</u>

1. Student surveys are in operation and the students are regularly encouraged to respond to those, in addition they are invited to give informal feedback to their faculty members.

2. The department implements a variety of teaching methods, i.e. lectures, seminars, empirical observation, practical placements and internships all of which are well received by the students.

3. Students participate in international student mobility programmes (e.g. Erasmus student placements) and report positive academic experiences by those.

4. Students also report enthusiastically about engaging with digital archives and opportunities given through the curriculum to engage with AI technologies.

5. The department considers the continuous improvement of research laboratories and student-inclusive research initiatives a priority. The above, together with the continuous assessment of the department's examination and student assessment techniques guarantees a high level of the students' academic progress and engagement with their studies.

6. The department strives to maintain an international profile with regular evaluation and accreditation procedures, so that programmes of study are recognized internationally and their graduates' careers opportunities are available outside Greece.

7. On occasion, students report a lack of emergency communications (e.g. when lectures or seminars are canceled at short notice due to unforeseen circumstances) and some find it difficult to adapt to the CS-based courses as they feel they lack the technical skills to approach the subject. However, lecturers are aware of this last and they approach the subject with a sense of duty and commitment to student learning which alleviates difficulties.

Panel Judgement

Principle 3: Student- centred Learning, Teaching and Assessment	
Fully compliant	**x**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 4: Student Admission, Progression, Recognition and Certification

INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION).

> *Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.*
>
> *Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.*
>
> *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).*

Study Programme Compliance

Student admission, registration and progression processes are standardised and well established. Study regulations are clear and student induction includes making students aware of these and how to access them through the department's website. Wider Issues related to academic conduct are covered extensively in the curriculum.

ECTS credits are appropriately allocated to all programme modules and clearly displayed in the diploma supplement, which also lists details regarding achieved learning outcomes and the nature of studies completed.

The department also actively encourages and supports student participation in Erasmus, with a clear process and dedicated staff resource.

Student induction merits particular mention. Academic and professional services staff ensure that students are informed and oriented through clear guidance for first year students on the departmental website and a face-to-face induction meeting on the second week of semester 1.

The students can easily reach the industry sector of their discipline in their vast majority. They feel that the market/industry can easily absorb them, and this is evident by the high percentage of the graduates who are employed within a relatively short time after their graduation.

Panel Judgement

Principle 4: Student Admission, Progression, Recognition and Certification	
Fully compliant	**x**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 5: Teaching Staff

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, 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.*

Study Programme Compliance

<u>Findings</u>

The department maintains a high standard of processes of academic staff recruitment, career progression and an aptitude for promoting research progression for faculty members, as well as promoting them to integrate their research into teaching.

<u>Analysis of judgement</u>

1. Academic faculty members are well supported in their process of delivering and creating new teaching modules and research directions within the department.

2. A number of academic faculty members demonstrate excellent interdisciplinary experience and have had career breaks as heads of organizations relevant to their discipline.

3. Most academic faculty members are able to initiate and maintain meaningful research collaborations with other faculty members internationally and are equally supporting their students to participate in those networks, as they enter graduate studies. Faculty members report that they are supported by the department in creating interdisciplinary directions and cross-disciplinary learning material. Most maintain close collaborations with other faculty members of the Ionian University as well as other Universities in Greece.

4. Most academic faculty members report difficulties in applying for funding to support new research projects or to initiate innovative technologies as part of the teaching curriculum. The same difficulties are described by research staff managing the department's research and empirical teaching laboratories. In particular they report that they can only apply indirectly for funding to renew equipment, or that opportunities for European research funds are not always published to them.

5. Academic staff have the opportunity to participate in national or international conferences, however they report that they would like these opportunities to increase and to be supported by equal funding opportunities.

6. Research staff managing the department's workshops and research facilities benefit from the same types of contracts and statutory rights as faculty members, however are often obliged to deliver more lecturing hours, as they need to repeat teaching due to lack of space for all the students attending a particular course. They equally report that if more research staff were available, they could stand better chances in bidding for large research grants and other opportunities.

7. The faculty care deeply about the wellbeing of the students and this is a commendable strength of the Department. Faculty members appear to be available and accessible to students and students feel that they are supported well.

Panel Judgement

Principle 5: Teaching Staff	
Fully compliant	**x**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Recommendations to the University:

1.The university, and by extension the department, should contribute towards a culture of external income generation and research- promoting support for faculty members, as well as research staff managing laboratories and workshops, to seek and apply for funds available for research and teaching innovation, nationally and internationally.

2. The department should lay a greater emphasis on peer reviewed research publications by all members of staff both in national and international journals. This should be encouraged at all levels, but in order to make a difference the committee acknowledges that several, structural reforms need to take place, not only at departmental level. For example, one recommendation would be to introduce the provision of 'teaching buyouts' for research-active faculty members, particularly those who aim to lead large research projects that would produce quality peer-reviewed publications, or those who enable other projects in which the department collaborates with. This measure, could see the teaching loads of faculty members reduced in order to devote more time to research, backed up by the provision of external funding. As the Committee recognizes that establishing these measures (and attracting substantial externa funding to support them) could take 2- 3 years to establish, a recommendation of short, sabbaticals to enable larger project building could be considered by the department, supported by approval by the Ministry.

3. The University could also consider supporting the provision of research staff managing the department's workshops, research facilities and laboratories, with the addition of temporary teaching contracts, as so to enable the permanent staff managing these facilities to instigate and participate to more research projects, relieved by a portion of their heavy lecturing hours.

Principle 6: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER 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 funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or 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 or international students, students with disabilities) and 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. However, the internal quality assurance ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Study Programme Compliance

<u>Findings</u>

The Department of Archives, Library Science and Museology of the Ionian University presents adequate infrastructure for learning resources, as well as facilities for enabling students to access learning, classes and laboratory-based work, as well as further their learning and professional development through the use of libraries as well as research and teaching laboratories. Students report great satisfaction in terms of access, suitability and availability of the relevant resources and a great willingness on behalf of their faculty and research support staff to guide them through the process of navigating the available resources. There seems to be further great collaboration between faculty staff and managers of research/teaching laboratories, as well as administrative staff, which is of further benefit to the student body.

<u>Analysis of judgement</u>

1. The student body is satisfied with the equipment made available to them and the learning facilities arranged by the department. In addition to that they report very good proficiency in using the electronic resources and they commented on the rapid response of the department to increase those when the coronavirus emergency began, which has led to the provision of additional capacity which could continue into the future.

2. The department has put in place very good provision of internship and work experience opportunities for undergraduate students with the university museum. These provide valuable working experience to students and support them with their future professional preparation.

3. There is good rapport between four official teaching and research laboratories of the department and the provision for professional development of the students. The teaching and research laboratories provide excellent links between teaching and research, facilitate research projects and contribute substantially to the department's internationalization as well as to the way the department connects and contributes to the local community and its heritage management.

4. Both faculty members and students report that there is sufficient provision by the department to meet the needs and expectations of different student groups, for example part-time students, students who are forced to seek employment during their studies in order to support themselves financially, international students or disabled students. However, there is room for improvement in the provision of these services, see recommendations below.

5. Faculty members have experienced difficulties accessing funding (as discussed in previous sections) which in turn has an effect on the provision of learning resources and the extent to which faculty/research staff have the capacity to provide additional student support, where needed.

Panel Judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Recommendations to the University:

The University should consider additional measures and access to funding for academic staff, in order for them to feel better enabled to support students and put additional resources in place e.g. for conference participation, study visits, sabbaticals and so on.

Principle 7: Information Management

INSTITUTIONS 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.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students as well as to the academic community.

Reliable data is essential for accurate information and for decision making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on study programmes and other activities feed data into the internal system of quality assurance.

The information gathered depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success and drop-out rates*
- *student satisfaction with their programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

A number of methods may be used for collecting information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

Study Programme Compliance

The Department has designed and implemented the necessary mechanisms for the collection, management, and analysis of all information concerning the undergraduate study programme.

The Department has an undergraduate curriculum that balances theoretical and laboratory-based learning very well. This is supported by adequate teaching and laboratory facilities. The programme aims at giving students a good range of course options and flexibility in developing their foundational and practical skills. Student satisfaction with their programme is recorded through questionnaires designed by MODIP. Student feedback on teaching quality is broadly positive.

In its discussions with a group of recent graduates, stakeholders and industrial representatives the Panel heard that the Department maintains regular contact with them and provides them with up-to-date information through various channels. For example, there is intense activity of internships, interaction with industry in various forms, seminars by external speakers, as well as a host of other activities that the high quality of its graduates help maintain, thus, adding to the high reputation of the Department.

Although the above actions are highly commendable, they seem to be based mostly on personal relations and informal initiatives. This is feasible and possible to implement for a Department of

rather small size such as the department of Archives, Library Science and Museology. However, if the Department is to develop further all these actions should be better organized and coordinated so that the Department (and the University) can take advantage of its high potential. Actually, what is needed here is some sort of mechanism to institutionalize the close relationships that exist with the external stakeholders. This can be done, for example, in the form of an advisory board consisting of alumni and industrial stakeholders or by forming smaller, subject oriented groups with alumni and stakeholders. Such a mechanism could also facilitate, among other things, the strategic planning of the Department (and the University) and the interdisciplinary synergies among the various departments

Panel Judgement

Principle 7: Information Management	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Panel suggests that the department should institutionalize the existing close relationships with the external stakeholders (industrial and sector leaders/partners and alumni) in order to maintain the programme innovation and alignment with the market requirements (the industrial partners called it "Osmosis with the market"). This could take the form, for example, of an informal Programme Advisory Board that is invited annually to review and give feedback on the programmes of study. We anticipate that such involvement with the sector will enable even smoother career pathways for the students, and even better-prepared students for the market needs.

Principle 8: Public Information

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.

Information on Institution's activities is useful for prospective and current students, graduates, other stakeholders and the public.

Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Study Programme Compliance

Regarding the website of the department, its information structure is well designed and the information items included are adequate to the needs for public information. However, there are several aspects that need to be improved:

1. There are items whose content is exclusively in Greek (e.g., Committees under Department). All content should be given both in Greek and in English.

2. There is no uniformity in the way contents are accessed. For example, access to the publication records by members of the department needs to be homogenized. One way to do this is probably by creating a Publications Repository (with a search service) and having the home pages of department's members pointing to it.

3. Many items have no content at all (e.g., Elector Registers under Department or Scholarships under News).

4. Some important items are missing altogether (e.g., services provided to handicapped students).

5. Most importantly, the Search service under News doesn't seem to work properly.

These shortcomings are particularly annoying as the website is actually the "shop window" of the department (and of any institution for that matter). Therefore a special effort is needed to improve the website which is otherwise well designed.

Panel Judgement

Principle 8: Public Information	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

Panel Recommendations

The Department maintains regular contact with graduates, stakeholders and industrial representatives and provides them with up-to-date information through various channels (seminars by external speakers, information on internships etc.). However, public information

is channeled mostly through personal relations and informal initiatives. What is needed here is to create mechanisms that institutionalize public information (e.g., creation of an advisory board including alumni and industrial stakeholders, creation of subject oriented groups with alumni and stakeholders etc.).

There has been a substantial effort by the department to revamp and renew its own website, by including comprehensive and systematically presented information about most topics of interest to the students. We as a committee recommend that this process is encouraged and further enhanced: a description of the methods of assessment, of the mitigating circumstances, of plagiarism rules and so on, even if they exist in other websites within the university, should find themselves repeated in the departmental website in both languages.

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

INSTITUTIONS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR 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 study programmes aim to maintain the level of educational provision and to create 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. Revised programme specifications are published.

Study Programme Compliance

The programme review committee meets regularly and very frequently (approximately bi-monthly). At the heart of the process is clear staff dedication to supporting and enriching the student experience. This is evident in the care with which the processes are approached, as well as in the students' enthusiastic feedback about their experience with the department throughout their studies and beyond.

Student participation in programme review processes is possible through student representatives, however, in practice, it appears that student input is primarily through module/course evaluation questionnaires. Informal consultation with the professional sectors that the department is involved with take place and feed into programme reviews, however this appears to happen through an idiosyncratic rather than systematic process.

Panel Judgement

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Panel would encourage the department to consider establishing a process to facilitate input from cognate sectors, for example through an informal Programme Advisory Board that is invited annually to comment/feedback/make suggestions on the programmes of study.

Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. 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 committee of independent experts. HAHE grants accreditation of programmes, 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 template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.

The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Study Programme Compliance

The last external evaluation of the department took place ten years ago, namely in 2011. Following that evaluation, the department has responded to the recommendations of the external evaluation Panel by gradually implementing appropriate actions over the last ten years. As a result, all recommendations seem to have produced the intended result as reported during the accreditation meeting.

However, there is no supporting document detailing how the department responded, namely what were the difficulties, who were the people involved, resources used (or lack thereof), and so on.

It is this Panel's opinion that the external evaluation of an undergraduate programme should be followed by an accreditation meeting in a reasonable length of time (4-5 years after the external evaluation). Although this is clearly a decision to be made by HAHE, the department should have the opportunity to ask HAHE for an accreditation.

Panel Judgement

Principle 10: Regular External Evaluation of Undergraduate Programmes	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

PART C: CONCLUSIONS

I.   Features of Good Practice

The Panel has noted several areas of strength for the department. We would like to particularly commend the department for its preparedness and the zest with which its students, alumni and stakeholders spoke about the department and its contribution.

The department successfully delivers an interdisciplinary curriculum. Entrants through the Panhellenic Exams are students with a humanities background, yet the department ensures that these students quickly develop knowledge and skills necessary for specialisation in digital humanities.

The department has a strong array of alumni around Europe with good jobs beyond the boundaries of Greece and it should be commended for delivering a strong curriculum and top class tuition to produce internationally competitive professionals.

The keenness of the faculty and staff, the self-sacrifice in terms of time and effort for the benefit of their students as well as the development of key infrastructure, such as the website, is something that should be commended.

The department should be commended for its efforts to make people coming from completely different areas (namely, humanities and informatics) work together in a rather harmonious environment.

II.   Areas of Weakness

The ten-year gap between external assessment (2011) and accreditation (2021) is a weakness for which, however, the department is not responsible for.

Moreover, the student to staff ratio is too high, although this is something that the department can do very little about.

Finally, the main area that the department should focus in the next period is ensuring that all the rules that are relevant to students (such as mitigating circumstances, plagiarism guidance, marking criteria, complaints procedures etc.) are clearly and easily available in all materials (οδηγός σπουδών, website etc.) and that students are made aware of them.

III.   Recommendations for Follow-up Actions

The Panel recommends that the department:

1) Clearly and separately add the learning outcomes in the description of the modules on the website and in the programme of studies. This should serve not only to ensure that transferable skills are clearly noted to students and other stakeholders but also to manage student expectations.

3)   The Panel suggests that the department should institutionalize the existing close relationships with the external stakeholders (industrial and sector leaders/partners and alumni), in order to maintain the programme innovation and alignment with the market requirements (the industrial partners called it "Osmosis with the market"). This could take the form, for example, of an informal Programme Advisory Board that is invited annually to review and give feedback on the programmes of study. We anticipate that such involvement with the sector will enable even smoother career pathways for the students, and even better-prepared students for the market needs.

4) Recognizing the efforts of the department, recommends the speedy completion of the bi-language content of the website.

The Panel recommends that the university:

1)   Earmarks part of the university budget (or fundraising efforts) towards research trips that will strongly enhance the links the department has with international peer-institutions and employers. Research is a primary function of the university that directly affects the quality of the undergraduate programme.

2)   The university should promote a culture of external income generation and support for faculty members, as well as research staff managing laboratories and workshops, to seek and apply for funds available for research and teaching innovation, nationally and internationally.

3)   The University should consider additional measures and access to funding for academic staff, in order for them to feel better enabled to support students and put additional resources in place e.g. for conference participation, study visits, sabbaticals and so on.

IV.   Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 9 and 10**

The Principles where substantial compliance has been achieved are: **8**

The Principles where partial compliance has been achieved are: **None**

The Principles where failure of compliance was identified are: **None**

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

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **Dr Evangelos Kyriakidis, fsa** (Chair)
   The Heritage Management Organisation, United States of America

2. **Assoc. Prof. Giasemi Vavoula**
   University of Leicester, United Kingdom

3. **Dr. Anastasia Christophilopoulou**
   University of Cambridge, United Kingdom

4. **Prof. Emeritus Nicolas Spyratos**
   Université Paris-Saclay, France