Accreditation Report

for the New Postgraduate Study Programme of:

Historical Archives Management in Digital Environment

Department: Librarianship, Archives and Information Systems
Institution: International Hellenic University
Date: 02/01/2026

Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of Historical Archives Management in Digital Environment of the International Hellenic 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 new postgraduate study programme of Historical Archives Management in Digital Environment of the International Hellenic University comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. MICHAILIDIS GEORGE (Chair)
   (Title, Name, Surname)
   Department of Statistics and Data Science, UCLA
   (Institution of origin)

2. METAXAS PANAGIOTIS
   (Title, Name, Surname)
   Department of Computer Science, Wellesley College
   (Institution of origin)

3. PSARROS NIKOLAOS
   (Title, Name, Surname)
   Universität Leipzig
   (Institution of origin)

4. THATHAROPOULOU SOFIA
   (Title, Name, Surname)
   Aristotle University of Thessaloniki
   (Institution of origin)

5. VRANAS PETER
   (Title, Name, Surname)
   Department of Philosophy, University of Wisconsin-Madison
   (Institution of origin)

II. Review Procedure and Documentation

Brief reference to the Panel preparation for the new postgraduate study programme review, as well as to the documentation provided and considered by the Panel. Dates of the review, review schedule, meetings held and any additional information regarding the procedure.

The External Evaluation & Accreditation Panel (EEAP) was established in early December 2025 and received the accreditation support materials for the Postgraduate Study Programme (PSP) in "Historical Archives Management in Digital Environment" proposed by the International Hellenic University a few days prior to the accreditation virtual visit.

The review was organized by HAHE in collaboration with the Department of Library, Archival and Information Studies and the Department of Information and Electronic Engineering of the International Hellenic University (IHU).

During the visit, all participants—including members of the Quality Assurance Unit (MODIP), teaching faculty, and external stakeholders—were prompt and forthcoming in providing the required information. The meetings were held on December 16, 2025, and conducted online via the Zoom conferencing platform. The discussions took place in a constructive and collegial atmosphere.

The timetable (Greek local time) and agenda of the accreditation review were as follows:

On Monday, December 15th, the panel members met in private the EEAP met privately to discuss first impressions of the PSP as seen by the submitted documents and to allocate to the various members the different principles of the evaluation report.

On Tuesday, December 16th, the review commenced with a meeting from 16:00 to 17:00 with the Vice-Rector and President of MODIP, Prof. Panagiotis Tzionas; the Director of the PSP, Assoc. Prof. Afroditi Malliari (Dept. of Library, Archival & Information Studies, IHU); the Head of the Department, Assoc. Prof. Valentini Kambatza; and MODIP Member, Prof. Maria Papageorgiou. During this session, the Director provided a comprehensive overview of the programme, covering its academic profile, status, strengths, possible areas of concern, and the degree of compliance with the Standards for Quality Accreditation.

Subsequently, from 17:00 to 17:45, a meeting was held with members of the PSP teaching staff, including Assoc. Prof. Aspasia Togia; Prof. Panagiotis Adamidis (Dept. of Information and Electronic Engineering, IHU); Assist. Prof. Charalampos Bratsas; Dr. Kostantinos Paloukis (Adjunct Lecturer); Dr. Marilena Papadaki (Historian); Assoc. Prof. Elefteria Manta (Aristotle University of Thessaloniki); and Assist. Prof. Christos Zampakolas (University of West Attica). The discussion focused on professional development opportunities, mobility, the competence and adequacy of the teaching staff in ensuring learning outcomes, workload, student evaluations, and the link between teaching and research.

From 18:00 to 18:30, the EEAP met with Assist. Prof. Stefanos Ougiaroglou, Lecturer Ilias

Nitsos, and Administrative Staff member Mr. Antonis Kampouris. The Department presented a video tour of classrooms, lecture halls, libraries, laboratories, and other facilities related to the PSP. This session allowed the EEAP to evaluate the facilities and learning resources and to verify that the equipment is adequate for the successful provision of the programme.

Following a break, the panel met from 19:00 to 19:45 with employers and social partners, including Ms. Aikaterini Giannoukakou (General State Archives, Historical Archive of Macedonia); Dr. Michalis Gerolimos (National Library of Greece); Ms. Helen Beneki (Piraeus Cultural Foundation Historical Archives Dept.); and Mr. Evgenios Papadopoulos (Volos Municipal Organisation DOEPAP-DIPETHE). They described various types of collaboration with the Department and the PSP and discussed relations with external stakeholders from both the private and public sectors. They also provided an in-depth overview of employment opportunities for graduates, as well as insights into the potential applicant pool the programme is likely to attract.

Following these sessions, from 20:00 to 20:30, the EEAP members held a separate private debriefing to discuss the outcomes of the virtual visit and prepare a brief oral presentation of their findings.
The final meeting of the day took place from 20:30 to 21:00 with the Vice-Rector, Prof. Panagiotis Tzionas; the Director of the PSP, Assoc. Prof. Afroditi Malliari; the Head of the Department, Assoc. Prof. Valentini Kambatza; and MODIP Staff, Ms. Maria Tsantouka. During this closing meeting, additional comments and clarifications were addressed, and the EEAP provided a preliminary oral report on their impressions and key findings.

The documents prepared by the PSP and examined by the EEAP before, during and after the visit were as follows:
- A01_new_Πρόταση.pdf
- A02_new_Απόφ_Συγκλ_για_ίδρυση_ΔΠΜΣ.pdf
- A03_Έκθεση_της_ΜΟΔΙΠ.pdf
- A04_new_Απόφ_Συγκλ_Στρατηγική.pdf
- A05_new_Μελέτες_Σκοπιμότητας_και_Βιωσιμότητας.pdf
- A06_new_Πολιτική_Ποιότητας.pdf
- A07_new_Στοχοθεσία_Ποιότητας.pdf
- A08_new_Οδηγός_Σπουδών.zip
- A09_Περιγράμματα_Μαθημάτων.zip
- A10_Ονομαστικός_Κατάλογος_του_Διδακτικού.pdf
- A11_new_Εσωτερικός_Κανονισμός_Λειτουργίας.zip
- A12_new_Κανονισμός_Σπουδών.zip
- A13_Μηχαν_Διαχείρ_Παραπόνων.zip
- A14_Κανονισμός_Ακαδημαϊκού_Συμβούλου.zip
- A15_new_Κανον_Δεοντολ_Έρευνας.zip
- A16_new_Υπόδειγμα_Διπλώματος_Δίγλωσσο.pdf
- A17_Επιδόσεις.pdf

- A18_new_Κανονισμός_για_HM.zip
- A19_Σχέδιο_Αξιοποίησης_Διδάκτρων.pdf
- The slide deck containing the presentation of the Director of the PSP to the EAAP.

The support materials provided were overall of high quality, consisting of carefully prepared and well-structured documents.

The Panel wishes to thank the Department and the PSP for organizing the meetings and for their constructive cooperation and willingness to address all inquiries during the virtual visit.

III.   Postgraduate Study Programme Profile

Brief overview of the new postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Short description of the home Department and Institution, with reference to student population, campus, or any other related facts.

The proposed Postgraduate Study Programme (PSP) is jointly offered by the Department of Library, Archival and Information Studies and the Department of Information and Electronic Engineering of the International Hellenic University (IHU) in Thessaloniki.

The PSP awards a Master of Science (M.Sc.) degree and aims to develop skilled archival and information professionals equipped with strong theoretical grounding, technical expertise, and research capabilities. Graduates will be prepared for careers across cultural heritage institutions as well as the broader public and private sectors. Furthermore, the PSP seeks to advance interdisciplinary research and foster collaboration between the Departments on emerging technologies in archival management.

The PSP comprises 90 ECTS. The duration for full-time students is three semesters: two semesters of coursework followed by a final semester dedicated to the Master's thesis (30 ECTS). Part-time students must complete the programme within six semesters.

The curriculum requires the completion of eight courses (each worth 7.5 ECTS). In each of the first two semesters, students enroll in four courses: three mandatory modules and one elective selected from two options. First semester courses focus on understanding basic concepts and theoretical frameworks—such as archival theory, the digital environment, and administrative and European history—to provide students with a strong background in the production, documentation, and contextualization of archives. Second semester courses focus on specialized cognitive objects, including Artificial Intelligence (AI) in archival management, Linked Data, audiovisual archives, and information systems security.

The PSP is delivered entirely online. Lectures are conducted synchronously via the Zoom platform, while all course materials are hosted on Moodle. The primary language of instruction is Greek, though the Master's thesis may be written in either Greek or English. Each course involves 39 teaching hours utilizing a combination of lectures, tutorials, and project-based learning. While instruction is remote, exams are held in person at the IHU campus in Thessaloniki. To facilitate the participation of working professionals, exams are scheduled on weekends.

The teaching staff consists of faculty members from the two collaborating departments (Department of Library, Archival and Information Systems; Department of Informatics and Electronic Systems), supplemented by faculty from other universities and external collaborators.

The programme's learning outcomes are aligned with Level 7 of the National and European Qualifications Frameworks. To ensure high standards, all courses are subject to student evaluations regarding material relevance, teaching effectiveness, and faculty accessibility.

The PSP targets an annual intake of 30 students to ensure financial sustainability, with a maximum capacity of 60. Based on experiences from similar programs at the University of West Attica and the Ionian University, the applicant pool is expected to draw primarily from graduates of Humanities and Social Sciences, and to a lesser extent from the limited number of Library and Archival Science graduates in Greece.

Given that employment opportunities for new entrants in this field are somewhat limited in Greece, a significant portion of the applicant pool is expected to consist of professionals already employed in the sector. These include individuals managing historical and related archives in the public sector (central government, municipalities, local museums) or private entities (foundations, cultural organizations) who seek to upgrade their skills and qualifications.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY. INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.

THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the postgraduate study programmes offered by the academic unit. Indicatively, 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 postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's continuous improvement.

In particular, in order to implement 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 postgraduate study programmes*

b. *the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*

c. *the promotion of the quality and effectiveness of teaching at the PSP*

Documentation
- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for the PSP*

Study Programme Compliance

I. **Findings**

The External Evaluation and Accreditation Panel reviewed the strategic framework supporting the establishment and implementation of the Postgraduate Study Programme "Historical Archives Management in Digital Environment". The Programme has been approved by the Institutional Senate and is aligned with the Institution's broader strategy for postgraduate education and interdisciplinary academic development.

The curriculum is carefully structured and demonstrates a balanced combination of general foundational knowledge and specialised in-depth study, focusing on Archival Science and Informational Systems with particular emphasis on informatics. The range of compulsory and elective courses constitutes a significant asset. It provides flexibility and allows students to pursue individual academic interests within a coherent programme framework.

The Panel observed that the Programme addresses a clearly identifiable gap in the current Greek academic landscape, particularly in light of the discontinuation of a related postgraduate programme at the University of West Attica. The Programme is supported by an adequate number of well-qualified faculty

members with relevant academic expertise, the majority of whom have prior teaching experience in postgraduate study programmes.

The admission process is clearly defined, publicly available, and transparent, ensuring fairness and consistency in student selection. The Programme also benefits from substantial access to collaborations with social partners and public and private organisations responsible for the management of archival and digital material, which facilitates the preparation of Master's theses. These collaborations, however, are not uniformly formalised through contractual arrangements. To further strengthen the program, formalizing these relationships through Memoranda of Understanding (MoUs) would be beneficial.

The Panel noted certain areas requiring attention. First, while the admission process is well defined, the level of the evaluation bar that would lead to an admittance to the programme is not clearly articulated. In addition, the size of the potential applicant pool may be optimistic and understandably unclear, especially given prior experience at comparable institutions indicating that a limited proportion of undergraduate students proceed to postgraduate studies. In addition, while the informatics component of the Programme is broad and comprehensive, it is primarily encyclopedic in nature, reflecting the anticipated academic background of the incoming cohort.

The Panel further observed that the Programme's strategic orientation prioritises, at the launch phase, the education of librarians and archivists with a strong background in informatics. The availability of quantitative data regarding graduate employment prospects was limited, due to the specialised nature of the Programme and the absence of empirical data at this stage. Finally, while the Programme is delivered through distance learning methods, a formally documented contingency plan for potential disruptions to the primary online teaching platform was not identified.

II. Analysis

The Panel considers that the Programme is strategically grounded and coherently integrated into the IHU's planning for postgraduate education. The careful structuring of the curriculum and the availability of elective courses support the achievement of learning outcomes at Level 7 of the European and National Qualifications Frameworks and enhance the Programme's academic quality and flexibility.

The identification of a gap in the national academic landscape strengthens the strategic rationale of the Programme and underlines its potential contribution to postgraduate education in the fields of archival studies, history, and digital technologies. At the same time, the uncertainty regarding the size of the applicant pool represents a typical launch-phase challenge for highly specialised

postgraduate programmes and highlights the importance of systematic monitoring of demand and selectivity.

The informatics component, while appropriately designed to accommodate students from diverse academic backgrounds, may benefit over time from deeper technical specialisation. Rapid developments in digital technologies, including Generative Artificial Intelligence (GenAI), create opportunities for the Programme to enhance its technical depth and further strengthen the competitiveness of its graduates, provided such developments are integrated in a pedagogically coherent manner.

The current strategic focus on educating archivists and librarians with advanced informatics skills is clearly articulated and appropriate for the Programme's initial implementation. However, maintaining clarity regarding the Programme's graduate profile and systematically incorporating feedback from students and the labour market will be essential to ensure continued relevance and long-term sustainability.

The limited availability of quantitative employment data is understandable, given the Programme's new status and specialised orientation. Nevertheless, the collection of such data in future cohorts will be important for evaluating outcomes and informing strategic adjustments. Finally, while the use of distance learning methods is appropriate and well justified, formalising contingency procedures ("plan B") for potential technical disruptions would enhance operational robustness.

III.   **Conclusions**
The Panel concludes that the IHU's PSP "Management of Historical Archives Management in a Digital Environment" is supported by a clear strategic rationale and is embedded within the University's quality assurance framework. The PSP demonstrates strong alignment with institutional priorities, academic coherence, and responsiveness to contemporary educational and societal needs.

The identified areas of concern do not constitute structural weaknesses but rather highlight issues that require monitoring and progressive refinement, particularly during the initial phase of implementation. Addressing these issues through established quality assurance processes will support the Programme's sustainability and continued development.

Overall, the Panel finds that Principle 1 is substantially compliant. The strategic planning, quality assurance policy, and quality goal setting for the Programme provide a sound foundation for its implementation and future enhancement.

Panel Judgement

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

Based on its review of the documentation and its analysis under the relevant accreditation principles, the EEAP does not identify any critical issues that would adversely affect the accreditation of the Programme. The following recommendations are offered to support the Programme's effective implementation and future development:

1.   Monitoring of applicant demand and intake sustainability.

The Panel recommends that the Institution systematically monitor application trends, enrolment figures, and the academic profile of admitted students during the initial years of operation. This monitoring will support evidence-based decisions regarding intake targets, outreach strategies, and the maintenance of academic selectivity.

2.   Progressive enhancement of technical depth.

In light of the rapid evolution of digital technologies, including Generative Artificial Intelligence (GenAI), the Panel recommends that the Programme periodically review and, where appropriate, enrich its technical informatics content. Such enhancements should be implemented in a manner consistent with the Programme's interdisciplinary character and the diverse academic backgrounds of incoming students.

3.   Ongoing review of the Programme's strategic orientation.

The Panel recommends continued attention to the Programme's strategic focus, particularly with regard to the balance between archival and library science and informatics. Systematic use of student feedback, graduate outcomes, and labour market input will support the Programme's long-term relevance and coherence.

4.   Collection of graduate employment data.

The Panel recommends the development of mechanisms for collecting and analysing quantitative and qualitative data on graduate employment outcomes. Such data will enhance future evaluations of the Programme's effectiveness and societal impact.

5.   Formalisation of external collaborations.

While the Programme already benefits from access to collaborations with social partners and organisations managing archival and digital material, the Panel recommends that, where appropriate, these relationships be formalised through Memoranda of Understanding (MoUs) in order to strengthen institutional cooperation and long-term engagement.

6.   Formal contingency planning for online delivery.

The Panel recommends that a formal contingency plan be established and communicated to students and faculty to address potential temporary disruptions to the primary online teaching platform, thereby enhancing operational robustness and transparency.

These recommendations are intended to support continuous improvement and do not affect the Panel's overall positive judgement regarding the Programme's compliance with the accreditation standards.

Principle 2: Design and Approval of New Postgraduate Study Programmes

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE NEW POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE SPECIFIC SCIENTIFIC SUBJECT AND THE STREAMS OR SPECIALISATIONS, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE NEW POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources are described at this stage.

The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).

The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. In particular, for each expected learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.

In addition, the design of PSP must consider:

- *the Institutional strategy*

- *the active involvement of students*

> - *the experience of external stakeholders from the labour market*
>
> - *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
>
> - *the option of providing work experience to students*
>
> - *the linking of teaching and research*
>
> - *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*
>
> *The procedure for the approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).*

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the NQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff: teaching assignments per subject area and per course*

Study Programme Compliance

I. Findings

The PSP "Historical Archives Management in Digital Environment" of the International Hellenic University is conceived as an autonomous three-semester study program of 90 ECTS points with 1 ECTS point corresponding to 25 hours of study (including individual study and preparatory time). The PSP is an ab-ovo conceived program that aims at filling a shortage in librarians and archivists with a specialization in digital management of archival and library resources.

The programme curriculum consists of two semesters of studies and one semester devoted to the composition of a Masters thesis. Each study semester consists of three compulsory courses and one elective course that can be chosen from a pool of two courses. In the first study semester the students shall become familiarized with the subjects of general archive management and introduced into the general history of administration. In the second semesters the students are introduced to methods of digital management, in the use of AI systems in data management, in the basic principles of the Semantic Web and the Linked Data model, and, depending on their choice, in data security or in the use of audiovisual systems. Additionally, the students shall attend a course devoted in research methodology that will prepare them for the composition of the MA

thesis that has a research character.

The tuition fees amount to a total of € 2200 for the PSP, paid in three installments. The admitted students per year shall be between 30 and 60. The teaching takes place exclusively via distance learning. The teaching language is Greek, however, the Masters thesis can be written in Greek or English. Good command of the English language is mandatory, since the students are directly confronted with the current relevant international literature. Additional language knowledge is desired, but not necessary.

International mobility is guaranteed via participation in the ERASMUS+ program of the EU. Postgraduate students have the opportunity to carry out an internship abroad at universities, companies, or organizations via the ERASMUS+ internship program.

The MA thesis must be individual, original, must have a research character and must be prepared in accordance with the instructions and scientific requirements of the PSP.

The PSP has no provisions for regular external internships during the studies (apart from the participation in the ERASMUS+ internship program). However, graduates in their first year of graduation can attend an internship, provided that their application, which must be submitted during the study time, has been approved.

The Department has its own specialized library and can provide the students with resources in digital form, as well as books that are sent to the students by conventional mail.

E-class services (Moodle platform) are available and are by default implemented in the teaching process.

II. Analysis

The curriculum is well-balanced, effectively bridging general background knowledge with specialized informatics. For a specialized PSP, the workload of four courses per semester is manageable, and the focus on the third-semester Master's thesis is a clear highlight.

Nevertheless, the EEAP identified two primary issues regarding course content:
1. Strategic Identity: There is a lack of clarity regarding the graduate profile—specifically, whether the program targets tech-savvy librarians or library-focused informaticians. Currently, the emphasis leans toward the former.

2. Technical Depth: The informatics component is overly broad and introductory

("encyclopedic"), likely as a concession to the varied academic backgrounds of the admitted students.

III. Conclusions

Having carefully examined the structure of the proposed PSP "Historical Archives Management in the Digital Environment" at IHU, the EEAP concludes that, in its current form, the programme substantially meets the needs and objectives of a modern, specialized PSP. This assessment is primarily due to an unclear strategic focus, which is reflected in the largely encyclopedic nature of the Informatics-related course content.

Panel Judgement

Principle 2: Design and Approval of New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

- Define clearly the strategic focus of the PSP and adapt accordingly the content of the relevant courses.

- The rapid evolution of Generative AI (GenAI) offers an opportunity to enhance the program's technical depth and, consequently, its attractiveness. Acquiring in-depth technical skills could make the programme's graduates more competitive.

- Continuous vigilance and systematic incorporation of feedback from students and the job market to ensure the programme's continued relevance and long-term sustainability.

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification

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

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

- *The students' admission procedures and the required supporting documents*
- *Student rights and obligations, and monitoring of student progression*
- *Internship issues, if applicable, and granting of scholarships*
- *The procedures and terms for the drafting of assignments and the thesis*
- *The procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *The terms and conditions for enhancing student mobility*

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- ➢ *Services of the Institution to support e-learning*
- ➢ *Methodology for the development and implementation of courses*
- ➢ *Ways of providing teaching and variety of teaching and assessment modes*
- ➢ *General standard of course structure*
- ➢ *Student support system*
- ➢ *Support of faculty/teachers with mandatory e-learning training for new staff members*
- ➢ *Technological infrastructures made available by the Institution*
- ➢ *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*
- ❖ *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*
- ❖ *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

Documentation

- ▪ *Internal regulation for the operation of the postgraduate study programme*
- ▪ *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- ▪ *Research Ethics Regulation*

- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

I.   **Findings**

The PSP provides structured academic and administrative support through an annually updated Study Guide, clearly articulated written regulations, and the assignment of academic advisors. Upon admission, students receive comprehensive information regarding the curriculum, ECTS distribution, mobility opportunities, and academic expectations. Additional support mechanisms include access to university-wide services, opportunities to participate in research activities, and eligibility for scholarships or other forms of financial aid.

Admissions are conducted through a transparent, structured, multi-stage process that includes a public call for applications, submission of documentation, evaluation, interviews, and final ranking.

The admission process is overseen by a Selection Committee. Following admission criteria are applied:
- BA degree score (up to 30 credit points).
- Relevance of basic qualification (up to 15 credit points).
- Research activity related to the subject of the PSP (up to 15 credit points), comprised of:
   o Publications in scientific journals/proceedings of scientific conferences (2 credit points/publication – up to 10 credit points).
   o Participation in research programs (1 credit point/program – up to 5 credit points).
- Professional activity related to the subject of the PSP (up to 10 credit points).
- Knowledge of an additional foreign language (up to 5 credit points).
- Additional BA or MA degree (up to 5 credit points).
- Ph.D. (up to 5 credit points).
- Interview (up to 15 credit points).

The enrollment of the admitted postgraduate students takes place each year from September 15th to October 15th. The minimum cohort size is set at thirty (30) the maximum at sixty (60) students.

Total tuition fees amount to € 2200, paid in three semester installments. Up to 30% of the enrolled students may receive full fee exemptions in accordance with Article 86 of Law 4957/2022.

10% of the admitted students may, following a reasoned decision of the PSP

receive scholarships or awards for excellence, based on academic and social criteria. These scholarships are included in the program budget and are given on the condition that the percentage of students who study free of charge in accordance with the provisions of article 86 of L4957/2022, does not exceed 30% of the total number of registered students per academic year.

If donations, sponsorships, bequests, resources from research projects or programs, resources of the IHU, or the state budget, or if the budget of the PSP allows it, scholarships will be awarded with academic and social criteria, as defined in the Postgraduate Studies Regulation of the IHU. The maximum number of scholarships is set at two (2) per semester of studies. The Study Program Committee evaluates and ranks the candidates based on the criteria that have been defined and decides on the number and number of scholarships.

Student progression is systematically monitored through mandatory attendance requirements, continuous assessment, end-of-semester evaluations, supervision of thesis work, and administrative monitoring of enrollment and financial obligations. The Special Assembly (SE) and the Department Assembly regulate procedures related to extensions of study duration, part-time enrollment, and temporary suspensions.

The Study Guide outlines opportunities for participation in mobility programs, collaborations with national and international institutions, and research-related travel. Financial support for mobility may be provided by the University or through external funding sources.

ECTS allocation follows established academic guidelines, with a total of 90 ECTS (7,5 ECTS per seminar-based course and 30 ECTS allocated to the MA thesis). Workload estimations are consistent with contact hours and independent study requirements. All courses are assessed using the 0–10 grading scale, with a minimum passing grade of 5. Teaching takes place solely in synchronous and asynchronous distance form via Zoom (or BigBlueButton) sessions and is scheduled primarily on weekends and selected evenings in order to accommodate working students. Seminar-based instruction follows defined contact-hour requirements, and all assessment procedures comply with departmental regulations. E-class services are provided via the Moodle system.

The PSP provides detailed regulations governing thesis supervision, evaluation criteria, committee composition, and submission procedures. While no standalone Thesis Handbook is in place, relevant guidance is integrated within the Study Guide and other official program documentation.

The PSP does not include a practical training component; therefore, no formalized cooperation network with external bodies is described.

Samples of the Diploma Supplement in both Greek and English were provided as part of the PSP documentation (Document A19).

The PSP enforces academic integrity and ethical conduct through established institutional regulations. A formally approved Code of Ethics and Good Practice of the IHU applies to all members of the academic community, including postgraduate students. The Code, approved by the Academic Senate of the IHU on its 20th session from May 28th, 2024 covers core ethical principles, research integrity, non-discrimination, data protection, intellectual property rights, conflict-of-interest management, and the operation of the institutional Ethics Committee. All research activities within the PSP adhere to this institutional framework.

II. Analysis

The admission framework is transparent and ensures fair, merit-based selection. The provision of comprehensive academic and administrative information upon registration facilitates student integration and preparedness. Administrative procedures promote clarity and timely enrollment, supporting effective planning and systematic compliance monitoring. These processes are consistent with institutional regulations and contribute to overall operational efficiency.

Financial regulations are clearly defined and applied equitably. The tuition structure balances program sustainability with appropriate provisions for students facing financial constraints.

Flexible scheduling supports the needs of working students while maintaining academic rigor and structural coherence. Teaching and assessment practices are systematic, standardized, and appropriate for postgraduate-level studies. Thesis supervision and evaluation procedures are clearly regulated and consistently applied. Committee-based assessment mechanisms ensure transparency, fairness, and academic integrity.

Student support mechanisms are well organized and accessible. The combination of academic advising, detailed documentation, and financial support opportunities contributes to an enabling environment that supports student success. Student progression is closely monitored and aligned with regulatory requirements. Multiple layers of academic and administrative oversight ensure timely feedback, consistency, and compliance.

Mobility opportunities are clearly communicated and supported. Although the structure of the program may limit extended mobility periods, the PSP demonstrates a clear commitment to facilitating research collaboration and academic exchange.

The consolidation of existing thesis-related regulations into a dedicated Thesis Handbook would further enhance clarity and accessibility for students.

The existence of a comprehensive, institution-wide Code of Research Ethics provides a robust framework for ethical conduct within the PSP. Although not program-specific, the Code adequately addresses the ethical requirements of postgraduate research, and no significant gaps are identified.

III. Conclusions

The PSP operates under a clear, structured, and legally compliant framework governing admission, registration, financial obligations, academic progression, curriculum organization, assessment, thesis supervision, thesis evaluation, and the application of research-ethics standards. Procedures are transparent, merit-based, and consistently aligned with national legislation and institutional regulations. The institutional Code of Research Ethics ensures ethical compliance across all research activities. Overall, the program demonstrates strong administrative organization, academic rigor, and adherence to regulatory requirements.

Panel Judgement

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Provide an annual summary of admission statistics (applications, acceptances, demographics) to support monitoring and quality improvement.
- Introduce a separate Thesis Handbook detailing the thesis stages, requirements, and evaluation criteria.

Principle 4: Teaching Staff of New Postgraduate Study Programmes

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING, AND FURTHER DEVELOPMENT.

> *The Institution should attend to the adequacy and scientific competence of the teaching staff at the PSP, the appropriate staff-student ratio, the proper staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, 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 for the PSP 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 (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.*

Documentation

- *Procedures and criteria for teaching staff recruitment, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

Study Programme Compliance

I. **Findings**

The teaching staff of the PSP "Historical Archives Management in a Digital Environment" at IHU consists of 12 academic members: 2 full professors, 3 associate professors, 4 assistant professors, 1 lecturer, and 2 adjunct lecturers. Four members of the teaching staff (2 associate professors, 1 assistant professor, and 1 adjunct lecturer) are women. Collectively, the faculty's research and teaching expertise spans a broad range of areas, ensuring that the programme's courses can be delivered effectively and with appropriate academic depth.

II. **Analysis**

The teaching workload of each faculty member typically includes four courses per year (two per semester), with approximately one course offered at the graduate level, aimed at the proposed PSP.. This workload is considered reasonable and allows sufficient time for sustained research activity. The teaching staff has a strong publication record, with more than half of the faculty having hundreds of citations and a Scopus h-index of at least 9. Teaching

performance is regularly evaluated through student electronic surveys, the results of which are shared with faculty members and taken into account in promotion and advancement decisions.

III. Conclusions

Based on the above analysis, the EEAP finds the PSP fully compliant with Principle 4.

Panel Judgement

Principle 4: Teaching Staff of New Postgraduate Study Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 5: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMMES. 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, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT 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 and foreign students, students with disabilities), in addition to the shift towards student-centered 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 proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of 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.

Documentation

- *Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources*
- *Administrative support staff of the PSP (job descriptions, qualifications, and responsibilities)*
- *Informative / promotional material given to students with reference to the available services*
- *Tuition utilisation plan (if applicable)*

Study Programme Compliance

I.   Findings

Analysis of the provided documentation and based on discussion between the EAAP and faculty members and administrative personnel indicate that IHU provides strong infrastructure and support for the PSP, particularly in the area of distance learning. The effective use of digital platforms, comprehensive electronic academic services, and well-developed library resources ensure accessibility for students regardless of location. Administrative, technical, and student support services are adequately staffed and well organized, and a clear

plan is in place for the effective use of tuition fees.

II. Analysis

The International Hellenic University, together with the Department of Library, Archive and Information Science and the Department of Information and Electronic Engineering, provides all necessary facilities and services to ensure an appropriate and effective teaching and learning environment for prospective students of the PSP.

IHU has a system for distance learning in the Greek language. Through the Zoom platform, it supports virtual classes and online meetings. In addition, the University utilizes the Moodle platform which functions as a Learning Management System and includes tools for content management and course authoring.

The academic units offer a wide range of electronic academic services, which is essential since the PSP is designed as a distance-learning program with students located across the country. Services including electronic administration support, the e-class platform, electronic selection of academic textbooks, academic email, an online examination platform and VPN are made immediately available to students independently of their location.

IHU also provides access to its libraries holding both physical and digital material such as books and academic articles. Prospective students will have online access to thousands of digital resources through a VPN connection. The library offers interlibrary loan services, as well as the possibility to students to receive physical copies at their place of residence. Moreover, it organizes seminars providing training to students and staff on various subjects including the use of databases and plagiarism detection software.

Students will also be able to select courses and monitor their academic progress through the University's Uniportal service. During the interview process, the teaching staff stated that the academic units provide access to software, either owned by the institution or through institutional subscriptions, which allows students to develop databases and websites. Technical staff are responsible for resolving any technical issues that may arise.

A network of support services are also provided including the Student Welfare Department, the Healthcare and Counseling Department, the Internships and Career office, the European and International Programs Department and the Unit for Equal Access for students with Disabilities and Special Education Needs. A student advocate is also available to support students in case needed. Furthermore, an academic counselor is available to assist students with individual guidance on their studies and career. Students are informed about the

offered services during their orientation days, while the University's website provides further details on a permanent basis.

The departments involved have sufficient and qualified administrative staff, ensuring the smooth operation of student support services. The administrative and secretarial support for the PSP will be handled by the Secretariat Department of Library, Archive and Information Science, which has two experienced employees capable of covering all administrative needs of the program. If necessary, additional support may also be assigned to an external collaborator with relevant experience in academic and educational environments.

Finally, a tuition utilization plan is also in place. The PSP will be funded through tuition fees to cover all operational needs which are estimated at 66.000 euros. These expenses include payments for teaching staff, administrative and technical support as well as the purchase of necessary publications and materials.

III. Conclusions

In conclusion the PSP is efficiently supported by IHU's physical infrastructure, academic resources and administrative services, making it suitable for distant-learning.

Panel Judgement

Principle 5: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

At present, no alternative plan is in place to address potential technical system failures during lectures, other than class cancellation. It is therefore recommended that a contingency plan be developed to ensure the continuity of teaching in such situations.

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- *the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*

- *the entailed students' workload for the progression and completion of postgraduate studies*

- *the satisfaction of the students' expectations and needs in relation to the programme*

- *the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Documentation

- *The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- *Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

Study Programme Compliance

I.   Findings

The Quality Assurance Unit (MODIP) at IHU implements a comprehensive annual monitoring process that will be applied to the proposed PSP to evaluate and refine its curriculum. As detailed in the accreditation proposal (document A3),

the programme has established a full set of quality objectives with measurable indicators related to academic development, research activity, outreach, and infrastructure enhancement. A dedicated Programme Committee will oversee the implementation and yearly review of these goals, ensuring continuous improvement, alignment with the University's Quality Assurance System, and responsiveness to the needs of both the educational and professional communities. Together with MODIP, the programme will also monitor student and faculty performance, programme satisfaction, graduation outcomes, and related parameters.

To support these processes, the PSP will leverage IHU's existing administrative structures, including its modern library with extensive electronic resources and well-established student support services. An Academic Advisor system will provide individualized guidance to postgraduate students. In addition, a rigorous internal evaluation procedure—consistent with MODIP standards and current legislation—will be carried out by the Department's Internal Evaluation Group (OMEA). This group will collect and analyze performance data, informing targeted interventions such as revisions to course content, updates to teaching methods, and improvements to educational resources to ensure the programme's ongoing relevance and effectiveness.

II. Analysis

The two collaborating Departments responsible for delivering the PSP will actively participate in the evaluation processes administered by the University's MODIP. During the virtual site visit, the EEAP found the PSP faculty highly cooperative and well-informed, demonstrating a clear appreciation of the importance of accreditation and a constructive attitude toward the panel's recommendations. Based on the documentation reviewed and the feedback gathered from academic staff, social partners, and employers, the EEAP concludes that stakeholders are appropriately engaged in both the internal and external evaluation of the programme.

However, the EEAP initially encountered difficulty in assessing future employment prospects, particularly based on the evidence in document A01. This assessment is critical, as it dictates the projected size of the applicant pool and the PSP's long-term sustainability. Given the highly specialized nature of the target market, the accreditation proposal would have benefited significantly from indicative quantitative data provided by MODIP. Specifically, the panel expected to see employment metrics from the corresponding IHU undergraduate program, alongside applicant and graduate outcome data from similar programs at the University of West Attica and the Ionian University. The upcoming discontinuation of the PSP at the University of West Attica raised additional questions regarding this issue during the panel's deliberations, although the EEAP acknowledges that the stronger informatics component of the proposed

PSP is likely to increase its attractiveness to prospective students.

III. Conclusions

The Panel has found that quality assurance mechanisms and processes are in place, meeting the requirements of Principle 6. During discussions with the EEAP, the faculty and PSP staff demonstrated a clear understanding of the importance of external evaluation and its complementary role to the internal processes conducted by MODIP. They also conveyed a positive attitude toward the accreditation process and a readiness to incorporate EEAPs recommendations for the programme's continuous improvement.

The most significant omission in MODIP's report is the absence of quantitative employment data and comparative metrics, which impacts the ability of the EEAP to assess the PSP's long-term sustainability. This gap is further compounded by the lack of any reference, let alone analysis, to the imminent discontinuation of a related PSP and the lessons that could be drawn from that experience. MODIP is encouraged to apply greater scrutiny and incorporate comparative analysis when evaluating future PSP proposals.

Panel Judgement

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

A careful and rigorous analysis of all facets of the proposed PSP by MODIP is essential, particularly given the programme's specialized focus and the overall limited direct employment opportunities in its target field.

PART C: CONCLUSIONS

I.   Features of Good Practice

●   The curriculum is carefully structured, striking an effective balance between general background knowledge and specialized deepening, particularly in the field of informatics.

●   The range of course offerings and the availability of elective courses constitute a significant asset.

●   The program appears to fill a tangible gap in the current Greek market, especially following the discontinuation of a related program at the University of West Attica.

●   The program is supported by an adequate number of well qualified faculty members with the requisite expertise, the majority of whom possess teaching experience in other Postgraduate Study Programs (PSPs).

●   The admission process is clearly defined, transparent, and publicly available, ensuring fairness and consistency in student selection.

●   There is substantial access to collaborations with social partners, as well as public and private entities managing archives and digital material, which significantly facilitates the preparation of Master's theses. To further strengthen the program, formalizing these relationships through Memoranda of Understanding (MoUs) would be beneficial.

II.   Areas of Weakness

●   The size of the potential applicant pool remains unclear, especially given that the majority of undergraduates in the field do not appear to pursue graduate studies, based on the experience of the related PSPs offered by the University of West Attica and the Ionian University. This factor is critical regarding the sustainability goal of 30+ incoming students and the necessity of selecting high-quality candidates.

●   The rapid evolution of Generative AI (GenAI) offers an opportunity to enhance the program's technical depth and, consequently, its attractiveness. The panel noted that the purely technical informatics component is somewhat encyclopedic in nature, likely due to the anticipated background of the applicant pool and the admitted cohort. Acquiring in-depth technical skills could make the program's graduates more competitive.

●   A critical issue concerns the program's strategic focus: whether it aims to produce Librarians and Archivists with a strong background in Informatics, or Informaticians specializing in Library/Archival Science. In the launch phase, the former direction seems to be prioritized. However, the panel recommends continuous vigilance and the systematic incorporation of feedback from students and the job market to ensure the program's continued relevance and long-term sustainability.

●   Given the highly specialized nature of the program and the niche market for graduates, the panel found it difficult to assess employment opportunities. It would have been helpful if indicative quantitative data had been included in the accreditation proposal

(Form A01), based also on the employment indices of the corresponding undergraduate program.

● It is recommended that a formal contingency plan be established and communicated to students in case of a Zoom platform failure, even if the probability of such a malfunction is low.

III. Recommendations for Follow-up Actions

1. Monitor demand and intake sustainability.
Systematically track applications, enrolments, admission selectivity and student profiles during the programme's early years to inform intake targets, outreach efforts and admissions policy.

2. Enhance technical depth progressively.
Periodically review and, where appropriate, enrich the programme's informatics content—including developments in Generative AI—while preserving its interdisciplinary character and accommodating diverse student backgrounds.

3. Clarify and review strategic orientation.
Maintain ongoing scrutiny of the programme's strategic focus (balance between archival/library science and informatics) using student feedback, graduate outcomes and labour-market input to ensure long-term relevance.

4. Collect graduate employment data.
Establish mechanisms to gather and analyse quantitative and qualitative data on graduate destinations and employment outcomes to inform programme evaluation and demonstrate societal impact.

5. Formalise external partnerships.
Where appropriate, formalise collaborations with social partners and archival/digital organisations through Memoranda of Understanding (MoUs) to strengthen institutional ties and sustain long-term engagement.

6. Put in place contingency planning for online delivery.
Develop and communicate a formal contingency plan to ensure continuity of teaching in the event of temporary disruptions to the primary online platform.

7. Improve student support for the thesis process.
Publish a dedicated Thesis Handbook that clearly sets out milestones, requirements and evaluation criteria to guide students and supervisors.

8. Strengthen MODIP's evaluative rigor.

Given the programme's specialised focus and the limited direct employment market, MODIP should apply particularly careful comparative analysis (including labour-market and programme-outcome metrics), when assessing the proposed PSP, explicitly incorporating lessons learned from the experience of related PSPs.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

3, 4 and 5.

The Principles where substantial compliance has been achieved are:

1, 2 and 6.

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

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