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HELLENIC REPUBLIC



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Accreditation Report

for the

New Undergraduate Study Programme in

Gender Studies

(in an existing academic unit)

Institution: University of the Aegean
Department: Social Anthropology and History
Date: 12/05/2026



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the
new Undergraduate Study Programme in Gender Studies of the University of
the Aegean for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new **Undergraduate Study Programme in Gender Studies** of the University of the Aegean comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. MICHAILAKIS DIMITRIS (Chair)
(Title, Name, Surname)
University of Linköping
(Institution of origin)
2. KARAKASIDOU ANASTASIA
(Title, Name, Surname)
Wellesley College
(Institution of origin)
3. KIRTSGLOU ELISABETH
(Title, Name, Surname)
Department of Anthropology, Durham University
(Institution of origin)
4. Θεοδωράκη Νίκη
(Title, Name, Surname)
National and Kapodistrian University of Athens
(Institution of origin)
5.
(Title, Name, Surname)

(Institution of origin)

II. Review Procedure and Documentation

Brief reference to the Panel preparation for the review of the new Undergraduate Study Programme, as well as to the documentation provided and considered by the Panel. Dates of the site visit, visit schedule, meetings held and any additional information regarding the procedure.

The accreditation review of the New Undergraduate Study Programme (USP) in “Gender Studies” of the University of the Aegean, was carried out on-site from 26/04/2026 to 02/05/2026, following the procedures and guidelines set by the Hellenic Authority for Higher Education (HAHE). The review process adhered to the European Standards and Guidelines (ESG 2015) and national accreditation requirements, ensuring that the USP aligns with best practices in higher education.

The EEAP received all documentation relevant to the accreditation process in an easily accessible digital format. It was complete, thorough and very well prepared. Ahead of its review, EEAP members studied the material provided by the Hellenic Authority for Higher Education (HAHE). To coordinate its work and allocate tasks and priorities ahead of the scheduled on-site presentations by the Department, the EEAP met in private on the first day (Sunday, 26 April). The purpose of the meeting was to establish common terms of reference vis-à-vis the accreditation principles and criteria, to allocate tasks to each individual member of the EEAP and to ensure that all members had full access to the digital materials which they had read carefully.

Next in the programme on Monday 27 April, a welcome meeting was scheduled between the EEAP and the Rector, the Vice-Rector/President of MODIP and the Head of Department. Thereafter the EEAP had a meeting with the Head of the Department and OMEA & MODIP members. In this session, the director of the USP presented the New Undergraduate Study Programme, its academic profile, status, strengths, and possible areas of concern. The presentation was followed by a clarifying discussion with EEAP members regarding the degree of compliance of the programme with the Standards for Quality Accreditation, Strategy, Feasibility Study, etc.

Next in the programme, a meeting was scheduled with the teaching staff of the USP in order to discuss professional development opportunities, mobility, competence and adequacy of the teaching staff to ensure learning outcomes, workload, evaluation by students, the link between teaching and research, teaching staff’s involvement in applied research, projects and research activities directly related to the programme, and possible areas of weakness.

Thereafter, the EEAP had a meeting with administrative staff members in order to discuss matters related to quality culture, institutional policy on quality assurance, quality management, responsibilities and professional development.

Next in the programme, an on-site tour was scheduled. Classrooms, lecture halls, libraries laboratories, and other facilities related to the USP were visited. This on-site tour was followed by a discussion about the facilities and infrastructure.

Thereafter, the EEAP met a group of external stakeholders from the private and the public sector to obtain their views on their relations with the Department and more specifically with the USP under evaluation.

After a short debrief meeting between the members of the EEAP, the EEAP had an informal presentation with the Director of the PSP, the Head of the Department, MODIP and Steering Committee/OMEA members to discuss several points/findings that required further clarification and to present the EEAPs key findings.

During all meetings, the EEAP had the opportunity to meet, talk, and interact with all participants who were encouraged to express their views freely about their overall academic experience etc. from working in the PSP, matters of strategy and vision, as well as adequacy of resources. All participants welcomed the opportunity to talk to the EEAP members and to voice their views. Discussions were informative and constructive and were conducted in a cooperative manner and attitude. All the meetings included presentations and Q&A sessions.

All the meetings that took place during the review were characterised by professionalism and a spirit of cooperation from all parties involved. During the visit, the university's representatives engaged openly and constructively, demonstrating a strong commitment to the principles of quality assurance.

This Accreditation Report is based on information collected and views expressed during the on-site meetings and on information contained in the internal evaluation report and other documents submitted by HAHE before and during the meetings.

III. Study Programme Profile

Brief overview of the new Undergraduate Study Programme with reference to the following: 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 facts.

The Department of Social Anthropology and History at the University of the Aegean plans to organize and launch, starting in the 2026–27 academic year, a new undergraduate program (USP) titled “Gender Studies” in accordance with the provisions of this decision and Law 4957/2022 (Government Gazette 141/July 21, 2022, Series A). The USP is an initiative of the Department of “Social Anthropology and History” at the University of the Aegean and will operate within the existing academic unit.

The program adopts an interdisciplinary approach, focusing on the intersectionality of gender with social class, ethnicity, sexuality, and age within the context of social relations, institutions, and historical changes, with the aim of addressing gender inequalities, discrimination and rights. At the same time, it examines the relationship between gender and technology, gender and science, with the aim of addressing the social and ethical challenges posed by technology.

The USP focuses on the study of human behaviour through the lens of gender, gender relations, and gender representations. The purpose of the USP is to introduce students to the methodology and epistemology of gender studies, to familiarize them with the use of the concept of gender as a tool for analytical inquiry, to educate and provide a solid foundation of knowledge and skills that will lead both to the recognition of the ways in which gender inequality is shaped and to the practical application of tools and techniques for eliminating discrimination. Thus, the aim of the program is to provide a solid foundation of knowledge that will enable students to cultivate a methodical approach to thinking and addressing complex problems, as well as skills that will enable them to connect theoretical knowledge with professional practice.

The goal of the USP program is to systematically integrate teaching with research. The courses will cover topics at the forefront of research, such as gender and health, gender and technology, gender and development, and gender and rights. Attendance at a minimum of two Practical Exercises/Seminars is mandatory, during which students are trained in the use of methodological tools and in conducting basic research. Students will be given the opportunity to participate in the Summer Internship in collaboration with research institutions related to the subject area of the Programme. Teaching is linked both to the research projects of the faculty members and to the research produced in the Department’s four Laboratories (the Ethnography Laboratory, the History Laboratory, the Family and Kinship Studies Laboratory, and the Laboratory of Ethnographic Approaches to Language). The program intends to be linked to the research produced within the framework of the Master’s Program in “Gender, Culture, and Society,” which has been operating in the Department of Social Anthropology and History since 2003, through presentations during lectures.

The new USP is inspired by the long experience of the “Department of Social Anthropology and

History” in gender issues, which is reflected both in the teaching and research work of the faculty members and in the long-standing organization and operation of the Master’s Program “Gender, Culture, Society.”

In Greek universities, gender studies are offered only at the graduate level. Of the PSPs focusing on gender studies, the oldest is the “Gender, Culture, and Society” program, which has been operating since 2003 as a master’s program in the Department of Social Anthropology and History at the University of the Aegean. The undergraduate program “Gender Studies” is the first undergraduate-level program at a Greek university.

The USP will co-operate with the Department’s four laboratories: the Laboratory of Ethnography, the Laboratory of History, the Laboratory of Family and Kinship Studies, and the Laboratory of Ethnographic Approaches to Language. All four laboratories have supported research activities in the field of gender studies. The courses in the USP are going to be taught primarily by faculty members of the “Department of Social Anthropology and History” who have long-standing experience in teaching and research on gender issues. The USP is linked to the overall funding of the “Department of Social Anthropology and History”, which draws on both public funds and the Department’s graduate programs.

The USP is divided into two cycles. The First Cycle (first and second semesters) consists of compulsory courses and English language courses that are elective but compulsory. The Second Cycle (3rd, 4th, 5th, 6th, 7th, and 8th semesters) consists of elective courses and Practical Exercises/Seminars, which are elective-compulsory courses. To receive a degree, students must successfully complete at least two Practical Exercises/Seminars. In the second cycle of studies, specifically from the 4th semester onward, students can participate in a summer internship worth 10 ECTS. The internship is optional and is intended for students in the second cycle of studies (4th–8th semester). The internship takes place during the months of July and August.

The total requested number of admissions in the Department is one hundred fifty (150), and the proposed number of admissions to the “Gender Studies” program is seventy-five (75). Over the past three years, the number of admitted students to the Department has been one hundred and sixty (160).

PART B: COMPLIANCE WITH THE PRINCIPLES

STAGE 1: EVALUATION OF THE ACADEMIC UNIT REGARDING THE FULFILMENT OF THE CRITERIA FOR THE ORGANISATION OF STUDY PROGRAMMES OF THE FIRST, SECOND AND THIRD CYCLE

1.1 STRATEGIC PLANNING, FEASIBILITY AND SUSTAINABILITY OF THE ACADEMIC UNIT AND THE NEW STUDY PROGRAMME

Institutions must have developed an appropriate strategy for the establishment and the provision of new Undergraduate Study Programmes (USP) in existing academic units which already provide an Undergraduate Study Programme. This strategy should be documented by specific feasibility and sustainability studies.

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

The strategy for their academic structure should be documented by specific feasibility and sustainability studies for the provision of new Undergraduate Study Programmes, especially in existing academic units which already offer an Undergraduate Study Programme.

More specifically, the sustainability study of the new Undergraduate Study Programmes should address the mode of allocation of the resources provided by the academic unit among the existing and the new Undergraduate Study Programmes, and must be accompanied by a four-year business plan to meet their specific needs in infrastructure, services, human resources, procedures, financial resources and management systems.

During the evaluation of the Higher Education Institutions (HEIs) and their individual academic units in terms of meeting the criteria for the organisation of Undergraduate Study Programmes, particular attention must be placed upon:

a. The academic profile and orientation of the new Undergraduate Study Programme

The profile and the orientation of the Programme within the scientific field of the Department, which should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The Institutional strategy for its academic development

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

c. The documentation of the feasibility of the new Study Programme

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

- *the needs of the national and regional economy (economic sectors, employment, offer and*

demand, expected academic and professional qualifications)

- *comparison with other national and international Study Programmes in the same scientific field*
- *the state-of-the-art developments*
- *the assessment of the Study Programmes offered by the academic unit in terms of coverage of the breadth of its scientific field. More specifically, the necessity of the establishment of a new Undergraduate Study Programme over other alternatives, such as the reform of the existing Programme, should be adequately justified*
- *the differentiation of the proposed Programme from the existing Undergraduate Study Programme, as well as its contribution in the structure of the academic map, should be clearly presented.*

d. The sustainability of the new Undergraduate Study Programme

Mention must be made to the infrastructure, the human resources, the scheduled funding, the services and available resources in general provided by the academic unit and the Institution, as well as their allocation among the existing and the new Undergraduate Study Programmes. In particular, the following resources should be stated

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

e. The structure of studies

The structure of studies should be briefly presented, namely:

- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-centred approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- **The available teaching staff:** *Table of the teaching staff including the subject area, assigned courses, and the current assignment of teaching in courses and teaching hours, in other study programmes of the Department in question or in other Departments.*
- **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, and the acquired professional rights must be mentioned.*

f. The number of admitted students

- *The proposed number of admitted students per year, over a five-year period should be specified.*
- *The number of any vacancies that arose from the admitted students in the Department, during the last three years should be stated.*
- *Any similar Programmes/Departments in other HEIs with the possibility of student transfers from / to the proposed Study Programme should be mentioned.*

g. Research

- *The research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, the available human resources with the pertinent research experience and performance, etc.*

h. Quality assurance

- *The quality assurance policy and quality assurance target-setting should be stated, especially regarding the operation and continuous improvement of the new Study Programme, along with the performance of the existing Programme in the external quality assurance, based on its accreditation reports, the degree of compliance and the recommendations of the evaluation panel.*

Documentation/Annexes

- 1.1 Explanatory Report by the Quality Assurance Unit (QAU) addressing the above points (a) to (h) with the necessary documentation
- 1.2 Updated Strategic Plan of the Institution including its proposed academic restructure, in view of the planned operation of the new Undergraduate Study Programme (incl. updated SWOT analysis at institutional level)
- 1.3 Feasibility and sustainability studies for the establishment and operation of the new Undergraduate Study Programme
- 1.4 Four-year business plan for the operation of the new Undergraduate Study Programme
- 1.5 Table of the teaching staff of the Department (or the Departments, in the case of an interdepartmental USP), in line with the requirements of the criterion (e)

Study Programme Compliance**I. Findings**

1. Introduction: The new Undergraduate Programme (USP) “Gender Studies” is an initiative of the Department of Social Anthropology and History of the University of the Aegean. As stated in Document N1.1, the Department has long-standing academic activity in gender-related topics, reflected in its teaching, research, and the long-running PSP “Gender, Culture, Society”. The proposed New USP spans eight semesters (240 ECTS) and focuses on the study of human action through the analytical tools of gender, gender relations, and gender representations. Its purpose is to familiarise undergraduate students with the methodology and epistemology of gender studies, to train them in using gender as an analytical category, and to provide a solid foundation of knowledge and skills for recognising gender inequalities and discrimination.

2. Strategic Alignment, Rationale, and Viability:

a. Academic Profile and Orientation: The programme claims to adopt an interdisciplinary approach, focusing on the interplay of gender with social class, ethnicity, sexuality, and age within social relations, institutions, and historical transformations. It also aspires to explore the relationship between gender and technology, and between gender and

science, with the aim of addressing the social and ethical challenges posed by technological developments.

b. Alignment with the University's Strategy: The University's mission focuses on education, research, and social contribution. Its strategic plan for 2024–27 emphasises academic strengthening and quality enhancement. The new USP aligns with the University's quality policy, which prioritises upgraded curricula, interdisciplinary research, and societal engagement.

c. Rationale for Establishing the Programme: The rationale for establishing the new Undergraduate Programme "Gender Studies" is based on:

1. Labour market needs since an increasing number of public and private organisations in Greece have incorporated gender mainstreaming into their work environments and research activities in recent years. Equality committees operate across local government bodies, research centres, and institutions, while private sector companies offer corporate consulting services on gender inequality.

2. Comparisons with national and international programmes that indicate that gender studies in Greece are offered only at postgraduate level. Internationally, gender studies constitute a well established interdisciplinary field at the undergraduate level, and this new USP will be the first undergraduate gender studies programme offered by a Greek university.

3. Scientific developments which demonstrate that European and international experience exhibit a growing interest in interdisciplinary gender research. Approaches to gender inequalities and representations within the social sciences respond to new social, cultural, and economic conditions that require analysis and intervention in gender relations across time and geographical contexts.

4. Assessment of existing programmes that indicate that this new USP builds on the Department's long standing expertise in gender studies, evident since its establishment in 1986 and reinforced by the operation of the PSP "Gender, Culture, Society" since 2003.

d. Viability: The programme will utilise the infrastructure of the School of Social Sciences, which includes modern buildings, laboratories, and teaching spaces. Most courses will be taught by faculty with extensive research and teaching experience in gender studies. Funding will derive from the Department's overall budget, supported by public resources and postgraduate programme revenues. Administrative, student support, and digital services will also contribute to its operation.

3. Structure of Studies: The programme lasts eight semesters (240 ECTS) and is organised into two cycles:

- Cycle A (Semesters 1–2): compulsory courses and elective compulsory English language courses.
- Cycle B (Semesters 3–8): elective courses and elective compulsory Practicum/Seminars. Students must complete at least two Practicum/Seminars. From the 4th semester onward, students may undertake a Summer Practicum (10 ECTS). A thesis is optional and corresponds to 18 ECTS (or three elective courses).

In addition, the Department promotes student centred learning through diverse pedagogical methods, including collaborative learning, digital tools, and collective inquiry activities. Learning outcomes correspond to Level 6 of the European and National

Qualifications Framework. Graduates will have solid knowledge of contemporary gender research and will acquire skills to connect theory with professional practice.

4. Admissions: The Department requests a total of 150 incoming students, with 75 allocated to the new programme over a five year period. In recent years, the Department has had a high number of unfilled positions, indicating capacity for the new programme. The programme does not correspond to any existing undergraduate programme in Greece.

5. Research Integration: The new USP ensures strong links between teaching and research by: a) Including research front topics in courses; b) Requiring at least two Practicum/Seminars; c) Offering Summer Practicum placements with relevant research bodies; d) Connecting teaching with faculty research and the Department's four laboratories; e) Hosting annual research seminars with invited speakers; and, f) Linking with the PSP "Gender, Culture, Society" through lecture based presentations.

6. Quality Assurance: Quality assurance follows the University's Internal Quality Assurance System. Responsibilities lie with the Programme's Coordinating Committee, the Internal Evaluation Group (OMEA), and the Department Assembly. The programme is designed in alignment with European and international developments in undergraduate curriculum structure and labour market needs.

7. Feasibility Study for the Establishment of the New Undergraduate Programme "Gender Studies"

a. Scientific, social, research, and/or technological reasons justify the establishment of the new programme: Issues of gender, gender relations, and gender inequality became central to the social sciences as early as the 1960s. In the decades that followed, gender was established as a core conceptual tool in the social sciences and humanities, enabling interdisciplinary dialogue across fields. The academic field covered by the new USP constitutes a key interdisciplinary domain. It examines the social, cultural, and historical construction of gender and the inequalities and discriminations associated with it, as well as individual and collective experiences. Its aim is to produce knowledge with practical applications in social and professional life. Understanding the dynamics of gender, unequal relations, discrimination, recurring patterns, and the intersections of gender with other mechanisms of inequality can provide deeper insight into how these operate across multiple domains of life. It also enables the development and implementation of actions aimed at addressing them. The field of specialisation addressed by the programme is not covered by any other undergraduate programme at the University of the Aegean or at other Greek universities, making it an innovative initiative aligned with comparable, well established programmes abroad.

b. Degree of integration between teaching and research: The programme aims to ensure systematic integration of teaching and research. To achieve this, courses include topics at the forefront of current research, such as gender and health, gender and technology, gender and development, and gender and rights. Students are required to complete at least two Practicum/Seminars, where they are trained in methodological tools and basic research practices. Students may participate in a Summer Practicum in collaboration with research bodies relevant to the programme's field. Teaching is linked to the research output of faculty members and to the work produced in the Department's four

laboratories (Ethnography, History, Family and Kinship Studies, and Ethnographic Approaches to Language). Teaching is also connected to annual research seminars delivered by invited speakers during both academic semesters.

c. Programme objectives: The programme aims to familiarise students with the methodology and epistemology of gender studies, train them in the use of gender as an analytical category, and equip them with the knowledge and skills needed to identify mechanisms that produce gender inequality and to apply tools and techniques for addressing discrimination. It provides a solid foundation of knowledge enabling students to develop systematic thinking, address complex problems, and connect theoretical knowledge with professional practice.

d. Learning outcomes: The learning outcomes correspond to first cycle studies and to Level 6 of the European and National Qualifications Frameworks. Upon completion of the programme, graduates will have solid knowledge of scientific approaches and contemporary research findings on gender and gender relations, and the skills required to connect theoretical knowledge with professional practice. Specifically, graduates will understand and critically assess how gender structures human relations and activities, through familiarity with contemporary theories and developments in the field. They will possess skills in collecting, managing, and analysing data in the social sciences. They will acquire advanced skills in designing and applying tools to combat gender inequality and discrimination and the expertise needed to address social and cultural inequalities in institutions, public and social services, the labour market, family, health, and technology. In this manner, they will develop the necessary foundation to pursue further studies at postgraduate level.

8. Sustainability Study for the Establishment of the New Undergraduate Programme “Gender Studies”

a. Necessity of covering the academic field through a new programme: Gender studies constitute a recognised interdisciplinary academic field, institutionalised as an undergraduate programme in many universities worldwide. Examples include Utrecht University, Universitat Autònoma de Barcelona, Göttingen, Brighton, CEU, UCLA, SUNY, Iowa University, Amherst College, Brandon University, and the University of Hong Kong. The Department’s long standing postgraduate programme “Gender, Culture, Society” (since 2003) and its collaborations with international institutions (e.g., the “Gender Innovations” research cluster within the ERUA alliance) demonstrate its sustained expertise. Thus, the new USP responds to growing academic, social, and professional interest in gender studies, draws on the Department’s extensive teaching, research, and publication record in gender, and builds on long term collaborations with institutions specialising in gender issues.

b. Labour market needs: In recent years, public and private organisations increasingly incorporate gender mainstreaming into their work and research environments. Equality committees operate across local government, research centres, and institutions, while private companies offer consulting services on gender inequality. New technological and medical developments also require gender sensitive approaches. Graduates may work: a) in the public sector as social scientists specialising in gender relations and inequality; b) in the private sector in human resources and diversity management; c) in corporate

consulting on gender issues; d) in international organisations focused on equality and non discrimination; e) in NGOs specialising in gender and equality; f) in programmes addressing family, domestic violence, and gender inequality; g) in cultural institutions (publishers, cultural centres, museums, archives); h) in technology companies (e.g., AI) to prevent bias and stereotyping; and, i) in health related fields to document and address gender based health inequalities.

9. Teaching staff: Most courses will be taught by faculty members of the Department with extensive teaching, research, and publication experience in gender studies. Their expertise ensures full academic coverage of the programme's needs. Document N 1.5 lists the participating faculty members and their profiles: 17 Department faculty, 9 faculty from other Departments, and 6 adjunct instructors

10. Infrastructure and equipment: The programme will use the infrastructure of the School of Social Sciences, including modern teaching spaces, laboratories, and offices. The Department's four laboratories (Ethnography, History, Family and Kinship Studies, and Ethnographic Approaches to Language) will support teaching and research activities. Teaching will also rely on the University's e class platform, which supports course materials, assignments, grading, and discussion forums. Students will have access to the University library and its electronic services, which include extensive book collections, databases, and educational resources.

11. Financial Resources and Management: Funding for the programme is linked to the overall funding of the Department of Social Anthropology and History, which hosts two undergraduate programmes and three single department PSPs. Funding derives from both public resources and the Department's PSPs' revenues. For undergraduate programmes, resources are allocated jointly and equally. The Department Chair is responsible for resource management, following approval by the Department Assembly. The new USP "Gender Studies" will operate using the existing infrastructure of the School of Social Sciences in the Mytilene campus, including fourteen fully equipped classrooms, modern departmental buildings with faculty offices and laboratories, computer and audiovisual labs, and the University Library, which provides extensive print and electronic resources. Students have full access to the University's IT services, and to all institutional support services, including the Student Refectory, accommodation options based on income criteria, healthcare through the National Health System, and the Lesvos Counselling Centre.

II. Analysis

The University has prepared an Introductory Report for the establishment of the new USP "Gender Studies" of the Department of Social Anthropology and History. The report forms part of the programme's accreditation process, in accordance with the guidelines of the Hellenic Authority for Higher Education (HAHE). It presents the programme's distinctive features, its innovative elements, and its relevance to labour market needs and the broader strategic priorities of the University.

The new USP "Gender Studies" is an initiative of the Department of Social Anthropology and History. The Department has offered a doctoral programme since 1987, an undergraduate programme titled "Social Anthropology and History" since 1988, and three

PSPs: “Social Anthropology and History” (since 2002), “Gender, Culture, Society” (since 2003, originally titled “Women and Gender: Anthropological and Historical Approaches”), and “Crisis and Historical Change” (since 2015). The new programme draws on the Department’s long standing expertise in gender studies, reflected in the teaching and research of its faculty and in the long term operation of the postgraduate programme “Gender, Culture, Society.”

The eight semester Undergraduate Programme “Gender Studies” (240 ECTS) focuses on the study of human action through the analytical tools of gender, gender relations, and gender representations. Its purpose is to familiarise students with the methodology and epistemology of gender studies, to train them in the use of gender as an analytical category, and to provide a solid foundation of knowledge and skills that will enable them both to recognise the mechanisms that produce gender inequality and to apply tools and techniques for addressing discrimination.

The programme aligns with the University’s strategy for the development of undergraduate programmes aimed at academic strengthening and quality enhancement. Taking into account the University’s identity, vision, mission, and strategic priorities, as well as external factors, the University has conducted a SWOT analysis, as reflected in its Strategic Plan 2024–27, to identify potential benefits, challenges, and risks associated with establishing the new programme.

The programme will utilise the infrastructure of the School of Social Sciences, including modern, functional buildings equipped with contemporary technological facilities. Most courses will be taught by faculty members of the Department with extensive teaching, research, and publication experience in gender studies, ensuring full academic coverage. Funding will derive from the Department’s overall budget, supported by public resources and revenues from its postgraduate programmes. The USP will be supported by central and departmental administrative services, student support services, and digital services.

The Department ensures student centred learning through diverse pedagogical methods, including collaborative learning, digital tools, and collective inquiry. Learning outcomes correspond to Level 6 of the European and National Qualifications Frameworks. Graduates will possess solid knowledge of contemporary gender research and the skills to connect theoretical knowledge with professional practice.

The programme will utilise the School of Social Sciences’ modern teaching and research infrastructure, including classrooms, laboratories, ICT services, and the University Library. Students have full access to institutional support services. The annual intake is 75 students. Programme governance and quality assurance are ensured by the Coordinating Committee, OMEA, and the Department Assembly. Funding is drawn from the Department’s overall budget and postgraduate programme revenues, managed by the Department Chair.

III. Conclusions

The University of the Aegean has developed an appropriate strategy for the establishment and the provision of this new Undergraduate Study Programme (USP) on

“Gender Studies” within the existing department of Social Anthropology and History, and it is documented by specific feasibility and sustainability studies. By a decision of the Institution’s Senate, the University of the Aegean addresses in its strategy issues related to its academic structure and supports the profile, the vision, the mission and the strategic goal setting. More specifically, the sustainability study of the new Undergraduate Study Programmes addresses the mode of allocation of the resources provided by the academic unit, and is accompanied by a four-year business plan to meet its specific needs in infrastructure, services, human resources, procedures, financial resources and management systems.

The new USP has a unique academic profile and is included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013). It is supported by the University’s Institutional strategy for academic development that outlines the possibilities, capabilities or weaknesses specific to its internal environment (as reflected in a SWOT analysis of strengths, weaknesses, opportunities and threats). It has a documented feasibility which is justified based on Standards for Quality Accreditation of New USPs, the needs of the national and regional economy. It is sustainable because of the infrastructure, the human resources, the scheduled funding, the services and available resources provided by the academic unit and the Institution. The structure and organization of the UPS is also clearly described and documented. In addition, the proposed number of admitted students per year is reasonable.

Based on the evidence presented, the Undergraduate Programme “Gender Studies” is deemed necessary and viable, with the expectation that it will constitute a dynamic addition to the University’s academic ecosystem and the broader academic landscape. The EEAP finds the new USP to be compliant with Principle 1.1.

Panel Judgement

PRINCIPLE 1.1: STRATEGIC PLANNING, FEASIBILITY AND SUSTAINABILITY OF THE ACADEMIC UNIT AND THE NEW STUDY PROGRAMME	
Compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

None

STAGE 2: EVALUATION AND ACCREDITATION OF THE NEW UNDERGRADUATE STUDY PROGRAMME

2.1 QUALITY ASSURANCE POLICY

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

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

Documentation/Annexes

2.1.1 Quality Assurance Policy for the USP

2.2.2 Quality Targeting for the USP (using the SMART methodology)

Study Programme Compliance

I. Findings

The Department of Social Anthropology and History of the University of the Aegean is committed to a policy aimed at providing high quality education, producing new knowledge under conditions of academic freedom, safety, equality, and transparency, and ensuring the systematic evaluation of the educational process. This policy has been approved by the Department Assembly and is aligned with the Quality Policy of the University of the Aegean, as articulated in the relevant decisions of the University Senate, the Quality Assurance Unit (MODIP), the University's Strategic Plan, and the principles of the Internal Quality Assurance System (IQAS).

1. Quality Principles: The Department recognises that quality policy is a continuous process of improving educational and research practices, requiring vigilance and academic dialogue to ensure its effectiveness. In shaping its quality policy, the Department takes into account broader academic developments and the evolving European and international landscape regarding the structure and composition of

Undergraduate Study Programmes, as well as the constantly changing labour market conditions. Within this framework, the new UPS “Gender Studies” reflects and highlights the academic identity of the Department, while responding to the growing academic, social, and professional interest in gender studies. Its learning outcomes correspond to Level 6 of the European and National Qualifications Frameworks for Higher Education. Its teaching and research focus draws on the long standing engagement of its faculty with gender related topics, as demonstrated in their teaching, research, publications, and international collaborations. In this manner, the new USP seeks to integrate teaching and research both within the curriculum and through established educational structures. It provides high level knowledge that meets contemporary needs and interests, offering graduates diverse career pathways in the public and private sectors and forming a solid basis for doctoral studies. Particular emphasis is placed on the quality of electronic services supporting teaching, as well as on the support of academic work through the extensive collections of the University Library’s Mytilene Branch.

2. Quality Assurance: The Undergraduate Programmes of the Department apply the quality assurance procedures of the University’s Internal Quality Assurance System (IQAS), with the necessary programme specific adaptations. Implementation of IQAS and achievement of the Quality Policy objectives fall under the responsibility of each Programme’s Coordinating Committee (CC), the Internal Evaluation Group (OMEA), and the Department Assembly. The Coordinating Committee is responsible for the overall operation of each programme and submits proposals to the Department Assembly regarding the allocation of teaching duties and programme revisions. Based on the internal and external evaluation processes of the Department and the University, the Department Assembly systematically reviews and decides on practices to improve educational operations and outcomes, in accordance with the legal framework, with the aim of ensuring high quality education, conducting research, and disseminating scientific findings in line with academic ethics and the principles the Department upholds. In collaboration with the CCs, the Assembly ensures the annual internal evaluation and review of the quality assurance system of the Department’s programmes, under the supervision of OMEA and MODIP. OMEA contributes to the quality assurance process by collecting annual statistical data and submitting them to MODIP.

Within this framework, the Department’s USPs are reviewed and updated every spring semester and annually. Data concerning the programmes are collected, organised, and analysed, and compared with other programmes in Greece and abroad. Simultaneously, the quality and effectiveness of teaching are evaluated annually. Good practices from Greek and international academic institutions are sought to enhance programme effectiveness, extroversion, and international visibility.

3. Publication of the Quality Assurance Policy: Responsibility toward students, the University administration, the academic community, and Greek society requires continuous reflection on educational practices to ensure the highest possible quality of education and its evaluation. The Quality Assurance Policy of the Department’s USPs is available on the Department’s website and in the electronic Study Guides of each programme, which are updated annually and accessible to all interested parties. New students are informed about this policy during a dedicated orientation session at the

beginning of each academic year.

The full text of the Quality Policy is published at the following webpage: <https://www.sah.aegean.gr/proptychiakes-spoudes/pps-spoudes-fylou/politiki-poiotitas/>

4.Strategic Objectives and Quality Targets: The strategic plan for the Undergraduate Programme “Gender Studies” focuses on four core objectives: (S.1) the qualitative enhancement of study programmes, (S.2) the expansion of programme visibility, (S.3) internationalisation, and (S.4) strengthening links with the local community. Under S.1, the key target is increasing student admissions through the establishment of the new programme, with implementation overseen by the Department Assembly, Senate, and MODIP by 31 12 2027. Under S.2, visibility will be enhanced through online promotion, targeted school presentations, and the production of an informational video, coordinated by the Department Chair, the Programme Coordinating Committee, teaching staff, and the University’s Public Relations and Career Offices. Under S.3, internationalisation will be advanced through strengthened bilateral collaborations to increase incoming and outgoing Erasmus student and staff mobility, and through expanded cooperation with ERUA institutions within Research Clusters, with responsibilities shared between the Department Assembly, Erasmus+ coordinators, and the ERUA Office. Under S.4, collaboration with local stakeholders will be formalised through bilateral cooperation agreements approved by the Department Assembly and the University Senate. All targets are tied to measurable indicators, with baseline values set for 2024–25 and target values to be achieved by 2027–2028.

II. Analysis

The Department of Social Anthropology and History of the University of the Aegean is committed to a Quality Policy that ensures high level education, the production of new knowledge, and the safeguarding of academic freedom, equality, transparency, and systematic evaluation. This policy, approved by the Department Assembly, aligns with the University’s Quality Policy, the decisions of the Senate and MODIP, the University’s Strategic Plan, and the principles of the Internal Quality Assurance System (IQAS). As a leading Department in the social sciences, it seeks to respond to scientific, social, and cultural developments and to equip students with interdisciplinary knowledge and skills of high academic value.

The new USP “Gender Studies” reflects the Department’s academic identity and responds to the growing academic, social, and professional interest in gender studies. Its learning outcomes correspond to Level 6 of the European and National Qualifications Frameworks. The programme’s teaching and research orientation draws on the long standing expertise of the Department’s faculty and their international collaborations, ensuring strong integration of teaching and research. It provides high quality knowledge relevant to contemporary needs and supports diverse career pathways as well as progression to doctoral studies. Emphasis is placed on the quality of electronic teaching services and on the resources of the University Library’s Mytilene Branch.

Quality assurance is implemented through the University’s IQAS. The Coordinating Committee, OMEA, and the Department Assembly oversee programme operation,

teaching allocation, curriculum revision, and continuous improvement. Annual internal evaluations, data collection, and comparative analysis with national and international programmes ensure ongoing enhancement of programme quality. Good practices are sought to strengthen effectiveness, extroversion, and international visibility.

The Quality Assurance Policy is publicly available on the Department's website and in the annually updated electronic Study Guides. New students are informed about the policy during an introductory session at the start of each academic year.

The strategic plan for the Undergraduate Programme "Gender Studies" focuses on enhancing programme quality, increasing visibility, strengthening internationalisation, and deepening links with the local community. Key targets include increasing student admissions through the establishment of the new programme; improving online presence and outreach via digital promotion, school presentations, and an informational video; expanding Erasmus student and staff mobility through strengthened bilateral collaborations; and developing partnerships with ERUA institutions and local organisations. All objectives are tied to measurable indicators with baseline values set for 2024–25 and target values to be achieved by 2027–2028, with responsibilities distributed among the Department Assembly, Programme Coordinating Committee, Erasmus+ structures, University administrative units, and the Senate.

III. Conclusions

The Department of Social Anthropology and History of the University of the Aegean is committed to a Quality Policy that ensures high level education, in alignment with the University's Internal Quality Assurance System and institutional strategic directions. The new USP "Gender Studies" reflects the Department's academic identity and responds to the growing academic, social, and professional interest in gender studies, with learning outcomes aligned to Level 6 of the European and National Qualifications Frameworks. Its teaching and research orientation draws on the Department's long standing expertise and international collaborations, ensuring strong integration of teaching and research and providing high quality knowledge relevant to contemporary needs and diverse career pathways. Quality assurance is implemented through the Coordinating Committee, OMEA, and the Department Assembly, which oversee programme operation, curriculum review, annual internal evaluation, and continuous improvement based on data collection and comparative analysis with national and international programmes. The Quality Policy is publicly available on the Department's website and in the annually updated electronic Study Guides, and new students are informed about it at the start of each academic year. From the above discussion, the EEAP finds the new UPS to be compliant with Principle 2.1.

Panel Judgement

PRINCIPLE 2.1: QUALITY ASSURANCE POLICY	
Compliant	X
Partially compliant	

Panel Recommendations

None

2.2 DESIGN, APPROVAL AND MONITORING OF THE QUALITY OF THE NEW UNDERGRADUATE STUDY PROGRAMMES

Institutions should design the new Undergraduate Study Programmes (USP) 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 USP design. The above details, as well as information on the USP structure, are published in the Student Guide.

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

Documentation/Annexes

- 2.2.1 Senate decision for the establishment of the USP
- 2.2.2 Draft Curriculum of the new USP (including special reference to courses for the acquisition of digital skills/literacy in artificial intelligence)
- 2.2.3 USP Student Guide
- 2.2.4 Course syllabi
- 2.2.5 Table of the teaching staff of the new USP (name list including subject area, employment relationship, assignment of teaching in the USP and other study programmes)
- 2.2.6 QAU minutes for the internal evaluation of the new Undergraduate Study Programme and its compliance with the current Standards

Study Programme Compliance**I. Findings**

According to the minutes of the University's Senate meeting held on 28 February 2025, the Senate unanimously approved the establishment and operation of a new first cycle USP of the Department of Social Anthropology and History of the University of the Aegean, entitled "Gender Studies", starting from the academic year 2026–27, in accordance with the provisions of this decision and Law 4957/2022 (Government Gazette 141/21.07.2022, Vol. A'. The USP will award a Bachelor's Degree in Gender Studies.

1. Subject Area and Purpose

The Programme focuses on the study of human action through the study of gender, gender relations, and gender representations. It adopts an interdisciplinary approach, and aims to familiarise students with the methodology and epistemology of gender studies, train them in the use of gender as an analytical category, and equip them with the skills to identify mechanisms that produce gender inequality and to apply tools and techniques for combating discrimination. It combines theoretical, methodological, and applied approaches across diverse geographical and social contexts, offering broad, specialised, practical, and theoretical knowledge in gender studies, as well as the necessary expertise to address social and cultural inequalities in institutions, public and social services, the labour market, family, health, and technology.

The total number of ECTS credits awarded by the Programme is 240. The curriculum is divided into two cycles. A detailed semester by semester list of courses is also provided. The full curriculum corresponds to 100% of the ECTS of the core programme. The number, type, and content of courses, as well as their semester allocation, may be adjusted by decision of the Department Assembly to ensure the smooth operation of the Programme. The language of instruction is Greek. The Bachelor's thesis, when undertaken, is also written in Greek. The learning outcomes correspond to first cycle studies and to Level 6 of the European and National Qualifications Frameworks. Upon completion of the Programme, graduates will have solid knowledge of scientific approaches and contemporary research findings on gender and gender relations, and the skills required to connect theoretical knowledge with professional practice.

Through training in research methods in Practicum/Seminars, graduates will also be able to conduct small scale research using fieldwork and participant observation, bibliographic research, historical source analysis, oral testimonies, visual material, and digital tools for recording, processing, and presenting research findings. Courses may be taught by faculty members of the Department as well as other teaching staff in accordance with applicable legislation. The duration of studies for the award of the Bachelor's Degree is eight academic semesters.

2. Curriculum and offered courses

1st Semester: Research Methods and Writing Techniques; Feminist Theory; Methodology, Epistemology and Intersectionality; Introduction to Social Anthropology; Introduction to History; English I: Elective; and, English III: Elective Compulsory.

2nd Semester: Language, Society and Culture; Anthropology of Gender; History of Gender; Anthropology of Kinship; Qualitative Methods in Social Research; English II: Elective Compulsory; and, English VI: Elective Compulsory.

3rd Semester: Gender and Sex in Pre modern Europe; Anthropological Studies at the Intersection of Gender and Health; Gender and Material Culture; Gender, Migration and

Racism; History of Gender in the Byzantine World; and, Discrimination and Inequalities in Pre modern Islam.

4th Semester: Discourse Analysis: Language, Gender and Sexuality; History of Sexuality: European and Greek Perspectives, 19th–20th Centuries; Political Philosophy and Rights; Food, Gender, Ritual; Quantitative Methods in Social Research; and, Gender, Sexuality and Urban Space in Europe and the United States, 19th–20th Centuries.

5th Semester: Work and Gender Discrimination in Post war Europe; Greek Ethnography; Gender, Media and Representation; Gender and Technology in the Social Sciences; Gender, Development and Economic Inequalities; History Didactics; Practicum/Seminar: Anthropological and Other Approaches to the Body.

6th Semester: Socio cultural Scenarios on Ethics, Privacy and the Sustainability of Artificial Intelligence; Educational Practice and the Social Sciences; Gender Relations in the Global East: Socialist Legacies and Postsocialist Hierarchies; Critical Community Psychology; Practicum/Seminar: School, Society and Culture; Gender and Rights; and, Issues in Cultural Theory and Digital Culture.

7th Semester: Practicum/Seminar: Gender and Cultural Expression Media; Feminism, Gender and Digital Technologies; Practicum/Seminar: Economics and Feminism; Geography of Metropolitan Areas; Gender and Language; Practicum/Seminar: Special Topics in History Didactics and Ideology; and, Photographic Image: History, Theory and Practice.

8th Semester: Summer Practicum; Cultures, Technology and Social Change; Gender and Education; Feminist Legal Theory; Sociology of Risk and Uncertainty; and, Religion and New Forms of Spirituality

The Student Guide is 79 pages long and appears to be complete in providing pertinent information for students. It discusses the following:

1. The scientific identity of the USP “Gender Studies”
2. Quality assurance policy
3. Professional prospects for graduates of the USP “Gender Studies”
4. Academic staff
5. Administrative and technical staff
6. The Department of Social Anthropology and History
7. A University across the Aegean Islands and in Mytilene
8. The Library of the University of the Aegean
9. The ERASMUS programme
10. The Organisation of the Undergraduate Programme “Gender Studies” (General, Categories of courses, Bachelor’s thesis, Study cycles, Student pathways, Academic advisors)
11. Learning outcomes
12. Courses and Practicum/Seminars offered
13. Curriculum for the academic year 2026–2027
14. Course and Practicum/Seminar descriptions

Document N2.2.5 provides a Table of the teaching staff of the new USP (name list including subject area, employment relationship, assignment of teaching in the USP and other study programmes). Seventeen faculty are from 17 from Social Anthropology and

History, 9 from other departments of the University of Aegean, as well as 6 adjunct professors.

Document N2.2.6 includes the internal report/evaluation of the new USP, which is prepared in accordance with the requirements of the Call for the submission of proposals for the accreditation of new Undergraduate Programmes issued by the Hellenic Authority for Higher Education (HAHE), and specifically concerns the internal evaluation of the new Undergraduate Programme “Gender Studies” of the Department of Social Anthropology and History and its compliance with the HAHE Standard. It includes a discussion on the subject and objectives of the USP and highlights how it responds to the growing academic, social, and professional interest in gender studies. The Programme will be reviewed and updated every spring semester on an annual basis. Data related to the Programme’s scientific field will be collected and analysed. The quality and effectiveness of teaching will be evaluated with a focus on student centred learning. Upon completion of the Programme, graduates will have acquired solid knowledge of scientific approaches and contemporary research findings on gender and gender relations, and will possess the skills required to connect theoretical knowledge with professional practice.

II. Analysis

The Senate of the University of the Aegean, having examined the Sustainability Study and noting that no expenditure is incurred for the State Budget, unanimously approved the establishment and operation of a new first cycle USP of the Department of Social Anthropology and History entitled “Gender Studies”, commencing in the academic year 2026–27. The Programme is organised in accordance with Law 4957/2022 and awards a Bachelor’s Degree in Gender Studies. Its subject area is the study of human action through the analytical tools of gender, gender relations, and gender representations, adopting an interdisciplinary approach and aiming to address gender inequalities and promote rights. The curriculum comprises 240 ECTS, divided into two cycles, with compulsory courses in the first year and elective and elective compulsory Practicum/Seminars in subsequent semesters; students must complete at least two Practicum/Seminars, while a practicum (10 ECTS) and a Bachelor’s thesis (18 ECTS) are optional. The language of instruction and thesis writing is Greek. Learning outcomes correspond to Level 6 of the European and National Qualifications Frameworks, ensuring graduates acquire theoretical and applied knowledge, research skills, and the ability to address gender related inequalities across social, institutional, and professional contexts. Teaching may be undertaken by Department faculty and other staff as permitted by law. The duration of studies is eight semesters.

Semesters 1–2 provide the core theoretical and methodological grounding of the Programme. Students complete compulsory courses in feminist theory, epistemology and intersectionality, social anthropology, history, gender anthropology, gender history, kinship studies, and qualitative research methods. They also select from elective compulsory English language courses. This cycle establishes the conceptual, analytical, and methodological basis for advanced study.

Semesters 3–4 consist entirely of elective courses that deepen students’ understanding of

gender across historical, cultural, and social contexts. Topics include gender and sexuality in pre modern Europe, gender and health, material culture, migration and racism, Byzantine gender history, gender in Islam, discourse analysis, history of sexuality, political philosophy and rights, ritual and food, quantitative methods, and gendered urban space. Students may tailor their learning through thematic pathways.

Semesters 5–6 expand into applied, interdisciplinary, and contemporary fields. Electives cover gender and labour, media and representation, technology, development and economic inequalities, digital culture, global gender relations, community psychology, and rights. Students also undertake Practicum/Seminars, which provide hands on training in anthropological, educational, and social research contexts.

Semesters 7–8 offer advanced electives and additional Practicum/Seminars in areas such as cultural expression, digital feminism, feminist economics, metropolitan geography, gender and language, history didactics, photography, education, feminist legal theory, religion and spirituality, and risk sociology. Students may also complete a Summer Practicum (10 ECTS) and/or an optional Bachelor's Thesis (18 ECTS).

Across all semesters, the curriculum integrates theoretical, methodological, and applied perspectives, enabling students to develop strong analytical skills, research competence, and professional readiness in fields related to gender, equality, social justice, culture, and technology.

The Student Guide appears to be comprehensive and complete.

The internal evaluation of the new Undergraduate Programme “Gender Studies” of the Department of Social Anthropology and History has been prepared in accordance with the HAHE requirements for the accreditation of new programmes and demonstrates full alignment with the HAHE Standard. The Programme reflects the academic identity of the Department, responds to increasing academic and societal interest in gender studies, and builds on the long standing expertise of faculty and their international collaborations, including ERUA.

III. Conclusions

The Senate of the University of the Aegean unanimously approves the establishment of the new first cycle Programme of Studies “Gender Studies” in the Department of Social Anthropology and History, commencing in the academic year 2026–27. The Programme awards a Bachelor's Degree in Gender Studies, focuses on the interdisciplinary and intersectional study of gender, and aims to equip students with methodological, theoretical, and applied knowledge for addressing gender inequalities across social, institutional, and professional contexts. The curriculum comprises 240 ECTS over eight semesters, with compulsory courses in the first year, elective and elective compulsory Practicum/Seminars thereafter, and optional practicum (10 ECTS) and Bachelor's thesis (18 ECTS). Learning outcomes align with Level 6 of the European and National Qualifications Frameworks.

The curriculum of the B.A. in Gender Studies comprises 240 ECTS over eight semesters,

beginning with a foundational year of compulsory courses in feminist theory, epistemology, social anthropology, history, gender anthropology, gender history, kinship, and qualitative methods, supported by elective compulsory English language courses. From the third semester onward, students select from a wide range of electives covering historical, anthropological, sociocultural, political, technological, and methodological perspectives on gender, while Practicum/Seminars provide applied training in research and professional contexts. Advanced semesters offer specialised courses in areas such as digital feminism, rights, education, global gender relations, cultural expression, and risk sociology, alongside options for a Summer Practicum and an optional Bachelor's Thesis. The curriculum integrates theoretical, methodological, and applied learning, enabling students to develop strong analytical, research, and professional skills across diverse gender related fields.

The Study Guide for the new USP Gender Studies includes an overview of the Programme's scientific identity, quality assurance policy, graduate professional prospects, and academic and administrative staff, followed by a presentation of the Department of Social Anthropology and History, the University of the Aegean's island based infrastructure, the library, and the ERASMUS programme.

The internal evaluation of the new Undergraduate Programme "Gender Studies" demonstrates its full alignment with HAHE requirements and highlights its interdisciplinary and intersectional focus on gender, gender relations, and gender representations, linking gender with class, ethnicity, sexuality, age, technology, and science to address inequalities and contemporary socio ethical challenges.

From the above findings and analysis, the EEAP finds the new USP to be compliant with Principle 2.2.

Panel Judgement

PRINCIPLE 2.2: DESIGN, APPROVAL AND MONITORING OF THE QUALITY OF THE NEW UNDERGRADUATE STUDY PROGRAMMES	
Compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- The EEAP recommends that it is imperative to offer a required "Introduction to Gender Studies" during the 1st semester of the program, along with "Introduction to Social Anthropology" and "Introduction to History." The course on "Feminist theory" can be offered during the second semester.

2.3 STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT OF STUDENTS

Institutions should ensure that the new Undergraduate Study Programmes are delivered in a way that encourages students to take an active role in creating the learning process. The assessment methods should reflect this approach.

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

- ✓ *respects and attends to the diversity of the students and their needs, enabling flexible learning paths*
- ✓ *investigates the students' background knowledge and adopts teaching accordingly*
- ✓ *considers and uses different modes of teaching where appropriate*
- ✓ *flexibly uses a variety of pedagogical methods which promote active learning*
- ✓ *regularly evaluates and adjusts the modes of teaching, learning and assessment 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 by the teaching staff*
- ✓ *promotes mutual respect in the student-teacher relationship, thus creating a spirit of trust*
- ✓ *applies appropriate procedures for dealing with students' complaints*

Documentation/Annexes

- 2.3.1 Sample questionnaires for assessment by the students
- 2.3.2 Regulation for dealing with students' complaints and appeals
- 2.3.3 Regulation for the function of the academic advisor
- 2.3.4 Reference to the planned teaching modes and assessment methods

Study Programme Compliance

I. Findings

The proposed NUSP (New Undergraduate Studies Programme) 'Gender Studies' uses differentiated teaching and learning formats. The programme includes compulsory courses, elective courses and compulsory-elective Practical Exercises/Seminars. As evidenced in the Study Programme and confirmed during the on-site visit deliberations, these course types serve different pedagogical purposes, with Practical Exercises/Seminars operating in the second cycle of studies and intended to familiarise students with methodological and theoretical tools under direct supervision.

The programme structure provides students with several learning pathways. Students complete 240 ECTS over eight semesters, with a first cycle based on compulsory courses and English-language compulsory-elective courses, followed by a second cycle including electives and Practical Exercises/Seminars. Students may also undertake an optional

dissertation and a Summer Internship.

The optional dissertation is intended to introduce students to the stages of academic writing, including topic formulation, analytical questions, bibliography, drafting and final editing. The dissertation is examined before a three-member committee and corresponds to 18 ECTS. The programme structure includes elective courses in the second cycle of studies, enabling students to shape part of their academic trajectory through course selection in line with their interests and emerging specialisation areas.

The Summer Internship is an optional component for students in the second cycle of studies. It corresponds to 10 ECTS and includes preparation, placement with an external body and completion of a final report. The internship can include work in archives, research centres, libraries, museums and social-service organisations. Importantly, during the Panel's meeting with an impressively wide range of external stakeholders, it was consistently indicated that they intend to sustain existing collaborations with the Department and further deepen their collaboration with the programme more specifically, including through the provision of internship placements for students.

Teaching methods are varied and adapted to course type. They include lectures, collaborative learning, the use of new technologies, collective material collection and discussions. The self-evaluation questionnaire for teaching staff also asks instructors to reflect on the use of different teaching forms, including lectures, tutorials and laboratories, as well as the use of information technologies in teaching.

The course evaluation questionnaire includes student feedback on whether course learning outcomes were clear, whether the material matched those outcomes, whether educational material supported understanding, whether workshops/tutorials/exercises helped learning, whether assessment and grading criteria were communicated, and whether the instructor encouraged active participation.

The programme evaluation questionnaire, completed by final-year students, asks about achievement of programme objectives, whether the programme met expectations, whether it included practical or external activities, whether it connected theory with practice and whether it supported employability. It also asks students to evaluate development of written and oral communication, planning and organisation, problem-solving, critical and creative thinking, teamwork and responsibility.

The teaching staff self-evaluation questionnaire includes items on student-centred teaching and learning, the clarity and usefulness of teaching materials, use of examples, coherent sequencing of information, multiple teaching formats, ICT use, encouragement of reflection on what students learn and student ability to substantiate different views. It also includes items on giving students time to ask questions or express objections, responding to student queries, group participation, assignment clarity, grading criteria, feedback on assignments and learning outcomes.

The Academic Advisor regulation provides for each newly admitted student to be assigned an Academic Advisor from the teaching staff. The Advisor supports transition from secondary to higher education, informs students about the programme, infrastructure, laboratories, research opportunities and university services, encourages participation in exercises and additional teaching support, advises on course choices according to interests and abilities, monitors academic progress and supports students in

relation to further study and professional development.

The complaints and appeals documentation provides an institutional procedure for submitting complaints and recommendations to the University of the Aegean through the MODIP complaints address. The procedure covers complaints and recommendations concerning university activities and is linked to actions intended to improve the quality of services provided by the Institution.

The available documents provide evidence of mechanisms for student feedback at course, programme and instructor-reflection levels. The submitted material includes templates for course evaluation, overall programme evaluation by final-year students and teaching self-evaluation.

II. Analysis

The programme design demonstrates a clear structural alignment with the principles of student-centred learning as defined in ESG 1.3. The curriculum is organised in a way that progressively shifts from a structured first cycle to a more flexible second cycle, where students can select elective courses, participate in Practical Exercises/Seminars, undertake an optional dissertation and engage in an optional internship. This layered structure supports differentiated learning pathways and allows students to shape part of their academic trajectory in line with their interests and emerging specialisation areas.

The inclusion of multiple pedagogical formats, including lectures, seminars, practical exercises, collaborative learning and the use of digital tools, indicates an intention to diversify teaching approaches and support different learning styles. This is further reinforced by the teaching self-evaluation framework, which explicitly prompts instructors to reflect on the use of varied teaching methods, student participation, and the integration of information technologies. The course evaluation questionnaire also confirms that student engagement, clarity of learning outcomes and alignment between teaching and assessment are systematically monitored.

Student agency is supported through both formal and informal mechanisms. The Academic Advisor system constitutes a structured support mechanism that provides continuous guidance on course selection, academic progression and professional development. This aligns with ESG expectations regarding personalised learning support. In addition, the existence of elective modules, optional dissertation work and internship opportunities indicates that students are not treated as passive recipients but are enabled to make meaningful choices within the programme.

Assessment transparency is addressed through the requirement that students are informed about examination methods and grading criteria and is captured in the course evaluation instrument. Importantly, the programme includes a comprehensive, multi-level feedback system. Student feedback is collected at course level (course evaluation questionnaire), programme level (graduate survey) and through teaching staff self-evaluation. This triangulated approach is consistent with ESG requirements for continuous monitoring and enhancement.

The complaints and appeals procedure is formally established at institutional level and is accessible to students and stakeholders. It provides a structured mechanism for

submitting complaints and suggestions and links these to quality improvement processes, satisfying the formal requirement of ESG 1.3.

The learning environment is expected to be inclusive and responsive to student diversity. Explicit reference is made in the documentation to accommodating different learning needs in course design. Teaching evaluation instruments also emphasise interaction, participation and the ability of students to express questions and viewpoints. This suggests alignment with ESG expectations regarding respect for learners and active engagement.

Finally, the internship component is particularly strong in terms of external engagement. The confirmation from a wide range of stakeholders that they intend to sustain and deepen collaboration, including through internship placements, indicates that the programme is well embedded in a relevant professional ecosystem. This strengthens the practical dimension of student-centred learning by connecting academic study with real-world application.

Overall, the programme is well-designed in structural and procedural terms to support student-centred learning. It demonstrates strong alignment with ESG principles through flexibility in curriculum design, diversified teaching methods, structured student support, and comprehensive feedback mechanisms.

III. Conclusions

The programme demonstrates a strong and coherent alignment with the principles of student-centred learning, teaching and assessment. Its structure, particularly the transition from a more guided first cycle to a flexible second cycle, enables students to shape part of their academic trajectory through elective courses, participation in Practical Exercises/Seminars and engagement in optional dissertation and internship components. This is complemented by the planned use of diverse teaching methods and the integration of digital tools, as well as by a structured Academic Advisor system that supports students throughout their studies.

The programme also incorporates a comprehensive framework for student feedback, including course-level evaluation, programme-level evaluation and teaching self-evaluation, alongside an established institutional complaints and appeals procedure. In addition, the strong engagement of external stakeholders and their expressed intention to offer internship provision, further enhance the applied and experiential dimension of learning.

Overall, the proposed NUSP (New Undergraduate Studies Programme) adopts a student-centred approach in teaching, encourages individual skills, treats students as active partners in learning, publishes assessment methods and criteria in advance, conducts student satisfaction surveys, provides a formal complaints and appeals procedure and promotes a learning environment based on mutual respect, fully satisfying the criteria of Principle 2.3.

Panel Judgement

PRINCIPLE 2.3: STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT OF

STUDENTS	
Compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- The programme team is encouraged to systematically monitor and review the implementation of student-centred teaching, learning and assessment practices, including student feedback mechanisms, to support the planned continuous enhancement of the programme.

2.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION OF ACADEMIC QUALIFICATIONS, AND AWARD OF DEGREES AND CERTIFICATES OF COMPETENCE OF THE NEW UNDERGRADUATE STUDY PROGRAMMES

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

All the issues from the beginning to the end of the Undergraduate Study Programmes (USP) should be governed by the internal regulations of the academic units. Indicatively:

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

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic units and Institutions, in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Graduation represents the culmination of the students' study period. Graduates 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 (degree and diploma supplement).

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

Documentation/Annexes

- 2.4.1 Internal regulation for the operation of the new USP (Senate decision)
- 2.4.2 Regulation of studies, internship, mobility and student assignments
- 2.4.3 Degree template, diploma supplement template

Study Programme Compliance

I. Findings

The regulation of the new Undergraduate Program provides all the necessary information regarding the registration procedure of the students, who have been admitted. There seem to be adequate student support services to ensure their smooth transition from high school to the university and to monitor their progress throughout. Students' rights,

obligations and information regarding internships, thesis, scholarships, ECTS, diploma, exams and books are presented in sufficient detail. Moreover, student mobility is enhanced through the participation in Erasmus+ programs.

II. Analysis

According to the Student Guide, studies at the Department begin with the student's initial enrollment. The registration of admitted students takes place at the beginning of the winter semester, on dates announced by the competent Ministry, which apply to all HEIs. Information regarding all the regulations, student records and applications is provided through Secretariat Support and administrative assistance, whereas information material such as guides and brochures contain all available university services. To be exact, e-Services, like digital platforms for enrollment, grades, and course materials, are available, as well as student welfare, like provisions for housing, catering, and healthcare support. Students are offered the option to conduct an elective undergraduate thesis, as well as to participate in a two-month Summer Internship. Regarding the internships, there is a support system in place, consisting of the Institutional Internship Coordinator, the departmental Internship Coordinator, the Internship Committee and the Internship Appeals Committee, the Student Support Unit and Internship Supervisors, all in order to ensure that everything runs smoothly. The registration and allocation of internship positions for undergraduate (first cycle) students is supported by the 'ATLAS' Centralized Information System, while the Internship Committee may place the student in an existing partner Host Organization or approve a Host Organization proposed by the student. Students have the chance and are encouraged to participate in Erasmus+ programs to study, in which case the Erasmus Office announces the calls for applications for mobility positions, which are posted on its website, or intern. The total duration of the program is 8 semesters and the total workload is 240 ECTS credits, which are evenly distributed across the curriculum. A Diploma and Diploma Supplement template are also available both in Greek and in English.

III. Conclusions

The regulatory framework of the new Undergraduate Study Program (USP) is comprehensive and fully aligned with modern academic standards. The program establishes a clear and transparent path from initial enrollment to graduation, ensuring a smooth transition into higher education and fostering a supportive environment for academic success. Moreover, it allows students to tailor their studies to their professional interests, while enhancing the international employability and academic recognition of its graduates.

Panel Judgement

PRINCIPLE 2.4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF ACADEMIC QUALIFICATIONS, AND AWARD OF DEGREES AND CERTIFICATES OF COMPETENCE OF THE NEW UNDERGRADUATE STUDY PROGRAMMES	
Compliant	X

Partially compliant	
Non-compliant	

Panel Recommendations

None

2.5 ENSURING THE COMPETENCE AND HIGH QUALITY OF THE TEACHING STAFF OF THE NEW UNDERGRADUATE STUDY PROGRAMMES

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

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

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

Documentation/Annexes

- 2.5.1 Procedures and criteria for teaching staff recruitment
- 2.5.2 Regulations or employment contracts, and obligations of the teaching staff
- 2.5.3 Policy for staff recruitment, support and development
- 2.5.4 Performance of the teaching staff in scientific-research and teaching work

Study Programme Compliance

I. Findings

The programme is supported by a substantial and well-defined body of teaching staff. A total of seventeen (17) members of the Department of Social Anthropology and History (DEP) participate in the delivery of the programme, covering a wide range of disciplinary areas relevant to Gender Studies. The staff composition is gender balanced and includes different academic ranks, ensuring a distribution of experience and seniority.

In addition to the core Department staff, the programme is supported by academic staff from other Departments of the University of the Aegean, including the Departments of Geography, Sociology and Cultural Technology and Communication, as well as other Schools. This indicates an interdisciplinary teaching base and institutional collaboration within the University.

The dedicated teaching staff possess extensive research experience in gender-related fields. Their academic activity includes participation in nationally and internationally funded research projects (e.g. Horizon, ELIDEK, ESPA), as well as the leadership and

operation of four research laboratories within the Department (Ethnography Laboratory, History Laboratory, Family and Kinship Studies Laboratory and the Laboratory of Ethnographic Approaches to Language).

The research output of the teaching staff is documented through publications in peer-reviewed journals, conference proceedings, monographs and edited volumes, as well as through citation indicators (Scopus, Google Scholar), demonstrating international visibility of their work.

The procedures for the recruitment and selection of teaching staff are governed by the applicable national legislation and institutional regulations. These include clearly defined steps ensuring transparency and objectivity, such as publication of positions through official platforms (APELLA and DIAVGEIA), the constitution of Electoral Bodies with internal and external members, conflict-of-interest safeguards, and the possibility for candidates to submit objections during the process.

The evaluation of candidates includes assessment of their research and teaching profile and may involve the delivery of a trial lecture prior to appointment.

The programme also provides for the engagement of additional teaching staff through fixed-term contracts (e.g. entrusted teaching staff), who undertake independent teaching, examination duties and participation in research and academic activities in accordance with the institutional framework.

The obligations of permanent academic staff are defined by national legislation and include the provision of teaching, research and administrative work, supervision of students, participation in academic bodies and contribution to the development of educational material. The minimum teaching load is defined as six (6) hours per week, alongside additional presence and academic duties.

The Department implements a range of measures to support and develop its teaching staff. These include funding for participation in international conferences, support for publications, access to research databases, opportunities for mobility through Erasmus+, and the provision of research leave.

At institutional level, the University operates a Centre for Teaching and Learning Support (KEDIMA), which provides training, workshops and guidance on teaching methodologies, including inclusive teaching practices and digital education.

The quality of teaching is monitored through systematic student evaluation processes conducted at the end of each semester. The results of these evaluations are made available to teaching staff and are utilised by the Department and the University Quality Assurance Unit for the improvement of teaching and learning.

During the Panel's on-site visit, it was noted that the Department maintains a stable academic environment, including a structured approach to balancing teaching and research responsibilities and the operation of a sabbatical leave rota.

The administrative support for the programme is provided by the Departmental Secretariat. The Secretariat has three staff members: the Head of Secretariat, the officer responsible for undergraduate programmes, and the officer responsible for postgraduate, doctoral and postdoctoral studies. For the NUSP (New Undergraduate Study Programme) "Gender Studies", the Head of Secretariat and the officer responsible for undergraduate

programmes will be directly involved. Their responsibilities include staff appointment and progression procedures, preparation of Departmental Assembly business, graduation procedures, student registration and monitoring, course declarations, student applications, grade processing, degree checks and collection of data for the MODIP information system.

The training and development of administrative staff is ensured through institutional-level opportunities including internal seminars on information systems such as the student registry, MODIP information system and DocuTracks.

During the on-site visit, the Panel noted the professionalism and effectiveness of the administrative staff supporting the Department. The Panel also noted that the administrative workload is considerable in relation to the range of duties undertaken.

II. Analysis

The programme demonstrates a strong alignment with ESG 1.5 in terms of the adequacy, qualifications and support of its teaching staff. The size and composition of the academic team, centred on seventeen core members of staff and complemented by additional contributors from across the University, provide sufficient disciplinary breadth to support the interdisciplinary nature of Gender Studies. The projected intake of 75 students per year, in combination with this staff base, indicates an appropriate level of staffing for the delivery of the programme.

The academic profile of the teaching staff is a key strength. The documented research output, participation in internationally funded projects and leadership of research laboratories indicate a highly active research environment. This supports the integration of research and teaching and underpins the programme's capacity to deliver research-led education. The presence of sustained research activity across multiple fields relevant to the programme contributes to the academic coherence and depth of the curriculum.

The recruitment and selection procedures are robust and fully aligned with national legislation and institutional regulations. The use of transparent processes, including publication through national platforms, clearly defined selection stages, conflict-of-interest safeguards and the involvement of external members in selection bodies, ensures merit-based appointments. The inclusion of teaching evaluation in the selection process, including the possibility of a trial lecture, further strengthens the assessment of candidates' pedagogical competence.

The framework governing staff obligations is clearly defined and provides a structured basis for the allocation of teaching, research and administrative responsibilities. The minimum teaching requirements, combined with broader expectations regarding research activity and academic engagement, establish a balanced workload model. The Panel's on-site observations that the Department maintains a stable balance between teaching and research responsibilities, including the operation of a sabbatical leave rota, further support the sustainability of this model.

The programme benefits from a well-developed system of staff support and professional development. Institutional mechanisms, such as funding for research dissemination,

mobility opportunities and access to research infrastructure, contribute to the continuous development of academic staff. The operation of the Centre for Teaching and Learning Support (KEDIMA) provides an additional layer of pedagogical support, particularly in relation to contemporary teaching methods, inclusive practices and the use of digital technologies. This reflects a structured approach to enhancing teaching quality.

Teaching performance is monitored through systematic student evaluations, the results of which are made available to individual staff members and utilised within the institutional quality assurance framework. This demonstrates the existence of feedback mechanisms linking teaching practice to quality enhancement processes.

Overall, the programme is supported by a research-active, institutionally embedded and well-supported academic team. The combination of strong research credentials, structured recruitment procedures, clear workload expectations and established support mechanisms provides a solid foundation for the delivery of high-quality, research-led teaching.

Administrative support is clearly defined and linked to the operational requirements of the programme. The allocation of responsibilities to the Head of Secretariat and the undergraduate programme officer provides an identifiable administrative structure for programme delivery, student monitoring, quality-related data collection and core academic procedures. The institutional training opportunities available to administrative staff further support the quality and continuity of administrative provision.

At the same time, the Panel's on-site observations indicate that the administrative team is operating under a substantial workload. Given the launch of an additional undergraduate programme and the projected intake, strengthening administrative capacity would support the sustainability of programme delivery and help maintain the current quality of administrative support.

III. Conclusions

The programme is fully compliant with the requirements relating to teaching staff.

The teaching team constitutes a clear strength of the programme. It combines a sufficiently large and interdisciplinary academic base with a high level of research activity and international engagement. The documented research output, participation in competitive research projects and leadership of research laboratories demonstrate a dynamic academic environment that strongly supports the delivery of research-led teaching.

The procedures governing the recruitment and selection of staff are robust, transparent and fully aligned with national legislation, ensuring merit-based appointments. At the same time, the framework defining staff responsibilities provides a clear and balanced

allocation of teaching, research and administrative duties. The Panel's on-site observations further confirm the existence of a stable and sustainable academic environment, including an effective balance between teaching and research and the operation of a structured sabbatical leave system.

The programme also benefits from well-established mechanisms for staff support and development, including institutional funding opportunities, mobility schemes and the provision of pedagogical training through the Centre for Teaching and Learning Support (KEDIMA). These structures contribute to the continuous enhancement of both research and teaching activities.

Overall, the programme is supported by a highly qualified, research-active and well-supported academic team, capable of delivering teaching of a high standard consistent with strong international academic practice.

The Panel also notes that administrative support is effective and professionally delivered, although consideration of administrative capacity in relation to the programme's development would further support the NUSP's sustainability.

Panel Judgement

PRINCIPLE 2.5: ENSURING THE COMPETENCE AND HIGH QUALITY OF THE TEACHING STAFF OF THE NEW UNDERGRADUATE STUDY PROGRAMMES	
Compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- The University is encouraged to strengthen administrative support capacity in line with the operational demands of the new programme, in order to sustain the effective delivery and quality assurance of the NUSP.

2.6 LEARNING RESOURCES AND STUDENT SUPPORT OF THE NEW UNDERGRADUATE STUDY PROGRAMMES

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

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

Documentation/Annexes

- 2.6.1 Description of the infrastructure and services made available to the academic unit by the Institution for the support of learning and academic activities (human resources, infrastructure, services, etc.)
- 2.6.2 Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)
- 2.6.3 2.6.2 Informative / promotional material given to students with reference to the services available to them

Study Programme Compliance

I. Findings

The institution of the Aegean University is well-equipped with the necessary infrastructure. To be exact, for the implementation of its educational activities, the Department hosting the new Undergraduate Study Program (USP) has at its disposal a satisfactory number of lecture halls and laboratory facilities. There is also a library that constitutes a fundamental support structure for the academic and research process. Beyond the provision of physical and digital assets, the Department's infrastructure is defined by a holistic support philosophy. The technical sophistication of the lecture halls, combined with the administrative expertise of the Secretariat and the institutional focus on inclusivity, creates a resilient academic environment. This ecosystem is designed to

adapt to the evolving needs of the student body, ensuring that both research output and student well-being are prioritized through modern, resource-rich, and socially responsible facilities.

II. Analysis

Regarding teaching activities, the classrooms of the Mytilene academic unit—located on the University Hill—are utilized; all of these are equipped with cameras, screens, projection systems, sound installations, etc. The new Social Sciences Faculty building houses a modern and fully equipped computer lab. Additionally, the Mytilene academic unit offers a significant number of modern student residences in the Kallithea area. The laboratories supporting the Department's research activities—the Laboratory of Ethnography, the Laboratory of History, the Laboratory of Family and Kinship Studies, and the Laboratory of Ethnographic Approaches to Language—are also located in the new Social Sciences building. They are provided with comprehensive and state-of-the-art equipment that fully covers their research requirements. The Library continuously updates its book collection, provides access to electronic databases and online scientific journals, and ensures the preservation of the archive of theses and dissertations produced by students across all three cycles of study. In addition to providing access to the individual collections of its internal network of branches, the Library is connected to national and international structures and platforms for literature and information retrieval.

The Department demonstrates a strong commitment to inclusivity, primarily through the Inclusive Integration Unit. Although certain hardware gaps exist—such as the lack of a universal hearing loop and limited wheelchair seating in some areas—the acquisition of specialized funding indicates a strategic plan for modernization. Furthermore, the integration of smart tracking technologies in lecture halls and the use of mobile applications for student feedback reflect a transition toward a more responsive and accessible academic environment.

Student Support & Welfare: The University operates a Student Welfare Office across all six islands, providing comprehensive support services. Key provisions include free daily catering (breakfast, lunch, dinner) or low-cost meals (€2.50/day) and free housing (672 available beds) based on income and social criteria. Students without private insurance are entitled to full healthcare coverage (ESY), while eligible students can apply for an annual housing allowance. Additional benefits include discount privilege cards (Privilege Card & European Youth Card), a Psychological Support Network, and various scholarship programs. Active representation is ensured through Student Unions in every department and a dedicated Alumni Association.

Digital Services & IT Infrastructure: The University provides a robust digital environment, starting with a personal academic email account and high-speed wireless access (eduroam) across all campuses. Students manage their studies via the Electronic Secretariat (Uni-Student), which allows for semester registrations, course declarations, grade monitoring, and digital certificate requests. Remote access to university resources

is ensured through VPN services, while the DELOS 365 and Microsoft Azure partnerships grant students access to Office tools, 100GB of cloud storage, and a €100 credit for Azure services. For learning and communication, the University offers the e-learning platform (Moodle), the Zoom teleconferencing suite for webinars and virtual classes, and an internal forum for announcements and academic discussions. Finally, all student data is protected under a dedicated Data Protection Officer (DPO) framework.

The Undergraduate Study Program is supported by a highly qualified Secretariat, featuring a dedicated Program Coordinator and a Head of Secretariat, both holding university degrees and advanced ICT certifications. Their responsibilities span the entire academic lifecycle, from managing student records and course declarations via the UniverSis platform to providing data for quality assurance (MODIP) and coordinating graduation ceremonies. Beyond core duties, the University of the Aegean fosters a culture of continuous improvement, encouraging staff to participate in Erasmus+ mobility for international benchmarking, attend specialized seminars at the National Institute of Public Administration, and pursue tuition-free postgraduate studies within the institution. Furthermore, administrative personnel have access to internal training for systems like DocuTracks, as well as foreign language courses, ensuring a high-standard, modern, and inclusive administrative environment.

The Department of Social Anthropology and History ensures that students are systematically informed about available services and welfare provisions through three primary channels. Detailed information is permanently accessible via the central University and Departmental websites, covering research, academic services, and psychological support. Additionally, an orientation meeting is held during the first week of the academic year specifically for freshmen, while the Departmental Secretariat maintains direct and ongoing communication with the entire student body through official informational emails.

III. Conclusions

The University of the Aegean provides a high-standard physical environment, particularly within the new Social Sciences Faculty building and exhibits a high level of digital readiness. The student support framework is exemplary, addressing both material needs (catering and housing) and psychosocial well-being, while the administrative support is not only qualified but also characterized by a culture of continuous professional development. While minor hardware gaps in accessibility have been identified, the Department's proactive approach in securing specialized funding for modernization reflects a clear, strategic commitment to becoming a fully inclusive academic environment. Overall, the Department of Social Anthropology and History possesses the necessary infrastructure, administrative expertise, and welfare mechanisms to successfully support the new USP, offering students a modern, inclusive, and technologically advanced academic experience.

Panel Judgement

PRINCIPLE 2.6: LEARNING RESOURCES AND STUDENT SUPPORT OF THE NEW UNDERGRADUATE STUDY PROGRAMMES	
Compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

None

2.7 COLLECTION, ANALYSIS AND USE OF INFORMATION FOR THE ORGANISATION AND OPERATION OF NEW UNDERGRADUATE STUDY PROGRAMMES

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

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and Undergraduate Study Programmes relate to the key performance indicators which, during the initial accreditation, must be entered as data pertaining to the profile of the academic unit and the structure of the USP.

Documentation/Annexes

- 2.7.1 Initial report from the Registry of Institutions
- 2.7.2 Operation of an information management system for the collection of administrative data for the implementation of the Study Programme (Students' Record)
- 2.7.3 Other tools and procedures designed for the collection of data on the academic and administrative functions of the academic unit and the USP

Study Programme Compliance

I. Findings

The University of the Aegean operates an integrated information management framework for the systematic collection, analysis and use of data relating to academic and administrative functions. At the core of this framework is the Information System of the Quality Assurance Unit (MODIP), which has been upgraded and is designed to ensure the automated collection of quality-related data through its interconnection with multiple institutional information systems.

The MODIP system is interconnected with a range of subsystems, including the student registry, financial and administrative systems, student welfare services, research management systems (Rescom), the postgraduate application system ("Nautilus"), and other internal platforms. These interfaces enable the automated aggregation of data across institutional functions.

The system is also connected to the Integrated National Quality Information System (OPESP) of ETHAAE, allowing for the automated transfer of quality data at national level in accordance with prescribed specifications.

At the level of student data management, the University operates the UniverSIS platform (electronic student registry), which supports the full range of academic processes. Through this system, students can register for courses, monitor their academic progress, access grades, submit applications and track degree completion requirements. Academic staff and administrative personnel have access to corresponding functionalities, including course management, grade submission and access to student data.

The information management system supports the systematic collection of evaluation

data, including student evaluation of courses, programme evaluation, teaching self-evaluation and evaluation of administrative services. These data are collected through structured electronic questionnaires and are available in multiple formats, including statistical reports and visualised outputs.

The MODIP system enables the production of reports and indicators, including standardised datasets (e.g. M1 and M3 indicators) required by ETHAAE, as well as institution-specific data outputs. These reports are produced in formats such as spreadsheets, PDF documents and graphical representations.

In addition, the system allows for the monitoring of student progression, including tracking of academic performance and study trajectories.

The information management framework further includes specialised systems supporting specific functions, such as the Nautilus platform for postgraduate applications and candidate evaluation, the Rescom system for monitoring research and financial activity of programmes, and the Turnitin platform for the detection of academic integrity issues in student work.

The system operates with role-based access controls, allowing differentiated levels of access for students, academic staff and administrative personnel. It also complies with the requirements of the General Data Protection Regulation (EU 2016/679) and relevant national legislation on digital governance and accessibility.

At Departmental level, data are collected and reported through standardised indicators (M3 datasets), covering areas such as staff composition, programme activity and academic development, which are integrated into the broader institutional data framework.

II. Analysis

The programme demonstrates a very strong alignment with ESG 1.7 in relation to the systematic collection, management and use of information. The existence of a fully developed, institution-wide information management framework, centred on the MODIP information system, ensures that data are collected in a structured, consistent and integrated manner across academic and administrative functions.

A key strength lies in the high level of system integration and automation. The interconnection of MODIP with multiple institutional systems (including the student registry, administrative and financial systems, research management systems and application platforms) enables the automated aggregation of data, reducing fragmentation and supporting data consistency. The additional integration with the national OPESP system of ETHAAE ensures alignment with national quality assurance requirements and facilitates standardised reporting.

The coverage of data categories is comprehensive. The system captures student lifecycle data (admissions, progression, completion), staff-related data, programme-level information and evaluation data. The operation of the UniverSIS platform provides a robust infrastructure for the real-time management of student data, while the MODIP system consolidates these data into indicators and reports that can be used for monitoring and planning purposes.

The programme also benefits from a structured framework for the collection of

evaluative data, including course evaluation, programme evaluation, teaching self-evaluation and evaluation of administrative services. The availability of these data in multiple formats, including statistical outputs and visualisations, supports their usability. The system further demonstrates a clear capacity for the production and dissemination of indicators, including the standardised M1 and M3 datasets required at national level. The existence of longitudinal data across multiple years strengthens the potential for trend analysis and informed decision-making.

In terms of data governance, the system incorporates role-based access controls and complies with GDPR and relevant national legislation, ensuring both data protection and appropriate accessibility for different user groups. This reflects a structured and regulated approach to information management.

Overall, the programme is supported by a highly developed, integrated and multi-layered information management system, which provides a strong foundation for evidence-based monitoring and quality assurance processes.

III. Conclusions

The programme is fully compliant with the requirements relating to information management.

The University has established a comprehensive and well-integrated information management framework, which ensures the systematic collection, processing and availability of data across academic and administrative functions. The central role of the MODIP information system, combined with its interconnection with multiple institutional platforms and its alignment with the national OPESP system of ETHAAE, constitutes a significant strength.

The coverage of data is broad and coherent, encompassing student progression, staff activity, programme operation and evaluation processes. The availability of structured indicators and longitudinal datasets further enhances the capacity for monitoring and supporting programme development.

Overall, the programme is supported by a robust, integrated and institutionally embedded information management system, which provides a strong basis for informed decision-making and continuous quality assurance.

Panel Judgement

PRINCIPLE 2.7: COLLECTION, ANALYSIS AND USE OF INFORMATION FOR THE ORGANISATION AND OPERATION OF NEW UNDERGRADUATE STUDY PROGRAMMES	
Compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

None

2.8 PUBLIC INFORMATION CONCERNING THE NEW UNDERGRADUATE STUDY PROGRAMMES

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

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

Documentation/Annexes

- 2.8.1 Dedicated segment on the website of the academic unit for the promotion of the new Undergraduate Study Programme
- 2.8.2 Bilingual (Greek and English) version of the website of the academic unit with complete, clear and objective information
- 2.8.3 Procedure for the website maintenance and update

Study Programme Compliance

I. Findings

The Department of Social Anthropology and History has established a dedicated, dual-language digital presence for the new Undergraduate Study Program (USP) in "Gender Studies" (sah.aegean.gr). The website is fully operational in both Greek and English, ensuring global accessibility. Beyond content delivery, the Department has implemented a rigorous Maintenance and Update Protocol managed by specialized technical staff (ETEP), ensuring that the digital infrastructure remains secure, functional, and up-to-date.

II. Analysis

The transparency and reliability of public information are supported by a structured administrative and technical workflow that prioritizes data integrity and user experience. The technical foundation of the website is maintained through regular software upgrades, malware screenings and the implementation of robust firewalls, while a consistent backup strategy for both the database and files ensures operational continuity. User accessibility is further guaranteed through the systematic use of specialized evaluation tools to detect and fix broken links or navigation errors. The content itself undergoes a rigorous quality control process, where initial material is generated by competent academic committees and the Secretariat, subsequently supervised by dedicated faculty members for both language versions, and finally uploaded by the IT Laboratory staff. This

collaborative approach ensures that all information, ranging from learning outcomes and curriculum structures to dynamic updates such as news and student welfare, remains accurate and objective. Furthermore, the Department utilizes web analytics to monitor user behavior, allowing for data-driven adjustments that continuously align the website's performance with the evolving needs of the academic community.

III. **Conclusions**

The Department demonstrates an exemplary commitment to public transparency and digital reliability. The existence of a formalised maintenance protocol ensures that the information provided is not only clear and objective but also technically secure and accessible. By combining bilingual functionality with a rigorous quality control mechanism for content updates, the Department guarantees that all stakeholders—domestic and international—have constant access to reliable, real-time information regarding the USP's academic and administrative status.

Panel Judgement

PRINCIPLE 2.8: PUBLIC INFORMATION CONCERNING THE NEW UNDERGRADUATE STUDY PROGRAMMES	
Compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

None

2.9 PERIODIC INTERNAL REVIEW OF THE NEW UNDERGRADUATE STUDY PROGRAMMES

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

Regular monitoring, review and revision of the new Undergraduate Study Programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The above comprise the evaluation of: the content of the curriculum 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 of studies; 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.

Documentation/Annexes

2.9.1 Procedure for the evaluation, potential revision and update of the curriculum or the structure of the USP

2.9.2 Feedback process of the quality targeting of the new USP and relevant decision-making processes (students, external stakeholders)

Study Programme Compliance

I. Findings

The Department conducted its first annual internal evaluation in 2011 as part of its preparations for the external evaluation in 2013. Since the 2016/17 academic year, the Department has been conducting annual evaluation procedures. Specifically, the Internal Evaluation Team (OMEA) assigns the task of drafting the internal evaluation reports to its members and informs the Chair. OMEA provides a corresponding update to the members of the General Assembly. Once the data selection is finalized and the evaluation report is drafted, the Quality Assurance Unit (ΜΟΔΙΠ) is informed, and it posts the report on its website. For the evaluation process, the OMEA uses data drawn from the University's information systems. Data pertaining to the program's academic subjects are collected and analysed, in addition international experience with similar curricula is examined and evaluated. The quality and effectiveness of teaching is also evaluated, with a focus on student-centred learning.

The update of the USP is carried out in successive stages that take place from March through June of each academic year:

1. Evaluation of the current USP by the OMEA
2. Collection of comments and needs by the USP Committee
3. Formulation of a revision proposal
4. Final approval and review
5. Implementation of changes

The process of updating the curriculum begins with the OMEA, which evaluates the existing program using data from course evaluations submitted by students, teachers' self-evaluations of their teaching, as well as feedback from external stakeholders, such as graduates through relevant surveys and collaboration with organizations. Based on this data, weaknesses, areas for improvement, and best practices are identified and communicated at a joint meeting of the OMEA and ΜΟΔΙΠ.

Next, the Curriculum Committee gathers additional data and response from teaching staff, academic advisors, the internship coordinator, and the Erasmus coordinator in order to document the experiences, needs, and suggestions from those directly involved in the educational process. At the same time, the Committee reviews the Department's development strategy, the annual planning of faculty hiring and leave, as well as the needs of the labour market in both the public and private sectors, so that the revision of the curriculum aligns with the academic and professional prospects of graduates.

II. Analysis

The Department recognises that the quality policy constitutes an ongoing process of improving educational and research practices and that, in this regard, awareness and academic dialogue are required to ensure its implementation. In formulating its quality policy, the Department considers broader academic developments and the emergence of a European and international academic landscape regarding the composition and structure of undergraduate programs, as well as the labour market, where conditions are constantly changing. The Internal Quality Assurance System (IQAS) supports the quality assurance process, with the necessary measures as required. The implementation of the IQAS and the achievement of the objectives of the Quality Policy for Undergraduate Programs are the responsibility of the Coordinating Committee of each Undergraduate Program, the Internal Evaluation Team (OMEA), and the Departmental Assembly.

III. Conclusions

The final revision of the curriculum is approved by the Senate, thereby completing the institutional approval process. Subsequently, instructors update the course syllabi in accordance with the new specifications, and the Secretariat proceeds to update them accordingly. Finally, the digital promotion committee updates the Department's website so that the updated program is available and accessible to all interested parties.

Based on the internal and external evaluation process, the Departmental Assembly regularly reviews and decides on measures to improve educational operations and outcomes, in accordance with the applicable legal framework, with the aim of ensuring the provision of education, the conduct of research, and the dissemination of scientific

findings, as befits academic ethics and the broader principles it serves.

Panel Judgement

PRINCIPLE 2.9: PERIODIC INTERNAL REVIEW OF THE NEW UNDERGRADUATE STUDY PROGRAMMES	
Compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

None

2.10 INITIAL EXTERNAL EVALUATION AND ACCREDITATION OF THE NEW UNDERGRADUATE STUDY PROGRAMMES

New Undergraduate Study Programmes should undergo initial external evaluation by panels of external experts set by the HAHE, aiming at accreditation. The term of validity of the accreditation is determined by the HAHE.

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

Documentation/Annexes

2.10.1 Procedure for the external evaluation of the new USP

Study Programme Compliance

I. Findings

This is the first proposal for the accreditation of the new Undergraduate Study Program (USP) “Gender Studies” within an existing academic unit, namely the Department of Social Anthropology & History. The Institution’s Internal Quality Assurance Unit organizes, prepares, and supports the Institution and its Departments in the external evaluation and accreditation of academic programs, while at the same time it is committed to introducing and implementing improvements in accordance with the observations and comments of the experts.

The USP implements the quality assurance procedures of the MOΔΙΠ. The Coordinating Committee of the USP is responsible for the overall operation of the program and makes recommendations to the Assembly regarding the allocation of teaching duties and program revisions. The implementation of the Internal Quality Assurance System and the achievement of the objectives of the USP’s Quality Policy are the responsibility of the Coordinating Committee, the OMEA, and the Departmental Assembly.

II. Analysis

The external evaluation process of the “Gender Studies” program is expected to serve as a mechanism for the substantive enhancement of the academic unit, with the aim of improving the quality and coherence of its programs, updating the content, ensuring clarity regarding learning outcomes, and the adoption of effective teaching practices, while ensuring that the program itself is aligned with European standards (ESG). Certification will enhance the standing of the curriculum, boosting the attractiveness and overall credibility of the Department and the programme. Furthermore, it is expected to contribute to the systematization of quality assurance procedures, data collection and utilization, and transparency.

III. Conclusions

The EEAP believes that the measures adopted by the Director of the PSP, the Department, and MODIP provide assurance for the effective implementation of any recommendations arising from the external accreditation procedure.

Panel Judgement

PRINCIPLE 2.10: INITIAL EXTERNAL EVALUATION AND ACCREDITATION OF THE NEW UNDERGRADUATE STUDY PROGRAMMES	
Compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

None

PART C: CONCLUSIONS

I. Features of Good Practice

- *The Panel notes that, while administrative support is highly effective and professionally delivered, strengthening administrative capacity would further support the long-term sustainability of the programme.*
- *The EEAP believes in and supports the viability of the program. Of course, this does not mean that it does not recognize that, like any new program, it entails a certain risk. However, we consider the risk to be reasonable.*
- *The academic competence of the faculty members in the field of Gender Studies is high.*
- *The EEAP considers that the social necessity of this program is indisputable.*
- *Regarding the job market, the committee has some reservations. However, we hope that the public sector will respond through competitive hiring processes to recruit individuals with the qualifications that graduates of this program will have acquired.*
- *The new undergraduate program will raise the issue of gender issues in public communication—something that is much more necessary in today’s Greek dialogue than the visibility provided by post graduate programs. The graduates’ knowledge will ripple out like circles in water.*
- *If successful, the new program will address the steadily declining number of students in the social anthropology and history program.*
- *The programme demonstrates strong student-centred design through its structured integration of flexible learning pathways, applied components and active stakeholder engagement.*
- *The programme provides a clear and comprehensive regulatory framework that supports student progression while enabling flexibility and international engagement.*
- *The programme is supported by a highly research-active and institutionally embedded academic team, enabling the delivery of high-quality research-led teaching.*
- *The programme demonstrates exemplary student support through a comprehensive and integrated welfare and administrative framework that addresses both academic and well-being needs.*
- *The programme benefits from a fully integrated and digitally advanced information management system that supports systematic data collection and evidence-base quality assurance.*
- *The programme adopts a structured and quality-controlled approach to public information, ensuring reliable, accessible and continuously updated digital communication for all stakeholders.*
- *An institutionally embedded quality assurance process that ensures systematic review, approval and transparent communication of curriculum changes is in place.*

II. Areas of Weakness

- *The Panel notes that, while administrative support is highly effective and professionally delivered, strengthening administrative capacity would further support the long-term sustainability of the programme.*

III. Recommendations for Follow-up Actions

- *The EEAP urges program administrators to consult with social partners on matters related to the program's design.*
- *The programme team is encouraged to systematically monitor and review the implementation of student-centred teaching, learning and assessment practices, including student feedback mechanisms, to support the planned continuous enhancement of the programme.*
- *The University is encouraged to strengthen administrative support capacity in line with the operational demands of the new programme, in order to sustain the effective delivery and quality assurance of the NUSP.*
- *The EEAP recommends that it is imperative to offer a required "Introduction to Gender Studies" during the 1st semester of the program, along with "Introduction to Social Anthropology" and "Introduction to History." The course on "Feminist theory" can be offered during the second semester.*

IV. Summary & Overall Assessment

The Principles where compliance has been achieved are:

1.1; 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7; 2.8; 2.9; 2.10

The Principles where partial compliance has been achieved are:

None

The Principles where failure of compliance was identified are:

None

Overall Judgement	
Compliant	X
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname

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KARAKASIDOU ANASTASIA

KIRTSGLOU ELISABETH

Θεοδωράκη Νίκη

Signature

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