



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report

for the Postgraduate Study Programme of:

Gender, Society, Politics

Department: International, European and Regional Studies

Institution: Panteion University of Social and Political Sciences

Date: 14/01/2025



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Gender, Society, Politics** of the **Panteion University of Social and Political Sciences** 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 postgraduate study programme of Gender, Society, Politics of the **Panteion University of Social and Political Sciences** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Prof. Dimitris Michailakis (Chair)
University of Linköping

2. Prof. Emeritus Nikos Fokas
Eötvös Loránd University (ELTE)

3. Prof. Anastasia Karakasidou
Wellesley College

4. Prof. Elisabeth Kirtsoglou
Department of Anthropology, Durham University

5. κ. Κωνσταντίνος Βαγιάτης
University of the Aegean

II. Review Procedure and Documentation

The Postgraduate Study Programme "Gender, Society, Politics", offered by the Panteion University of Social and Political Sciences was evaluated and accredited by an External Evaluation and Accreditation Panel (EEAP) that comprised of five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020.

The objectives of the External Panel, as described in the Guidelines for the Members of EEAP, are:

- to establish whether the data provided from the various resources is consistent among one another and reflect the actual situation.
- to identify strengths and areas of weakness.
- to engage in a constructive dialogue with the institution, leading to reflection and continuous enhancement of the study programme.

The Panel members met before the commencement of the accreditation process to establish common terms of reference vis-à-vis the accreditation principles and criteria and to ensure that all members have had full access to digital materials which they have read carefully.

The EEAP received all documentation relevant to the accreditation process in an easily accessible digital format. It was complete, thorough and very well prepared.

The accreditation process took place remotely (via Zoom) and followed a carefully organized schedule provided by HAHE, which comprised several, separate interactive virtual meetings and visits for three days (Tuesday, 07/01/2025) as follows:

-Private meetings with EEAP members only to discuss the accreditation proposal; allocation of tasks, etc.

-The evaluation process started with a meeting with the Directors of the two IPSPs, the Head of the Department, MODIP, Steering Committees/OMEA members EEAP, Directors of the two IPSPs, Head of the Department, MODIP members, Steering Committees/OMEA members, MODIP staff.

After a short overview of the postgraduate programmes (history, academic profile) current status, strengths and possible areas of concern. We discussed the degree of compliance of the programmes to the Standards for Quality Accreditation. Review of student assignments, thesis, exam papers & examination material.

- Next, we were scheduled to follow an online tour of the facilities and the infrastructure that will support the smooth delivery of the IPSP, e.g. lecture halls, libraries, laboratories, and other facilities related to the PSP to evaluate the learning resources, material, and equipment in terms of their adequacy and fit.

From the IPSP (2) Gender, Society, Politics participated both administrative staff members and Teaching staff members.

- Finally the EEAP had a debriefing meeting

On Thursday (09/01/2025), the EEAP had a meeting with the teaching staff of the PSP (2) Gender, Society Politics with whom we had the opportunity to discuss professional development opportunities, workload, research activities, and research-led teaching, to

ensure the learning outcomes and to-examine possible areas of weakness or concern. Followed by a meeting with students of the IPSP (2) to discuss students' satisfaction with their study experience and Department/Institution facilities, student input in quality assurance, priority issues concerning student life and welfare.

The third meeting on Tuesday the EEAP had a meeting with IPSP (2) graduates to discuss their experience of their postgraduate studies and their career path.

The members of the Accreditation Panel had a meeting with employees and social partners, where we had the opportunity to discuss and attest connections between the IPSP (2), and external stakeholders from the public and private sectors.

Following a debrief meeting of the EEAP members, where we had the opportunity to discuss the outcomes of the virtual visit and to prepare an oral report, we had a concluding meeting with the Director of the IPSP (2), the Head of the Department, MODIP, Steering Committee/OMEA members where we informally presented and discussed the EEAP key findings.

During all virtual 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 this PSP, matters of strategy and vision as well as adequacy of resources. All participants welcomed the opportunity to talk to the Panel 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.

The Departments involved and the university, worked diligently in preparing the internal evaluation report and in providing the Panel with all relevant documentation. All virtual meetings were well-organised and hosted. The External Evaluation & Accreditation Panel feels that the Department has performed an excellent job throughout the internal evaluation process and that the objectives of the external evaluation process have been fully met. The efficiency and eagerness of the academic and of the administrative staff to answer questions and provide additional information and clarifications during the meetings are commendable.

The EEAP wishes to express its gratitude and appreciation to all involved (academic staff, administrative staff, students, graduates and social partners) in this process for their co-operation and professionalism.

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

III. Postgraduate Study Programme Profile

Gender studies at the Panteion University of Social and Political Sciences were introduced informally in the 1980s due to the personal research interests of some faculty members and developed mainly after 2000, the year in which the funding of the Third Circle Programmes of Studies (2000-2020) and the implementation of Action Plans for Gender Equality in universities started.

In 2003, the interdepartmental Gender Studies Laboratory (undergraduate gender studies programme) was created and in 2015, the Interdepartmental Postgraduate Studies Programme (IPSP) "Gender, Society, Politics" was established by the decision of the Rector of the University (Government Gazette 1180 B' / 19/06/2015). The IPSP was re-established in 2019 based on the decision of the Rector (Government Gazette Vol. B' 3142 / 08.08.2019). The Departments of Public Administration, International and European Studies, Communication, Media and Culture, Sociology, Social Anthropology and Social Policy of the Panteion University of Social and Political Sciences collaborate for the implementation of the IPSP.

The IPSP aims to facilitate the acquisition of knowledge in the interdisciplinary field of Gender Studies. The first two semesters are devoted to courses covering a wide range of interdisciplinary approaches to gender, in relation to the fields of society and politics, while in the third semester, postgraduate students specialise their field of study through the design and preparation of a Master's thesis.

The purpose of the IPSP is twofold: (a) the provision of specialized scientific knowledge in social research theory and (b) the introduction and guidance of graduate students in the scientific research of various social relations, institutions, political structures and cultural forms through the perspective of gender, in order to acquire the ability to understand and interpret the gender dimensions of social and political phenomena, as well as to design and conduct social research related to gender and equality policy issues.

Attendance to the courses by students is compulsory. All courses are free-choice and three-hour courses and correspond to 10 ECTS each. Each student chooses three courses per semester from the offered free electives. The courses offered are 8 in the first semester and 9 in the second semester based on annual faculty availability. The variety of courses offered implies that each postgraduate student can build a personal study programme, based on his/her research and scientific interests, through the elective options offered by the curriculum.

The curriculum is also enriched with courses provided by PGT courses offered by other departments of Panteion University (additionally to the collaborating ones). Interdepartmental cooperation has been a key priority of the IPSP since its establishment. Moreover, the design of the Curriculum with the offered Free Elective courses in the IPSP favours the dispersion of students to several lecturers and makes the seminar character of the courses possible.

The design of the IPSP meets the requirements of legislation and European national policies. The Programme of Studies is structured based on the European Credit Transfer System (ECTS). The total number of ECTS credits required for the award of the Master of Science degree is ninety (90), thirty (30) credits per semester and thirty (30) for the semester of the Thesis. The thirty credits of each academic semester of full-time study, or writing of the thesis, is valued at approximately 750 hours of workload required of each graduate student. The small number of students per course and per lecturer allows the evaluation of postgraduate students throughout the semester, mainly through oral and written assignments. As regards inclusion into the labour market, partnerships with workplaces relevant to the various aspects of the interdisciplinary field of the MSc, as well as the MSc's implementation of the Erasmus Placement programme, creates prospects for the cultivation of professional skills in students. Graduates who wish to engage in research, are encouraged and directed towards employment in research projects offered by relevant institutions.

The development of the IPSP takes postgraduate programmes abroad as its frame of reference. The closest equivalent in Greece is the MSc programme at the University of the Aegean, entitled "Gender, Culture, Society," offered by the Department of Social Anthropology and History, which focuses specifically on the contributions of the disciplines of social anthropology and history.

Efficient use of the financial resources of the IPSP is ensured. The collaborating Departments have chosen to offer the interdepartmental postgraduate programme "Gender, Society, Politics" free of charge, with no tuition or participation fees for students. The infrastructure and the technological equipment are supported free of charge by Panteion University, while the staff teaching, researching and supervising the projects comes from the collaborating Departments, from faculty members from other Departments of the same University, as well as from researchers of public research centres who are not remunerated for their contribution. The sustainability of the IPSP is thus guaranteed.

The number of students admitted to the IPSP is set at a maximum of twenty (20) per year (plus three runner-ups).

The IPSP is open to graduates of the first cycle of studies of the Departments of Humanities, Social Sciences and Sciences of Universities of the Hellenic Republic or similar institutions abroad as well as graduates of Technological Educational Institutions of all specialties.

Teaching is face-to-face, but where the nature of the course allows, it can be done remotely, in accordance with the relevant legal requirements.

Attendance of the course is compulsory. Unauthorised absence from more than two course lectures will result in the discontinuation of enrolment, subject to a decision by the Programme Committee.

To obtain the Master's Degree, each postgraduate student must complete a Master's Thesis with a required length of 20,000 to 25,000 words, excluding appendices and bibliography.

The Master's thesis can be written in Greek or in English.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.

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

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

- a) the suitability of the structure and organisation of postgraduate study programmes*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
- c) the promotion of the quality and effectiveness of teaching at the PSP*
- d) the appropriateness of the qualifications of the teaching staff for the PSP*
- e) the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
- f) the level of demand for the graduates' qualifications in the labour market*
- g) the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
- h) the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
- i) the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *Quality Assurance Policy of the PSP*
- *Quality goal setting of the PSP*

Study Programme Compliance

I. Findings

The Postgraduate Study Programme (PSP) Gender, Society, Politics is the first of its kind in Greece to focus on this subject from a multidisciplinary perspective.

The programme aligns with the overall Quality Policy of collaborating Departments and the Quality Policy of Panteion University, while also being tailored to current conditions and requirements. Broadly, its framework adheres to international

academic standards and best practices within the European Higher Education Area.

The quality assurance process follows well-established steps commonly recognised in the academic sphere, including:

Data collection and analysis,
Course evaluations conducted by students,
Departmental evaluations based on objective criteria, and
Recommendations made to the General Assembly of the teaching staff for necessary adjustments.

This structured approach ensures continuous improvement and alignment with both institutional and international standards.

II. Analysis

The PSP is committed to the following fundamental principles:

- academic freedom in the educational process and research, as well as the free expression and circulation of ideas,
- scientific methodologies and methods,
- the promotion of quality and the application of quality procedures by conducting an annual internal evaluation
- strengthening excellence in research and education,
- academic ethics.

The main objectives, quality principles, and practices of the PSP include:

- Cultivating critical thinking and ability.
- Acquisition of interdisciplinary knowledge and analytical and synthetic skills - so that programme's graduates can cope with the challenges of the labour market.
- Acquiring knowledge and skills to analyse and address the needs and problems that arise in the implementation of equality policies.
- Skills such as the ability to work in a team, adaptability, flexibility and communication skills.
- Providing knowledge and skills for the integration of students into positions of responsibility in the Greek labour market.
- Preparation students for doctoral studies

III. Conclusions

The involvement of numerous departments in the programme presents a significant challenge for the quality assurance process, particularly in ensuring effective feedback on its results. However, based on the EEAP Panel's experience during the review process, the programme participants have demonstrated success in addressing this challenge.

The quality assurance policy in place supports the continuous improvement of the PSP's training structure and the effectiveness of its teaching methods. It ensures the ongoing monitoring and enhancement of training quality while equipping trainees with the knowledge and skills necessary to deliver a high-quality

educational experience.

Panel Judgement

Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Efforts should be made to incorporate internships into the programme, as this would enhance students' practical experience and facilitate their integration into the labour market.

Strategies should also be developed to increase the programme's visibility beyond the academic sphere, broadening its reach and impact.

Additionally, the existing collaboration with social partners should be formalised and institutionalised to strengthen these relationships and ensure their long-term sustainability.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.

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

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

In addition, the design of PSP must consider:

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

The Interdisciplinary Studies Programme (IPSP) "Gender, Society, Politics" follows clearly defined processes for its design, approval, and implementation, as outlined in the study guide and supporting documentation provided to the Accreditation Committee. Established in 2015, it was developed through collaboration between six Departments at Panteion University. It aligns with the institutional strategy to offer high-quality, research-led teaching and socially relevant research in response to contemporary developments in Gender Studies.

The IPSP critically examines theories, ideologies, and perceptions of gendered dimensions in social relations while addressing public issues such as sexism, homo-/transphobia, racism, and nationalism. It integrates gender and sexuality studies into broader social and political sciences, fostering interdisciplinarity and equipping students with skills to analyse gender-related phenomena across historical, geographical, and cultural contexts.

Delivered over three semesters, the programme includes two semesters of coursework (60 ECTS) and one semester for the Master's Dissertation (30 ECTS). It uses in-person teaching supported by synchronous and asynchronous learning platforms and has no tuition fees. Learning outcomes, published in the Study Guide, align with the European and National Qualifications Frameworks and are appropriately tailored to the degree's academic and professional objectives.

Research-led teaching is central to the programme, with faculty members demonstrating high qualifications and extensive publications. The IPSP collaborates with the "Laboratory for Gender and Equality Studies" and the "Institute of International Relations," providing students with valuable academic and research resources. Additionally, partnerships with Erasmus+ and other institutions enhance the programme's academic quality and global research connections.

The IPSP adopts a student-centred approach, fostering active engagement through seminar-style courses, group research projects, and student participation in programme evaluation. Students are encouraged to present their dissertations at a Public Symposium, promoting scholarly exchange. While the IPSP does not guarantee specific professional rights, it significantly enhances graduates' employability across diverse sectors, including academia, NGOs, research centres, and public and private organisations.

Annual internal evaluations, conducted by the Internal Evaluation Team (OMEA), ensure the programme maintains high standards. These evaluations review

teaching quality, curriculum relevance, administrative efficiency, and infrastructure, enabling continuous improvement and alignment with international standards.

While the programme's structure is excellent and its research-led teaching is exemplary, the allocation of workload credits for faculty involved in the IPSP varies significantly across departments.

II. Analysis

The IPSP "Gender, Society, Politics" distinguishes itself as a trailblazing postgraduate programme in Greece, uniquely combining knowledge from diverse academic disciplines. Its innovative design, integrating Sociology, Public Administration, International and European Studies, Communication and Cultural Media, Social Anthropology, and Social Policy, makes it a pioneering model of interdisciplinary education. The synergy of these fields creates a robust framework for examining both timeless and highly relevant issues, advancing gender studies while fostering critical reflection across participating disciplines. This positions the IPSP as a leader in addressing complex social and political phenomena through a gendered lens.

The programme excels in promoting interdisciplinarity, comparative analysis of social and political developments, and the exploration of historical, geographical, and cultural contexts. By connecting Greek and international scholarly production, the IPSP not only enriches the academic field but also enhances the critical thinking abilities of its students. The focus on original scientific work and the cultivation of skills relevant to the job market demonstrate the programme's dedication to academic and professional excellence.

The curriculum, designed in compliance with the European Credit Transfer and Accumulation System (ECTS), ensures clarity, coherence, and academic rigour. Detailed course outlines define learning outcomes, content, and assessment methods, providing transparency and consistency in the delivery of high-quality education. The alignment of learning outcomes with the European and National Qualifications Frameworks further solidifies the programme's relevance and academic credibility.

A cornerstone of the IPSP is its seamless integration of teaching and research. Research-led teaching is deeply embedded within the programme, equipping students with the theoretical and practical skills necessary for advancing knowledge in their fields. This integration ensures graduates are not only adept at engaging with current academic debates but also well-positioned to contribute to innovative research. The programme's collaboration with the "Laboratory for Gender and Equality Studies" and the "Institute of International Relations" enhances its research output, providing students with access to cutting-edge resources and research opportunities.

The student-centred approach is a hallmark of the IPSP, fostering active engagement, autonomy, and motivation. Students are encouraged to take

ownership of their learning journey, which enhances their academic and personal growth. The programme promotes dynamic interaction through seminar-style courses, group research projects, and opportunities for public presentation of research. For instance, dissertations, following their successful defence, are showcased at a Public Symposium, encouraging scholarly exchange and enriching the broader academic community.

Academic Advisors play a crucial role in guiding students through course selection and addressing challenges, ensuring personalised support and effective progression through the programme. Efforts should focus on further strengthening and extending the role of the academic advisor within the programme. While dissertation supervisors currently play a more prominent role, it is essential to maintain a clear distinction between the responsibilities of academic advisors and supervisors.

Graduates of the IPSP are exceptionally well-prepared for diverse professional roles in academia, civil society organisations (both national and international), research centres, NGOs, and public and private sectors. Their expertise in addressing gender dynamics equips them to contribute meaningfully to addressing societal challenges and advancing gender equity. The emphasis on interdisciplinary training and research ensures that graduates are versatile and capable of navigating complex professional environments.

While the programme offers excellent theoretical and research-based training, incorporating a structured practical training or internship component would further enhance the professional readiness of its graduates. Such opportunities would provide students with hands-on experience in relevant organisations and institutions, bridging the gap between academic learning and real-world application. This addition would not only strengthen the employability of graduates but also align the programme with international best practices in postgraduate education.

Collaborating departments are strongly encouraged to demonstrate their commitment to the programme by harmonising workload credits and ensuring that teaching hours dedicated to the IPSP are formally recognised as part of standard staff workload.

III. Conclusions

The IPSP exemplifies excellence in interdisciplinary postgraduate education. Through its innovative curriculum, research-led teaching, and student-centred approach, the programme has established itself as a benchmark for academic quality in gender studies. Its design complies with legislative requirements and aligns with European and national policies. Its alignment with international standards and commitment to fostering critical thinking, professional readiness, and original research positions it as a vital contributor to the advancement of gender studies and related fields. The incorporation of practical training would

further solidify its standing as a comprehensive and professionally oriented academic programme. The academic advisor's role should be strengthened. Academic advisors should provide guidance to course selection, support in addressing academic or personal challenges, and ensure personalised assistance to facilitate effective progression through the programme. This tailored guidance underscores the programme's commitment to fostering student success, complementing the more focused and specialised role of dissertation supervisors. The harmonisation of workload credits for faculty teaching in the IPSP should be regarded as a matter of priority.

Panel Judgement

Principle 2: Design and approval of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The committee urges the Programme Team to incorporate a structured practical training or internship component and to establish separate memoranda of collaboration with external stakeholders.

The committee encourages the Programme Team to strengthen the distinction between academic advisor and dissertation supervisor in order to enhance the overall support system and to ensure that students benefit from comprehensive guidance throughout their academic journey.

It is strongly recommended that collaborating departments demonstrate their commitment to the programme by harmonising workload credits and formally recognising teaching and supervision hours dedicated to the IPSP as part of the standard staff workload.

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

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

In addition

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation

- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

Study Programme Compliance

I. Findings

The student-centred approach in the IPSP is exemplified by its focus on enhancing students' motivation and fostering their active participation in the learning process. The programme respects diversity and accommodates a range of student needs by adopting flexible learning orientations. It empowers students to shape their own "individual curriculum" tailored to their research interests and preferences, ensuring a personalised academic experience.

All course descriptions are readily accessible online, and the IPSP employs a diverse range of teaching methods to enrich the learning experience. These methods include lectures, presentations, case studies, and an integrated approach that effectively links theory with practice. Furthermore, students are given multiple opportunities to engage with content and apply their knowledge in meaningful ways.

Student evaluations of the programme are conducted through questionnaires, and feedback is generally positive. However, the Committee's experience indicates that all parties involved (both teachers and students) highly value the personal connections established during the teaching process. These relationships, built on deep professional trust, are considered a cornerstone of the programme's success.

A notable example of the programme's commitment to student-centred education is the institutionalisation of the public presentation of theses, introduced a few years ago. This initiative not only enhances the academic experience but also fosters a culture of scholarly exchange and accountability.

The admission process for the IPSP is transparent, consistent, and value-driven, reflecting the programme's dedication to fairness and excellence in student selection.

II. Analysis

The Programme Team integrate education and research, fostering a dynamic academic environment. The involvement of an exceptionally large number of six departments immediately drew the attention of the EEAP committee members. The committee inquired specifically about how such a complex, multi-stakeholder programme ensures coherence and coordinated collaboration among its participants. In response, it was highlighted that the launch of the IPSP was preceded by years of collaboration in joint research projects, which established a strong foundation for interdepartmental cooperation.

Moreover, IPSP faculty and administrators actively encourage students to attend scientific conferences whenever possible, promoting their engagement with broader academic communities. Faculty members further support student

involvement by inviting them to participate in ongoing research projects, often as co-authors in publications produced within the IPSP. This approach ensures that students are directly engaged in the research process, enhancing their skills and academic profiles.

Students also have the opportunity to participate in Erasmus programmes, enabling them to gain international experience and build valuable networks. As a testament to the programme’s commitment to fostering academic and professional growth, many IPSP graduates continue their studies in prestigious doctoral programmes or secure research grants abroad, reflecting the programme’s success in preparing students for advanced academic and research careers.

III. Conclusions

The IPSP actively monitors the career progression of its graduates, ensuring a strong connection between the programme’s outcomes and professional opportunities. Experience demonstrates that the skills acquired through the programme are in high demand across various sectors, including the public and private spheres, national and international organisations, the civil society sector, and academia, particularly for doctoral studies.

The EEAP Committee views the continued close connections among graduates as a testament to the success of the programme’s student-centred approach. This enduring network of alumni reflects the supportive and collaborative environment cultivated during their studies, further enhancing the programme’s reputation and fostering a sense of community beyond graduation.

Panel Judgement

Principle 3: Student-centred learning, teaching, and assessment	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The programme could enhance its relationships with stakeholders by formalising collaborations through memoranda of understanding.

Additionally, efforts should be made to increase the programme's visibility beyond the academic sphere, ensuring its impact and relevance are widely recognised.

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.

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

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

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

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

Documentation

- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. Findings

The committee conducted a detailed evaluation of the IPSP's submitted materials and held extensive discussions with students and graduates to assess the principles of Student Admission, Progression, Recognition of Postgraduate Studies and Certification. Essential documents, including the Regulations of Operation, the Study Regulation and the Program Guide, offer thorough and transparent guidance. These documents outline the procedures for student admission, academic progression, and the mechanisms supporting thesis development, recognition of studies, student mobility and the awarding of postgraduate degrees.

II. Analysis

The procedures for student admission and examinations are clearly described and documented in detail in the materials provided, ensuring that students' rights and obligations are clearly defined. In addition, there is an effective system for monitoring student progress. The student guide is comprehensive and provides all the necessary information for the academic process. The procedures for thesis preparation are clearly defined and comprehensively detailed. The degree awarding process is explicitly stated, promoting transparency and consistency throughout the program. Regarding the role of the academic advisor, although its implementation is governed by regulation, in practice, the thesis supervisor assumes the responsibilities of the academic advisor. The European Credit Transfer and Accumulation System (ECTS) is fully integrated into the program, facilitating academic recognition and mobility. Finally, the Diploma Supplement is issued in both English and Greek, ensuring accessibility and clarity for all graduates.

III. Conclusions

The committee concluded that the IPSP has implemented well-structured policies and procedures for student admission, progression, and recognition within the program. These measures provide a clear and organized framework for academic management, ensuring transparency and upholding the quality of the educational experience.

Panel Judgement

Principle 4: Student admission, progression, recognition of postgraduate studies and certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

A review of the structure is necessary to ensure that the role of the academic advisor is distinct from that of the thesis supervisor. This distinction could enable a more comprehensive range of guidance on matters related to the thesis, as well as on academic progress, career planning and personal development.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

Study Programme Compliance

I. Findings

All faculty members of the collaborating Departments are potential members of the Programme on the basis of specific needs.

The procedures for the selection and development of faculty members follow the legislation in force to the letter. The legislation itself, together with the decisions of the Assemblies of the partner Departments, ensure the transparency of the above practices.

The collaborating Departments, on the basis of the legislation in force, are committed to ensuring that faculty members and other teaching staff are selected in a meritocratic manner and are constantly improved to ensure the highest possible quality of studies.

The semesterly student evaluations are taken into account in faculty developments.

The teaching and research needs of the PSP are in principle covered by faculty members of the collaborating Departments. In parallel, the PSP Curriculum

Committee may assign teaching to professors from other departments of the same or other universities.

On the basis of the collaborations of the cooperating Departments and with research centres and universities, there is the possibility of participation of academic staff members of universities with high and renowned work, for individual lectures and seminars within the PSP.

There is the possibility of inviting external lecturers of high expertise and renowned prestige who are considered "experts" in individual subjects, directly related to the taught courses.

II. Analysis

Each member of the teaching staff of the collaborating Departments teaches the required courses within the Departments to which his/her position belongs. Some of the lecturers who take on the teaching of an PSP course shall add an additional three-hour course to their teaching load.

Constant efforts are made to expand collaborations and to continue existing agreements with institutions and universities abroad. In the framework of Erasmus+ and other collaborations of the collaborating departments of the PSP with research centers, archives and universities, members of the academic/research staff, who have a high and recognized research-writing work, are invited to teach courses, lecture in courses and seminars of the PSP.

Teaching in the MSc "Gender, Society, Politics" is related to the research and teaching interests of the lecturers, which are further cultivated by the PSP and include a wide range of disciplines in the interdisciplinary field of Gender Studies. The PSP "Gender, Society, Politics" has a clear orientation towards gender studies, feminist theory and feminist epistemology.

III. Conclusions

The collaborating Departments shall encourage members of the teaching and research staff to develop their research.

The IPSP is characterized by extroversion both in terms of international collaborations and participation in major international and Greek research projects. The faculty members participating in the operation of the Interdepartmental PSP actively participate in research projects of national and international interest, expanding their collaborations with university institutions and research institutions of high prestige.

The teaching staff of the PSP, as shown by the CVs of the faculty members, is of the highest academic quality. The performance of the teaching staff in scientific - research and teaching work, based on internationally recognized evaluation systems for scientists (e.g. Google), their publications in high-ranking scientific journals, create the appropriate research environment that offers incentives for further research and knowledge.

The prestige of the programme is very high among students and graduates.

According to their reports, many students have recommended the programme to their friends and in many cases specifically because of the teachers who teach on the programme.

Panel Judgement

Principle 5: Teaching staff of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Despite the positive image of the IPSP Faculty, the EEAP Committee considers the staff gender ratio in the programme (women only) disproportionate. We are confident that the programme management will find a way to correct this disproportionality.

PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARING 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, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support and counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.

In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Documentation

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

Study Programme Compliance

I. Findings

The Committee undertook a thorough review of the material submitted by the PSP and held in-depth discussions with students and alumni on the principle of learning resources and student support. A detailed overview of PSP's infrastructure and services shows the range of resources provided to facilitate learning and academic endeavour, including staff, physical facilities and ancillary services that are critical to creating an educational environment.

II. Analysis

The PSP operates within a well-maintained infrastructure, offering classrooms equipped with modern audiovisual tools and ensuring accessibility for individuals with disabilities. Students benefit from access to libraries stocked with specialized journals, books, and electronic databases that support their studies. The program also leverages an online learning platform to enhance the overall educational experience. Students are further supported by a range of services, including the Career Office, the Centre for Counselling and Psychological Support, the

Accessibility Unit for Students with Disabilities, and the Student Advocate’s Office. Administrative staff provide clear guidance and technical support through email and phone communication, ensuring that student needs are promptly addressed. Feedback from both students and alumni reflects a strong awareness of these services, which are widely regarded as accessible and well-suited to their academic goals. The PSP is publicly funded and delivered through the collaboration of six departments, with no tuition fees charged to students—a feature that deserves particular recognition.

III. Conclusions

The PSP demonstrates a strong dedication to providing students with a wide range of services and resources, making efficient use of its available assets.

Panel Judgement

Principle 6: Learning resources and student support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY ACCESSIBLE WAY.

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

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

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

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

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

Documentation

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

Study Programme Compliance

I. Findings

The institution has established a robust information system for the management and monitoring of data concerning students, staff, and course structure and organisation. Data related to the student population profile, progression, success, and drop-out rates is collected systematically and in full compliance with GDPR regulations. Students have access to a wide range of learning resources and well-organised, up-to-date support services. Module and programme evaluation surveys are conducted regularly, with the results providing valuable feedback for the teaching team to inform annual internal programme review processes.

No concerning patterns in drop-out or failure rates have been identified. High success rates are well justified by the selective recruitment process, characterised by a significant number of applicants in comparison to the 20 available placements.

Information about learning and teaching is effectively communicated via e-class platforms, web applications, and, where appropriate, through the IPSP's main website. All Master's Dissertations are made accessible through the university library's electronic repository.

II. Analysis

Based on the documentation provided and discussions held during the accreditation and review process, it is evident to the Review Committee that the IPSP team recognises the importance of collecting, managing, and disseminating information about its operation, organisation, and activities. These processes are conducted through appropriate and effective channels for the benefit of the programme as a whole, current postgraduate students, and external stakeholders who may be interested in the IPSP's identity and activities.

Information related to the organisation, operation, and activities of the IPSP is primarily disseminated through its website and social media platforms. The website's functionality and content are due to be updated during the academic year 2024-25 to better align with the needs of students and staff. At present, the website's content is scheduled for daily updates, ensuring both the accuracy of information and the security of the university's network.

The Programme's posting policy is implemented and overseen by the Programme Director and members of the Programme Committee, ensuring consistency and relevance in all published materials.

III. Conclusions

The institution has effective systems in place for monitoring and managing data and information. While the main website requires updating, this has already been scheduled to take place within the coming academic year. Student satisfaction with the programme is notably high, and all Key Performance Indicators (KPIs) are appropriate and fully met. The institution ensures the protection of student data in compliance with GDPR regulations.

Panel Judgement

Principle 7: Information management	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

During discussions with graduates as part of the review process, it became apparent that they maintain strong connections and collaborate closely in their professional roles. To build on this strength, we recommend that the Programme Team considers developing an alumni space on the updated website. This space could facilitate stronger ties between graduates and foster collaboration networks with current students, further enhancing the programme's community and professional impact.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.

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 PSP 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 on the employment perspectives of PSP graduates.

Documentation

- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

The External Evaluation and Accreditation Panel (EEAP) examined how the PSP provides Public Information about the Program, and whether that information follows the standards and guidelines for Quality Assurance in the European and Greek Higher Education Qualifications Framework. The IPSP publishes its educational and academic activities on the easily accessible website of Panteion University, that provides a link to the Program. The Panel examined carefully the website (<https://ma-gender.panteion.gr/>), and found that the PSP's purpose is broadly defined as an interdisciplinary program that highlight and studies the nature of gender-related issues, placing "particular emphasis on the deeper knowledge of the theoretical tools that arise for the study of gender in social studies." Additional information is provided regarding the activities of the PSP, such as the recent Colloquium on "Current Research in Gender Studies" held in October 2024 at Panteion University, indicative of its dedication to academic excellence.

The IPSP publishes on the web site its educational and academic activities in a direct and easily accessible manner. Emphasis is given to the profiles of the faculty and their impressive research agenda and publications. Key information also refers to the offered curriculum and degree, to admissions regulations of the IPSP, the teaching and examination process, as well as achievements of students, faculty members, and alumni in academic, and professional domains. In addition, it provides valuable information to students about European exchange possibilities, with the Erasmus program being highlighted. It clearly states its commitment to ethical teaching and research. Postal address, telephone numbers and email information are also available for perspective students who have questions and queries.

II. Analysis

The IPSP has an excellent reputation in academic circles, and undoubtedly can reach to perspective students through individual recommendations and word-of-mouth. The Panel discussed with students and graduates of the Program whether

they would recommend it to others, and their answer was overwhelmingly positive. The interdisciplinary character of the PSP, as well as its commitment to include and support students from the LGBTQ community, as well as students that do not belong in the male/female binary gender definitions, were reasons that led them to such positive rating.

Aiming at accreditation, the PSP performs an excellent job in providing easily accessible information on the curriculum, the corresponding degree, on regulations and ethics, on career prospects for graduates, as well as information about conferences, seminars, graduation ceremonies, and other events. All the information published on the website of the PSP is relatively rich, detailed, objective, clear, and somewhat up-to-date.

III. Conclusions

Public information concerning the PSP about the teaching and academic activities is presented in a somewhat readily accessible way and relevant information appears to be objective, clear and relatively updated. The web site appears to be useful for prospective and current students, graduates, social partners, other stakeholders, and the public. Therefore, Institutions and their academic units provide the required information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, and the learning opportunities available to their students. All the above are required for accreditation and the PSP appears to have succeeded in this endeavor, but Information is also provided on the employment perspectives of PSP graduates.

Panel Judgement

Principle 8: Public information concerning the postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

SEE THE GENERAL RECOMMENDATIONS' SECTION ON SUGGESTED IMPROVEMENTS TO THE IPSP's WEBSITE.

PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND POSSIBLE AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The regular monitoring, review, and revision of postgraduate 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:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
- b) the changing needs of society*
- c) the students' workload, progression and completion of the postgraduate studies*
- d) the effectiveness of the procedures for the assessment of students*
- e) the students' expectations, needs and satisfaction in relation to the programme*
- f) the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study 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

- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

I. Findings

The Program's internal evaluations were impressive, and over the years, the objectives of the process have been attained. Their assessment methods and criteria for self-evaluation are clearly stated and included interim progress reviews, along with final evaluations submitted to MODIP and feedback considerations. In addition, the Program is committed in fostering student academic growth, while encouraging their independence in theoretical thinking and individual research. Every semester, they gather student evaluations and take their feedback very seriously. They revise their teaching methods, course

requirements and the program-at-large. They follow transparent procedures aiming at assessing the quality of teaching and include student questionnaires, success statistics for offered courses, and analyze grades for each course. The Program's internal quality assurance mechanisms reinforce its commitment to student satisfaction and success. Every semester, they take student evaluations seriously and attend to every concern. Teaching methods, availability of resources and guidance during independent research are of great importance and constantly monitored. These questionnaires are distributed both in print and digital format, and the analysis of the information is both quantitative and qualitative. The results are communicated to all Professors (and MODIP) who show willingness to improve and excel.

The current status of the PSP is very strong and there are no possible areas of concern. In their 40-page long document entitled "Academic Certification Proposal," is exemplary in its depth and reflexivity. It begins by stating its commitment to following and adapting to the University's principles and its sole goal is to provide high quality education, while offering to students a creative environment defined by academic freedom, rigorous research, as well as improvements for all the above. The report includes several areas that the PSP is currently monitoring: 1. the appropriateness of the structure and the organization of the PSP, and how it is ensured through the application of clearly defined criteria and procedures. 2. The pursuit of learning outcomes in line with European and National Qualification frameworks, by describing clearly what is expected of learning outcomes. 3. Promotion of the quality and effectiveness of teaching by utilizing information and communication technologies (such as e-class and online courses); 4. Ensuring the adequacy of the qualification of the professors, and their research and publishing activities, and by encouraging them to participate in Erasmus+ and construct collaborations with other Programs in Greece and Europe.; 5. Implementing and reviewing the quality of their objectives annually. by taking into consideration the internal evaluation of the previous cycle and working closely with Program's Curriculum Committee. 6. Ensuring that students acquire the necessary qualifications to enter the job market or pursue a Ph.D. degree; 7. Quality assurance of support services, such as administrative, library and student well-being services. Conducting annual internal assessment that is publicized and readily accessible to all stakeholders, makes this PSP compliant to the demands of Principle 9. It comes as no surprise that the Panteion MODIP unanimously approved the report in January 2024.

II. Analysis

The degree of compliance to the standards of Quality Accreditation is excellent as it pertains to the on-going monitoring and internal evaluation of the Program. The current status, is excellent, the Program's strengths are recognizably superior and there are no possible areas of concern as it pertains to internal evaluations and monitoring. It shows that the program evaluates and adjusts according to political happenings in Greece and Europe and respects self-evaluations, student

feedback, and compliance to high standards.

The Program has performed an excellent job throughout the internal evaluation process and that the objectives of the process have been fully met. The efficiency and eagerness of the Department to answer questions and provide additional information and clarifications during our meetings were impressive. The Panel found overall that the degree of compliance to the standards of Quality Accreditation is very good as it pertains to the on-going monitoring and internal evaluation of the Program

III. Conclusions

This Program showed that its assessment structure is both transparent and flexible, as well as clearly communicated. Assessment criteria are strict, and they encourage and take into consideration student feedback and critiques. The program worked diligently in presenting to the Panel internal evaluation reports and other relevant material that included student voices and critiques. Through constant monitoring, the Program ensures that students receive high quality guidance in both teaching, independent research, and success in their studies and careers.

Panel Judgement

Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

NONE

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

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

Documentation

- *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

Study Programme Compliance

I. Findings

Since this is an old and well-tested MA program, it comes as no surprise that the degree of its success is due to constant and on-going monitoring and both internal and external evaluations. The Program provided us with the internal evaluation reports and other relevant material to help the Panel further evaluate its strengths and weaknesses. It also provided the Panel with the concluding remarks of the External Evaluation that took place in 2014, which stated that this was a unique and rigorous Program. It appeared to this Panel and this is still the case. Based on the extensive materials submitted and the lengthy information gathered during the online presentations and discussions, it appears that all professors were eager to participate in this external review in order to fully comply with quality assurance principles. They showed eagerness and dedication to improve this already competitive program, and strive to make it even better. Reaching excellence is their aspiration and they appear to be well on their path to achieving this goal. They engaged with us in a constructive dialogue and discussed problem- solving ideas in order to enhance the Program. Without arrogance, they were open to suggestions, answered all relevant questions, and facilitated this much needed external review.

II. Analysis

Based on the materials submitted and the information gathered during the online presentations and discussions, it appears that all professors, students, alumni and social partners are aware of the importance of external review, its usefulness and the contribution it can make in improving the Program. The current external evaluation process showed that the University and the Program are committed to the letter, and to the spirit of quality assurance and external reviews. There is already in place a step-by-step action plan for utilizing the findings and recommendations of the external evaluation. As they pointed out during the meetings, it will help them improve by enabling them to identify problematic areas and find suitable solutions.

III. Conclusions

The panel's impression is that the Program and the University are committed to external evaluation as a vital component of a quality assurance system. They worked diligently to facilitate the current review and meet its objectives. Overall, their positive approach toward quality assurance and external review is expected to impact the Program and contribute to its continuous improvement positively.

Panel Judgement

Principle 10: Regular external evaluation of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

NONE

PART C: CONCLUSIONS

I. Features of Good Practice

The programme boasts a number of good-practice features including: A strong research ethos and a robust tradition of research-led teaching; the IPSP is free of charge allowing widened access opportunities to underprivileged prospective students; the IPSP's graduates have formed a strong professional network that facilitates the dissemination of gender studies' perspectives in the professional sector.

II. Areas of Weakness

The Programme Team should make every effort to harmonise workload credits across the participating departments. It is equally important for the collaborating departments to formally recognise the working hours their staff dedicate to this highly significant IPSP as part of their standard workload.

Additionally, the Programme Team should develop strategies to ensure that the high professional readiness of IPSP graduates is widely acknowledged within the professional sector, which, broadly speaking, lags behind in gender and diversity initiatives. To achieve this, the Programme Team must intensify efforts to promote the IPSP and its accomplishments beyond academia, actively engaging with the professional sector to highlight its contributions and relevance.

III. Recommendations for Follow-up Actions

A review of the teaching support structure is necessary to ensure that the role of the academic advisor is distinct from that of the thesis supervisor. Establishing this distinction would enable academic advisors to provide a broader scope of guidance, not only on thesis-related matters but also on academic progress, career planning, and personal development. This separation of roles would foster a more holistic support system for students, enhancing their overall academic and professional growth.

Although the IPSP has an excellent reputation in Greek academic circles, improvement and updating the web site might benefit the Program's excellence. Developing an alumni space on the updated website is also advisable. This space could facilitate stronger ties between graduates and foster collaboration networks with current students, further enhancing the programme's community and professional impact. The Panel recommends to also use past graduate student testimonies/narratives aiming at increasing the Program's appeal to prospective

students. These could be incorporated in the main website. Additionally, relevant information published on the website is extensive, but only in Greek, and although Google can translate the site's content, the Panel recommends, if possible, to offer the information in English as well.

Since the IPSP accepts and includes the non-binary gender pronouns (φοιτητο, φοιτητα), it might be useful to add them on the web site.

The incorporation of practical training would further solidify the professional reputation of the IPSP's graduates and it would cultivate further synergies between the programme and the professional sector achieving a greater degree of dissemination of gender studies' perspectives in the wider society.

Better link research to education through student-participation to conferences, workshops and seminars.

Collaborating departments are urged to recognise staff working hours dedicated to the IPSP as part of standard staff workload.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

The Principles where substantial compliance has been achieved are:

NONE

The Principles where partial compliance has been achieved are:

NONE

The Principles where failure of compliance was identified are:

NONE

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