



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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**Accreditation Report**  
**for the Foreign Language Programme of:**  
**Eastern Mediterranean Studies. Archaeology, History, Culture.**

**Institution: University of the Aegean**  
**Date: 31 March - 05 April 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  
Foreign Language Programme of **Eastern Mediterranean Studies.**  
**Archaeology, History, Culture** of the **University of the Aegean** for the  
purposes of granting accreditation

## TABLE OF CONTENTS

<b>Part A: Background and Context of the Review</b>	<b>4</b>
I. The External Evaluation & Accreditation Panel	4
II. Review Procedure and Documentation	5
III. Foreign Language Programme Profile	6
<b>Part B: Compliance with the Principles</b>	<b>7</b>
Principle 1: Strategic Planning	7
Principle 2: Quality Assurance Policy	8
Principle 3: Design, Approval, and Monitoring of the Quality of Foreign Language Programmes	9
Principle 4: Student-Centred Learning, Teaching and Assessment	11
Principle 5: Student Admission, Progression, Recognition of Academic Qualifications, Award of Degrees and Certificates of Qualifications of Foreign Language Programmes	13
Principle 6: Ensuring High Quality of the Teaching Staff of the Foreign Language Programmes	15
Principle 7: Learning Resources and Student Support of Foreign Language Programmes	17
Principle 8: Collection, Analysis, and Use of Information for the Organization and Operation of Foreign Language Programmes	19
Principle 9: Public Information concerning the Foreign Language Programmes	21
Principle 10: Periodic Internal Review of Foreign Language Programmes	22
Principle 11: Regular External Evaluation and Accreditation of Foreign Language Programmes Periodic Internal Review of Foreign Language Programmes	24
<b>Part C: Conclusions</b>	<b>26</b>
I. Features of Good Practice	26
II. Areas of Weakness	26
III. Recommendations for Follow-up Actions	26
IV. Summary & Overall Assessment	26

## **PART A: BACKGROUND AND CONTEXT OF THE REVIEW**

### **I. The External Evaluation & Accreditation Panel**

The Panel responsible for the Accreditation Review of the Foreign Language Programme of “Eastern Mediterranean Studies. Archaeology, History, Culture” of the University of the Aegean comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Prof. Maria Antoniou (Chair)  
Department of History, Pace University, United States
  
2. Prof. Elisabeth Kirtsoglou  
Department of Anthropology, Durham University, United Kingdom
  
3. Prof. Stavros Lazaris  
Centre National de la Recherche Scientifique (CNRS) & Catholic University of Paris, France
  
4. Prof. Dimitris Michailakis  
Dept. of Culture and Society. University of Linköping, Sweden
  
5. Mrs. Michiotti Aikaterini Anna  
University of Patras, Department of Philosophy, Greece

## II. Review Procedure and Documentation

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

The External Evaluation & Accreditation Panel (EEAP) was formed in March 2025 and the accreditation support material concerning the new Foreign language Programme (FLP) on “Eastern Mediterranean Studies. Archaeology, History, Culture” was available via the HAHE Cloud link about ten days prior to the accreditation visit. The review was organized by HAHE and the Department of Mediterranean Studies of the University of the Aegean. The quality of the support material was excellent. All documents were well-crafted and designed. Indicatively, the providing documentation included: Course Syllabi in Greek and English, Study Guide, the Guidelines for Academic Advisors, the Senate decision for the establishment of foreign language programmes, Quality Policy and Institutional Strategy, the Student Guide, the Internal Evaluation Report of MODIP, Teaching Staff Information, the Accreditation Proposal, etc.

During the visit, all the participants involved (MODIP, Teaching Faculty, and Administrative Staff) were very prompt to provide us with all the information we asked for. The meetings with the Department which took place on a single day, Tuesday, April 1st, were conducted online utilizing zoom video conference facilities. All meetings took place in a very friendly and cooperative spirit.

The timetable and agenda of the accreditation review were as follows:

On Monday, March 31st, the EEAP members had a short meeting to organize the accreditation review and allocate the different tasks. The following day, Tuesday, April 1<sup>st</sup>, we had the welcome meeting with the University Rector, Professor Dimitrios Papageorgiou, and Associate Professor Stylianos Xanthopoulos, Vice Rector of Administrative and Academic Affairs and Head of MODIP. The latter gave us an introductory and very informative presentation of the University of the Aegean. After this overview we had the opportunity to discuss some general points of the new FLP, focusing on its necessity and expectations. Mrs. Leventeli Maria, staff of MODIP fulfilled the request of the EEAP and kindly sent us the presentation of Prof. Xanthopoulos via email.

Immediately afterwards, the EEAP had the opportunity to meet with the following Department and MODIP members: Prof. Sotiris Ntalis, Head of the Department; Assistant Prof. Maria Mina, Programme Coordinator of the FLP; Prof. Spyros Spyropoulos, OMEA member; Prof. Panagiotis Kousoulis, OMEA member; Associate Prof. Stylianos Xanthopoulos, Vice Rector of Administrative and Academic Affairs and Head of MODIP; Prof. Athanasios Stasinakis, from the Department of Environment, MODIP member, and the MODIP staff Ms. Maria Leventeli.

After a brief welcome by the Head of the Department, the Assistant Prof. Maria Mina shared with us a very detailed presentation of the new FLP, which she also promptly sent to us via email. We also had the chance to watch a short video regarding the University's facilities in general.

Next, there was plenty of time to discuss various topics regarding the proposed new FLP, specifically the programme's structure and academic profile, strengths, possible areas of concerns, students' admission, University resources (labs, libraries), the faculty's workload, professional development opportunities, methods for student evaluations, teaching and research activities, mobility, link between teaching and research.

After the end of this meeting, the EEAP members gave a short preliminary verbal report about their impressions and key findings.

The Panel wishes to thank the University of the Aegean for arranging and hosting these meetings and for the exceptional spirit of openness and collaboration with which it responded to the queries of the Panel over the course of the virtual accreditation visit.

### III. Foreign Language Programme Profile

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

The FLP “Eastern Mediterranean Studies. Archaeology, History, Culture” is offered by the Department of Mediterranean Studies of the University of the Aegean. The Department is based in the city of Rhodes, a modern and touristically developed area rooted in a rich cultural past.

The Department of Mediterranean Studies is unique in Greece and among the few globally. It operates within two main areas: the historical ties between Greece and the Mediterranean, and the ongoing developments in the European Union and the international community. Additionally, the department actively engages with the Rhodian society and the broader South Aegean region through various initiatives.

In a wider context, the University of the Aegean (UAegean) is a prominent international research-oriented university located across six Aegean islands: Lesbos, Chios, Samos, Rhodes, Syros, and Lemnos. It was founded in 1984 and is known for its innovative and multidisciplinary approach to education and research.

According to the Senate’s decision (Proceedings 18/05.11.2021), the Department of Mediterranean Studies organizes and offers an undergraduate Foreign Language Programme under the title “Eastern Mediterranean Studies. Archaeology, History, Culture”, according to the current legislation (N. 4692/2020 (FEK 111/12.06.2020, τ. Α).

The FLP offers an interdisciplinary approach to studying ancient civilizations. It combines Archaeology, History, Classical Philology, and Linguistics, allowing students to engage in field research, empirical studies, and practical training. Based in Rhodes, the program also provides opportunities to study significant archaeological remains and monuments of the Eastern Mediterranean. The Programme emphasizes the enduring cultural connections in a politically tense region. It attracts international students, boosting Rhodes' local economy and promoting its UNESCO-listed medieval city. Foreign student participation also aids in spreading the Greek language, academic programs, and Greek culture.

The proposed Programme builds on the foundational elements of the Greek-language undergraduate program of the Department of Mediterranean Studies at the University of the

Aegean. It focuses on Archaeology and Linguistics, two of the department's three specializations. The program is designed to impart knowledge in prehistoric and classical Archaeology, Egyptology, ancient History, Classical Philology, and Linguistics, subjects already available at both undergraduate and postgraduate levels within the department. The integration of teaching with research is achieved by exposing students to contemporary research questions during courses and involving them in research through thesis preparation. Students participate in the activities of the Department of Mediterranean Studies' Research Laboratories, including the Laboratory for the Ancient World of the Eastern Mediterranean, the Laboratory of Archaeometry, and the Laboratory of Linguistics of the Southeastern Mediterranean.

The FLP covers introductory topics in Archaeology, History, and Philology, including the study of archaeological remains, art history, ancient texts, papyri, and medieval texts. It offers classroom and field courses at archaeological sites, monuments, and museums, along with participation in university excavations and educational trips. Students will also gain experience in studying primary and secondary sources and conducting field research. Students' mobility is encouraged through the ERASMUS + program and the ERUA (European Reform University Alliance).

The FLP has set transparent selection criteria for applicants, which are as follows: Application/Applicant's file; Certification of Secondary Education; English language certification; Letter of intent; Two recommendation letters; Other relevant qualifications; Interview. The duration of study for the awarding of the Degree/Diploma is set at eight academic semesters (with a possible extension of four more semesters/2 years). The total number of ECTS credits required for the awarding of the degree, according to Article 30 of Law 4009/2011 (A' 195), amounts to 240. The official language is English. There are 5 courses each semester (30 ECTS), including: 1 course in Modern Greek as a second/foreign language. It is estimated that the students upon graduation, will be at the B1 level of knowledge in the Greek language. For Semesters 7 and 8 students choose 2 out of 10 elective seminar courses.

The tuition fees are: 4,500 euros per year, and the maximum number of students is 50. The financial resources of the FLP come from tuition fees, own resources of the University of the Aegean, funds from research projects or programs, donations, sponsorships, and all kinds of financial support, and bequests.

In the FLP will teach 8 members of the Department's teaching staff (DEP) and 2 members of EDIP (Laboratory Teaching Staff), with experience in teaching the programme's subjects and in the English language. During our online visit, it was made clear that there is a provision of hiring additional secretariat personnel, exclusively devoted to serve the needs of the new FLP.

The knowledge gained from the program will help students adjust to the evolving socio-economic landscape, improving the capacity of the State, Society, and global job market to meet emerging demands and challenges. Furthermore, the program aims to equip graduates with the skills needed to thrive in a competitive professional setting.

## PART B: COMPLIANCE WITH THE PRINCIPLES

### Principle 1: Strategic Planning

#### INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN APPROPRIATE STRATEGY FOR THE ESTABLISHMENT AND PROVISION OF FOREIGN LANGUAGE PROGRAMMES (FLP).

*By decision of the Institutional Senate, the Institutions and their academic units should adapt their strategy to allow for the provision of FLP, in addition to attending to any special needs in terms of infrastructure, services, human resources, procedures, financial resources, and administrative systems. In this strategy, the Institutions and the academic units should anticipate the potential benefits, weaknesses, opportunities, and/or risks from their implementation and plan all the necessary actions to achieve their goals.*

#### **Relevant documentation**

- *Institutional Strategy*
- *Academic unit Strategy, including a plan for effective revenue utilization*

#### **Foreign Language Programme Compliance**

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

#### **I. Findings**

The FLP represents one of the first undergraduate Foreign Language Programme in the field of Archaeology-History-Culture in Greece, marking a significant step in the internationalisation of Greek higher education. Hosted by the Department of Mediterranean Studies, whose academic identity is rooted in interdisciplinarity and innovation, the programme is designed in alignment with international academic standards and offers high-quality education in English. Its location on the island of Rhodes, with its rich multicultural heritage, reinforces the programme's strategic focus on the Eastern Mediterranean as a crossroads of civilisations. The department has proactively incorporated international recommendations from previous external evaluations (21/07/2021) and has established robust structures to support academic mobility, research integration, and extroversion, including a dedicated unit for the support of international students.

The proposed FLP is fully integrated into the strategic vision of both the Institution and the academic unit. The Institutional Strategic Plan (Στρατηγική Ιδρύματος) clearly outlines a commitment to extroversion and internationalisation, explicitly identifying the provision of foreign language undergraduate programmes as a key mechanism to enhance international competitiveness, attract international students, and strengthen academic visibility.

At the level of the academic unit, the Strategic Plan document (Στρατηγική Ακαδημ. Μονάδας) reinforces this direction, presenting the FLP as a core part of the department's outward-looking activities. This alignment across levels ensures policy coherence and institutional support.

Strategic planning is further substantiated through a well prepared Feasibility Study (Μελέτη Σκοπιμότητας document) which offers a comprehensive SWOT analysis. It acknowledges anticipated benefits such as increased international student intake, financial reinforcement, and enhanced institutional reputation, while also identifying manageable risks (e.g., competition, resource demands) and proposing mitigation strategies that are both sound and feasible.

In addition to strategic vision, the department has developed a targeted action plan with a clear timeline for implementation and outcome monitoring, as outlined in the 'Objectives and Action Plan' document (Στοχοθεσία και Προγραμματισμός Δράσεων). The action plan includes infrastructure requirements, service enhancements, human resource allocation, and mechanisms for ongoing evaluation.

The academic unit has already defined specific and measurable Key Performance Indicators (KPIs) for the Foreign Language Undergraduate Programme, as detailed in the document "Στοχοθεσία και προγραμματισμός δράσεων για το ΞΠΣ", aligning strategic goals with clear benchmarks for teaching quality, research activity, internationalisation, and student services.

The academic unit has also submitted a revenue utilisation plan for the FLUP, identifying specific areas where generated income will be reinvested — such as teaching capacity, academic resources, student support, and digital infrastructure. This is also reflected in the supporting documents Internal Quality Assurance System Report and Internal Regulations of Operation (ΟΠΕΣΠ - Εσωτερικός Κανονισμός Λειτουργίας), which formalise financial governance and internal operational structures.

The institution makes special provisions for foreign students. Health insurance requirements are explicitly covered, as it is stated in the relevant documentation provided. Foreign students are granted access to the full range of services available to local students (academic advising, library, administrative support).

The programme's overall design reflects a strong institutional commitment to quality, research-led teaching, and sustainable academic development.

## **II. Analysis**

The strategic framework supporting the establishment and operation of the FLP is well developed, institutionally coherent, and realistically grounded. The decision to launch the programme reflects a long-term vision for institutional extroversion and a concrete effort to reposition the institution in the European and international academic space.

The alignment of institutional and academic unit strategies is a major strength, ensuring a unified and consistent approach to programme planning and delivery. The SWOT analysis

demonstrates maturity in strategic thinking, as it reflects both ambition and awareness of operational constraints, especially in terms of staffing and international student integration.

The plan for financial sustainability, embedded in the relevant documentation is detailed and feasible. It projects the effective use of income from tuition fees to strengthen teaching provision and services, ensuring that revenues are reinvested to enhance quality and continuity.

Student support services are broadly accessible, and health insurance has been secured for incoming students. The institution and department have also demonstrated foresight in planning for internal and external evaluation, and the initial ΟΠΕΣΠ report confirms procedural soundness and readiness for implementation oversight.

Greece, as a key player in the historical and cultural developments of the wider Mediterranean, offers an ideal academic and geographic context for the delivery of a Foreign Language Undergraduate Programme in Archaeology, History and Culture. The city of Rhodes, where the programme is hosted, embodies the very notion of a Mediterranean crossroads thus providing a rich and immersive environment for students interested in archaeology, history, and cultural heritage. This unique locational advantage, combined with the promised high academic calibre of the programme, positions it strongly in the international education market. It is therefore reasonable to anticipate that the programme will attract high levels of interest and meet its recruitment targets soon. Should this be confirmed, it may provide strong grounds for the department and institution to re-evaluate staffing needs and consider the allocation of additional human resources to support its growth and sustainability.

### **III. Conclusions**

The institutional and departmental strategic plans demonstrate a high level of preparedness and commitment to the sustainable delivery of the Foreign Language Undergraduate Programme. The FLP is the product of coordinated, well-articulated planning, supported by comprehensive documentation, a realistic SWOT analysis, and a concrete financial utilisation framework.

As part of the accreditation process, the EEAP recommended that the programme team actively promote the FLP by establishing connections with prominent academic institutions in order to enhance visibility and attract prospective international students. These include but are not limited to: the British School at Athens (BSA), the French School at Athens (École française d'Athènes), Swedish Institute at Athens, American School of Classical Studies at Athens (ASCSA), Italian Archaeological School at Athens, German Archaeological Institute at Athens (DAI), Austrian Archaeological Institute at Athens, Norwegian Institute at Athens, Finnish Institute at Athens, Swiss School of Archaeology in Greece.

## Panel Judgement

*Please tick one of the following:*

<b>Principle 1: Strategic Planning</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

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

- Actively promote the FLP through targeted academic networks and collaborations with foreign institutes based in Greece, Europe and internationally.
- Maintain and periodically update the SWOT analysis and financial projections to reflect real-time enrolment data and evolving external risks.
- Monitor and report KPI implementation consistently.

## Principle 2: Quality Assurance Policy

**ACADEMIC UNITS SHOULD DRAFT AND IMPLEMENT A QUALITY ASSURANCE POLICY, ARISING FROM THEIR STRATEGY AND SPECIALISED FOR THE SPECIFIC FLP DOMAIN, THAT IS ACCOMPANIED BY ANNUAL QUALITY ASSURANCE TARGETS, FOR CONTINUOUS IMPROVEMENT.**

*The quality assurance policy of the academic unit must be formulated in the form of a statement, which is made public, and is implemented with the contribution of all stakeholders. The objective is to pursue specific annual quality goals, related to the quality assurance of the study programmes offered by the academic unit, including its FLP. In order to implement this policy, the academic unit, along with other assurances, is committed to implement effective procedures that will provide the suitability of the structure and organization of the FLP, the suitability of the qualifications of the teaching staff, as well as the quality of the support services of the academic unit that has adequate administrative staff. The academic unit also commits itself to conduct an annual internal evaluation of the FLP, realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.*

### **Relevant documentation**

- Quality Policy
- Quality Targeting (utilizing S.M.A.R.T. methodology)

### **Foreign Language Programme Compliance**

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

#### **I. Findings**

The School of Humanities of the University of the Aegean and the Department of Mediterranean Studies applies the basic principles governing the Quality Assurance of the academic institution. The quality policy of the Department follows strictly the requirements of the national institutional framework for the evaluation of Higher Education Institutions (Law 3374/2005), which concerns the coordination and support of all internal and external evaluation procedures of the Institution, based on the standards set by the Quality Assurance and Accreditation Authority for Higher Education (HAHE).

The Programme's staff, in collaboration with the Department's Internal Evaluation Unit and the Quality Assurance Unit (QAU), intends to carry out annually an internal evaluation of the curriculum. Following the QAU standards, students will be asked to complete a questionnaire after the completion of each semester as part of quality assurance of the services provided.

The intention is to ensure that students can provide feedback through questionnaires, and this feedback will be considered for improving the content and teaching quality of courses. All necessary information for the effective functioning of the Programme, as well as regarding students' daily life, will be published in the Programme's webpage. The Director of the Programme will then communicate the results of the evaluation to the teaching staff and

through special meetings, involving members of the teaching staff the continuous improvement of the services provided are going to be implemented.

The FLP will utilize the services of Aegean University, such as access to the library and digital databases, student care, counselling and psychological support, access to the Office of the Student Advocate, cultural and sports activities etc.

Thus, the quality assurance policy is going to be served through:

1. The formation and systematic monitoring of the Program.
2. The regular evaluation and improvement of the Program. The evaluation of the FLP (internal and external) presupposes the systematic and substantial participation of the students and is implemented using certain criteria related to the quality of teaching, the quality of the curriculum provided, as well as focusing on the effectiveness of other services (administrative, student care, infrastructure, resource management, etc.).
3. Ensuring the quality of teaching by new technologies, alternative and new teaching methods that promote the active participation of students.
4. The mutual exchanges of students and of teaching staff members inside and outside Greece, making use of inter-departmental collaborations, collaborations between Institutions and research centres, and mobility programs.

## **II. Analysis**

The Quality Assurance Policy of the FLP sets the framework of an effective monitoring, evaluation, and improvement of the programme's quality. Based on the analysis of available documents, the Panel recognises strong commitment and dedication from the university to follow quality standards. There are several mechanisms in place to ensure that the FLP is in line with the university's strategic goals and subjected to regular evaluations and assessments.

## **III. Conclusions**

The Quality Assurance Policy of the Foreign Language Programme (FLP) in "Eastern Mediterranean Studies. Archaeology-History-Culture" aligns with the quality policy and procedures of the Aegean University. Specifically, the FLP is committed to maintaining and improving the quality, while ensuring that it operates in accordance with the rules governing the department of Mediterranean Studies of the Aegean University. The Quality Assurance Policy aims to enhance the academic profile and orientation of the programme and support its purpose to provide excellent and high-level, systematic, in-depth and specialized education for its students, through the development of research and knowledge in Archaeology, History, Culture of the Eastern Mediterranean societies.

Through a comprehensive overview of the available documents, it seems that the programme is dedicated to continuously updating the curriculum based on scientific standards, improving

the teaching quality, and promoting high-quality research. The implementation of this system is planned to be undertaken by the Internal Quality Unit of the Programme (OMEA), which works in close cooperation with the Quality Assurance Unit of the University (MODIP).

Based on the documents the Panel recognises that effective mechanisms are in place and the faculty is dedicated to complying with high standards.

### Panel Judgement

*Please tick one of the following:*

<b>Principle 2: Quality Assurance Policy</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

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

None.

## Principle 3: Design, Approval, and Monitoring of the Quality of Foreign Language Programmes

ACADEMIC UNITS SHOULD DEVELOP THEIR FOREIGN LANGUAGE PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES, AND THE APPROVAL COMMITTEES FOR THE PROGRAMME. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES, THE INTENDED PROFESSIONAL QUALIFICATIONS, AND THE WAYS TO ACHIEVE THEM ARE SET OUT IN THE FLP DESIGN. THE ABOVE DETAILS AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

*Academic units develop their Foreign Language Programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education, are described at this stage. The above components should be taken into account and pertain to a feasibility study, which, among other things, should take into consideration the strategy of the Institution, the experience of external stakeholders from the labour market, the smooth progression of students throughout the stages of the Programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option to provide work experience to the students, the linking of teaching and research, the international experience in Programmes of the given discipline, the relevant regulatory framework, and the official procedure for the approval of the Programme by the Institution. The process of the approval or revision of the Programmes provides for the verification of compliance to the basic requirements of the Standards by the Quality Assurance Unit (QAU).*

### Relevant documentation

- *Institutional Senate decision for the establishment of the FLP (par. 2, 3, and 5 of article 82 of Law 4692/2020)*
- *FLP Guide (bilingual, in Greek and English)*
- *Course outlines*
- *Teaching staff (list of names with scientific specializations, employment relationship, and assignment of teaching in the FLP and other Programmes)*
- *Special protocols on cooperation or memoranda of agreement*
- *Feasibility study*
- *QAU records*

### Foreign Language Programme Compliance

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

#### I. Findings

The process of designing the new programme, "Eastern Mediterranean Studies: Archaeology, History, and Culture" at the University of the Aegean, follows the provisions of the current legislation. It includes the verification of compliance with the basic requirements by the Quality Assurance Unit (MODIP). This programme will be staffed by both regular and adjunct members of the Department of Mediterranean Studies, along with invited visiting professors and lecturers who possess extensive research experience, thus enhancing the quality of teaching and research in the programme.

## **II. Analysis of judgement**

For the programme's design, structure, and curriculum, the Department of Mediterranean Studies considered the institution's strategy and national and international experiences in the relevant scientific fields covered by the programme. The latter offers a holistic and interdisciplinary approach to studying antiquity by integrating the principles of archaeology, history, classical literature, and linguistics. Specifically, the programme "Eastern Mediterranean Studies: Archaeology, History, Culture" aims to provide an interdisciplinary examination of the cultures that developed in the Eastern Mediterranean region from prehistoric to Byzantine and medieval times, utilizing fundamental principles from the fields of archaeology, history, language teaching, and classical literature.

The programme is organized into eight academic semesters comprising 40 courses (240 ECTS) and extends for four years with full-time, in-person attendance. It will accommodate a maximum of 50 students. It will be exclusively available to foreign nationals from within and outside the European Union, provided they have graduated from high schools or equivalent institutions in foreign jurisdictions. The programme aspires to cultivate future scholars who will receive comprehensive, specialised training and a robust foundation in the above mentioned subjects.

The programme has a curriculum that meets the following goals: (a) developing graduates' academic competencies and skills in the fields of Archaeology, History, and Classics; (b) cultivating critical and analytical thinking; (c) fostering an interdisciplinary approach to issues of Eastern Mediterranean antiquity; (d) training students to critically analyze primary and secondary sources; (e) promoting international and intercultural cooperation in a context of free exchange of ideas; (f) enhancing the global visibility of Greek archaeology and history.

Within the program's framework, students will have the opportunity to engage in practical work that activates theories, techniques, strategies, and methodological approaches pertaining to Archaeology, History, classical philology, and Linguistics. Participating in the programme's practical component and fostering critical thinking and research aims to generate new knowledge and promote research and innovation.

The programme "Eastern Mediterranean Studies: Archaeology, History, and Culture" will charge € 4,500 annually in tuition.

## **III. Conclusions**

In conclusion, the programme adheres to a well-defined written protocol that engages participants, information sources, and the approval committees. Its structure delineates the objectives, anticipated learning outcomes, and employment opportunities. Accordingly, the programme is fully compliant with Principle 3 of HAHE.

## Panel Judgement

*Please tick one of the following:*

<b>Principle 3: Design, Approval, and Monitoring of the Quality of Foreign Language Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

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

None

## Principle 4: Student-Centred Learning, Teaching and Assessment

**ACADEMIC UNITS SHOULD ENSURE THAT THE FOREIGN LANGUAGE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.**

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

- *Respects and attends to the diversity of students and their needs, enabling flexible learning paths*
- *Considers and uses different modes of delivery, where appropriate*
- *Flexibly uses a variety of pedagogical methods*
- *Regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *Regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *Reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *Promotes mutual respect in the student - teacher relationship*
- *Applies appropriate procedures for dealing with students' complaints*

### **Relevant documentation**

- *Questionnaires for assessment by the students*
- *Operating procedure for managing student complaints*
- *Operating procedure for the function of the academic advisor*
- *Report on teaching methods and student assessment*

### **Foreign Language Programme Compliance**

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

#### **I. Findings**

The approach is student-centered, with various pedagogical methods and delivery modes. Apart from the traditional lectures, there are also practical lab training and exercises, which help students acquire some hands-on experience and focus on how something is done correctly and precisely with the guidance of their professors.

#### **II. Analysis**

From the discussions with the faculty, students are encouraged to have an active role during classes and participate in the events that the Department holds or announces, such as

conferences, seminars, etc. Therefore, it is confirmed that the students are seen as active partners in the learning process.

The student satisfaction surveys are conducted throughout the semester, electronically and measure the effectiveness of educational goals; the material that is given, the teaching ability of the faculty, and the teaching methods that are followed, as well as the participation of the students in the teaching processes.

Additionally, through the Academic Advisor, each student can give feedback and share any thoughts, comments, and ideas for improvement.

The EEAP considers that the programme is delivered in an environment that promotes mutual respect and puts the students at the center of the learning and development process.

### III. Conclusion

In general, the EEAP considers that the new FLP is delivered in a way that encourages students to take an active role in the learning process, as the Department's culture supports them.

There is a formal procedure for student feedback and appeals in place, as there are plenty of channels for students to express their comments, give feedback and interact with the faculty.

#### Panel Judgement

*Please tick one of the following:*

<b>Principle 4: Student-Centred Learning, Teaching and Assessment</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations

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

- Students should be encouraged to participate in the evaluation process as it appears to be an important method for teaching staff and subjects to be improved.

## Principle 5: Student Admission, Progression, Recognition of Academic Qualifications, Award of Degrees and Certificates of Qualifications of Foreign Language Programmes

**ACADEMIC UNITS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, RECOGNITION OF STUDIES, AND DEGREE AWARD).**

*The internal regulations that govern the Foreign Language Programmes should regulate all the matters pertaining to these, from the beginning to the end of the studies. Indicatively:*

- *The admission criteria and the required supporting documentation according to the law*
- *The rights and obligations of students*
- *Internship issues*
- *The language of instruction*
- *Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression*
- *Terms and conditions for enhancing student mobility*

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

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

### **Relevant documentation**

- *Internal regulation for the operation of the FLP (Senate decision)*
- *Regulation of studies, internship, mobility, and student assignments*
- *Diploma Supplement*

### **Foreign Language Programme Compliance**

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

#### **I. Findings**

The Department will establish a fair and transparent admission system which will easily provide information about admissions and also special provisions will be available for students with prior learning experience. Moreover, a structured academic framework will guide students through their studies. There are , also, advisors or mentors who will guide and support students throughout their academic journey. Although there is also support for students who face difficulties in their studies , teaching staff is available and willing to help them succeed.

## II. Analysis

At the start of each academic year professors offer to students all the necessary information. They receive information about the programme structure, courses, timetable, the facilities, and tools available in the Department and about their rights and obligations. Moreover, the Department will adopt an advisor process where each student can receive academic advice from faculty members throughout their studies. Upon graduation, graduates receive a Diploma Supplement, containing detailed information about their studies. Students, also, receive information regarding the Erasmus exchange programme and the opportunities for internships with Erasmus+, through the webpage of the University, with emails and through personal meetings. The Department fully implements the European Credit Transfer and Accumulation System (ECTS) for its programme.

## III. Conclusion

The Department of Mediterranean Studies is promised to have excellent published rules and regulations that cover all aspects and phases of its new FLP.

### Panel Judgement

*Please tick one of the following:*

<b>Principle 5: Student Admission, Progression, Recognition of Academic Qualifications, Award of Degrees and Certificates of Qualifications of Foreign Language Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

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

- Although writing a thesis is not mandatory, it is good for students to be encouraged in this direction as it is a useful way to enrich their knowledge skills.

## Principle 6: Ensuring High Quality of the Teaching Staff of the Foreign Language Programmes

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

*The academic unit and the Institution should attend to the adequacy of the teaching staff numbers, the appropriate student-teacher ratio, the appropriate categories of staff (and in the respective foreign language of instruction), the appropriate learning outcomes, a fair selection procedure, high research performance, training, an effective personnel development policy / participation in mobility schemes, conferences, and educational leave (according to the law).*

*More specifically, the academic unit should set up and follow clear, transparent, and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognise the importance of teaching and research. It should 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, and promote the increase of the volume and quality of the research output within the academic unit. It should also follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training, etc.) and develop policies to attract highly qualified academic staff.*

### **Relevant documentation**

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, obligations*
- *Staff support and development policy*
- *Performance of the teaching staff in research and teaching*

### **Foreign Language Programme Compliance**

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

#### **I. Findings**

The academic unit has established and implemented clear eligibility criteria for the teaching staff participating in the FLP, as documented in the Accreditation Proposal and the accompanying materials on academic staff roles and regulations. Staff are appointed through transparent selection procedures in accordance with national legislation (e.g. ΠΔ 407/80), ensuring appropriate qualifications, disciplinary relevance, and fluency in English.

The teaching staff assigned to the FLP possess high-level academic credentials and demonstrable expertise in their fields, with extensive publication records and participation in international research initiatives. The relevant document on Teaching Staff (Διδακτικό

Προσωπικό) outlines both full-time faculty and affiliated instructors, noting strong alignment with the subject areas and language of instruction. There is also documented evidence of ongoing staff evaluation by students through structured surveys managed by ΜΟΔΙΠ and ΟΜΕΑ (as per the module evaluation Questionnaires and internal quality assurance protocols provided).

Professional development opportunities are available, though primarily linked to institutional participation in research projects and conference activity. Teaching workload appears to be relatively balanced and manageable, allowing sufficient time for academic research, although ongoing monitoring will be important as student numbers increase.

The FLP integrates research and teaching effectively. Course content reflects recent developments in the field, and faculty appear committed to the principle of research-led teaching. There is a research strategy in place (as outlined in the Academic Unit Strategy document), focused on specific scientific areas relevant to the programme's objectives, further reinforcing the teaching-research nexus.

## **II. Analysis**

The academic unit demonstrates a strong commitment to maintaining high research-led teaching standards. Staff recruitment processes are fair, clearly defined, and aligned with national regulations, while the qualifications of the selected staff are impressive both in terms of academic profile and international exposure.

There is a positive culture of teaching excellence, supported by student feedback mechanisms, faculty engagement in international networks, and integration of research into the curriculum. The teaching staff appear fully capable of delivering high-quality education in English and contributing to the internationalisation objectives of the institution.

While professional development opportunities and research engagement are present, the unit would benefit from formalising a more structured framework for teaching staff development, especially in relation to innovative pedagogies, digital learning environments, and mobility schemes. Given the international scope of the FLP, reinforcing training for culturally responsive and inclusive teaching would also be beneficial.

## **III. Conclusions**

The FLP meets the requirements of Principle 6 to a high degree. The teaching staff are well-qualified, internationally oriented, and actively engaged in research-led teaching. Recruitment and evaluation procedures are fair and transparent. A more formalised approach to staff development and mobility – especially vis-à-vis projected workloads as the FLP starts to run in full capacity - would ensure the sustainable development of the programme.

## Panel Judgement

*Please tick one of the following:*

<b>Principle 6: Ensuring High Quality of the Teaching Staff of the Foreign Language Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

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

- Formalise internal tracking of teaching workload to ensure research-teaching balance remains sustainable as recruitment expands and the programme reaches full maturity.

## Principle 7: Learning Resources and Student Support of Foreign Language Programmes

**ACADEMIC UNITS SHOULD HAVE ADEQUATE FUNDING TO COVER ALL THEIR TEACHING AND LEARNING NEEDS. THEY SHOULD PROVIDE ADEQUATE INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND FACILITATE DIRECT ACCESS BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, BOARDING, CAREER AND SOCIAL POLICY SERVICES, ETC.).**

*Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to the students of the FLP the best possible level of studies. The above means include facilities 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 -including foreign students- must be taken into consideration (e.g. whether they are full-time or part-time students, employed or international students, students with disabilities, etc.), in addition to the shift towards student-centered learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. Internal quality assurance processes should ensure that all resources are appropriate, adequate, and accessible, and that students are informed about all available services. In delivering support services, the role of support and administrative staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competencies.*

### **Relevant documentation**

- Insurance contract for foreign students
- Level, structure, and organizational setup of the Foreign Students Support Unit (Senate Decision)
- Administrative support staff of FLP (positions, qualifications, and responsibilities)
- Information material for the students with reference to the services provided (in English)

### **Foreign Language Programme Compliance**

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

#### **I. Findings**

The academic unit has secured sufficient infrastructure and student support mechanisms to ensure the effective operation of the Foreign Language Programme (FLP). As confirmed in the Accreditation Proposal and the Internal Operating Regulation, classrooms, IT infrastructure, library access, and learning spaces are fully available to students of the FLUP. Students have access to the same educational and support services as domestic students.

According to the student information material, foreign students are informed—in English—about available services, including academic advising, welfare support, healthcare access, and

integration services. Additionally, a health insurance contract is in place to provide coverage to foreign students throughout their studies.

Administrative support is ensured by a dedicated administrative structure, comprising competent and multilingual staff, with defined responsibilities for foreign student support. A Foreign Student Support Unit is effectively in place, ensuring the smooth management of academic, social, and welfare matters related to international students.

## **II. Analysis**

The institution demonstrates strong organisational readiness and an inclusive support framework that addresses both academic and non-academic aspects of the student experience. The available documentation confirms that the academic unit has anticipated and addressed the diverse needs of prospective international students, ensuring parity with the services provided to local students. This includes academic advising, library access, housing guidance, and social integration services.

The FLP is well-integrated into the broader university ecosystem, and support mechanisms are codified through formal internal regulations and operationalised via specific units. Notably, the existence of a dedicated insurance policy and multilingual materials enhances accessibility and inclusivity.

The teaching and learning infrastructure supporting the FLP is not only fully functional and well-equipped for the prospective international (and the existing local) students, but also of exceptional architectural quality. Several of the buildings utilised by the academic unit that we have seen during the review process are aesthetically impressive and thoughtfully designed to serve modern academic needs. This combination of beauty and functionality contributes to a stimulating learning environment, enhances the international appeal of the programme, and reflects the institution's commitment to providing a high-quality educational experience for all students.

## **III. Conclusions**

The academic unit has ensured adequate learning infrastructure and comprehensive student support for the Foreign Language Programme. Foreign students benefit from equal access to institutional services, including health insurance, academic guidance, and administrative support. The institution demonstrates a strong commitment to inclusive academic integration and student wellbeing.

## Panel Judgement

*Please tick one of the following:*

<b>Principle 7: Learning Resources and Student Support of Foreign Language Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

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

- Ensure the provision of continuous training of administrative staff involved in foreign student support, particularly in cross-cultural communication and digital service delivery.

## Principle 8: Collection, Analysis, and Use of Information for the Organization and Operation of Foreign Language Programmes

**ACADEMIC UNITS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING, AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF FLP AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE, AND EASILY ACCESSIBLE MANNER.**

*Efficient procedures for collecting and analysing information on FLP provide data to the internal quality assurance system. The information collected depends, to some extent, on the type of accreditation (initial, or re-accreditation).*

*The following are of interest: key performance indicators, student body profile, student progression, success and drop-out rates, student satisfaction with the FLP, availability of learning resources and student support, career paths of graduates.*

*During the initial accreditation, the data concerning the profile and structure of the FLP must be entered (National Information System for Quality Assurance in Higher Education - NISQA fields: M4001 - M4030, M4033 - M4038, and M4127 - M4133).*

### **Relevant documentation**

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) on the launching of FLP*
- *Operation of an information management system for the collection of administrative data for the implementation of the Programme (Students' Record)*

### **Foreign Language Programme Compliance**

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

#### **I. Findings**

The procedures for the collection, analysis and use of information about the FLP are implemented through the Internal Quality Assurance System of the Quality Assurance Unit of the University of the Aegean.

The following processes and procedures of the Internal Quality Assurance System of the University of the Aegean are in place: 1. The Institution's policy for quality assurance, 2. Setting quality assurance objectives, 3. Allocation and management of necessary resources, 4. Internal evaluation of curricula, the Internal Quality Assurance System and other activities of the Institution, 5. Design, approval and revision of curricula, 6. Monitoring of teaching, research and administrative work; 7. Publication of information; 8. External evaluation: certification/recertification of curricula and the Internal Quality Assurance System; 9. Participation in international rankings.

The Quality Assurance Unit of the University of the Aegean collects quality data on the activities of the Programme either through its information system or through direct entry into the Integrated National Quality Information System. Subsequently, the Programme's Curriculum Committee is committed to making public its educational, academic and administrative activities, as well as its quality assurance policy and the results of internal and external evaluations. The purpose of this process is to make relevant information direct, accessible, up-to-date and presented in an objective and clear manner.

The collection and management of information regarding teaching and learning (course material and activities, student course evaluations), students and graduates (grades, population, graduation and drop-out rates, duration of studies, satisfaction), academic staff (research activity, conference presentations, publications, citations), administrative staff (performance evaluation surveys), infrastructures and programs of study is going to be administered centrally and it seems that it is going to function well. The information will be analysed by the Quality Assurance Unit and the conclusions are communicated to the Internal Evaluation Group, which is responsible for making recommendations to the Departmental General Assembly.

## **II. Analysis**

It is the intention of the Quality Assurance Unit of the University to collect evaluation data through the administration of a questionnaire about many parameters of the Program and its functioning, e.g., the content and perceived difficulty of the courses, the degree of achievement of learning outcomes, student motivation, student workload, teaching methods, assessment methods, attendance rates, student satisfaction, the responsiveness of faculty to the needs of the students, the connection of teaching and research and the availability of learning resources and student support.

## **III. Conclusions**

The EEAP is confident that the central information management system is going to serve its purpose i.e. to support the Program. The FLP has established procedures for collecting data regarding teaching methods, and student progression. Student evaluations are the primary tool in measuring the pedagogical performance of faculty. These are based on standardized questionnaires, collecting information about the teaching methods, the teaching competence, the syllabus, the adequacy of the administrative and support infrastructure, etc. This information will provide feedback for individual courses and the curriculum when adequately utilised.

## Panel Judgement

*Please tick one of the following:*

<b>Principle 8: Collection, Analysis, And Use of Information for The Organization and Operation of Foreign Language Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

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

None

## Principle 9: Public Information concerning the Foreign Language Programmes

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

*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 Foreign Language Programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning, and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.*

#### **Relevant documentation**

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

#### **Foreign Language Programme Compliance**

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

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

The FLP is planned to have its own homepage, easily accessible from the main page of the university. The information is sufficient to understand the vision, the activities, the educational programmes, the people and their roles. The study programme is presented, the information is clear. The structure of the programme is presented in a structured way, including the mode of attendance, the criteria for assessment and the degrees awarded.

The type of information to be disclosed includes the following: Data on the structure, organisation and operation of the Programme, the internal and external evaluation reports of the FLP, press releases, decisions of the Curriculum Committee, the internal regulations of the Institution and the FLP, data on educational activity, data on research activity. Other information relates to the planning of the academic year, attendance, courses and lecturers. In the context of student-centred information, the Programme's website also provides information on student activities, practical instructions and useful information on life on the island of Rhodes, cultural and social events, while the student communication network provides information and data on the professional development of its graduates.

#### **Communication channels for the disclosure of information**

The international impact of the Programme will be achieved through:

1. The information provided through the addition of a website dedicated exclusively to the FLP on the Department's website.

2. Electronic material which will be distributed to teachers and other organisations abroad.
3. Publications in international journals by members of the faculty.
4. International conferences and collaborations with universities abroad to promote the activities of the USP.

## II. Analysis

The programme will have a relevant website which will provide information about the overarching structure of the program and the courses offered. The content of the website, the collection and organisation of the Programme's material is determined by the Programme's Director and the Programme Committee after consultation with the staff, the Quality Assurance Unit of the University of the Aegean and the Information and Communication Technology Service of the Institution. The final review of the content will be carried out by the Programme Director and the Curriculum Committee. The purpose of the audit is to check the accuracy and objectivity of the material to be posted in collaboration with technical support from qualified personnel.

## III. Conclusions

The Information & Communications Service has undertaken all the obligations related to the organization and operation of the telematics network of the University of the Aegean. Through the Information & Communication Service, the Programme's Curriculum Committee is committed to publicizing the educational, academic and administrative activities of the Programme, as well as its quality assurance policy and the results of internal and external evaluations.

### Panel Judgement

*Please tick one of the following:*

<b>Principle 9: Public Information concerning the Foreign Language Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

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

None.

## Principle 10: Periodic Internal Review of Foreign Language Programmes

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

*Regular monitoring, review, and revision of the FLP aims 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 FLP in light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression, and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs, and satisfaction in relation to the FLP; the learning environment, support services, and their suitability for the programme; FLP are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the FLP is adapted to ensure that it is up to date.*

### **Relevant documentation**

- *Procedure for the re-evaluation, redefinition, and updating of the curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the FLP, and the learning process*
- *Feedback processes on strategy implementation and quality targeting of the FLP, and relevant decision-making processes (students, external stakeholders)*

### **Foreign Language Programme Compliance**

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

#### **I. Findings**

The FLP under review lasts four years and is expected to begin in Fall 2026. The programme must conduct and produce an Annual Internal Evaluation Report drafted following legal requirements and HAHE guidelines. As this is a new programme, a completed Internal Evaluation Report is unavailable.

However, according to staff members of the Department of Mediterranean Studies, it will follow the Internal Quality Assurance System in collaboration with the MODIP committee. The OMEA, MODIP, and other faculty and staff members will diligently collect the necessary data. Each year, information regarding the department's outreach and research activities will be systematically gathered, and the scientific achievements will be published on the department's official website (<https://dms.aegean.gr/en/>). The FLP's internal review process will include additional elements, such as questionnaires specific to FLP activities, and will invite students to provide feedback on several key parameters, including lecture content and methods used.

## II: Analysis of judgement

Students, faculty, and other stakeholders will participate in evaluating the curriculum of the programme "Eastern Mediterranean Studies: Archaeology, History, and Culture." The evaluation will underscore the strengths and weaknesses, strive to establish new objectives, and align them with the desired quality standards. MODIP will meticulously document the outcomes, encompassing findings, proposed enhancements, timelines, involved stakeholders, and necessary resources.

The Program Committee facilitates the exchange of perspectives, identifies challenges, and disseminates exemplary practices. It considers educational requirements, obligations regarding course offerings, instructor availability, and the possible inclusion of visiting faculty. Furthermore, it assesses the feasibility of altering or introducing new courses in light of educational trends, research advancements, and the prevailing job market conditions for graduates.

## III. Conclusions

Based on the documents, the programme fully complies with Principle 10 of HAHE.

### Panel Judgement

*Please tick one of the following:*

<b>Principle 10: Periodic Internal Review of Foreign Language Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

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

None

## Principle 11: Regular External Evaluation and Accreditation of Foreign Language Programmes Periodic Internal Review of Foreign Language Programmes

**FOREIGN LANGUAGE PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.**

*HAHE is responsible for administrating the FLP accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE grants accreditation of these programmes, with a specific term of validity, following to which revision is required.*

*The accreditation of the quality of the FLP acts as a means of verification of the compliance of the programme with the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.*

*Both academic units and Institutions must consistently consider the conclusions and recommendations submitted by the committee of experts for the continuous improvement of the FLP.*

### **Relevant documentation**

- *Utilization of the recommendations of the external evaluation of the academic unit and / or the Institution for the establishment and the continuous improvement of the operation of the FLP (reference to the action plan)*

### **Foreign Language Programme Compliance**

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

#### **I. Findings**

This is the first external accreditation of the programme.

#### **II: Analysis of judgement**

Although this is the first external accreditation, the EEAP considered progress regarding internal evaluations and found that the recommendations were taken seriously and implemented where appropriate and feasible.

#### **III. Conclusions**

The programme fully complies with the principle.

## Panel Judgement

*Please tick one of the following:*

<b>Principle 11: Regular External Evaluation and Accreditation of Foreign Language Programmes Periodic Internal Review of Foreign Language Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

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

None

## **PART C: CONCLUSIONS**

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

*Please state aspects of good practice identified, with regard to the Foreign Language Programme.*

- The department has proactively incorporated recommendations from previous external evaluations (21/07/2021) and has established robust structures to support academic mobility, research integration, and extroversion, including a dedicated unit for the support of international students.
- The teaching staff assigned to the FLP possess high-level academic credentials and demonstrable expertise in their fields, with extensive publication records and participation in international research initiatives.
- There is a positive culture of teaching excellence, supported by student feedback mechanisms, faculty engagement in international networks, and integration of research into the curriculum.
- The teaching and learning infrastructure is fully functional, well-equipped, and architecturally impressive, catering to both international and local students. The buildings are aesthetically pleasing and designed to meet modern academic needs.

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

*Please state weak areas identified, with regard to the Foreign Language Programme.*

- The EEAP envisages the need for a more formalised approach to staff development, research time and mobility – especially vis-à-vis projected workloads as the FLP starts to run in full capacity. Such measures, that can include a rota for sabbaticals, would ensure a sustainable development of the programme that is not achieved at the expense of staff development, research time and work-life balance.

### **III. Recommendations for Follow-up Actions**

*Please make any specific recommendations for development.*

- Conduct a more in-depth needs analysis involving students and teachers to better align the program with real-world language use.
- To improve engagement and accessibility, extensive use of language learning technologies (e.g., language labs, online platforms, mobile apps) should be made.
- Actively promote the FLP through targeted academic networks and collaborations with foreign institutes based in Greece, Europe and internationally.
- Formalise internal tracking of teaching workload and sabbatical rota to ensure research-teaching balance remains sustainable as the programme expands.
- Hiring of secretarial staff exclusively dedicated to the increased and specialized needs of the FLP.
- Ensure the provision of continuous training of administrative staff involved in foreign student support, particularly in cross-cultural communication and digital service delivery.

#### **IV. Summary & Overall Assessment**

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

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

*Please tick one of the following:*

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

## The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
1. Prof. Maria Antoniou, Department of History, Pace University, USA	
2. Prof. Elisabeth Kirtsoglou, Anthropology Department, Durham University	
3. Prof. Stavros Lazaris, Centre National de la Recherche Scientifique (CNRS) & Catholic University of Paris, France	
4. Prof. Dimitris Michailakis, Dept. of Culture and Society. University of Linköping	
5. Mrs. Michioti Aikaterini Anna, student of University of Patras, Department of Philosophy	