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ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC
HQA
HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

Accreditation Report
for the Undergraduate Study Programme of:

Physical Education and Sport Science

Institution: University of Thessaly

Date: 16.11.2019

ΑΡΙΣΤΕΙΔΟΥ 1 & ΕΥΡΥΠΙΔΟΥ, 105 59 ΑΘΗΝΑ
Τηλ.: +30 210 9220944, FAX: +30 210 9220143
Ηλ. Ταχ.: adipsecretariat@hqa.gr, Ιστότοπος: <http://www.hqa.gr>

1, ARISTIDOU ST., 105 59 ATHENS, GREECE
Tel.: +30 210 9220944, Fax: +30 210 9220143
Email: adipsecretariat@hqa.gr, Website: www.hqa.gr



Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HQA to undertake the review of the Undergraduate Study Programme of **Physical Education and Sport Science** of the **University of Thessaly** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **Physical Education and Sport Science** of the **University of Thessaly** comprised the following four (4) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

- 1. Assoc. Prof. Stefanos Volianitis (Chair)**
Aalborg University, Copenhagen, Denmark
- 2. Assoc. Prof. Kyriaki Kaplanidou**
University of Florida, Florida, USA
- 3. Assoc. Prof. Marousa Pavlou**
King's College London, London, United Kingdom
- 4. Prof. Vassilios Vardaxis**
Des Moines University, Iowa, USA

II. Review Procedure and Documentation

On Monday, November 11th 2019, in preparation for the review, the Panel met with key HQA representatives for the introductory briefing. The President of HQA, Prof Pantelis Kyprianos, conducted the official opening, welcomed the panel members, and presented the HQA mission and HEI framework. Then, Dr Christina Besta, General Director of HQA, delivered a thorough presentation on the legal framework, discussed the standards for quality accreditation of undergraduate (UG) programmes and explained the 10 principles of the standards of quality accreditation process. A Q&A session followed before the closing of the introduction to the accreditation process. Then the AP members met, reviewed the documents shared by the HQA and TEFAA-University of Thessaly material via Dropbox, shared their views on the collective approach to the review to establish a common direction, and prepared for travel to Trikala in the afternoon.

On Tuesday, 12th November 2019, the Panel (AP) was welcomed in the Department by the Deputy Rector/President of MODIP Prof Yannis Theodorakis, the Dean of the School/President of OMEA Prof Athanasios Papaioannou, and the Head of the Department Assoc. Prof Nikolaos Digelidis. Immediately afterwards, a meeting with OMEA & MODIP representatives was held. Representatives delivered a presentation on the history, significance and evaluation of the programme. The next meeting was with OMEA and MODIP members as well as teaching staff. The AP members were informed about the Department's strategic planning and associated action plans, and the degree of compliance of the programme. The members and staff also answered AP questions on teaching assessment tasks, curriculum and other matters. During this meeting, the AP members enquired about professional development opportunities and staff mobility, workload allocation and satisfaction, links between teaching and research, and involvement in research activities. This was followed by a meeting with undergraduate students and the AP members inquired about student experience and satisfaction, needs and priorities, use, quality and adequacy of facilities and services, as well as their views on the curriculum, the academic staff, the processes/policies followed, preparedness for the workforce post studies, and student-life and welfare issues. The meeting was followed by a lunch break where AP members reflected on findings and the information presented thus far. The lunch break was followed by a meeting with graduates of the school to discuss their experiences in studying at TEFAA, where they currently have a career, how their education, the school and staff helped them through, their post-graduate studies and their involvement with the university's post-graduate programmes. The AP members also met with employers and social partners who not only offer opportunities for practical experience but often employ graduates from the programme. The day concluded with a brief meeting of the AP members to summarize the day's findings. In the debriefing meeting, the AP discussed overall impressions, planned for the meetings of the next day, and commenced drafting and taking notes on the report. On Wednesday, 13th November 2019, the AP members toured the campus facilities and had the opportunity to visit lecture theatres, tutorial or workshop rooms (including ongoing class

sessions), labs, the library, the canteen, computer rooms, and ask questions on capacity, quality, technologies and access. Following a short debriefing session, the AP members used the mapping grid and the 10 principles of accreditation to identify potential gaps and prepare final questions for the next meeting with OMEA and MODIP members and staff. Further clarifications were offered, and final closing meeting with a general discussion on the findings with key points was also covered. Then, AP members met to reflect and discuss their findings, prepare to write the report, and await their departure for Athens. On Thursday 14th - Friday 15th November, 2019, the AP members met with President of HQA, Prof Pantelis Kyprianos and Dr Christina Besta to reflect on the review process and clarify certain areas in the process. Initial and overall thoughts and impressions were shared and discussed. The AP members drafted, completed and submitted the report to HQA.

III. Study Programme Profile

The Department of Physical Education and Sport Science was established in 1993 and admitted the first students in the academic year 1994-1995. Its premises are located on an area of 150 acres in Karyes, Trikala. The total area of the premises is about 5000sqm including an amphitheatre of 400 seats, laboratories, library, offices, classrooms, videoconferencing room, computer room, etc. and the layout of the surrounding area, open fields, sports facilities has been completed.

The Department of Physical Education and Sport Science belongs to the School of Physical Education, Sport and Nutrition of the University of Thessaly. The Department has twenty-four faculty members, thirteen practical teaching faculty and technical staff, and six administrative staff. The Department accepts approximately 200 students each year and currently the total number of active students reaches 710. The number of postgraduate students is 40 per academic year, and there are currently 72 doctoral candidates.

The aim of the programme is to introduce students to a range of sports science (theoretical and practical) during the first two years (four semesters) and then specialise during the next 2 years (four semesters) in a particular area of knowledge or sport science direction. The structure of the programme is comprised of mandatory and electives courses, and offers in total 117 courses, requiring 240 ECTS for completion and Degree (Diploma) conferral.

The TEFAA Degree (Diploma) covers a wide range of industries and professional areas. Graduates of the Department acquire registered professional rights in the following fields:

- A. Physical Education
- B. Health-related fitness in special populations
- C. Establishment and operation of fitness centres or private learning schools
- D. Exercise programmes for everyone (Public Health)
- E. Competitive Sport

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

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

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

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

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

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

Study Programme compliance

The Department of Physical Education and Sports Science at the University of Thessaly was established in 1993. The Department has established a Quality Assurance (QA) policy that is appropriate and is aligned with the Institution's profile and academic mission. The Department also has the University Quality Assurance Unit (MODIP) and the Department Assessment Group (OMEA) that oversee the quality procedures at both at University and Department levels. The Department has 34 committees that oversee the academic and faculty matters at both Department and University levels. The QA policy describes in detail actions taken by the Department in 10 thematic areas: a) secure the structure and appropriateness of the

programme of studies, b) description and efforts to achieve the learning outcomes for courses according to European Standards and the Framework for Qualifications of the European Higher Education Area, c) strengthening of the quality and effectiveness of teaching, d) appropriateness and improvement of teaching personnel qualifications through the establishment of internal committees and the national system APELLA, e) research productivity of the department, f) the strategies to connect research and teaching, g) development of skillsets among graduates using the internship model so they are placed satisfactorily in the market place, i) continuous improvement of the existing operational and student services j) internationalisation of the Department using a number of strategies related to international faculty connections, international editorial board services and European educational programme collaborations, and k) annual evaluation of the Quality Assurance Standards and the progress noted annually and input in the system by the MODIP and OMEA committees of the University. In all aforementioned areas, the Department offered well-articulated intentions and actions toward continuous improvement and satisfying all applicable requirements. The Department has created a Quality Manual (QM), which describes all internal processes and procedures related to QA. The Department has created informative websites devoted exclusively to QA. Therefore, all relevant information is available to all interested parties.

During the site visit the following points were noted:

- 1.1. The Academic Programme has adopted the Quality Assurance Policy that is appropriate and includes a commitment to continuous improvement, the need to satisfy the applicable requirements through the processes established by MODIP and OMEA and the annual review of the Quality Assurance Standards.
- 1.2. Continuous improvement is promoted through the annual review conducted in the Department and the University quality reporting system
- 1.3. The Quality Assurance Policy is shared during the Faculty General Assembly on annual basis (minimally) although there is no explicit reference as to how the departmental staff is informed about the policy.
- 1.4. With regards to setting specific, measurable, achievable, relevant and timely goals regarding the study programme, especially as it relates to teaching methods, student satisfaction, learning outcomes and research output, the Department indicated they have revised the programme of studies twice since the 2010 evaluation of the programme. A student satisfaction survey was conducted in 2015 that offered insights into the course quality and placement of students. The survey results reflected fairly positive perceptions among students regarding the quality of the programme.
- 1.5. The Department was well prepared for the site visit and offered an array of documents to the Accreditation Panel where certain goals, actions and timeline have been established from 2015 through 2020. In these documents a continuous monitoring of the Department goals and factual information as to the satisfaction of these goals is described and was referenced during the visit to showcase the goal setting and

achievement process. The AP panel had to navigate numerous document versions in order to identify the most up to date information.

1.6. As noted in 1.5, the Department monitors and updates these goals annually.

Panel judgement

Principle 1: Institution Policy for Quality Assurance	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The Department offered insightful information and followed the guidelines. One suggestion the Accreditation Panel would like to make is the following: the Department leadership should explicitly share the information with all teaching staff regarding the Quality Assurance Standards and expectations.

Principle 2: Design and Approval of Programmes

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

Academic units develop their programmes following a well-defined procedure. The academic profile and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

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

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

Study Programme compliance

The Department's Quality Assurance policy describes in detail the thought process and actions taken to comply with the second principle of the Accreditation process. The current programme of studies can be completed in 4 years through the achievement of 240 ECTS and a minimum number of courses ranging from 48-52.

The Department has a clear strategy influencing the development of their programme of study. During the visit, the Vice Rector shared with the Committee the University's global and national ranking, which was also published in the Quality Assurance Unit report. The Department has a clearly articulated programme of studies that guides the students through their academic years and supports active participation of students in the classroom through the use of courses that require hands on and group projects. The involvement of experienced external stakeholders in the student practical education was evident during the site visit, as the Department had arranged a meeting for the Accreditation Panel with this group. During the AP's meeting with stakeholders, discussions about the quality of interactions and mutual support between the Department and stakeholders' needs revealed a positive relationship between the Department and the local community.

The smooth progression of students throughout the programme was achieved through the use of a structured study plan that featured the successful completion of 10/16 courses in the first two years before progression to year 3. This strategy was successful in reducing the number of students who were not progressing satisfactorily through the programme. This progression was monitored through the university electronic system of course registering. The programme also provides paid internship to all their students through the European Support Programs (ESPA) as noted in their Quality Assurance Report support documentation provided to the Accreditation Panel. The relationship between teaching and research was evident through the use of lab space by the students and the faculty featuring assignments within modules that connect research with teaching.

Students can specialise in various subject matters and have to choose this specialisation during years 3 and 4. Specialisation can be in a theoretical or practical subject area.

The workload seemed appropriate and during the visit students expressed their satisfaction with the current course workload. All courses featured learning outcomes and brief descriptions of the assignments.

In addition to the description above, the following were observed during the site visit based on the questions provided in the mapping grip provided by ADIP.

2.1 The programme has been designed based on European Standards of Higher Education as noted earlier in this section taking into account factors (e.g. number of courses type of courses) related to other Universities in Greece and Europe and their connection to the resources of the Department.

2.2 In its totality, the curriculum compared with appropriate, universally accepted standards for the specific area of study.

2.3 The structure of the study programme was fairly rational and articulated. The students expressed their satisfaction despite the heavier load of courses during the first year of studies.

2.4 The programme curriculum is reviewed and evaluated every four years given the Department's engagement with the Quality Assurance process.

2.6 The Student Guide was complete, concise and appropriate.

Panel judgement

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

Panel Recommendations

The Department of Physical Education and Sports Science in Trikala has put forth concerted effort to provide a well-rounded program of studies. However, there are some recommendations the AP panel would like to make:

- The physical lab space has to accommodate smaller groups of students for course content delivery. This potentially can be achieved with more course sections that have a cap of students up to 10.
- All courses must have clear descriptions of the assessment methods (rubrics) of the assignments that allow students to know how they can achieve a certain grade, how to improve for future assignments. There must be a clear policy for the return of coursework and exams to students within a specific timeline that is adopted across the Department according to the type of assignment. Also, all assignments and exams should be marked and returned to the students within a specific timeframe that is clear to students from the start of term.
- It is recommended that the curriculum is streamlined further.

Principle 3: Student- centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE UNDERGRADUATE PROGRAMMES ARE DELIVERED IN A WAY THAT ENCOURAGES STUDENTS TO TAKE AN ACTIVE ROLE IN CREATING THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

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

The student-centred learning and teaching process

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

In addition :

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

Study Programme compliance

The Department of Physical Education and Sports Science at the University of Thessaly currently offers a total of 97 courses (as described in the Study Program 2018-2022) out of which students need to take anywhere between 48-52 to complete the 240 ECTS required on a national level. The ECTS credits vary from 6 to 2 credits per course. The required programme study time is 4 academic years. In the Department's Accreditation proposal, the Department indicated that they are providing the following to their students:

- The wellbeing for students with special needs who register through the university to receive the appropriate services;
- Current teaching methods that focus on flexible and variable delivery methods that are student centred and include group projects, student and professor team teaching, oral presentations, and hands on learning such as lab measurement experiences;
- Access to lecture material through Learning Management Systems/e-learning
- Teaching evaluations and teaching effectiveness established through the electronic evaluations conducted by the students on course content and annual faculty meetings who receive feedback on their teaching effectiveness and revise their approaches according to the feedback
- Student individual skills development through student centred learning efforts
- Availability of teaching evaluations to capture the students' evaluation of the course learning outcomes in order to provide evidence for revisions and improvements in the curriculum
- Teaching methods that promote respect among students and faculty members.
- Management of student complaints is achieved via a student committee responsible for such matters and on the Department website by filling out a general complaint form and submitting it to the Department.

Also, the Department offered a progress report related to 7 recommendations provided to the Department by the 2010 Evaluation Committee where the Department responded with the ways they addressed these 7 recommendations.

After reviewing the Department Accreditation proposal, the progress report and the findings from the site visit, the Accreditation Panel observed the following: According to the 2010 evaluation and progress report of the programme, the current curriculum reflects a significant reduction in the number of courses. Specifically, it was stated in the progress report that the courses were reduced from more than 110 to 74.

The current curriculum is offered across 4 years. The structure of the curriculum is clear and the electronic registration of courses facilitates the students and reduces workload on the Department secretariat's workload. The students have to complete 10/16 theoretical courses to advance in the third year of studies. This change was established after recommendations of the 2010 evaluation committee to engage in these changes and has allowed a smoother transition of the students. However, in the 2019-2020 programme of studies, the profile of courses based on ECTS credits is broken down as follows: 12 credits: 26 courses; 10 credits: 2 courses; 6 credits: 13 courses; 4 credits: 63; 2 credits: 13 courses. The total number of courses based on this description is 117 including core, specialisation and electives, which is deemed pretty excessive. Also, excessive, by most international university standards, is the required 48-52 modules in order for students to collect the necessary 240 ECTS needed for the Degree.

With regards to the student centered-learning, the following concerns were raised:

- a) Assessment: there was no clear expectations of what constitutes a grade level in the assignment (e.g., how can the student receive A, B, C, etc. in the assignment)
- b) There is no policy on provision of student feedback

- c) The Department's vision states that the Department aims to educate students at a world class level for teaching and research. However, the design and delivery of courses is lacking when placed against this vision. There are issues with assessment and feedback on course assignments and terminology used.
- d) In the progress report provided by the Department, it was noted that faculty posted their office hours on their doors.

With regards to the academic staff the following were observed:

- The academic staff (faculty) are familiar with the existing examination system and methods.

With regards to assessment the following were observed:

- The assessment criteria (e.g., rubrics) were not published in advance although the assignments type and weights were provided in the syllabus
- There was a lack of assessment that allowed students to demonstrate the extent to which the intended learning outcomes have been achieved. Students were not given formal feedback because there was no policy with regards to student feedback and the timeframe for the provision of feedback.
- Student assessment was conducted by more than one examiner in course topics that required evaluation of subjective subject matter (e.g., techniques in executing a sport).

In addition to the discussion above, the following were observed by the Accreditation Panel during the site visit based on the questions provided in the mapping grip provided by ADIP.

3.1 A student-centred approach was adopted in terms of teaching primarily using different types of assignments and the co-teaching experiences.

3.2 Students are encouraged to develop individual skills through the use of certain assignment types.

3.3 Course evaluation data are used in the faculty annual meetings to improve and revise the courses.

3.4 The syllabi mention the types of assignments and assessment that can include final exams, oral presentations and group projects among others.

3.5 Student satisfaction surveys are regularly conducted to measure the effectiveness of teaching.

3.6 There is a formal procedure for student appeals in place through the Department website and the faculty advisor.

3.7 In general, the undergraduate programme puts forth significant efforts in promoting mutual respect in learning.

Panel judgement

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

Panel Recommendations

- The assessment criteria and methods should be published in advance with the provision of clear expectations related to the student performance in assignments.
- Faculty should provide to students formal feedback for any type of assessment within short time.
- Training of faculty in utilising Bloom’s taxonomy for the creation of student learning outcomes, in order to achieve effective rubrics and assignment types that target the learning action verbs of describing, analysing, comparing and synthesising, among others.

Principle 4: Student Admission, Progression, Recognition and Certification

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

Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.

Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.

Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

The Department organises a structured two-day meeting consisting of lectures, seminars and familiarisation with sports and teaching facilities. This is offered for all first-year students at the start of their first term in order to support and accelerate the transition of new students from high school to the higher university education system. Furthermore, each student has the opportunity to meet with their personal tutor. Policies for addressing bullying issues or other issues state that students should arrange to discuss with their personal tutor in the first instance. This is of concern as students in Year 3 and 4 do not have an allocated personal tutor, and there is no training in place for personal tutors to be able to address bullying and harassment issues or deliver a successful tutorial altogether.

The programme study guide provided to all students describes the programme structure, course content, ECTS credit system, grading breakdown for modules, administrative responsibilities of each student (i.e. registering for modules) and possibilities for student mobility.

A rigorous process is in place for student progression. The first two years of study include mandatory foundation modules that all students must successfully complete for progression to years 3 and 4. In years 3 and 4, there is an increased possibility for students to choose modules based on their individual strengths, needs and interest as well as choose an area for specialisation.

Student mobility occurs through the Erasmus+ programme. However, there appears to be greater mobility for students visiting the Department rather than for students of the Department to external organisations. For the Academic year 2017/18, only five undergraduate students from the Department directly benefited from the Erasmus+ programme (i.e. student mobility to external organizations), while 21 students visited the Department from external organisations. It must be ensured that there is adequate space available before accepting

additional students for visiting the Department. For undergraduate students, there does not appear to be a mobility route linked to EU travel grants/opportunities or for mobility to occur through specific international contacts and research projects held by faculty members. The Department has well-defined procedures for transferring credits from study in institutions elsewhere in Greece and abroad.

The ECTS-system is obligatory, well-established, documented and consistently implemented for all modules. The curriculum is structured in 8 semesters (4 academic years). Each students' workload is estimated at 30 ECTS per semester, 60 ECTS per academic year and 240 ECTS for completion. OMEA, ΜΟΔΙΠ and departmental committees are responsible for monitoring the application of the ECTS system. Students are able to produce a Diploma Thesis (διπλωματική εργασία) if they have declared and successfully completed module ME0051. The Diploma Thesis has 16 ECTS accredited to it, which includes a seminar session on how to write a thesis. The project work conducted for the Diploma Thesis may involve a lab-based project but cannot be solely focused on a literature review. A thesis handbook with a defined set of quality requirements for the implementation of the thesis is available to all students.

The Diploma is granted to all students who complete the course. It is issued in a standardised format in both Greek and English through a computerized system handled by the Secretariat. The Diploma does not require an application or action from the student and is free of charge.

A strong aspect of the Department's ethos is to promote and provide practical training and experience for all students, throughout the course. The practical training component is considered a critical component of the students' education experience as well as for developing job-specific and broader skills. The Department has developed a strong relationship with different partners associated to Sport Sciences, Education and Health. The Department has developed an online platform system in which students are able to register and apply for their practical training. There are three different main platforms for the practical training in: (a) primary and secondary schools, (b) the student's chosen specialization, and (c) the framework of praxis implementation. In year one, students observe the practical training of students' in subsequent years. The Department states that this allows students to obtain a greater understanding of their field of study at a practical level. In year two of their studies, students register for practical training in primary education facilities under supervision provided by educators in the institution at the training site. During this time students develop their skills to develop appropriate training programs for children in primary education. In the third year of study, students have chosen their area of specialization and those that are deemed as more autonomous are offered specialized practical training (i.e. track and field, football) in collaboration with sports associations in the local area. In the fourth and final year of study, students have a set two-month period of practical training within the framework of the Operational Programme (ΕΔΒΜ) that is subsidized by the European Commission (ΕΚΤ) and National funding (ΜΙΣ: 50000687). The Department has developed strong and commendable relationships with partners within and outside the city of Trikala. Stakeholders from the educational, clinical and commercial sectors, hospital and clinical staff, even armed forces, are integral to the practical training that the Department is able to offer its students. Private interviews with educational, club, hospital, clinic staff and students revealed their satisfaction with the level of and quality of the practical training offered from the Department. The training staff at the practical training sites complete an evaluation form for each student at the end of

their practical training placement with them. Discussions of the AP with students indicated that the students are, in general, satisfied with the quality of their practical training experience.

Panel judgement

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

Panel Recommendations

- Uniform allocation of the personal tutor practice to all students in all years.
- Arrange formal training for all tutors on how to conduct a successful tutorial.
- Specific continuing education training of specific staff members to be able to be a first point of contact for students who have bullying and harassment complaints
- The Department must identify why there is limited student mobility for undergraduate students in the Department towards external organisations but much greater mobility for students visiting the Department on the Erasmus plus program. The Department must develop a procedure to promote student mobility for their undergraduate students towards external organisations.
- Internship supervisors (praktiki) should be provided with clear guidelines for the completion of the student evaluation criteria as to how they will grade them.
- Establish meetings with stakeholders and students to discuss both parties' concerns about the placement duration in order to identify a feasible solution. A transparent process should be adopted to inform students and stakeholders of the outcome of these meetings and how any concerns raised are addressed.

Principle 5: Teaching Staff

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

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

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

Study Programme compliance

With regards to professional development opportunities for the teaching staff there is structured policy ensuring the professional development of the teaching staff. There are mandatory informative seminars regarding novel teaching methods. Also, there is evaluation of the professional teaching capacity development and evaluations by students at the end of courses.

Teaching staff mobility is encouraged in the form of participation in ERASMUS+. In the context of the department's strategy for continuous academic training staff mobility is encouraged through training leaves, postgraduate and research programs and the Erasmus Staff Exchange. Also, the collaboration agreements between Academic Staff and Research Centres of Greece and participation in Research Programs.

Considering the ample research productivity, it is deemed that the teaching workload allows for engagement in research activities.

There are significant links between teaching and research. Most laboratories are research oriented but there are many opportunities for the students to be involved in research (other than being recruited as experimental subjects). Additionally, teaching staff is encouraged to include their research (findings and methodologies) when planning or updating their teaching material.

There is annual students' evaluation of the teaching staff through surveys.

Finally, there is a well-defined departmental research strategy in many different areas of Sports Science, which is well-communicated. Also, research activities follow a particular plan by the department with certain deliverables.

Panel judgement

Principle 5: Teaching Staff	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Further develop a structured departmental procedure for teaching evaluation and regulate the continuous development of teaching staff to ensure alignment with novel teaching methods.
- Further increase the link between teaching and research by utilising research facilities for targeted course content.
- Further disseminate the well-formulated research strategy at the Department level with the aim to a) further facilitate collaboration between the different sports science areas and, most importantly, b) further develop the research identity.

Principle 6: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER TEACHING AND LEARNING NEEDS. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARNING AND STUDENT SUPPORT AND–ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, BOARDING, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or counselling services.

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

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

Study Programme compliance

Currently the Department has 50 members of permanent staff. The Department informed the AP that MSc and PhD students may also lead some lab-based and/or practical sessions. It is of note that the Department has a lower number of staff members compared to other institutions providing the same program in Greece; despite this, the TEFAA in Trikala have an overall greater number of research outputs compared to these other institutions. Both teaching staff and students reported to the AP that greater teaching support would be beneficial for lab-based sessions.

On an annual basis, mandatory seminars are provided for teaching staff for continuous learning regarding teaching methods/ services and attendance is monitored. There is no formal appraisal in place for teaching and lab staff. The Department has implemented a personal tutor system as of Academic year 2017/18.

The Department is located in the Karyes district, about 4 km outside of the Trikala city-centre. The core teaching facilities are located at this site but teaching of practical classes may take place at sports facilities owned and run by the Prefecture of Trikala. The onsite facilities are of varying quality and standards. The range of laboratory equipment is outstanding and there are clear rules regarding acceptable behaviour in laboratory spaces and during lab-based session. However, there is insufficient equipment and lab space for the number of students in the

Department. The system for allocating students into groups is confusing and time consuming with group sizes for individual lab-sessions ranging from 5-30 students.

There are two main lecture theatres, with a maximum capacity of approximately 134 and 400 students respectively. However, the larger new, high quality lecture theatre is not yet in use and different levels of staff have disparate views as to its use with some stating it will only be used for formal events and others stating it will be used for teaching. Facilities such as this must be accessible to all students for their teaching needs. The older of the two main lecture theatres is in a poor state and requires urgent refurbishment; a key issue identified is that students interviewed by the AP panel stated that their lectures are often interrupted by the gym spaces located next door for dance classes. There are additional classrooms and seminar halls available for teaching with a maximum capacity between 30-97 students.

There is infrastructure in place for access to some, but not all buildings for students with mobility needs. The University does have in place a support system for students with special needs whereby they can raise awareness regarding access issues and to request support. The TEFAA is a member of the “ΠΡΟΣΒΑΣΗ” service provided for students with special needs by the University of Thessaly (<http://prosvasi.uth.gr/>). The new lecture theatre includes a well-designed network of electronic support, which contributes to the quality of teaching. There is no meeting or study space available for students and there are no dormitories or boarding facilities at this site. The provision of eating facilities is lacking both with regards to menu choices and space.

The Library includes bibliographical sources and an allocated staff member who is available to help students with queries regarding finding bibliographical and journal references. There is a wide choice of online journals fully accessible to students.

The department policy to simplify administrative procedures is supported by an electronic registration and administration system. Most procedures relate to student registration, teaching, and administration are processed electronically. Students commended the availability of these staff members to provide help when required. There is a 2-hour daily window for students to meet with administrative staff to address any issues. However, both staff and students reported that despite set hours, the administrative staff are available throughout working hours. The administrative support of the Department appears to be efficient and of very good quality.

The availability of an e-platform (eClass) allows students to easily access module materials and the university website provides useful information for students regarding policies as well as welfare services. The Department provides clear and transparent information for all students regarding available services and activities, including programs that offer scholarships, student and teaching mobility, planned sport events, etc. Information is available on the University of Thessaly website regarding student welfare services and an email was shown to the AP which highlighted the provision of these services to the entire staff and student body of the university. The University provides a set of benefits to students aiming to support them during their studies. These include the provision of meals (for students with low income), housing allowance and counselling, as well as provisions for students with learning disabilities. The students are informed about all available services and in general there is an efficient and good-natured communication in the Department between students and administration staff. It is not possible to comment on the level of student welfare services provided but there appears to be only 2

people available in the counselling service for the entire university, which would be insufficient for the level of students. There appears to be no provision of welfare services for teaching staff.

The range of sports facilities available to the students is commendable, however, the distance between locations across the city of Trikala, makes it difficult and requires commuting. Many of the sports facilities are owned and run by the Prefecture of Trikala with access allowed for practical training sessions, which further emphasizes the strong relationship between the Department and stakeholders. The sports complex to be built on the university site has been stalled for at least 13 years. The AP were informed that the Department hoped to have this work completed in the next 1-3 years. There appears to be no formal access to sports facilities for students' personal use. A Physical Education Office exists to promote exercise in students, however, this is based at the Volos site for the University of Thessaly. With regards to cultural facilities, there are no such facilities at the Trikala site. The University of Thessaly provides students with access to musical ensembles and a theatre group, although the latter is not located at the Trikala site.

The internal recommendations document for quality assurance prepared by the Department states that they are making an effort, in collaboration with the technical staff, Prefecture of Trikala and Municipality of Thessaly to improve the infrastructure. Overall the current infrastructure with regards to the availability, access and quality of teaching facilities (i.e. labs and lecture spaces) is inadequate, particularly for a Department whose mission is to be a top ranked world class institution.

Panel judgement

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

Panel Recommendations

- Identify resources as well as reallocation of staff in order to support lab-based sessions.
- The development and implementation of a formal annual or biannual appraisal for all teaching and lab staff.
- A system for appraisal of personal tutors should be developed.
- Funds already allocated for the completion of the onsite sports facility should be released. This development would add to the available teaching space. Any future designs for this space must identify set spaces for practical sessions, student study and meetings, as well as additional canteens.
- Reconfiguration of lab spaces to ensure a student-centred approach to learning.
- Provision of access to all university spaces for students with mobility needs.

- Implementation of specific evidence-based services to enhance learning for students with hearing and visual impairments.
- The expansion of service hours for student access to support services.
- Refurbishment/updating of the canteen and eating space, the gymnastics/dance facility and older lecture theatre.
- Identify a process of how funds from research overheads and postgraduate programmes could be reallocated in the Department to serve the needs of the undergraduate programme.

Principle 7: Information Management

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

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

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

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

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

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

Study Programme compliance

The Department annually collects and reports information on its activities including programs offered, expected learning outcomes, student progression, student demographics, the applied teaching and learning processes, course assessment, faculty staff demographics, faculty evaluations by students. Information is also provided on the professional employment of their graduates. The administrative staff is responsible for managing information for students and graduates; since 2012 the University of Thessaly has installed the ΓΡΑΜΜΑΤΕΙΑ 4.0 CARDISOFT for this purpose. Data obtained via this system is automatically transferred to the specific platform developed with the framework of the institution's program "ΜΟΔΙΠ Πανεπιστημίου Θεσσαλίας". Data regarding a faculty member's research output is clearly documented. However, there is no data recorded on teaching output (i.e., education vs research hours; education hours include module organization, lecture and lab-based teaching time including allocating time for preparation, assessment marking, number of personal tutees and time allocated to this, number of postgraduate students supervising as primary or secondary supervisor). The latter information helps to determine teaching load and allocate teaching.

Information systems used for management and dissemination information are provided through:

- The official website of TEFAA

- The official website of the University of Thessaly
- The descriptive characteristics of both students, as well as the teaching staff of the Department, are collected and the results are published on the Department's website. Courses are managed through an online eClass platform used by teaching staff and active students of TEFAA
- There is also a Student Secretariat (Unistudent) system, through which students have access to the information they need on their courses.

Course evaluations are completed via the MODIP system every six months. In order to optimize the number of students completing an evaluation form for each module, there is a number of modules that are assessed at the end of each term. This information is disseminated to teachers through information sessions, followed by discussions to identify results and any suggested changes from the evaluations. The latter occurs on a biannual basis. Also, each member of teaching staff whose module has been evaluated receives from OMEA of TEFAA - DUT and by MODIP, information regarding the overall outcome for each category in the assessment form (module, supporting staff, the lab and student). These results are monitored and communicated to the Dean of Studies and members of the Electronic Assessment Committee for review, future reference and action if required. There is currently no transparency regarding specific complaints/issues identified and actions taken as a result to improve the curriculum (i.e. there is no "you said, we did" information available).

Department information, study guides, information leaflets on activities, and policies and regulations for undergraduate students are distributed through both the TEFAA's and the University of Thessaly's official websites. Data collected are consistently presented for students and external visitors. However, the Greek website includes more information than the English website and information for the Department's webpage is not as consistent for the English version. For example, information included under the Department Evaluation heading is inaccurate (the 2011-12 evaluation report is included inaccurately for several academic years). This is an important point as part of the Department's vision is to offer an English based undergraduate TEFAA program.

Information regarding employability and career paths of graduates is collected and analysed on average every 5 years. A document is produced for the AP panel with clear graphs and figures for easy interpretation. However, this is not available to stakeholders and the public to the website. There is no information available for stakeholders and the public regarding graduation rates and employment characteristics.

Policy documents and complaint documents are available online. However, the complaint document is very generic and should be specific for complaint categories (i.e., assessment process and/or mark; bullying or harassment). Policy documents such as that for bullying and harassment need to be modified to be inclusive and non-judgmental. It is of concern that students must address bullying/harassment complaints to their personal tutor as the first point of contact for two reasons: a) lack of personal tutor allocation to students in years 3 and 4; b) lack of training for personal tutors to perform this role.

Panel judgement

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

Panel Recommendations

- A transparent and public document outlining specific actions taken as a result of specific student feedback (you said, we did).
- Development of an online platform to assess teaching outputs.
- Development of the English website so that it clearly maps the information included on the Greek website.
- Re-evaluation of the bullying and harassment guidelines.

Principle 8: Public Information

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

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

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

Study Programme compliance

The Department official website is available in the Greek and English language and provides multiple levels of information to any interested parties (i.e., undergraduate, graduate, postgraduate students, alumni, etc.). As such, the online information provides a clear and accurate description of the program that is very useful for all stakeholders and public, domestic and international. It is evident that the Department, with the support of the University of Thessaly as a whole, makes a serious effort in the communication domain of its mission and vision, programs, activities, and opportunities which make clear the structure, attendance mode and expectations, teaching and learning assessment procedures, degrees awarded, including academic/teaching staff curriculum vitae.

The program course outlines are available online and through the eClass platform, which is further used to provide a wealth of digital education material, a method for assignment submission, grading, student feedback, etc. The published information of interest to the stakeholders is up-to-date and is easily accessible/found under specific subheadings including the academic policy of the program quality assurance under the Department overall policies section. The effort, knowledge, and understanding of the policies by the multiple cohorts of stakeholders was evident during the visit.

Panel judgement

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

Panel Recommendations

- Outcomes, such as Graduation Rates and Employment Characteristics of the Graduates are not available online. This is important information relevant to all stakeholders.

- While some of the information on the official site of the Department, may be only relevant in the Greek language, it is recommended to be available in both languages for the international stakeholders, as the Department aspires to be an international recognized institution and to develop programs in the English language as well.

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

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

Regular monitoring, review and revision of study programmes aim to maintain the level of educational provision and to create a supportive and effective learning environment for students.

The above comprise the evaluation of:

- *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date;*
- *the changing needs of society*
- *the students' workload, progression and completion;*
- *the effectiveness of the procedures for the assessment of students*
- *the students' expectations, needs and satisfaction in relation to the programme;*
- *the learning environment, support services and their fitness for purpose for the programme*

Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.

Study Programme compliance

The University of Thessaly has initiated/established a self-assessment policy that is implemented by the Department of Physical Education and Sport Science (UTH - TEFAA) since 2003 and on an annual basis since 2013, with the overall goal for the Undergraduate Program of Study:

“To have sufficient knowledge of basic sciences and to be familiar with the current developments in science in the field of physical education, exercise and sport”

with the specific program learning objectives of:

- Acquisition of knowledge and understanding
- Application of knowledge and understanding
- Formulating reasoned judgments and making appropriate choices
- Communication of acquired knowledge and understanding
- Lifelong learning Capacities

and additional student-centered (general and specific) learning objectives and skills.

In particular, the undergraduate program curriculum is regularly reviewed and revised based on student assessment and feedback from other stakeholders. The internal review is aligned with the academic year according to the following specific steps: Planning at the Curriculum Committee level according to the data and feedback from the former year, data collection, data analysis with assistance of pertinent groups/individuals, report generation at the level of the curriculum committee and department administration, presentation of the report at the general assembly, MODIP, and website posting, and feedback compilation from MODIP, which results in the conclusion of the annual review process. This feedback is used in the review planning of the following year. This annual review focuses on: course evaluations; monitoring and

implementation of study plans; quality of teaching personnel; student progress through the program; research quality and productivity; infrastructure quality, adequacy, and support; and quality of administrative support.

Panel judgement

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

Panel Recommendations

- The internal annual evaluation process should be shared with targeted stakeholders outside the university community (such as, graduates, alumni, as well as, employers, and pertinent individuals from primary and secondary schools). Such feedback should be considered for potential program/curricular revisions.

Principle 10: Regular External Evaluation of Undergraduate Programmes

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

HQA is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HQA grants accreditation of programmes, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

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

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

Study Programme compliance

The Department adopted the philosophy and participated in the external evaluation process administered by the HQA from the initial stages. A Committee of External Experts visited the Department in March of 2010, and the final External Evaluation Report was received by ADIP and the University and was posted on the websites of the Department and ADIP.

The specific External Evaluation Report recommendations for the undergraduate program have been partially addressed (per 10-3. Εκθεση Προόδου v3. 14-10-2019) and were focused on:

1. Organization of the prerequisite courses for better preparation at the specialization stage
2. Increase time between professor-faculty to improve the examination and feedback process.
3. Make the undergraduate thesis required, as it can be supported by program resources.
4. Include research investigator/faculty findings in the teaching of the program's courses.
5. Replacement of contract-based personnel with permanent positions.
6. Infrastructure improvement in terms of teaching spaces and library/study rooms.

The program staff (teaching and support) are welcoming the process of external program review and it was evident that the self-study and external review process has become part of the culture in the department. To achieve its goal, with the guidance of MODIP, OMEA leads the process with close collaboration of the Department Administration and the faculty. Undergraduate students are active participants in this process along with the Department

Secretariat and members of the Library. It was clear that all groups took an active role/engaged in the external review process and have participated in the former follow-up process.

Panel judgement

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

Panel Recommendations

The AP recommends the following:

- Concerted efforts to monitor the application of the recommendations raised during the evaluation and accreditation stages across all levels involved: Department, University and HQA are encouraged.

PART C: CONCLUSIONS

I. Features of Good Practice

- The Department and University put forth concerted efforts to quality standards given the close collaboration among the University Leadership and OMEA, MODIP and ADIP standards and reports. The Department and University has a culture of development of assessment
- Compliance and adoption of the ECTS system that completes the degree based on 240 credits.
- Excellent online platforms for student registration and progress
- Excellent support staff
- Positive relationships among teaching staff and students
- The Study Programme was well organised and offered descriptions of the courses and procedures related to successfully completing the degree. However, there is no evidence or explanation why the 1st and 2nd year nodules have been selected and on what basis.
- Yearly review of course curriculum, student satisfaction, needs assessments and results of evaluations for a collective decision-making process for the improvement of the program.
- A wide range of Stakeholders partnerships (more than 200) that allows student placement in the industry
- There are efforts being made to improve the infrastructure (e.g., new lecture theater)

II. Areas of Weakness

- The quality of the teaching facilities in terms of physical space.
- Lack of processes of assessment of student learning outcomes based on rubrics.
- Lack of uniform allocation of personal student tutors/advisors across the years of study.
- There is no clear progression of learning outcomes across course subjects.
- Lack of communication of programme outcomes such as student placement and graduation rates to the public and stakeholders.
- There is no information available regarding how course (not the course faculty) evaluations were specifically used to improve the curriculum.
- There is no formal teaching staff appraisal process that targets quality of teaching and development.

III. Recommendations for Follow-up Actions

- **Assessment:** All courses need to have clear descriptions of assessment methods (rubrics) for all assignments, exams and theses documents that allow students to know how they can achieve a certain grade, how to improve for future assignments and when to expect the return of their coursework and exams with written feedback. Objective indicators must be developed for degree progress milestones.
- **Curriculum:** a) The curriculum must be streamlined with a reduction in courses offered where possible. b) The department should consider/justify the exclusion/inclusion of the direction for establishment and operation of fitness centres or private learning schools from the curriculum.
- **Learning outcomes and student progression:** Faculty must be trained in utilising Bloom's taxonomy for the creation of student learning outcomes, in order to achieve effective rubrics and assignment types that target the learning action verbs of describing, analysing, comparing and synthesising, among others.
- **Infrastructure:** The teaching infrastructure must meet the student body size needs for optimal student-centred learning. The Department must ensure that all university spaces provide access for students with special needs as well as the development of common study and socialising areas for all students.
- **Communication:** Transparent communication must be implemented amongst the internal stakeholders regarding the actions taken based on the recommendation of the annual or biannual self-assessment. Outcomes, such as Graduation Rates and Employment Characteristics of the Graduates must be available for public access.
- **Efficacy of Assessment:** Concerted efforts must be made to monitor the application of the recommendations raised during the evaluation and accreditation stages across all levels involved: Department, University and HQA, unlike the 2010 review.
- **Research:** Further disseminate the well-formulated research strategy at the Department level with the aim to a) further facilitate collaboration between the different sports science areas and, most importantly, b) develop the research identity.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: 1, 2, 5, 7, 8, 9, 10

The Principles where substantial compliance has been achieved are: 3, 4, 6

The Principles where partial compliance has been achieved are: None

The Principles where failure of compliance was identified are: None

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

The members of the Accreditation Panel

Name and Surname

Signature

Assoc. Prof. Stefanos Volianitis

Aalborg University, Copenhagen, Denmark

Assoc. Prof. Kyriaki Kaplanidou

University of Florida, Florida, USA

Assoc. Prof. Marousa Pavlou

King's College London, London, United Kingdom

Prof. Vassilios Vardaxis

Des Moines University, Iowa, USA