



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



**Εθνική Αρχή  
Ανώτατης Εκπαίδευσης**  
Hellenic Authority  
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece  
**T.** +30 210 9220 944 • **F.** +30 210 9220 143 • **E.** secretariat@ethaae.gr • [www.ethaae.gr](http://www.ethaae.gr)

**Accreditation Report**  
**for the Undergraduate Study Programme of:**  
**Physical Education and Sport Science**  
**Institution: National and Kapodistrian University of Athens**  
**Date: 24 October 2020**



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 HAHE to undertake the review of the Undergraduate Study Programme of **Physical Education and Sport Science** of the **National and Kapodistrian University of Athens** 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.  Study Programme Profile .....	7
<b>Part B: Compliance with the Principles</b> .....	<b>9</b>
Principle 1: Academic Unit Policy for Quality Assurance.....	9
Principle 2: Design and Approval of Programmes .....	13
Principle 3: Student- centred Learning, Teaching and Assessment.....	18
Principle 4: Student Admission, Progression, Recognition and Certification .....	24
Principle 5: Teaching Staff .....	30
Principle 6: Learning Resources and Student Support .....	34
Principle 7: Information Management .....	39
Principle 8: Public Information .....	41
Principle 9: On-going Monitoring and Periodic Internal Review of Programmes .....	43
Principle 10: Regular External Evaluation of Undergraduate Programmes.....	46
<b>Part C: Conclusions</b> .....	<b>48</b>
I.    Features of Good Practice .....	48
II.   Areas of Weakness .....	48
III.  Recommendations for Follow-up Actions .....	49
IV.  Summary & Overall Assessment .....	52

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

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

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **Physical Education and Sport Science** of the **National and Kapodistrian University of Athens** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Assoc. Prof. Stefanos Volianitis (Chair)**  
Aalborg University, Copenhagen, Denmark
  
- 2. Assoc. Prof. Kostas Karadakis**  
Southern New Hampshire University, USA
  
- 3. Prof. Nicos Kartakoullis**  
University of Nicosia, Nicosia, Cyprus
  
- 4. Assist. Prof. George Panayiotou**  
European University Cyprus, Nicosia, Cyprus

## II. Review Procedure and Documentation

The Panel (EEAP) had access to the application supporting material submitted to HAHE by the institution sufficiently in advance in preparation of the study program review. Briefly, the EEAP was provided with 1) the Accreditation Proposal of the Institution, 2) the Quality Policy, 3) the Study Guide, 4) the Regulations, 5) the Course Outlines, 6) the Quality Goals 7) the Student Questionnaires, 8) the Internal Evaluation, 9) the Quality Standards and 10) the various supplementary material.

On Monday, October 19<sup>th</sup> 2020, in preparation for the review, the Panel met via a teleconference (following the guidelines for containing the COVID-19 pandemic) with Dr. Christina Besta, General Director of HAHE, who delivered a thorough presentation on the legal framework, discussed the standards for quality accreditation of undergraduate (UG) programs and explained the 10 principles of the standards of the quality accreditation process. Then the EEAP members met, reviewed the documents and material shared via Dropbox by the HAHE and the School of Phys. Educ. & Sp. Science of the University of Athens, shared their views on the collective approach to the review in order to establish a common direction, and prepared for the online meetings of the following days.

On Tuesday, 20<sup>th</sup> October 2020, the EEAP was welcomed by Prof. Dimitris Karadimas, Vice-Rector for Academic and Student Affairs/President of MODIP and Prof. Nikos Geladas, Dean of School of Phys. Educ. & Sp. Science. Immediately afterwards, a meeting with OMEA & MODIP representatives was held and a presentation on the structure, significance and evaluation of the program was delivered by Prof. Maria Psychountaki, Coordinator of OMEA. The following meeting was with the teaching staff. The EEAP 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 EEAP questions on teaching assessment tasks, curriculum and other matters. During this meeting, the EEAP members inquired about professional development opportunities and staff mobility, workload allocation and satisfaction, links between teaching and research, and involvement in research activities. Subsequently, the EEAP members met with undergraduate students and inquired about the students experiences and satisfaction, their needs and priorities, the usability, quality and adequacy of facilities and services, their views on the curriculum, the academic staff, the processes/policies followed, the preparedness for the workforce post studies, student-life and welfare issues. Finally, there was a debriefing meeting where the EEAP members reflected on their impressions and prepared for the second day of the on-line review.

On Wednesday, 21<sup>st</sup> October 2020, the EEAP members were presented with a previously recorded online tour of the campus facilities, including lecture theatres, tutorial or workshop rooms, labs, the library, the canteen, and computer rooms. During the tour, Prof. Geladas answered EEAP member questions on capacity, quality, technologies and access, and facilitated

the collection of information for the accreditation report. Subsequently, there was a meeting with graduates to discuss their experiences while studying in the Department and their career path. The EEAP members also met with employers and social partners who not only offer opportunities for practical experience but also, often, employ graduates from the programme. Following a short debriefing session, the EEAP members identified potential gaps in the collected information and prepared final questions for the next meeting with OMEA and MODIP members and staff. Further clarifications were offered, key points were covered at a final closing meeting with a general discussion on the findings. Then, EEAP members met to reflect and discuss their findings in preparation for the report drafting.

From Thursday 22<sup>nd</sup> to Saturday 24<sup>th</sup> October 2020, the EEAP members, while drafting the report identified that some further clarifications were needed. In this regard, Prof. Psychountaki provided some further documentation that was used in the drafting and completing the accreditation report before submitting it to HAHE.

### III. Study Programme Profile

The School of Physical Education and Sports Science evolved from the 'Teaching of Gymnastics-1918', the 'Gymnastics Academy-1932' and the 'National Academy of Physical Education-1939', two-, three- and four-year institutions, respectively. Then, it was renamed as University Department of Physical Education and Sports in 1983 and finally School of Physical Education and Sports in 2013.

The School of Physical Education and Sports Science of SEFAA of the National and Kapodistrian University of Athens are committed to providing high quality higher education to his students in the scientific fields of Physical Education and Sports, but also to developing a creative research and work environment for its staff.

The Undergraduate Study Program (USP) lasts at least eight (8) semesters, during which time students are required to complete at least 120 Teaching Units (TU) and 240 Credit Units (CU) in order to obtain a degree, and includes:

- Mandatory Courses,
- Optional Courses,
- Optional Compulsory Courses, which are elective courses for all students but become mandatory when referring to Specializations
- Practical Training,
- Thesis Preparation

#### *Specialization Diploma*

The Specialization Diploma is not mandatory for obtaining a degree. Students can obtain a degree in Physical Education and Sports replacing the Teaching and Credit Units of specialization courses with a corresponding number of free elective courses.

The Specialization Diploma is awarded:

a) In Sports Coaching covered by the Undergraduate Program of Studies. It constitutes physical continuity of student education in the context of sports activities and motor skills related to maximizing athletic performance.

b) In the Cognitive Fields: Robustness & Health (Department of Sports Medicine and Exercise Biology), Adapted Physical Education and Sports Administration (Department of Theoretical Sciences), Greek Traditional Dance and Orchestration (Department of Gymnastics and Dance).

In order to obtain a Specialization Diploma, a prerequisite is the completion of at least 18 Credits (36 Credits), which result from the successful attendance of six (6) to nine (9) optional compulsory courses, provided by the Study Guide.

#### *Additional Specialization Diploma*

It is possible to obtain a second major Specialization by decision of the relevant Sector. Prerequisite is the extension of the minimum study time by at least one (1) academic semester.

### *'Optional' and 'Optional compulsory' courses*

The teaching of the 'optional' and the 'optional compulsory' courses is carried out with eight (8), at least and forty (40), at most enrolled students. Deviation from this regulation can be made following a decision of the Assembly of the Department after a substantiated suggestion of the relevant Sector.

### *Thesis*

Student specialization. The Thesis usually is within the subject-field of the Specialization, otherwise a special permission has to be granted from the relevant Sector. Students who do not attend a Specialization course, but complete the required teaching credits to graduate from general elective courses, are required to write a Thesis with a supervisor of their choice upon application and Departmental approval. The dissertation is individual, even though in special cases (i.e. experimental research) it can be a collaborative effort of up to two (2) students at the discretion of the supervisor professor. The dissertation has a teaching weight of four (4) Teaching Units or eight (8) Credit Units and it is a required condition for obtaining the degree. In the context of the four-year compulsory study, the thesis process takes place in the last year and must be defended by the student in public.

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

- i. Physical Education
- ii. Health-related fitness in special populations
- iii. Establishment and operation of fitness centres or private learning schools
- iv. Exercise programmes for everyone (Public Health)
- v. Competitive Sport

The department receives three hundred (350) students every year and has fifteen hundred and nine (1509) registered actively attending students in total. There are fifty three (53) research active teaching staff (ΔΕΠ) supported by twenty two (22) technical and auxiliary teaching staff and seven (7) administrative staff.



## 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 Quality Assurance Policy of the Department is implemented through the Internal Evaluation Team (OMEA), in close collaboration with the Quality Assurance Unit (MODIP) of EKPA and approved by the General Assembly of the School. For this purpose, TEFAA adopts and complies with the criteria set in article 72.2 of Law 4009/2011.

The strategy of the Department for Quality Assurance ensures quality and completeness for teaching and meets the needs of new scientific directions and expansion of collaborations - mainly interdisciplinary and international - in order to achieve the objectives of the Department. In addition, the strategy is based on the Internal Quality Assurance System of EKPA in which a number of objectives are set, the achievement of which is linked with the improvement of the quality of the Department, research activities, innovation, as well as the performance of the administrative services of TEFAA. The main strategic targets are mentioned in the quality assurance policy of TEFAA. They specialize in quantitative targets to be reached within one- or two-year, which are monitored, measured and revised through the operation of the OMEA. The main categories of these objectives are:

- i. Upgrading and continuous improvement of the teaching work
- ii. Strengthening and promoting research activity and innovation
- iii. Enhancing the reputation of the Department
- iv. Improving services, infrastructure and management systems
- v. Development and management of human resources

Multiple sources and procedures are considered when drafting quality objectives:

- i. the indicators from the processing of the inventory data submitted to MODIP
- ii. of EKPA, through their electronic service
- iii. the annual individual evaluation reports of the faculty members and the annual individual course evaluation reports
- iv. data from the student assessment questionnaires
- v. information and suggestions from the directors of the academic units of the Department (i.e., laboratories)
- vi. the feedback from the 2013 external evaluation.

The quantitative indicators are derived from the Quality Indicators Reports of HAHE for TEFAA and for the TEFAA Undergraduate Program.

TEFAA staff are fully informed about the procedures for quality assurance and actively participate in them. The teaching, research and administrative staff cooperate with the OMEA for the completion of the Internal Evaluation procedures. Students participate in the electronic assessment of courses, teachers and services provided (Secretarial, Premises, Catering, etc.). All stakeholders participate in the implementation and development of quality policy which include Internal agents of the Department: Management Bodies (Department, Department Managers, Managers of Laboratories / Classrooms), Teaching staff (faculty members, EDIP, EEP), Administrative Staff and Students. The results of this strategy are documented both in the internal Evaluation Reports and the External Evaluation Report (November 2013).

The Quality Assurance Policy of the Department is posted on the website of the Department (<http://www.phed.uoa.gr/h-sxoli/diasfalish-poiothtas.html>) and the detailed description of the procedures and means for implementation and monitoring of the implementation of the quality policy is reflected on the MODIP website (<https://modip.uoa.gr>).

There is no evidence of further academic progression or the labor market demands of TEFAA graduates. Two developments can help gather this information in the future: (a) a questionnaire (i.e. completed by the graduates together with the documents for the swearing in), and (b) establishing a Network of TEFAA Alumni.

The Department is committed in attempting to fully adhere with the recommendations of the previous evaluations. Some of the changes that have been made since the previous evaluation include:

- i. Reduction of the laboratories of the Department from eleven (11) to seven (7) focusing on the masters sports disciplines science and not in objects
- ii. Establishment of a Curriculum Committee, a Research Committee, a Bioethics and Research Ethics Committee, and a Study Advisory Committee

The Curriculum Committee reviews the courses and makes requests for any changes that need to be made annually. This has resulted in updating the content of the courses and adding elective courses in health issues. The core courses were reduced from thirty-four (34) to twenty-seven (27), Electives from sixty-three (63) to fifty-eight (58). Students can complete their degree requirements with 41 – 48 courses, over 8 semesters (120 credits, 240 ECTS). This has led to an average of six (6) classes per semester and students typically graduating in 9.2 semesters (reduced from 10.7), or typically in five (5) years.

Improvement of Internships that include training seminars for Physical Education Teachers, Primary and Secondary training for students who take on the role of supervisor in the Compulsory Internship of students, and the enhancement of Paid Internships.

Increased production of research publications in quality scientific journals, for example in 2013 publications were 2694, while in 2019 were increased to 5516. The impact of the Department's research can be seen on the main website.

Upgrading the operation of the library (bibliographic databases, increasing opening hours), purchasing new computers (at least 20 computers with updated software, every year 4-5 new computers are purchased to replace outdated ones), and creating a study room across the library.

Development in the collaboration with social and cultural bodies such as:

- Organization of the Kapodistrian Road for the support of charitable foundations
- Bone marrow and organ bank organization
- Blood Bank Organization

Upgrading of the electronic systems of the Secretariat of the Department and establishing Electoral Registers of the Department.

## Panel Judgement

<b>Principle 1: Academic Unit Policy for Quality Assurance</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## Panel Recommendations

With regards to enhancing the link between Teaching and Research, one suggestion/recommendation is to facilitate the active involvement of students in the research projects of faculty members. In this way, the students are further exposed to principles taught in the classroom and “learn by doing”. This was a request by the students that said they would prefer more time in practical classes and less time in theoretical classes.

The Panel members recommend that the Department helps gather and have access to the information about graduating student placements and makes efforts to promote and create interaction between current students and former students in the Network TEFAA Alumni. This can also be used to create guest lecture experiences, workshops or seminars by either the students reaching out through the Alumni Network, or by the faculty themselves to organize such events.

## 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 latest review and changes of the TEFAA-EKPA PPS Programme was in May 2016, based on the following:

- reduction of the number of courses offered by careful study of course material and identification of possible overlaps between "related" courses
- review and modernize the material of each course, so that it corresponds to the modern data and the needs of the science of Physical Education and Sports
- concentration of compulsory courses in the first 3 years of study
- use of new teaching methods with the application of modern technologies and encouraging interactivity between faculty and students improving the manner of examination, where necessary or feasible.

The Undergraduate Program of Studies (PPS) lasts at least eight (8) semesters, during which students are required to complete at least 120 credits and 240 ECTS credits to obtain a degree, and includes:

- 41 – 48 Courses (27 compulsory, 58 optional and optional compulsory)
- Practical training (Mandatory Internship)
- Thesis preparation

The Specialization the Departments (sectors) of the School are: Sports Coaching in the most Olympic sports (various sectors focusing on athletics); Health and Wellness (Sector of Sports Medicine and Exercise Biology); Adapted Physical Education (Sector of Theoretical Sciences); Sports Administration (Sector of Theoretical Sciences); Greek Traditional Dance (Sector of Gymnastics and Dance); Orchestration (Sector of Gymnastics and Dance). In order to obtain a Specialization diploma, students must complete at least 18 credits (36 ECTS credits), which result from the successful attendance of six to nine courses provided by the Study Guide for the selection of compulsory courses. The Specialization Diploma is not mandatory for obtaining a degree. Students can obtain a degree in Physical Education and Sports by replacing the teaching and credit units of the Specialization courses with a corresponding number of free elective courses.

The Study Program is comparable to the Curricula of the Departments of Physical Education Science and Sport of the other HEIs as it offers relevant courses in respective courses and specializations. TEFAA PPS with the international trends and practices has strengthened the program and seeks to develop positively the reputation of the Department, through the faculty members' collaborations with colleagues from other institutions, student exchanges, and the periodic review of available quantitative indicators. Some of the results from the efforts to gain more international exposure and attraction include:

The curriculum is based on the specifications of the European System of Credentials (ECTS), thus ensuring international recognition of the studies and of the degree awarded with the students' academic title and it is delivered through the Compulsory, Optional and Optional Compulsory courses. It entails theory and research as well as application. The compulsory courses provide the necessary theoretical and practical background for understanding the scientific field of Physical Education and Sports. The optional courses and the optional compulsory (Specialization) courses, which cover a significant part (almost 89.32%) of the programme, come from the six Fields and Specializations of the Science of Physical Education and Sports. The optional courses and the optional compulsory courses of the program allow the students to self-direct and personalize their studies and educational experience depending on their interests and future career prospects.

Students in their final year of study are given the option of preparing a thesis in order to familiarize themselves with the principles of methodology and ethics of research. The thesis is conducted during the later semesters of study at which time it is believed that students will have reached the maturity to apply their theoretical knowledge to the field of research, and ultimately prepare them for the transition from the undergraduate to the postgraduate level if they choose to continue their studies.

The interconnection of theory with the practical applications of Physical Education and Sports is an essential priority of the TEFAA PPS. The Program has been prepared taking into account feedback from students, graduates, and employers that states, that TEFAA graduates need hands-on experience in order to put into practice the knowledge they have gained from their courses. Therefore, to properly prepare students for the transition from a university to a work environment Internship:

- i. is mandatory for all students
- ii. in Primary and Secondary Schools
- iii. in all fields of study (Training, Physical Activity, Exercise in Special Populations, and Dance)
- iv. in institutions such as private gyms, sports clubs and non-profit organizations.
- v. is implemented by the NSRF EKPA Internship Program for students who meet the conditions (Subsidized Internship)

The Department places emphasis on the research training of students. The curriculum includes specific courses that familiarize students with research processes, both compulsory and/or optional laboratory courses, and the possibility of a thesis. The Department, through research programs provides students with the opportunity to participate in research projects. In addition, the link between research, practice and teaching is ensured through the inclusion of research work of the faculty members and students in course lectures, as well as, through the possibility of student participation in the implementation of research programs under the supervision of faculty members. Therefore, linking teaching with research is achieved by:

- i. research Methods in Sport Science and Statistics in Sports and Physical Education courses and laboratory courses of the students selected Specialization
- ii. by preparing assignments in various courses
- iii. the optional thesis
- iv. students' participation in various research studies or research programs
- v. updating the teaching material by incorporating new knowledge
- vi. the mobility of Erasmus students in universities or research centers abroad, either for course study or practical training.

The procedure and regulation of the TEFAA Curriculum is overseen by the Internal Evaluation Team (OMEA) of the Department. The OMEA for this purpose cooperates closely with the administration of the Department, while there is close cooperation with MODIP-EKPA both for the support of the procedures and the provision of information. The TEFAA OMEA monitors and controls the quality of the Department. During the 8th and 10th week of each semester, the Internal Evaluation Team make available the evaluation process of courses by students through the electronic platform of MODIP. These assessments are available to both OMEA and faculty after the final grades to students have been delivered. Students evaluate the degree of satisfaction with regards to their expectations and needs from the curriculum, teaching delivery methods, and the faculty member teaching the course. At the end of each academic year the OMEA collects the teachers' self-assessment report, the evaluation of the courses, including the research and teaching activity of all members of the Department, and the description of each course. The data collected is evaluated, summarized and distributed through tables and diagrams to better capture statistics. Based on the collected operating data the Annual Internal

Report of the Department is created and submitted electronically by the OMEA to both the MODIP of EKPA and the HAHE, and posted on the TEFAA website. The internal evaluation procedures and other activities listed below have contributed to the improvement of the curriculum and research opportunities:

- Changes in the list of courses offered (i.e. creation of health and disease prevention courses).
- The Assemblies of the Department provide opportunities for information and exchange of views among the members of TEFAA.
- The Panhellenic Conference on Physical Education & Sports Science organized by the Department every two years provides the opportunity for meetings between scientists in which fruitful reflection is created on the content and updating of the PPS by the Curriculum Committee.
- The participation of faculty members in Greek and international conferences, boards or working groups of Greek and European scientific societies bring them in contact with new data in the scientific community, thus enriching the content of their teaching and the proposals they submit for the revision of the curriculum.
- In addition, the Curriculum Committee processes information obtained from the PPS Departments of Physical Education & Sports Science of international prestige - both in Europe as well as America- to keep up with the latest and high quality trends and developments in the training provided by physical education scientists and sports in different countries.
- A few of the younger faculty are former students of the programme and have been able to help contribute, improve and create additions to the curriculum. Please comment on the compliance with the Principle.

### Panel Judgement

<b>Principle 2: Design and Approval of Programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	



### **Panel Recommendations**

Students need a clearer procedure to enable them to influence curriculum changes. A Student Representative Committee to the Curriculum Committee can be created that will help gather the opinions and recommendations from the student body and present them at the general assembly where curriculum changes are decided. This will provide the student body with a voice in these matters.

The Panel members recommend that the Department considers mapping the skill(s) that each course develops. This practice will help the Department assess if there are skill knowledge gaps upon graduation. Such practice will further enrich the curriculum with assessment tasks that build student confidence and enable their transition to the job market. Overall, these recommendations will align the program with international practices in teaching and learning.

### 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 continuously monitors the delivery of the curriculum and the students' assessment results. The Department operates through the Curriculum Committee which considers the results of the Internal Evaluation - cooperating with the OMEA- and makes observations and changes where needed. The implementation of the TEFAA PPS is based on the principles of student-centered learning and teaching. The principles of student-centered learning for TEFAA are:

- Selection of courses based on interests, preferences and professional students' perspectives (courses with theoretical, research, experiential and applied orientation)

- Adoption of flexible teaching methods with the possibility of self-selection and development
- Cooperation through educational activities, such as the preparation of assignments, the presentation of bibliographic reviews, experiential exercises or presentations of students using multimedia technology.
- All compulsory theoretical courses include 2 hours of lecture and 1 hour in small groups of students for tutoring courses, seminars or workshop exercises. The practical lessons include 1-hour theory and 3 hours of internship in small groups of students.

TEFAA students are familiar with the assessment and examination methods for each course and are supported for their success in them. The criteria and the method of evaluation are published at the beginning of the semester and are indicated in the syllabus of each course, available both in the printed Study Guide and in the e-class system. Student assessment reflects the degree of achievement of expected learning outcomes. Students receive helpful feedback and tips on the learning process, through their right to see their writing and get feedback from their teacher, and they are also entitled to request the Written Evaluation Committee to review and examine their writing and grades. Student assessment uses both qualitative (i.e., in class participation) and quantitative data (i.e., performance in written/oral exams or delivery of work).

When asked students reported that they typically take five to six classes a semester, a workload they felt appropriate. Students are able to work in labs and do practical work, however, the facilities are not of the best shape. There are not many large facilities available, which is consistent with the last evaluation. The burden of the limited facilities could be relieved if some of the smaller groups and classes were distributed to other areas (i.e. practical work or field trips in a given field of study). There is a system in place where students can liaise with a Faculty member and provide ideas, feedback and seek advice on academic and/or personal matters. Students did express that there is not enough time focused on practice and would prefer more hands-on experience putting theory into practice. Students are more enthusiastic when it comes to practice because they feel they will be better prepared upon graduation.

The Department provides services for counselling support by suitably trained members of the Study Advisory Committee to students who request such services. When enrolling students, the Department Secretariat with the Student Advisory Committee provide each student with a folder containing brief instructions on the operation of the Department and procedural issues. TEFAA has established a day for the reception of new students, during which, the Dean, the Study Advisory Committee and its representatives, and the Secretariat of the Department welcome and inform first year students about the curriculum and the general operation of the Department, including a "tour" of the website of the Department and the Study Guide. All announcements and updates are posted on the Department's website.

The Student Advisory Committee consists of the faculty members of the Department, whose concern is to support and facilitate undergraduate students to complete their studies in the most rational and efficient way, aiming to reduce stagnation students. The average length to complete the studies was reported to be 9.2 semesters (down from 10.7). Study Advisers help undergraduate students to choose the most suitable elective courses and their Specialization, according to interests, capabilities and skills, and to determine the optimal order in which they should take classes and provide support to minimizing exam failure. A table with the names of Student Advisers and the days and hours of their availability to students is compiled. Brief

updates and presentations of the organization of the PPS are made on the first day of classes during students' first semester. The role of the Study Advisory Committee (which consists of representatives from the six different areas of study within the Department) is important. These members answer student questions concerning their studies and assist them in organizing and progressing through their studies. (However, it should be noted that the students that the P met with, were not aware of the existence of the student advisory committee).

TEFAA has provided adequate support and guidance to students throughout their study through:

- i. working closely with teachers, who devote 3-5 hours each week for advising students, hours which are posted on the website of the Department and in teachers' offices
- ii. the operation of the Study Advisory Committee
- iii. the simultaneous provision of procedures for the management of student complaints. There is a first-year introduction to inform students where they can address issues or complaints (Professor, Course Committee, Department Director, Dean, Dean/Assembly).

However, it should also be noted that when asked about the Appeals Committee, the students were not aware of such committee. However, they did say that they knew which professors they could address regarding any complains or concerns they might have had. This can be viewed two ways:

- i. the information is not retained by students or they do not search for it (Student Committees are listed on the website).
- ii. that the students have such relationships with the professors that all issues are handled satisfactorily. Students did express their satisfaction and felt respected within their relationships with the faculty. They felt cared for, and that they could, even after graduation, call or meet with faculty for help and guidance.

Students are informed about the services provided by a combination of methods and Media that include:

- The information leaflets from the Secretariat during the registration of the first-year students, this is carried out during orientation and is done in small groups of students.
- The organization of a reception of first-year students by the Dean, held during the first week of the winter semester. During this orientation the Dean, the Secretariat and the Study Advisory Committee provide information on the curriculum and the basic procedures to be followed (e.g. registration in the electronic services of EKPA, registration for courses and textbooks, information through the website of the Department, etc.).
- The Study Advisory Committee, whose members provide individualized study advice, such as personal design of the programme for student studies based on their interests and prospects, as well as for simple procedural/administrative issues.
- Students are also informed through their attendance in classes and can engage in their learning and interaction with teachers to be informed further about all issues that concern them.

The Department website is an important source of information and communication for students. It provides information concerning the program and current announcements, information on the services provided by EKPA to students, such as: electronic management of

registration, book statements and monitoring the progress of studies, access to course lectures via the e-Class platform and instructions for student welfare issues (student edition identity, food, housing, health care, accessibility for persons with disabilities, cultural events, bonuses, scholarships and awards). Thus, students, including vulnerable social groups, such as the disabled and the needy, for which special care has been taken, can benefit from services and facilities (such as food, housing, care, scholarships, etc.). All information regarding these services, benefits and activities offered by EKPA to its students can be found: [https://www.uoa.gr/to\\_panepistimio/apostoli\\_politikes\\_kai\\_dimosieymata/politiki\\_parochon\\_kai\\_boitheias\\_se\\_astheneis\\_koinonika\\_omades\\_foititonfoititron/](https://www.uoa.gr/to_panepistimio/apostoli_politikes_kai_dimosieymata/politiki_parochon_kai_boitheias_se_astheneis_koinonika_omades_foititonfoititron/).

From the students' perspective and experience, the students receive basic skills, foundations and knowledge through the programme. With regard to theoretical knowledge and professional confidence levels they felt that the school was efficient in creating a thirst for learning and in offering opportunities for academic and professional development. They felt they were able to connect and call upon their old professors for advice, guidance and mentorship.

Former students felt that the university was very good at teaching the process for further development, or to find opportunities for work, or for further education (postgraduate studies). The supervision, help, support, and relationship between students and faculty are very clear, and faculty is always willing to help direct students to seminars, networking events, to finding jobs and other opportunities.

Similarly, the employers that the P met felt that the students (current/Internships and graduates) have the theoretical knowledge and the skills to get started in the industry and the know-how to learn and improve as they gain more experience and get involved in their line of work. Employers felt that the students had lots of ideas and opinions and seemed adequately prepared. Employers suggested that they were very happy with their experiences and stated that they plan to continue to work closely with the university by taking on the students as either interns or employees.

The TEFAA PPS provides mechanisms for the systematic evaluation of teaching delivery and application of pedagogical methods, as well as quality and effectiveness of the taught courses. The student evaluation results of teachers and courses are utilized by the teachers, who have access to the results of their evaluations through the EKPA website: <https://survey.uoa.gr>. During the evaluation period every semester, an announcement is made, and a poster is displayed in the classrooms and the common areas of the Department, to motivate students to participate in the assessment process (<https://survey.uoa.gr/portal/mainMenu> ).

The Department ensures adequate guidance and support of the students by the faculty, promotes mutual respect in the student-teacher relationship and implements procedures for management of student complaints through the various committees (Student Advisory Committee, Curriculum Committee, Written Evaluation Committee). Current results from the most recent student evaluations show a high percentage (~ 96%) judged the outline of courses to students from the first lectures, while similarly high (~ 97%) is the percentage concerning their active presence is ascertained courses in the electronic classroom (e-class). Students consider the goals of the course more or less clear (~ 76%) and similar percentages are reported for the response of the material taught depending on the objectives of the course (~ 76%) related with adequate presentation of scoring criteria (~ 64%). The contribution and the access

to the educational material as related to the understanding of the course material was judged as very satisfactory at a cumulative rate of ~62%.

Almost half of the student population considered that their exam results were announced in a timely manner, with a very satisfactory guidance, detailed and constructive feedback contributing to better understanding of the subject and enabling them to review their work.

The teaching staff of the School is judged with high cumulative percentages for the categories with "too much" and "too much", respectively, in terms of effective organization and presentation of the learning material (~ 77%), the stimulation of interest for the course (~ 70%), the possibility for questions and clarifications (~ 85%), the contribution to the understanding and processing of the curriculum (~ 77%), as well as consistency (~ 90%), respect (~ 87%) and accessibility towards students (~ 81%).

At a rate of ~ 67% (cumulatively the rating levels "too "a lot" and "a lot") refers to satisfaction with their response experiments and laboratory exercises on learning objectives, with much lower levels (~ 41%) when considering laboratory adequacy equipment, and corresponding results (~ 49%) with respect to space of the laboratories (cumulatively the above evaluation levels). It should be noted that a significant percentage of the student population evaluated adequacy and equipment of laboratory facilities with an average percentage value, as "moderate" suitability/quality.

Regarding the adequacy and suitability of sports/practice areas, training rooms and classrooms as well as their adequacy corresponding bodies for conducting the courses, the prevailing picture is that the above are considered "moderately" appropriate.

Faculty personnel take on a lot of roles, and feel that they are understaffed, underpaid and need additional support and resources in order to deal with deficiencies and to also help alleviate some of the short comings in terms of curriculum development, services to the students, etc.

Facilities and labs need improvement both with regard to the physical space and the equipment. Additionally, students suggested inviting external experts to deliver seminars and workshops, on current issues in the labour market.

### Panel Judgement

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

## **Panel Recommendations**

Procedures are provided for the management of student complaints. First year students during an introduction are informed as to who they can contact concerning issues or complaints (Professor, Course Committee, Department Director, Dean, Dean/Assembly). The students we met with did not know about the student advisory committee or the management of student complaints. There needs to be an Appeals Committee established with it being clear to the students that it will be separate from the faculty and that it will deal with student misconduct, student complaints or grading discrepancies.

Students need a much clearer format to influence curriculum changes. Maybe a Student Representative Committee to the Curriculum committee can be created that will help gather the opinions and recommendations of the student body and present them at the general assembly where curriculum changes and suggestions are implemented. This will provide the student body with a voice in these matters.

These committees should have a formal link on the website under student services that lists contact information, procedures and identifies the services offered.

Students did express that there is not enough time focused on practice, and that they want more hands-on experience of putting theory into practice. Students feel that they are more enthusiastic when it comes to practice because they feel they will be better prepared when they leave.

Facilities and labs need improvement both with regard to physical space and equipment. Also, students suggested inviting external experts to deliver seminars and workshops, on current issues in the labour market.

## 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).*

### Study Programme Compliance

*Transition of incoming students from high school to the higher education*

Based on the section 4.1 of the Accreditation Application, as well as the interviews of the School Faculty Members, the Internal Quality Assurance Committee and the students, it appears that the support of the new incoming students is provided through the provision of printed informative material and group briefing during the welcome day. Further information is received upon request (e.g. by the secretariat, Committee of Study Advisers, Teaching Staff).

However, a systematic process of transferring and integrating students into the academic environment through an induction, or Introductory course, aiming at the acquisition of Academic Skills is not in place. Such a course would ensure that students understood and timely acquired necessary skills important for their studies progress and sufficiently have figured out the structure, function and requirements of the academic environment.

There is no clear progression across the four years of studies in the learning objectives in levels of complexity and specificity as characterized by Bloom's taxonomy, namely Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. A heterogeneity is noticed in the courses requirements, in the learning activities and in the procedures governing the achievement of the learning outcomes within different courses. For example, apart from a few cases, an assignment is not an obligatory requirement in all compulsory or elective courses. Such a requirement is expected to promote the active versus passive learning process by providing the necessary stimuli to students through coursework as well as thorough and productive feedback by the Faculty staff. Course assignments are required only in "Compulsory Elective Courses" which, however, are only provided during the fourth year of study (during the final studies stage). Inclusion of different forms of assignment, of lesser complexity and difficulty in



the first year would facilitate a better transition of incoming students from high school to the higher education.

#### *Monitoring of students' progression*

As stated in section 4.2 of the Accreditation Application as well as deriving from discussions with the School Faculty staff, a systematic process of essential monitoring of the students' progress and, consequently, individualized systematic guidance hasn't been identified. In particular, grading data are collected and exported (measures of central tendency), which refer to the averages of the course grade, or graduation general degree (General Point Average – GPA), of the graduates solely for statistical purposes without any further qualitative utilization and exploitation (by a competent committee). In general, the students' monitoring progress is carried out by the teaching staff through a non-systematic process and with an unknown degree of compliance and methodological approach, especially when an intervention is required. An increased tolerance in retention policy of inactive students, which is not mandated from the pertinent legislation, is noticed. As a result, the School sustains an excessive administrative burden due to the huge number of inactive students (72% of the total enrolled students).

#### *Students' mobility*

Erasmus partnerships establishment and promotion of students' mobility relies on individual initiatives of the School faculty members rather than an Erasmus Office within the School. As a result, a systematic encouragement of student mobility is not evident (common promotion practice relies only on posting announcements on special boards and the institutional website).

Thus, the numbers of partner universities (15 in total), the numbers of students' expression of interest (approximately 20 - 25 per year) and approved students for mobility (13 students on average per year - <1%) are relatively low.

At the same time, the aforementioned activities lead to the creation of an additional administrative burden on the academic staff, with consequences the reduction of productive time dedicated for quality teaching, research and social contribution. It should be noted that the Secretariat's involvement in Erasmus Mobility appears to be limited to purely travel and documentation logistics without substantial contribution to strengthening and promotion of the program.

#### *ECTS application across the curriculum*

Based on the Accreditation Application and in particular on the detailed Study Guide, full alignment with European and International Standards is established with regards to the ECTS. The distribution of the educational load in the compulsory courses seems to be logical, however, there is an apparent overestimation of the educational load (6 - 8 ECTS), which corresponds to practical courses (optional compulsory) that does not seem to be substantiated and may need further review. In addition, various final year courses on Teaching Methodology and Coaching of various disciplines, seem to be repetitive and possibly lead to unnecessary waste of human

resources. It is recommended that this aspect of the study program is reviewed as a possible merging of these courses seems appropriate.

### *Diploma Supplement*

According to the Accreditation Application and after reviewing the pertinent template, it is evident that a Diploma Supplement is been provided to students only upon request.

### *Thesis quality requirements and Thesis Handbook*

A Thesis (Final Project) guide exists, which includes detailed instructions, mainly of a procedural nature for its elaboration. The significant research activity of most of the School faculty staff together with their long-term academic experience are positive elements for successful student guiding in this endeavour. In order for the students to undertake a Thesis, the completion of three (3) assignments in any of the rest of the courses is previously required. It is also recommended, that the students have successfully completed the compulsory courses of "Sports Research Methodology", "Sports Statistics" and "Informatics in Physical Education". Adequate knowledge of a foreign language (preferably English) is also recommended.

However, the Thesis guide does not include clearly formulated quality evaluation criteria (e.g. a rubric). Moreover, even though the requirement of completing three assignments in any course prior to enrolment in the Thesis course is a positive step, nevertheless it does not ensure adequate students' experience in project. Finally, the fact that the courses with available assignments are offered in the fourth year of study, does not seem to favour their completion before undertaking the Thesis.

### *Network with external bodies in support of the practical training*

The Internship is implemented in two forms: (a) Internship as a compulsory course activity and (b) Subsidized internship is conducted in the context of subjects related to "Primary and Secondary Education" and the specialties "Health and Wellness", "Adapted Physical Education" "Sports Administration", "Greek Traditional Dance", "Orchestral".

It appears that the partners' network seems to be relatively sufficient with margins, however, of further improvement in both quantitative and qualitative level.

### *Evaluation of the practical training*

The Internship is an important factor in connecting students with the labour market, allowing the connection of academic education with actual entrepreneurship, and the further development and consolidation of skills, as well as the creation of prospects for professional development of students. In terms of Internships in the context of primary and secondary education, as well as, in the context of the sport disciplines (excluding Coaching in Competitive Sports Discipline), the goal of acquiring skills seems to be achieved to a significant degree. The

lack of internship in the specialization of Coaching in the Competitive Sports Discipline doesn't seem to support the smooth professional transition of students. In addition, certain measures are needed to ensure that all students would benefit equally from internship in the Exercise, Health and Wellness area, which currently is limited to the discipline of "Health and Wellness".

Another disadvantage is that a systematic market research is not carried out for the determination of market needs in Sport and Physical Education. Please comment on the compliance with the Principle.

### Panel Judgement

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

### Panel Recommendations

#### *Smooth transition from high school to the higher education*

A formal induction training course would ensure the universal and smooth transition of new incoming students to the new academic environment. The offer of an induction course including the following is strongly recommended:

- i. Structure and Administrative Function of University and School,
- ii. Active Study and Learning Techniques
- iii. Academic Writing Skills
- iv. Presentation Skills
- v. Literature search and classification techniques using platforms and applications
- vi. Library use (e.g. understanding of a system of bibliographic classification )
- vii. Use of printed and electronic sources
- viii. Use of e-learning platforms and electronic learning tools and supportive applications ("My studies", "Uniway").
- ix. Presentation of a Common Course Assignment Guide, with a progressive grading of requirements from the first to the fourth year of studies.
- x. Presentation of the Erasmus program and mobility benefits

### *Monitoring of students' progression*

- i. Development of a standardized semi-annual process of monitoring student progress on an individual (per student) and group (per course) basis of academic performance in collaboration between the Secretariat and the Study Advisers.
- ii. Defining specific grading limits (a. General grade limit and b. Individual course grade limit), which will activate an individualized mechanism of two-level graded counselling intervention.

### *Student Advisory Committee intervention*

- i. Intervention of courses instructors.
- ii. Set up of study progression stages and introduction of criteria for transition from the previous level to the next (two stages with the first stage consisting of the first two years of study (general study and proficiency in basic theoretical subjects) and the second stage consisting of the last two years of study (specialization in special interests).
- iii. Timely specialization in courses of interest after the second year (to facilitate timely and productive progress) is deemed necessary to better meet students' needs for specific skills acquisition.
- iv. Application of the legislation on the expulsion of inactive students who exceed the prescribed  $n + 2$  years of study unless there is a different legal provision for part-time study.

### *Students' mobility*

- i. Establishment of an Erasmus Office which will be managed by administrative staff with the function of searching, concluding and renewing partnerships, encouraging and promoting and managing mobility (there are excellent international standards that can be used as a guide).
- ii. Provision of the required administrative support by the Erasmus office to the incoming students and organization of systematic cultural, social and educational activities.

### *ECTS distribution*

- i. Re-evaluation of the educational of the sport-based courses load and justified identification of their actual requirements
- ii. Thorough comparison of the material covered in the individual subjects of Teaching Principles, Coaching Principles and Coaching Practices of the various sports and identification of overlaps and possible merging consideration among different sport disciplines.

### *Diploma Supplement*

- Timely completion of the procedures for securing its award to all the students without request

### *Thesis*

- i. Set up of course assignment in all offered courses, with gradual requirements per year. Given the large number of enrolled students, the assignment can be offered in groups in order to reduce the excessive burden of instructor for feedback provision.
- ii. Implementation of a unified Assignment Guide in all courses taking into account any specific differences between the various types of courses (theoretical, laboratory, sports specific). The assignments learning outcomes and objectives are proposed to be adapted to a progressive system, which will enhance the quality competence of students for the implementation of the Thesis as a final stage.
- iii. Development and introduction of rubrics in all assignments in order for them to facilitate the understanding of the requirements in conjunction with the clarification of the grading system.
- iv. Establishment of the courses "Methodology of Sports Research", "Sports Statistics" and "Informatics in Physical Education as prerequisites for the Thesis enrollment.
- v. Inclusion of the course "Academic Skills" (as a prerequisite) in the curriculum.
- vi. Abolition of printed submission of thesis (and course assignments) for reasons of environmental responsibility.

### *Practical Training Network*

- i. Efforts need to be made to expand the network of Internship partners, in order to cover the specialization of "Sports Coaching".
- ii. Alternatively (and / or in addition) to the existing network, it would be useful to evaluate the possibility of developing community service activities by the School itself by utilizing its infrastructure or other public space setups (e.g. Parks).

### *Practical training as a valuable part of the programme:*

- i. Implementation of systematic market research (e.g. every three years) to identify the needs and requirements of the labor market and the society.
- ii. Application of Internships in the discipline of "Sports Coaching" but with special attention to the adequacy and quality guidance.
- iii. Expansion of the number of collaborating mentors, utilizing mainly the alumni network.
- iv. Offer of the "Internship in Physical Education & Sports" as mandatory for all students. This would significantly contribute to better harmonization with the ever-increasing social and market needs

In order to achieve the above, legal and financial issues related to insurance against professional liability of students need to be 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

As per section 5.3 of the Application for Accreditation, the faculty hiring process appears to be under transparent procedures based on the pertinent national legislation. A constant reduction in Faculty staff members during the last years is evident, as there is only partial substitution of the retired faculty members. Furthermore, there is noticeable staff shortness for a number of the curriculum courses (i.e. sailing, rowing, beach volleyball), or lack of specialized staff for other offered courses (i.e. Information and Technology). The teaching staff (79) to total registered students (5362) ratio is 1/68 and 1/19 to active students (1509). These figures, however, are not indicative for setting staffing needs.

Regarding the professional development opportunities of the academic staff, they seem to be sufficient and focus mainly on the international networking and promotion of their research activity.

Based on a group discussion with the faculty staff members, it seems that a solid and systematic development and certification of teaching competence and in particular of digital literacy is missing. These aspects are crucial in the successful outcome of academic teaching (utilization of advanced pedagogical practices, utilization of available distance learning opportunities and digital tools of modern synchronous and asynchronous learning) as well as in student guidance through electronic feedback (i.e. commenting and reviewing word type assignments). The training and development of the teaching staff on modern pedagogical methods and tools substantially contribute to the enhancement of active learning and academic participation of students in productive learning activities.

### *Teaching staff mobility*

As shown in section 5.3 of the Application for Accreditation, staff mobility opportunities are been provided through the granting of absence leave (e.g. Sabbatical, Erasmus mobility) and permission to participate in scientific conferences and other scientific events. An annual supportive funding of 1600 – 1800 euro (depending on the destination) is provided.

### *Balance between teaching workload and research engagement*

Based on the Application for Accreditation (Section 5.2) the total weekly load of faculty staff members amounts to forty hours, half of which is devoted to the Undergraduate Program. Instructing of courses is between 6 - 12 hours weekly while the rest of the workload is distributed to the fulfilment of other academic activities, student support and administrative obligations. The overall distribution of the workload of the teaching staff is considered reasonable, however, it could be further improved in cases of exemption from non-productive administrative obligations such as the administrative work required for the organization of Internships, the transfer of students within Erasmus and non-academic student counselling activities.

### *Linking teaching with research*

Based on section 2.5 of the Accreditation Application, there is a clear link between faculty research activities and lecturing. In particular, faculty research work seems to be part of lecturing, both in theory and laboratory applications. A possibility of student participation in the implementation of research and intervention programs under the supervision of faculty members is also evident. There are also adequate core research elements in the curriculum such as in Laboratory courses, Special Topics courses and the obligatory undertake of Senior Project (Thesis) by all students. The quality implementation of the above, has been ensured by the increased research productivity of the staff and the productive use of the laboratories and other research infrastructures of the School. Upgrading and supplementing laboratory equipment as well as securing further financial resources for the supply of laboratory consumables would further strengthen the link between research and teaching.

### *Regular evaluation of teaching staff by the students through surveys*

As per section 3.3 of the Accreditation Proposal, there is a systematic assessment of faculty staff by students in each course, taking place during the 8th - 10th week of each semester instruction. The digitization of the evaluation process in recent years seems to have contributed to the timely availability of the evaluation results and the substantial increase of participation by the students. However, the evaluation results do not seem to systematically be utilized further, other than being available to the teaching staff for feedback purposes.

A universal research orientation by the Academic Unit is not clear, however, it has been well documented that individual research groups have been developed within the structured laboratories of the School, presenting a specific orientation in the thematic areas of Health,

Human Performance, Physical Activity and Physical Education. The documented growth of the research activity of recent years is remarkable and enhances academic quality within the Academic Unit. Following the previous evaluation, a Research Development Committee has been set up, which is expected to qualitatively assist in this regard, in particular by setting up and implementing a clear research policy and strategy and establishing a high level of research culture within the Department.

In addition to disseminating the research knowledge produced within the narrow confines of the global research community, it is considered of particular importance to develop an extroverted policy utilizing research results for the benefit of society (as part of the university mission pillars).

### Panel Judgement

<b>Principle 5: Teaching Staff</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

Establishment of a series of in-School faculty development seminars for acquiring and enhancing:

- i. pedagogical skills
- ii. digital skills, in particular as regards the full utilization of digital distance learning platforms and digital synchronous and non-synchronous learning tools

The interconnection of the above actions with certification of existing and new staff is encouraged as a prerequisite for smooth integration into the academic environment.

A partial resistance to harmonization by older staff, who have consolidated their own pedagogical practices, is expected, so it is considered reasonable to go through a transitional stage of full harmonization of staff with modern requirements.



### *Teaching workload*

- An attempt to exempt teaching staff from non-academic administrative actions that can be undertaken by the administrative staff of the School (e.g. Erasmus liaison actions, Internship administration, non-academic advisory counselling) is encouraged.

### *Linking teaching with research*

- Upgrading and expanding laboratory equipment and unhindered research consumables supply is required.

### *Teaching staff evaluation*

- A systematic process of productive utilization of the Faculty evaluations by the students is encouraged. In addition to the personal feedback of the staff members, their evaluation by the Internal Quality Assurance Committee is suggested, as well as the individualized systematic consulting where necessary.

### *Research strategy*

- i. It is necessary to establish a clear framework for the operation of the Research Development Committee (as well as all other Committees that operate within the School) in order to contribute tangibly and productively to the development of School activities.
- ii. Solid implementation, a clear Research Vision and Strategy, and a setup of a Research Policy is required, utilizing good practices as evidenced in other international universities.
- iii. A development of clear policy and actions for the dissemination of the produced research knowledge for the benefit of the society is strongly encouraged.

## 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

*Adequacy of the academic unit's facilities (classrooms, laboratories, IT infrastructure) to ensure an appropriate teaching and learning environment*

Section 6.3 of the Accreditation Application describes in detail the building infrastructure of the School. The general picture that emerges is that there is an increased narrowness of space, taking into account the increased number of enrolled active students. At the same time, the existing buildings need extensive reconstruction, expansion, remodelling and general refurbishment in order to be able to keep up with the demands of the modern academic culture and function, as this is applied worldwide. In addition, based on the Secretariat report the access of people with disabilities to (at least) the school administration service is limited. The Panel takes into account that this particular issue relies on Institutional (University) policies and budget availability.

Based on the recommendations of the previous External Evaluation Committee, school laboratory units are reduced in number. However, it is obvious that most of the existing equipment is outdated and insufficient in quantity to meet the needs of the total enrolled students. It is profound that the quantitative adequacy of the equipment in most of the cases only allows the demonstration of applications and then the performance of laboratory reports, which does not fully contribute to student-centered learning. In terms of computer systems and software, there seems to have been significant progress compared to the previous external

evaluation, however, there is considerable room for further improvement given the number of enrolled (mainly active) students.

It is pointed out that there is a need for the teaching staff to use the interactive learning tools that are available on the electronic e-class platform (or other licensed free applications), in order to make a practical contribution to the active and flexible learning and participation of students in their academic obligations.

The Panel recognizes the important financial and building constraints and limitations that are set, however, believes that the development and implementation of appropriate research strategy, granting and offer of paid third party services, and substantial financial resources can be secured from external sources of funding.

### *Distribution of the existing facilities*

Based on the data collected from the Accreditation Application and the interviews of the faculty members, it seems that the distribution of the available infrastructure is rational but not quantitatively and qualitatively sufficient to meet the existing requirements.

Students support services (i.e. boarding, dormitories, career counselling, student welfare office, sport/cultural facilities etc.)

After a search on the website of the Foundation, it appears that the above support services are provided in their majority, centrally by the University. However, as the links on the Home Page of the University are inactive

([https://www.uoa.gr/to\\_panepistimio/ypiresies\\_panepistimiakes\\_monades/panepistimiaki\\_le\\_schi/](https://www.uoa.gr/to_panepistimio/ypiresies_panepistimiakes_monades/panepistimiaki_le_schi/) and <https://www.uoa.gr/foithtes/paroxes.dml>), the P was unable to obtain substantial and valid information on the above issues so it cannot comment on boarding, dormitories, student welfare office, and sport/cultural facilities.

The School provides on side Health and Safety Support to students and staff by ensuring the provision of medical and nursing services within its infrastructure.

Career counselling is provided by the University Liaison Office, which, however, has been inactive for an unknown period of time, according to a relevant announcement that was found on its website:

[https://www.career.uoa.gr/anakoinoseis\\_kai\\_ekdiloseis/proboli\\_anakoinosis/epanasystasi\\_kai\\_leitoyrgia\\_toy\\_grafeioy\\_diasyndesis-4/](https://www.career.uoa.gr/anakoinoseis_kai_ekdiloseis/proboli_anakoinosis/epanasystasi_kai_leitoyrgia_toy_grafeioy_diasyndesis-4/) and will be in full operation in the near future. There is no evidence that, apart from job descriptions and announcements concerning job vacancies, there is substantial contribution from the University Liaison Office to Student Career Development. The latter is also supported by the information gathered from group interviews with senior students of the Department.

As can be seen from the individual and group interviews, counselling for the students is not systematic, but results from occasional interventions and initiatives by the staff of the School. The connection of the students with the labour market arises from personal initiatives as well as through the opportunities provided by student participation in Internships. It has been

pointed out that the School has been collecting pertinent data that relates to attitudes, views, perceptions, beliefs and activities of graduates regarding qualitative and quantitative aspects of study and employment since 2019 through an electronic questionnaire. The extremely low participation of graduates in this questionnaire (27 people) cannot be representative in order to draw valid conclusions for the whole student body about the aspects that were investigated. It is not clear to the P to which extent this information is used effectively. It is however, considered, that this activity can be a step in the right direction, if used properly.

Regarding the employability and carrier building of students, a significant deficit has been identified in terms of vocational guidance and consequently, in planning, vision and vocational targeting (based on group interviews with senior students). This deficit is particularly important, as it seems to contribute to the consolidation of a culture of unemployed or occasionally employed professionals as depicted by the Youth Unemployment Indices in Greece.

Are the students informed about the available services? Are these services functional and easily accessed by the students?

Based on the above, student access to the pertinent information through the website of the Foundation is limited. Based on the information that emerged from the School, during the reception process, new students are provided with relevant informative material, while the Secretariat of the School provides more detailed information, upon request. As a result, the decentralization of these services and their smooth operation within the University Schools is considered that it would be an essential step in the right direction.

#### *Adequacy and competency of administrative staff for the smooth operation of the student support services*

The information and data provided to the Panel were not sufficient to come to a valid conclusion on the adequacy and effectiveness of the administrative staff of the School. In section 6.2 of the Accreditation Proposal, general information is provided on the structure, staffing and operation of the Secretariat of the School, while in annex 10.5 a report of the Secretariat Activity is presented. The report does not raise any staffing issues, however, two basic needs are pointed out which concern the a) digitization of the procedures and registers handled by the Secretariat as well as b) the administrative and technological training of the staff. Based on the data obtained from the graduate satisfaction survey which had a low participation rate (<10%) there is a relative satisfaction with the services provided by the administrative staff and in particular by the secretariat. The further systematic application of the aforementioned research in combination with the solid evaluation of the effectiveness of the administrative staff as well as the operation of the administrative structures of the School would contribute to the drawing of more valid conclusions.

## Panel Judgement

<b>Principle 6: Learning Resources and Student Support</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

## Panel Recommendations

### *Facilities*

- i. Development of strategic research policy by the Research Development Committee in order to facilitate the attraction of resources within the School for the benefit of the development of infrastructure and equipment.
- ii. Encourage and support internal research groups to identify research-funding opportunities, utilize their international networks and submit research proposals focusing on equipment and infrastructure development (e.g. one research proposal per research team per year).
- iii. Development of a clear policy and strategy for the provision of paid services to third parties by the School, by utilizing the School resources (laboratories, etc.) in collaboration with the Institutional Liaison Office.
- iv. Development and expansion of collaborations with public and private bodies, for the utilisation of their infrastructures.
- v. Secure access of people with disabilities to administrative, educational and research structures of the School.
- vi. Application of practical methods of increasing the participation in graduate student research and finding ways of its effective utilization for the benefit of the operation of the School.

### *Support services*

- i. Facilitate and ensure the access of the public, the academic community and the evaluation committees to the information provided by the University website.
- ii. Decentralization of student care services and creation of branches within the Schools.
- iii. Development of strategic planning and orientation of the Foundation's Counselling services to substantial actions (e.g. creation of branches within the Faculties) which will bring practical benefit to students for their successful and smooth transition from academic study to the labour market and entrepreneurship. To do this, it is necessary, among other things, to ensure proper staffing and a systematic evaluation of the effectiveness of the services provided.

- iv. Recommendation and establishment of the essential function of the Advisory Board as an advisory body of the authorities of the School. There are good practices of operation of corresponding bodies in universities abroad. With proper staffing and operation, they can contribute to the extroversion of the School and the adoption of effective and substantial measures to connect the School with society and entrepreneurship.

*Sufficiency and competence of administrative staff*

- i. Carrying out of annual appraisals by the administration of the School and evaluation by the administrative bodies of the School.
- ii. Carrying out a special external evaluation (i.e. every three years) for the adequacy of the structure and operation of the administrative structures of the School.
- iii. Organization of the complete transition of the Secretariat to the digital era through the establishment of electronic procedures and registers.
- iv. Organization of training procedures for all administrative staff and setting clear and measurable professional development goals.

## 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

Based on the information provided, both during our discussions and from the material that has been sent to us, it is evident that data is being collected regarding a variety of domains having to do with the student body, the teaching methods and student progression. Detailed information has been provided, for example, on the methodology being utilized for the evaluation of teaching methods as well as faculty. This is being conducted through the use of an electronic questionnaire between the 8th to 10th weeks of study during the academic semester and is monitored by ΜΟΔΙΠ/ΟΜΕΑ. Through this e-questionnaire a number of parameters are being evaluated including the content of the course, the quality of teaching, the teaching methodology, the organization and format of the course and the recommended reading and literature. This is indeed very useful information and it is an integral part of the internal quality assurance process of the School. It was actually emphasized by Prof. Psychountaki that this is a critical procedure in the attempt being made by the School to upgrade the services being provided to students, and they urge all the students to participate in this evaluation process. Based on the data that has been gathered through this process, important changes have been introduced in the School with the aim of restructuring courses/the curriculum, introducing new courses, introducing best practices in the teaching and delivery of courses and introducing the utilization of technology in the delivery of courses, to name only a few. It should be clearly

noted, that based on the information provided, there is a clear focus and commitment in utilizing the data gathered to support the internal quality assurance processes of the School. However, in certain areas there is a lack of data, for example data that had to do with the employability and career paths of the graduates. This is very useful information, in view of the big changes observed in the workplace, and we highly recommend that the School establishes tools/systems that will assist in the gathering of such data. Along these lines, data is required from other stakeholders as well, like employers and social partners.

Additionally, apart from the questionnaire being used as the major tool for collecting data, other methods could be utilized from which valuable data could be derived. “Listening to the needs” of the market for example is not a valid and reliable method to collect data that will be utilized to support the decision-making processes of the School. The data being collected is available to the students and faculty through the “my studies” portal which is very useful, as this valuable data should be communicated and should be utilized in introducing changes that will assist in the upgrading of the services being provided by the School. The data being collected is analyzed and evaluated, however, more clear systems and processes in its dissemination and utilization should be introduced. For example, referring to the evaluation of faculty, it was made clear that after the data is analysed, it is uploaded on the platform and feedback is provided to the faculty. There are certain questions that need to be addressed regarding the procedure followed and how this feedback is being utilized by faculty to improve their teaching based on the students’ evaluation. In the cases where certain gaps or deficiencies are being identified, there is the question of who is going to support the faculty in improving, or what is the corrective action that is taken. The systems and processes in place regarding the utilization of data should be clear.

### Panel Judgement

<b>Principle 7: Information Management</b>	
Fully compliant	
Substantially compliant	<b>X</b>
Partially compliant	
Non-compliant	

### Panel Recommendations

Concluding this section on Information Management, it is well documented that valuable data is being collected by the School which is being utilized for the internal quality assurance processes and it is being used to introduce changes for improving the quality of services being provided. It is recommended that additional data should be gathered in certain areas, as outlined above, and that the systems and processes for the dissemination and utilization of this data should be made clear to all stakeholders. Additionally, follow up mechanisms should be introduced in this respect.



## 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 provision of Public Information including a wide range of information regarding the School, the programmes being offered, the structure of the programs, the degrees awarded, the faculty and administrative staff, the research interests, and activities of the School form an integral part of the University and its commitment to openness, transparency and social engagement.

Valuable information is being provided on the official site of the University, and more precisely about the School. The information about the School is complete, clear and well presented. Stakeholders, interested students and faculty and the wider public can find this information readily accessible and it covers a wide range of domains. The information available on the programs being offered, the courses, the faculty and their background and research work is well presented which reflects on the caliber of the School and the University as a reputable entity worldwide. The updated Study Guide (Οδηγός Σπουδών) as well as older versions of it are being uploaded which is useful in showing the progression and the development of the School and its programs. The information being provided is updated. Additionally, there is a section with news updates and activities of the School, which is useful in clearly presenting the actions of the School.

### Panel Judgement

Principle 8: Public Information	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### **Panel Recommendations**

The School operates seven (7) Research Units, which is very important as it has been made clear that the Units' work and research output support the teaching component of the School which is considered a critical success factor for Universities. We recommend that more information is provided on the Research Units' work, services they offer, research output and any other activities that they are involved with. Additionally, some visual presentation of the Units would add value, as they are a great asset to the School. All in all, we recommend that the Units are promoted more through the provision of public information that will add value to the School and its programmes.

## 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 has a strong focus and commitment to quality assurance, therefore in view of this the Quality Assurance Unit (Μονάδα Διασφάλισης Ποιότητας), which has been established for this purpose, is monitoring the quality of the services being offered by the Internal Quality Assurance System. Based on this, there are clear objectives set, that are fully aligned with the five pillars identified in this respect. Namely, upgrading and continuous improvement of teaching, enhancement of research and research output, the development of the Human Resources, upgrading of the services being provided and enhancement of the extroversion of the University.

ΜΟΔΙΠ in collaboration with the Management of the University and the respective Schools and Departments, jointly develops strategic quality-oriented goals and objectives, on which action plans are based and developed. An internal quality assurance exercise is conducted annually for the programs of study. The Vice Rector for Academic Affairs and the Chair of ΜΟΔΙΠ work together with the Heads of the Departments for the alignment of University and Departmental goals/objectives which are then submitted to ΜΟΔΙΠ for final approval. Then they are submitted to the Senate for final approval, whereby the performance indicators on which the quality indicators for the academic year are established, are set. The Senate's decision regarding the quality indicators are uploaded on the University's site, something that is positively commented upon, as it confirms the focus and commitment of the University towards quality. It is evident that there is a clear process that is being followed for this purpose on which goals and objectives are set with appropriate action plans being developed. This is evident in the documentation provided by the School in two Appendices. There are clear indicators developed for the

monitoring and follow up at the implementation phase, and it is evident that corrective action is taken when required.

In the documentation provided in the Appendices regarding quality assurance the presentation of the Strategic pillars, the quality objectives, the performance indicators, the timeline and the persons in charge are clearly outlined which provides evidence that this is a well-established system for quality assurance.

As far as the internal evaluation of the program of studies is concerned, the Internal Quality Assurance Committee (Ομάδα Εσωτερικής Αξιολόγησης, OMEA) of the Department, is in charge of its conduct. The OMEA in conducting this internal evaluation works closely with the management of the Department as well as with ΜΟΔΙΠ. The structure of the OMEA and its composition is clearly described (a combination of faculty members, SPD, EDIP and starting this year includes a student representative as a valuable addition to the Team), and should be positively commented upon. It is noted that the Coordinator of the Committee is appointed by the Assembly of the Department. Apart from the evaluation being conducted by the students through the electronic questionnaire on the ΜΟΔΙΠ platform, at the end of each academic year, OMEA collects from the teaching faculty two forms: Individual Inventory Form and Course Inventory Form, Ατομικά Απογραφικά Δελτία και Απογραφικά Δελτία Μαθηματων, samples of which have been received. These two forms provide information on the research and teaching activity of faculty (first form), and a description of the course (second form). This information is submitted electronically to ΜΟΔΙΠ and is uploaded on the School's website according to the information provided.

### Panel Judgement

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

## **Panel Recommendations**

It is evident that there is an internal quality assurance system for the programs of study. As it is noted, based on the guidelines of EKPA, the process followed is described on p.38 in the file for the Certification Proposal. However, a clearer description of the procedures followed for conducting the internal evaluation should be provided. Additionally, this information should be included on the School's website. Changes have been made to the program in the attempt being made to update it, however, it is not clear as to how different parameters are being monitored/identified. For example, how are the changing needs of society and the market being monitored, what are the specific tools that have been utilised to monitor such changes, how are the students' expectations, needs and satisfaction measured? It is evident that there is collection and analysis of data, but more specific tools should be introduced for measuring different parameters as outlined above. Along these lines, the analysis of the data that has been gathered should be more focused and clearly oriented towards the evaluation of specific parameters so that the results deriving from this analysis can be utilised in a more precise and formatted way. This will definitely assist in introducing changes that will upgrade the learning environment for students.

## Principle 10: Regular External Evaluation of Undergraduate Programmes

**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 programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HAHE 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 November of 2013, 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 (55%, pg. 41 of B1 Certification Proposal Πρόταση Πιστοποίησης) and were focused on:

- i. reform of the PPS and frequent smaller functional updates
- ii. updating the content of the courses.
- iii. added elective health courses.
- iv. reduced number of Laboratories.
- v. established Research, Bioethics and Research Ethics, and Student Advisory Committees,
- vi. improved Internship:
  - a. Established training seminars for Physical Education Teachers, Primary and Secondary Trainers who take on the role of supervisor in the Compulsory Internship of students.
  - b. Increased the number of paid Internships.
- vii. upgraded the electronic systems of the Secretariat of the Department.
- viii. upgraded the operation of the library (increased the number of bibliographic databases and the "open" hours).
- ix. developed cooperation with social, cultural and industrial bodies
  - a. Established bone marrow and organ donor banks.

- b. Established blood donor bank.
- x. actively supporting the mobility of students and members of the Department (i.e. informing students about the student exchange program, creation of foreign language courses for ERASMUS students).

Additionally, the Department is open to any future external evaluation of the Program - according to the guidance of HAHE.

### Panel Judgement

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

### Panel Recommendations

None.

## **PART C: CONCLUSIONS**

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

The Department makes every effort to offer a top-quality programme. To that end it takes into consideration and makes necessary changes when required using the practices and regulations outlined by TEFAA and works in close collaboration with OMEA.

It updated the Curriculum to modernize it and made necessary changes to ensure students have developed the necessary skills and knowledge by the time they graduate, and included Internships in order for students to gain more hands-on experience.

The Greek version of the website is up to date, with all information and reporting needed.

Students and professors have exceptional relationships, it is clear that there is a community established where mutual respect and aid is provided between the students and the Department.

With regard to Student Admission, Progression, Recognition and Certification

- Efficacious Implementation of ECTS across the curriculum

With regard to Teaching Staff

- Transparent hiring procedures as per pertinent legislation requirements.
- Reasonable academic workload distribution to staff
- Productive linking of research with teaching
- Thorough and systematic evaluation of academics by students contributed with high response rates.
- Remarkable improvement in academic staff research portfolio
- Clear links of academic staff with international and national scientific and professional bodies

With regard to Learning Resources and Student Support

- Allocation of available facilities and equipment appears to be rational
- High level of student satisfaction towards academic and administrative staff
- Implementation of thorough graduate satisfaction data collection process

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

Principle 4: Student Admission, Progression, Recognition and Certification

- Weak transition of new incoming students from school to academic environment.
- Absence of course assignments in courses of 1st to 3rd year of study burdens comprehensive learning outcome acquisition.
- Systematic monitoring of students progression and guidance is not evident.
- Extremely high tolerance in applying a clear retention policy.
- Limited international Student mobility under Erasmus+ scheme.



- No evidence of any availability of clear evaluation criteria for exams, assignments and Thesis evaluation (e.g. in form of rubrics)
- Complete absence of internship in sport related disciplines
- Limited offer of Health and Wellness internship to all students (only provided under a fourth year “obligatory” elective course)
- Lack of a systematic society and market research on needs analysis

#### Principle 5: Teaching Staff

- Limited or no systematic participation in community support and service activities
- More opportunities for the professional development of faculty required (the subsidy of 1600 Euro is available but apart from this no other schemes are available)
- Establishment of a Pedagogical Support Unit that will train faculty in teaching methodology, Technology Enhanced Learning, Learning Management Systems
- Scheme for enhancing the link between research and education

#### Principle 6: Learning Resources and Student Support

- Insufficient (both quantitative and qualitative) and outdated infrastructure, facilities and equipment.
- Limited use of contemporary synchronous and asynchronous interactive learning tools (apart from online teaching).
- Limited access to institutional support services website information (i.e. boarding, dormitories, career counselling, student welfare office, sport/cultural facilities etc.)
- Liaison office operation does not seem adequate to substantially contribute in production of tangible results in student employability.

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

#### Principle 4: Student Admission, Progression, Recognition and Certification

- Setup and offer of an introductory course on Academic Skills.
- Development and implementation of a clear student progress monitoring policy
- Provision of timely specialization in areas of interest (after second year of instruction instead of fourth year, as it is currently the case).
- Setup and provision of a part time study scheme for students in need (e.g. professionals, people with family obligations).
- Erasure of inactive students from institution registry through a transitional period of three - four years and after prior adequate notice.
- Establishment of an Erasmus office unit within the School structure.
- Revision of the educational load of the sport-based courses and ECTS units modification where necessary (overestimation exist in several cases).

- Merging of courses with same or similar content between different specialization disciplines.
- Award of diploma supplement to all students without prior requirement of application / request.
- Alignment to a universal Assignment Guide with variation of learning outcome requirements based on year of study and course type.
- Development and implementation of rubric criteria system in the evaluation of course assignments, Thesis, lab reports and open-ended exams.
- Provision for adequate and clear linking of learning outcomes with supported learning activities within each course.
- Identify "Methodology of Sports Research", "Sports Statistics" and "Informatics in Physical Education" as prerequisites for the Thesis enrolment
- Encourage online submission and feedback process for exams, assignments, lab reports, Thesis etc. Limit to minimum the distribution of printed educational material.
- Internship network expansion to include Sport Coaching (Strength and Conditioning) specialization / discipline.
- Develop and support of a community-based internship scheme within the School infrastructure in the framework of the service to the community mission of the institution.
- Expand collaboration with the alumni network.
- Offer of the "Internship in Physical Education & Sports"(Health and wellness aspect) as mandatory for all students.
- Internship setup organization, administration and monitoring scheme to be implemented collectively under single supervision (i.e. by Special Educational Staff).

#### Principle 5: Teaching Staff

- Expand the professional development staff scheme to promote and enhance modern pedagogical digital skills and competence on a systematic manner.
- Limit to minimum unnecessary administrative workload obligations of academic staff.
- Improvement of the students' evaluation scheme of the staff in term of better and more productive results exploitation in favour of professional development and improvement of staff and academic processes.
- Define a clear research vision of the School and research groups established within the school.
- Encourage at least one infrastructure funded project proposal submission by each research group.
- Upgrade and expand Research facilities.
- Establish a clear framework regarding the operation of all School Committees and develop a clear vision, strategy and (SMART) goal setting.
- Develop specific activities for the dissemination of the produced academic research in the community.

#### Principle 6: Learning Resources and Student Support

- Development of a strategic Research Policy scheme based on good practices from International Universities
- Development of systematic service support of social and professional entities based on needs analysis
- Setup innovative ways to improve participation rates of the graduates' satisfaction data collection
- Secure and maintain full access of people with disabilities in all the School Infrastructure.
- Decentralization of student support services by establishing branches within the school structure.
- Setup of an international Advisory Board Body aiming in providing strategic consulting.
- Implementation of a systematic market and society needs research and productive outcome exploitation.

#### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 8, 9, and 10.**

The Principles where substantial compliance has been achieved are: **3, 4, 5, 6, and 7.**

The Principles where partial compliance has been achieved are: **None.**

The Principles where failure of compliance was identified are: **None.**

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

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

- 1. Assoc. Prof. Stefanos Volianitis (Chair)**  
Aalborg University, Copenhagen, Denmark
  
- 2. Assoc. Prof. Kostas Karadakis**  
Southern New Hampshire University, USA
  
- 3. Prof. Nicos Kartakoullis**  
University of Nicosia, Nicosia, Cyprus
  
- 4. Assist. Prof. George Panayiotou**  
European University Cyprus, Nicosia, Cyprus