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Accreditation Report

for the Undergraduate Study Programme of:

Physical Education and Sport Sciences in Serres

Aristotle University of Thessaloniki

Date: 6 November 2021

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

ΕΣΠΑ 2014-2020

enqa.

Report of the Panel appointed by the HAHE to undertake the review of the Undergraduate Study Programme of **Physical Education and Sport Sciences in Serres** of the **Aristotle University of Thessaloniki** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

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

1. **Professor Adamantios Arampatzis (Chair)**
   Humboldt-University Berlin, Germany

2. **Professor Panagiota Klentrou**
   Brock University, Canada

3. **Associate Professor Stefanos Volianitis**
   Qatar University, Qatar

4. **Assistant Professor George Panayiotou**
   European University Cyprus, Cyprus

II. Review Procedure and Documentation

The External Evaluation and Accreditation Panel (EEAP) had access to the application supporting material submitted to HAHE by the institution sufficiently in advance 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 Evaluation Questionnaires, 8) the Internal Evaluation, 9) Data entries (Years 2017-2020) from the National Registry for Quality Indexes and 10) various supplementary material.

On Monday, November 1st, 2021, in preparation for the review, the EEAP members met and 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. Later on the same day, the EEAP was welcomed by Prof. Dimitrios Koveos, Vice-Rector for Academic and Student Affairs/President of MODIP and Ass. Prof. Michail Nikolaidis, Head of the Department of Physical Education & Sport 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. Nikolaos Theodorakis, Head of OMEA. 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 the following day, Tuesday, November 2nd, 2021, the EEAP met with teaching staff. The EEAP was 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. An On-line tour including classrooms, lecture halls, libraries, laboratories, and other facilities /Discussion about the facilities was presented with a video produced for this purpose. Afterwards, The EEAP had the opportunity to pose questions to the relevant staff members regarding capacity, quality, technologies, and access that 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.

On Wednesday, Nov. 3rd, 2021, the EEAP met briefly in advance of the final day Accreditation meetings and identified potential gaps in the collected information and prepared final questions

for the next follow-up meeting with OMEA and MODIP members and staff. Further clarifications were offered, key points were covered. Finally, the EEAP met for a closure meeting with the Vice-Rector/President of MODIP, the Head of the Department, OMEA & MODIP 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 4th to Saturday 6th November 2021, the EEAP members drafted and completed the accreditation report before submitting it to HAHE.

III. Study Programme Profile

The Department of Physical Education and Sport Sciences in Serres (TEFAA-Serron) was founded in 1985 as a Department of the Aristotle University of Thessaloniki and in 2014 has been integrated in the School of Physical Education and Sport Science of the same University. The TEFAA-Serron provides research and teaching in the field of physical education and sport science with a main focus on mental and physical health improvements over the life span. The TEFAA-Serron, from its inception until today, bearing in mind the contemporary international trends in the field of physical education and sports science as well as ensuring better conditions for their graduates reforming gradually and adequate the Undergraduate Curriculum. Furthermore, the Department is involved in structured interdisciplinary educational program based on scientific exchange and interaction, supporting Master and PhD students to become highly skilled scientists in the fields sport science.

The current undergraduate curriculum is offered in 8 semesters, and includes 49 courses, giving a total of 240 ECTS for overall program completion and degree conferral. The curriculum program combines scientific and complementary education as well as professional and personal development, with a highly competitive practicum and an extensive exchange program with other universities across Europe (ERASMUS). A short- and long-term strategic plan is visible for the curriculum program in TEFAA-Serron, which results to a continuously update and improvement of the curriculum and students satisfactory. Furthermore, the Department and students are highly engaged within the Serres community through living arrangements, work, projects, volunteering, etc.

In the first four semesters, the teaching opportunities are similar for all students and focus on basic knowledge in theoretical and practical fields of physical education and sport science. In the next two semesters, students are engaged in in-depth studies on clinical kinesiology, biology of exercise and on a practical course which they would like to pursue for their career. During the last two semesters, students have the possibility to select specific courses from the fields of exercise and health, pedagogy, theoretical/laboratory courses and to manage the diploma-thesis. The core curriculum includes practical, theoretical, laboratory and computer courses in a multidisciplinary manner, adapted to the developments of modern physical education and sport science knowledge. Depending on the interests of each student, there is a choice of courses, covering a wide range of theory and practice training in sports science disciplines, while ensuring pedagogical and teaching competence of its graduates as defined in the new legislative framework.

TEFAA-Serron consists of 12 Professors, 9 Associate Professors, 3 Assistance Professors , 11 mid-level academic staff positions and 9 non-academic staff positions. All members of the Department work collaboratively to serve their students consisting of 951 members. The awarded qualification and employment opportunities of the holders of TEFAA-Serron may be assigned to teaching of physical education in all levels of the education in Greece, trainers in

different sport clubs/gyms/private schools, executives of training and sport tourism Centers, personal trainers, technical consultants and scientific associates in sports organizations and other relevant bodies.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

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

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

The quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the programme, its purpose and field of study; it will realise the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.
In particular, in order to carry out this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

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

Study Programme Compliance

The Department seems to have developed, organized, and maintained a structured quality assurance policy, which appears to be intertwined with the respective Institutional policy and, at the same time, supports the strategic planning that has been developed in the Department. The main objective of the quality policy of the Department is the improvement of the academic activity (teaching, research, social contribution), the improvement of the quality of

Departmental procedures, services, and policies, working conditions, transparency and accountability and promotion of the Department's work in the local community, the state, and the international scientific community. The certification process highlighted the successful progress made in the work of the OMEA in recent years and the excellent coordination of the implemented actions.

Suitability of the structure and organization of the curriculum

The curriculum seems to be well structured and considers many good practices followed in respective Departments of the country and other institutions abroad. There is a smooth and logical division of courses among the different years of Study. After a joint approach in the first two (2) years of Study, students then have the opportunity to focus on directions of their particular interests and make choices of paths and elective courses.

Pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education

Regarding the Learning Outcomes of the individual courses included in the Study Guide, the following are ascertained:

1. A specific system for classifying learning outcomes (e.g., Bloom Taxonomy) is not consistently followed.
2. In several syllabi in the Study Guide, no Learning Outcomes are available other than a vague description of the course purpose and targets.
3. According to the Study Guide, a clear progression of the Learning Outcomes exists among the different study years.
4. Due to the ambiguity of the Learning Outcomes, in most cases, achievement of such outcomes by students cannot be monitored neither by the course content or the examination methods (formative and conclusive).
5. There is a discrepancy in the listing of Learning Outcomes between the Study Guide and the posted course outlines on the MODIP webpage. Additionally, other differences exist regarding the content of the courses, instructors' names, and the students' assessment methodology (e.g., Research Methods, Winter Sports), while in other cases, some items do not appear in the Study Guide or on the MODIP page (e.g., Return to play)
6. As the program leads to acquiring a bachelor's degree, a precise alignment of the Learning Outcomes and the module objectives with the level six (6) of the European Qualifications Framework for Higher Education with a clear distinction between knowledge, skills, Responsibility and autonomy, should be established.

Promotion of the quality and effectiveness of teaching

The course outlines, both in the Study Guide and on the MODIP webpage, do not refer to the teaching methodologies and techniques to justify the student-centred approach to learning. Additionally, in some instances, the examination method (e.g., only an oral assessment at the end of the semester) does not facilitate students' active and continuous participation in the learning process. Although in the Course Outlines on the MODIP-AUTH webpage there is a general and vague reference for the use of Information and Communication Technologies, in most courses, no specific use of any ITC application is mentioned (Kahoot, mentimenter, etc.).

The summative assessment cannot be limited to one assessment activity and primarily solely to an oral examination. Such single examination method is narrow in scope and does not allow students to appeal their grade if they wish to do so. Any oral exams should be considered a formative approach or ensure access to those of students through video recording in case of disagreement with the grade awarded.

Appropriateness of the qualifications of the teaching staff

The faculty staff have extensive research records, participating and coordinating high-quality research projects and publication paper submissions in reputable scientific journals.

While the research activity and experience are well established, no adequate training or certification is focusing on faculty members' pedagogical competence, especially of newly appointed members.

Enhancement of the quality and quantity of the research output among faculty members of the academic unit

An excellent record is presented; however, the research participation of all the faculty members, and especially those who have zero or minimal research activity, should be enhanced through specific goal setting and monitoring.

Ways for linking teaching and research

Clear links are established through the implementation of the final project, the participation in laboratory instruction and research activities under the coordination of experienced faculty staff.

Level of demand for qualifications acquired by graduates, in the labour market

There is an average demand in both primary and secondary physical education, exercise health and wellness, and competitive sports.

Quality of support services such as the administrative services, the Library and the student welfare office

The Departmental support service to students seems to be adequate. The opening hours of the Secretariat appears to be limited (just 2 hours per day), which may not be convenient for all students. Using of the Library for study purposes is minimal due to limited space.

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)

Annual curriculum review is systematically and successfully conducted in close cooperation with OMEA and MODIP. Currently, there is no student participation in the Curriculum Committee (consider inclusion); however, students' representation exists in the OMEA and in the General Assembly / Departmental Council. At the end of each semester, all modules are evaluated by students through online questionnaires provided by MODIP.

Student evaluation handling is not straightforward in terms of goal setting for improvement.

Panel Judgement

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

Panel Recommendations

- A clear distinction between the Purpose, Objectives and Learning Outcomes of each module should be established in all Study Guide syllabi.
- Rationalization of Learning Outcomes together with clear and accurate adjustment of Course Outlines is expected.
- Each course outline should contain detailed course content (preferably in weekly sessions), and corresponding Learning Outcomes achievement should be presented (mapping) in each course outline.
- A clear presentation of teaching methods, techniques and delivery modes should be described in each Course Outline.
- Each module should adopt various assessment methods for the formative and summative achievement of the Learning Outcomes.
- In the practical modules, emphasis should be oriented toward the acquisition of the pedagogical competence of the students.
- In all modules, a clear focus on the acquisition of soft skills additionally to the basic theoretical knowledge should be given.
- Clarification of an assessment grade distribution is expected in each Syllabi / Course Outline following a logical distribution among the different assessment methods.
- To successfully achieve all the above, precise strategic planning of a universal transition from the outdated teacher-centred learning approach to a student-centred model is required.

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 study programme was designed to provide educational, scientific, and professional expertise in the science of Physical Education and Exercise in order to prepare graduates for a scientific and professional career in the areas of a) education, b) exercise, c) recreation, d) quality of life and e) elite sport competition. The standards adopted are comparable with those of European and N. American Universities and are deemed appropriate for the academic subject.

The study programme is comprised of three blocks of courses. The first block is comprised of compulsory theoretical and practical courses aimed to provide basic knowledge in the main academic sub-disciplines of Sport and Exercise Sciences. The second block is comprised of elective courses from which a certain number are compulsory for the degree requirements. These courses have more advanced content, and they are aimed to provide in-depth knowledge in the different academic sub-disciplines. The third block is comprised of freely elective courses that provide the possibility to customize the focus of the overall study in a given area. In addition, the program provides the possibility for work experience and dissertation. The required workload for the award of the degree is 240 ECTS, which is in alignment with other

comparable study programs in Greece and abroad, and it is rationally distributed throughout the 4 years of study.

The curriculum is revised periodically to include new courses or revise/adjust existing ones. The curriculum committee, in collaboration with a student representative, presents any proposal for the inclusion of a new course to the Assembly of the Department, which ultimately decides on the proposed program revision.

The Department is sensitive to the input/feedback of local stakeholders when considering program curriculum revision. Even though there is no structured method to collect and process such data, nevertheless, the relatively small size of the city of Serres, combined with the well-developed interpersonal relationships between academic staff and stakeholders, ensures that the programmatic revisions take into account the labour market needs.

The Student Guide is deemed complete, concise, and appropriate as it includes the objectives, the expected learning outcomes, the intended professional qualifications, and the ways to achieve them within the overall programme design, as well as information on the Programme's structure.

Panel Judgement

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

Panel Recommendations

It is recommended that a structured method to assess the market needs is considered. Even though the current approach of receiving the Stakeholder's input seems effective, nevertheless, considering its interpersonal nature, it relies heavily on certain staff members and thus may be not efficient in the future.

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

Respects and attends to the diversity of students and their needs, enabling flexible learning paths

The current Curriculum design allows students' flexible academic pathway configuration, mainly during the 3rd and 4th year, which facilitates the meet of their future professional plans and needs.

Considers and uses different modes of delivery, where appropriate

Theoretical and laboratory instruction and sports practice and internship are provided solely through face-to-face instruction. Apart from a few cases (e.g., Exercise Biology), no additional

modes of teaching are evident, such as hybrid instruction (face-to-face and online instruction) and fully online instruction using interactive tools according to course type, pedagogical model, and enrolment.

In terms of laboratory practice as additional to laboratory instruction, it is limited due to a lack of resources. Internship mainly focuses on the primary and secondary education experience acquisition while falling short of applications in labour, which is expected to employ the vast majority (about 80%) of graduates of the Department.

Flexibly uses a variety of pedagogical methods

Based on the Study Guide, the pedagogical approach to the learning process is mainly teacher-centred. The situation is relatively better if one considers the Course Outlines posted on the MODIP website, which in many cases are different from the syllabi in the Study Guide. However, apart from a very few cases, there is no apparent use of modern learning methodologies in higher education such as the following (link for further info):

- Active Learning
- Synchronous Strategies
- Asynchronous Strategies
- Effective Lectures
- Flipped Classroom
- Develop Participation as a Skill
- Digital Scholarship
- Teaching with technology
- Teaching Condensed-Format Courses
- Inclusive Pedagogy
- Mindful and Contemplative Pedagogy
- Project-Based Learning
- Cooperative Learning
- Gamification
- Service Learning
- Team Based Learning
- Problem-Based Learning
- Design Thinking
- Thinking Based Learning
- Competency-Based Learning

Regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement

As far as the effectiveness of the delivery model and pedagogical methods of the different program modules, adjustments could be feasible if targeted, systematic, and continuous module quality evaluation is in place in various forms and timeframes.

Ongoing module formative evaluation

Quality evaluation could consist of formative assessment of students' performance (objective measure) and students' views (subjective measure) on the module delivery effectiveness and

learning experience during different periods of the module delivery (e.g. at the end of each lecture or after every 2-3 classes or at the midterm of the semester). Such an approach could facilitate instructors to early address any learning problems or issues raised (during the initial stages of the module delivery) and proceed to pertinent adjustments of the delivery model and pedagogical methods. Based on the submitted module syllabi available in the Study Guide and the published Course Outlines on MODIP-AUTH webpage, only a few courses include this approach. In contrast, in most of the modules, only summative assessment in the form of project, rarely midterm exam and mostly final exams (in some courses only as an oral exam) is evident. The latter hardly could assist the ongoing module examination and adjustment in favour of efficient delivery.

Curriculum Self-Evaluation

The curriculum is evaluated under clearly defined procedures both internally and externally. More specifically, in addition to the annual Self-Evaluation Reports submitted by OMEA to the General Assembly/ Departmental Council and MODIP-AUTH (since 2014 online), in 2020, the Internal Evaluation of the undergraduate curriculum by MODIP took place, based on indicators and criteria of HAHE. MODIP reviewed the Self-Evaluation Reports of the Department and proceeded to their evaluation, considering the performance of all the departments of the Institution and mainly those that belong to the same School. After specific directions were given, the draft of the Internal Evaluation Report was brought to the attention of the Department, discussed, and then finalized.

Annual modules' quality evaluation at the end of each by peer reviewers

Of utmost importance towards the enhancement of the modules' efficient delivery could be the systematic and structured peer evaluation (e.g., annual) of the different modules' instruction process and the submission of the pertinent reports to be obtained to the OMEA and/or Curriculum Committee for further structured handling in cooperation with each module instructor (e.g., SMART goal setting for enhancement of module delivery quality). This procedure is expected to contribute to constructive feedback regarding the efficiency of the delivery mode and pedagogical methods.

Regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys

The quality and effectiveness of all curriculum courses are systematically evaluated at the end of each semester of delivery. Although students' participation in the process seems low (44%), the Department has the second higher participation rate among all the AUTH academic departments. Good overall quality (73.3%) is established, and comments present adequate levels of students' satisfaction for several courses and instructors' aspects. A higher student participation rate is expected in modules with a low participation rate (1.5% in some instances). Presentation of weighted results (based on each module response rate) should better understand the evaluation outcome.

Reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff

Student autonomy within structured frameworks (e.g., absences limitations, tailor-made study path) seems to be ensured while structured academic and psychological counselling is in place. However, it is not entirely clear how students could meet with their instructors for consulting.

Promotes mutual respect in the student - teacher relationship

Based on the students' comments during module evaluations at the end of each semester as well as the comments of the academic staff during the meetings with EEC, it seems that there is sufficient mutual respect among faculty staff and students that appears to be promoted by the small number of registered students compared to other departments of the university.

Applies appropriate procedures for dealing with students' complaints

Based on the policies that have been communicated with the EEC and the discussion with the faculty staff and the active students and graduates, no established procedure is found to exist other than the handling of student issues by the Departmental General Assembly / Departmental Council through student complaints submission by the Student Union representatives.

The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field

A universal Departmental examination system is not evident. Teaching staff possess the academic freedom to handle their exam approach on their own. However, great diversity is observed among exam methods that do not always enhance student active participation and Study. As mentioned before, formative assessment among modules is minimal, whereas most of the evaluations are summative, which does not allow any learning process quality adjustments during the semester. In addition, in some cases, the module assessment consists of only a single oral examination for a core module (e.g., Research Methods).

Assessment criteria and methods are published in advance

In most of the Syllabi (included in the Study Guide) and Course Outlines shown on the MODIP webpage, there is clear grade distribution among course assessment tasks. However, there are several other Syllabi/ Course Outlines where there is limited or no information about grade distribution. Assignments or exam criteria (e.g., in the form of rubrics) are not found in the accreditation proposal.

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

Based on the Syllabi / Course Outlines description, in some cases, comprehensive learning outcomes are defined based on a clear and structured classification system. This allows achievement of the learning outcomes through the module contexts, instruction methods, mode, and type of assessment. Nevertheless, in most of the modules, the defined Learning Outcomes do not follow a structure and well-defined strategy, which does not safeguard a sufficient students' learning experience.

In terms of students' feedback, during the EEA meeting with OMEA and faculty staff, constructive feedback and effective instruction for further improvement are provided in some of the modules. However, it is not clear to what extent this is followed as due to the online evaluation process, no access to printed evaluation material was feasible.

The EEC is convinced that training of the academic staff members through the possible establishment of a centre of educational excellence and the institutionalization of control procedures through the OMEA and possibly the Institution of the second examiner, moderator and external examiner will ensure the full coverage of this criterion in the medium term.

Student assessment is conducted by more than one examiner, where possible
The Department does not apply any "second examiner", "moderator", or "external examiner" review or "grades approval process", similar to the pattern followed by other universities abroad. It is highly recemented the Department/Institution/State to promote and adopt the "second examiner", "moderator" or "external examiner" review or "grades approval process" quality assurance standard, based on successful international good practices. Since the AUTH School of Physical Education and Sport Science consists of two sister Departments, the policy could reasonably be adopted and implemented.

The regulations for assessment take into account mitigating circumstances
During the interview with OMEA and the teaching staff, it was found that in the cases of students with learning difficulties, modifications of the examination procedure are made to ensure their smooth and equal participation.

Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures
This criterion cannot be clearly assessed as the remote certification process did not allow access to relevant material. However, it is considered that conducting oral summative evaluations cannot completely guarantee a fair assessment as no blind procedure can take place with the possibility of extended subjective judgment and bias, especially if a rubric is not followed.
No universal assessment procedure was found available.

The EEC is convinced that a possible academic staff training on educational excellence and the establishment of quality procedures through the OMEA (e.g., second examiner, moderator, and external examiner) will ensure the full coverage of the above criterion.

A formal procedure for student appeals is in place.
No appeal procedure was found other than forwarding student issues to the General Assembly / Departmental Council by the Student Union.

Panel Judgement

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

Panel Recommendations

- The EEC suggests the establishment of a Centre of Excellence in Education at the Department level to promote the pedagogical competence of the faculty members. An example of good practice is available here.
- The Department should seek solutions for possible expansion of the practical experience of all students in labour in different internship settings on a rotation basis where possible and for an adequate time length (e.g., six months)
- Modern teaching methodologies in higher education (in terms of pedagogical approaches of the learning experience) to be acquired by faculty staff. Collaboration with the pedagogical Department of AUTH might be necessary for the successful completion of this project.
- For the students' evaluation of the different modules to be of tangible exploitation, a straightforward handling procedure of the results from OMEA should be established (SMART goal setting and monitoring where deemed necessary in cooperation with module instructors).
- It is proposed that a formal (if required by law) or informal student affairs committee be established, which will include a representative of the Student Union among other faculty staff members and other instructors. The committee's role will be to address and handle student complaints and, where necessary, to forward specific issues to the Departmental General Assembly / Departmental Council. A critical aspect that needs to be regulated at the Departmental / Institutional or State level is the management of complaints about grades (course, assignments, exams etc.) to the standards that apply in other academic institutions around the globe. At the same time, it is considered necessary to monitor the students' grading process through a second examiner, moderator and or external examiner to ensure fairness and quality assurance of grading.
- Comprehensive staff training is recommended through the Centre of Excellence in Education (see first recommendation). Training should include various techniques and methods of evaluating academic performance as well as feedback techniques.
- A policy of formative and summative students' academic performance evaluation should be set. We suggest including at least one (1) formative and at least two (2) summative assessments of each module during the semester with at least one assignment. Oral examinations, if deemed necessary in theory courses, are strongly suggested only for the formative evaluation. Given the limited weekly indented students study as shown by the results of module evaluations, the above proposal is expected to significantly contribute to their active participation in the learning process, primarily if current information and communication techniques are employed, such as the use of applications (indicative):
    1. Flipgrid
    2. MeisterTask
    3. MindMeister
    4. Educaplay
    5. Kahoot
    6. Mentimeter
    7. Socrative
    8. H5P
    9. Poll Everyware

- A thorough departmental coordinated revision of the Syllabi / Course Outlines for transparent grade distribution and assessment methods and criteria should be developed.
- The establishment of a formal student appeal procedure is highly recommended.

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

The quality of students that select the undergraduate program of TEFAA-Serron as first choice has steadily increased during the last 5 years. Approximately 120 students are admitted per year (66% male, 34% female). Most of them are direct admissions from high school. Incoming students are introduced through their first year to the nature of the academic programme. There is an orientation event for incoming students and regular presentations of the academic requirements throughout the first term. Incoming students are given immediate access to all electronic systems. Student progression is monitored by means of a centralized tracking system that includes the Internal Quality Assurance System (OMEA). There is an established 3-week examination period. The ECTS system is applied throughout the curriculum. The Diploma Thesis is an elective course with a Thesis Handbook available to students. However, there are no specific quality requirements for the implementation of the thesis. Students self-select to register in the thesis and the final evaluation is entirely up to the thesis supervisor. Practical training is in place and is deemed as a valuable part of the programme (three 12-week cycles; 3 ECTS). Specifically, practical training in schools is compulsory for all students at both the elementary and secondary levels. Practical training in community and clinical settings is elective in order for students to develop job-specific and broader skills. The department has a placement coordinator to monitor the placements and there is a Practical Training Handbook available to students. Of note is the fact that the Diploma supplement is issued to all students by default.

Furthermore, the Department has developed a network of community and industry partners/stakeholders for the implementation of these placements. Most of these elective placements are in the private sector, (athletic clubs, fitness clubs, hotels) and very few in hospitals. These practical placements are successful in that 53.2% students are offered employment by the partner to continue working in the same setting. However, the partners expressed concern about the 3-month duration of the placement and suggested an extension to 6 months and inclusion of a summer term. Student mobility by means of the Erasmus+ programme is possible, although the number of students taking advantage of the programme can be higher. Of concern is that only

14,81% of students finish their degree within the nominal four years. The average time to completion is 5,22 years, while about 20% of students exceed more than two years beyond the nominal four. It is noted, however, that the department tries to communicate and encourage students to complete their study requirements.

Panel Judgement

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

Panel Recommendations

To further solidify and enhance adherence to this Principle, the Panel recommends the following additional action:

- Specific quality requirements for the implementation of the thesis should be established. The evaluation of the thesis should be done through a series of criteria and by expert committees (e.g., 3 faculty from main areas of expertise).
- Consider making the practical training in community and clinical settings compulsory to be more relevant to the current job market.
- The department should try to improve the mobility of incoming and outgoing students, such as introducing more course in English.
- A communication system with the partners/stakeholders should be developed to exchange ideas about the practical training in community and clinical settings. A first concern to be discussed is the possibility of extending the practical training to more than three months to help a more meaningful experience and strengthen stakeholder relations.
- The number of years a student can remain enrolled with no apparent progress should be limited. The department should examine the reasons leading to the low percentage of graduates who graduate within the nominal time, as well as the relatively high average duration of studies, despite the increased participation in the examinations. Advice and active counselling should be directed towards students struggling to complete their studies on time, preferable over the course of their studies. This means that students who do not pass a number of courses in the first two years should be identified and placed in some kind of a tutoring system. Unvoluntary withdrawal should also be considered for students who are beyond their 6th year of studies.

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

The teaching staff is of high quality, it is gender balanced (57% male; 43% female) and demonstrates a great degree of collegiality. The department follows the legal process and uses arguably transparent procedures for the recruitment of new faculty, who are of high quality. The department is actively promoting the increase in research productivity in terms of publication outputs (average yearly publications = 2.5 per faculty; average citations = 609 per faculty) with emphasis in established and not predatory Journals, yet research funding is limited. Teaching workload is appropriate with a very good teaching staff to student ratio (1:25). Thus, research productivity and teaching quality are steady. Teaching quality is monitored in each course by student evaluations. Teaching staff mobility is low and is promoted by means of the Erasmus+ programme and short sabbatical leaves (3-6 months). As a result, many faculty members have active collaborations with several high-quality institutions in Europe and North America. Although peer-mentoring is in effect and collegiality encourages peer support there is no clear evidence of how the department promotes the professional development of the teaching staff, especially in terms of innovative teaching methods and the use of new technologies. In short, no specific training or support in teaching innovation of the teaching staff is offered.

There is strong evidence of the linking of teaching with research. Many courses include assignments that force students to search the literature and critically interpret study results. Research labs, four of which are accredited, are accessible to undergraduate students. In fact, undergraduate labs take place in the research labs typically using the main equipment stations. Senior students are encouraged to complete a thesis under the supervision a faculty member and alongside graduate students working in the same lab. On average, each faculty member

supervises 1-2 thesis students per year. Most theses are research focused. Some students present their theses in conferences, and few of these theses are published.

The teaching staff is evaluated by student surveys, with good student participation. It is up to each faculty member to review the evaluation results and adjust course material accordingly. At the department level, the evaluation results are compared with the overall AUTH results. However, students do not appear to know whether teaching evaluations are taken seriously and how teaching evaluations are used to improve course delivery, instructor methods, and the curriculum.

Panel Judgement

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

Panel Recommendations

To further solidify and enhance adherence to this Principle, the Panel recommends the following additional action:

- The department should inform the students that course evaluations are taken seriously and in what ways are used to improve course delivery, instructor methods, and the curriculum.
- Although the establishment of A University wide Centre of Teaching Innovation will be an excellent addition, as mentioned in criterion 3, the department should also consider an in-house Centre of Excellence in Education to provide consistency and continuous training and support to both new and senior teaching staff members in terms of teaching innovation and new teaching technologies. Such a centre could rely on both internal expertise and visiting/occasional experts.
- Annual faculty performance should be collected via faculty input and be evaluated by faculty peer committees. In this way, a feedback loop between faculty load and assignments and faculty performance can be created to help increase excellence.
- To facilitate research activities, one idea is to establish a Teaching Lab, where the undergraduate labs will take place instead of taking time in the research labs, which should be dedicated to research and graduate projects. Recognizing the existing budgetary

limitations, such a Teaching Lab could be equipped with simple, basic, and inexpensive equipment appropriate for a variety of science courses (i.e., biomechanics, exercise physiology, motor control, etc.) that will be organized in more than one stations. This way, undergraduate students will have hands-on activities and not just demonstrations. Such experiential labs will also strengthen the learning outcomes of several courses. This is also discussed in the next criterion, and recommendations to generate funds in support of this lab are provided in criterion 8.

- Further actions are recommended to increase competitive research funding. To do so, faculty members, or collaborative teams, should be encouraged and supported to apply for grants. With an increased number of applications comes an increased likelihood of success. And success at securing grants will yield future successes. If faculty don't apply for grants, they cannot be successful. Often the obstacle to apply for grants is time. As faculty also have a heavy teaching load, they need both solicited and unsolicited support from the department and the University in their effort to increase grant applications. Investing in grant facilitators/writers can pay back.

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

Based on the interview with the authorities of the Department, the Institutional/State Departmental funding is highly reduced and, in any case, inadequate. No infrastructure expansion or equipment renewal and/or additions are allowed while at the same time fundamental consumable limitations exist. However, this is a general problem and currently the rule of the Greek academic reality, which significantly suppresses the substantial qualitative upgrade of the country's higher education.

Apart from the high maintenance costs of the old central departmental central building, no further expansion of new classrooms and/or laboratories could occur due to spatial restrictions. Currently, the departmental laboratories operate both as educational and at the same time research facilities, limiting their availability to students outside of teaching hours. At the same time, it is indicative that no laboratory technical staff is employed at the Department for the primary maintenance of the equipment and infrastructure. Current Faculty Staff carries out essential interventions.

Panel Judgement

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

Panel Recommendations

The Department should consider taking advantage of the developed strong ties with the city of Serres, by developing services (e.g., implementation of exercise programs at their premises and/or functional capacity assessment) which will partially contribute to its self-financing and coverage of basic financial needs. At the same time, it is suggested the Department and its Faculty Staff to strategically utilize and expand their external research collaborations to obtain research funding which will facilitate further development and expansion of the research infrastructure.

Finally, it is necessary for the state to seek the best possible solutions to ensure adequate funding of State Academic Institutions to meet their operational needs and safeguard their productive development for the benefit of the country.

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 organization, teaching and provision of services to students as well as to the academic community.

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

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

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

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

Study Programme Compliance

The Department conducts internal and external quality assessments and uses appropriate sources and documentation for its current internal report that is comprehensive, clear, forthright, and self-critical and follows the expected format. The annual internal evaluation report includes student demographic, academic performance, and progression characteristics as well as data on quality of teaching, which are compiled through the evaluation of courses. The process to collect the evidence required is very well organised and as a result the quality and completeness of the evidence are very high and allows a detailed and comprehensive internal evaluation and assessment. However, a limited number of students are involved and participate in the evaluation of the assessment criteria and in progress of the curriculum. The academic staff members of the Department use appropriate the internationally accepted scientific and educational practices, processes, and methods for effective teaching throughout the four years studies. The lectures consist of theoretical presentations, theory and practice in several sports and physical activities, as well as practical activities in the laboratories. This process is successfully supported by modern technological and electronic tools.

The teaching staff-student ratio is 1:25 and may be assessed as an acceptable ratio compared to international standards. Furthermore, the academic staff makes serious efforts to be available for students and the students reported a high satisfaction with staff contact and availability. The average duration of the studies is 5.2 years. Even if this study duration could be considered satisfactory, compared to the average duration in Greek Universities, the academic staff should take some necessary steps to improve this issue in the future. On average, 51% of the students participate in the examinations with a success rate of ~87%. While this could be considered good enough, the participation of the students to the examinations should be further increased. The average grade for the diploma is 7.44, and although within the international standards could be, by adequate encourage reforms, improved.

The students, mainly by means of the web pages of the department are very well informed about the education program (courses, schedule, learning goals, examinations etc.). The quality of teaching is high and comparable with the international standards and both active and former students are satisfactory with the department's curriculum. The textbooks or articles proposed in every course are of excellent quality and the material covered is up to date, including recent scientific developments. The Department's secretariat is very well organised and is staffed by experience personnel that collaborate very efficiently between them as well as with members of staff the students of the Department. In general, the Department supports extensive electronic communication between teachers, students, and administrative officers. The integrated facilities in the University Campus (i.e., library, sport, and teaching halls) benefited by the presence of students on the Campus.

The main professional sectors of the graduate members of TEFAA-Serron imply teaching opportunities in schools, engage in exercise and health professional associations, coaching in different sport clubs and gyms as well as technical consultants and scientific associates in sports organizations.

Panel Judgement

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

Panel Recommendations

Increase the percentage of student representatives in OMEA in order to achieve a greater student participation and involvement in the curriculum progress.

Principle 8: Public Information

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

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

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

Study Programme Compliance

The department has developed a complete web site in Greek and maintains an active Facebook account, which are regularly updated with news and activities. All pertinent student-related information is accessible through the department's website. However, the Department has no information on the website for alumni and external stakeholders, no graduate employment information and only part of the website is published in English. These limitations are indicative of an esoteric approach, which affects the effectiveness of the program's public communication and its ability to attract non-local stakeholders and international students.

The department has an extensive network of external, local stakeholders, and some are actively involved in its activities, although this mainly implies accepting students for internship placements. All the stakeholders that the Panel met are eager to get engaged and help the department achieve its goals yet admitting that they are not fully informed on the department's affairs. There is no established advisory committee to keep an open communication and exchange ideas with the community partners/stakeholders.

The Panel was impressed with the extra-curriculum activities and student engagement in competitions, events, and other opportunities to disseminate practices and innovation in physical education and sports related topics. However, all these opportunities are local, therefore limited in scope.

Panel Judgement

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

Panel Recommendations

To further solidify and enhance adherence to this Principle, the Panel recommends the following additional action:

- The department should further develop and update their website in English, which should also be regularly updated.
- The department should consider a more active communication strategy with its constituencies and stakeholders, for example by issuing and emailing periodic newsletters describing new initiatives, awards, success stories, etc. These should also prestigious competitive awards and distinctions received by its individual faculty as well as individual students (namely, beyond distinctions earned by student groups).
- The department should consider expanding their extra-curriculum activities and stakeholder network beyond the local community.
- A committee and a website for alumni must be established to communicate information that targets the specific group and keeps it engaged. Relevant information could be on School strategic initiatives, School success stories in general, including opportunities for visits and engagement.
- Potential services provided by the specialized equipment existing in the department should be broadly published. This may be a source of additional income to support student initiatives, equipment renewal, student mobility and industry placements, etc.

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 self-assessment procedure of the study programme is based on student evaluations, faculty proposals to the curriculum committee, and feedback from stakeholders. It takes place annually in collaboration between OMEA and MODIP. The findings of the self-assessment are shared within the academic unit and addressed in the Assembly of the Department in order to establish action plans.

The above-mentioned self-assessment procedure has produced significant improvements in the resent updates of the study programme as outlined in the Accreditation Proposal of the Department. Within the context of the annual self-assessment certain limitations in the implementation of certain action plans and/or weaknesses of the study program have also been identified. Specifically, 1) the lack of appointed staff with teaching expertise in certain practical courses, 2) the legal constrain in removing students from the student registry when they don't complete the study program within a defined number of years, and 3) the relatively limited number of courses offered in English.

Overall, there is evidence that the Department is diligently addressing the self-assessment process and is actively engaged in the continuous improvement of the study program. However, the resolution of certain identified weaknesses is beyond the capacity of the Department as there are central budgetary constraints related to the establishment of new academic appointments. On the other hand, when a weakness can be resolved by administrative measures within the department (i.e., increasing the number of courses offered in English) an effort is being made to more efficiently utilize academic staff with international teaching experience. Also, further participation of staff members in the Erasmus+ Academic Mobility

Program has been identified as future action to improve the teaching competence and increase the number of courses offered in English.

Panel Judgement

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

Panel Recommendations

The Panel has no additional recommendations for this criterion.

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 participated in the external evaluation process organized by ADIP in 2013 and implemented a plethora of improvements in the curriculum according to the recommendations made by the external evaluation committee. All members of the TEFAA-Serron were aware of the importance of the external evaluation process and took an active role in addressing the evaluation concerns. With the various stakeholders that the accreditation panel members met with, it was expressed the benefit of undergoing this evaluation as it has helped them deliver and improve on the overall educational experience for the students, but also faculty and staff. The curriculum has undergone important changes that have focused more on the development of sport specific courses and curriculum, the addition of a well-executed practicum system, and more transparency in the activities of the faculty and students.

Specific concerns addressed include:

- Reduction the number of courses from 73 to 49 and assurance of the 1:1.5 ratio between teaching hours and ECTS resulting to the recommended ECTS standards.
- Integration of basic theory courses in the first four semesters that are prerequisites for upper-level specific courses.
- Involvement the basic sport disciplines necessary for the primary and secondary school education in the first four semesters of the curriculum.
- Inclusion a specific course on growth and development in the curriculum.
- Increase the laboratory courses in the last four semesters of the curriculum.
- Restricting the number of elective practical courses and specializations.
- Establishment of academic advisors in order to help students with their academic and professional planning.
- Development of policies and procedures associated with the writing of a diploma-thesis.

- Improvement the design, applicability, and efficiency of the electronic evaluation questionnaire.

Panel Judgement

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

Panel Recommendations

The Panel has no additional recommendations for this criterion.

PART C: CONCLUSIONS

I. Features of Good Practice

- The Department maintains a structured quality assurance policy which appears to be intertwined with the respective Institutional policy and, at the same time, supports the strategic planning that has been developed in the Department.
- The Department's curriculum seems to be well structured and considers many good practices followed in respective Departments of the country and other institutions abroad. There is a smooth and logical division of courses among the different years of Study.
- The Department of Physical Education and Sport Science (TEFAA) in Serres is strong in terms of both teaching and research and is well respected nationwide. The faculty is enthusiastic and dedicated to the success of their students and demonstrates a great degree of collegiality. The students are satisfied by their experience. The enthusiasm of the current students, alumni, and community stakeholders was evident in our meetings. Following its previous external evaluation, the department has taken steps towards improving the curriculum, and it is commended for doing so.
- The study programme was designed to provide educational, scientific, and professional expertise in the science of Physical Education and Exercise in order to prepare graduates for a scientific and professional career in the areas of a) education, b) exercise, c) recreation, d) quality of life and e) elite sport competition. The standards adopted are comparable with those of European and North American Universities and are deemed appropriate for the academic subject.
- The current Curriculum design allows students' flexible academic pathway configuration, mainly during the 3rd and 4th year, which facilitates the meet of their future professional plans and needs.
- The quality and effectiveness of all curriculum courses are systematically evaluated at the end of each semester of delivery.
- In the cases of students with learning difficulties, modifications of the examination procedure are made to ensure their smooth and equal participation.
- The curriculum is revised periodically to include new courses or revise/adjust existing ones. The curriculum committee, in collaboration with a student representative, presents any proposal for the inclusion of a new course to the Assembly of the Department, which ultimately decides on the proposed program revision.
- The Department implemented a plethora of improvements in the curriculum according to the recommendations made by the external evaluation committee.
- The self-assessment procedure of the study programme is based on the students' evaluations, faculty proposals to the curriculum committee, and feedback from stakeholders. It takes place annually in collaboration between OMEA and MODIP. The findings of the self-assessment are shared within the academic unit and addressed in the Assembly of the Department in order to establish action plans. Overall, there is evidence

that the Department is diligently addressing the self-assessment process and is actively engaged in the continuous improvement of the study program.

- Acceptable and comparable to international standards teaching staff-student ratio (1:25).

II. Areas of Weakness

- A specific system for classifying learning outcomes (e.g. Bloom Taxonomy) is not consistently followed.
- In several syllabi in the Study Guide, no Learning Outcomes are available other than a vague description of the course purpose and targets.
- Due to the ambiguity of the Learning Outcomes in most cases, their achievement by students cannot be monitored both by the course content and examination (formative and conclusive).
- There is a discrepancy in the listing of Learning Outcomes between the Study Guide and the posted course outlines on the MODIP webpage.
- The course outlines, both in the Study Guide and on the MODIP webpage, do not refer to the teaching methodologies and techniques to justify the student-centred approach to learning.
- Student evaluation handling is not straightforward in terms of goal setting for improvement.
- Main pedagogical approach and mode of instruction is face to face through power point presentations which is a teacher centred approach that do not promote student's active involvement in learning process.
- Laboratory practice as an additional activity to laboratory instruction, it is limited due to a lack of resources.
- Internship mainly focuses on the primary and secondary education experience acquisition while falling short of applications in labour, which is expected to employ the vast majority (about 80%) of graduates of the Department.
- No established procedure applies for dealing with students' complaints.
- No appeal procedure was found other than forwarding student's issues to the General Assembly / Departmental Council by the Student Union.
- A number of the exam methods followed, do not always enhance student active participation and Study. Formative assessment among modules is minimal, whereas most of the evaluations are summative, which does not allow any learning process quality adjustments during the semester. In addition, in some cases, the module assessment consists of only a single oral examination for a core module.
- Several Syllabi/ Course Outlines had limited or no information about grade distribution. Assignments or exam criteria (e.g. in the form of rubrics) were not available.
- In most of the modules, Learning Outcomes do not follow a structured and well-defined strategy, which does not safeguard a sufficient students' learning experience.
- The Department does not apply any "second examiner", "moderator", or "external examiner" review or "grades approval process", similar to the pattern followed by other universities abroad.

- The programme needs to engage its stakeholders (current students, alumni, employers, and social partners) actively and systematically. Even though the immediacy of communication between the department and the community is facilitated by Serres being a smaller city, the evaluation and improvement of its curriculum and overall activities, appear to be primarily driven by the faculty without substantial and critical input and feedback from outside observers. In this sense, the programme needs to develop an outward looking approach. Its stakeholders clearly indicated their willingness to participate in such a process.
- The programme needs to address an apparent lack of specific quality requirements for the implementation of the thesis. Although the Panel recognizes that certain actions may be beyond the control of the department, several steps are within its means and could be implemented at no cost.
- Practical training is in place and is deemed as a valuable part of the programme, however, it is only practical training in schools is compulsory for all students while practical training in community and clinical settings is an elective. This needs to be addressed to meet the changes seen in the scope of practice for TEFAA graduates.
- Although peer-mentoring is in effect and collegiality encourages peer support there is no clear evidence of how the department promotes the professional development of the teaching staff, especially in terms of innovative teaching methods and the use of new technologies. In short, no specific training or support in teaching innovation of the teaching staff is offered.
- Institutional/ State Departmental funding is substantially reduced and, in any case, inadequate for infrastructure expansion or equipment renewal and/or additions are allowed while at the same time fundamental consumable limitations exist.
- No laboratory technical staff is employed at the Department for the primary maintenance of the equipment and infrastructure. Current Faculty Staff carries out essential interventions.
- The resolution of certain identified weaknesses is beyond the capacity of the Department as there are central budgetary constraints related to the establishment of new academic appointments.
- Research funding is limited despite the high research productivity and the relatively low faculty to student ratio.
- Small amount of student representatives in OMEA.

III. Recommendations for Follow-up Actions

The Panel applauds the programme for having implemented several policies aiming at improving its curriculum. During the visit it became evident that the department needs to operate within limitations imposed by forces beyond its control and that its degrees of freedom and ability to implement innovative solutions is often limited. Recognizing these constraints, the Panel recommends the following actions:

- A clear distinction between the Purpose, Objectives and Learning Outcomes of each module should be established in all Study Guide Syllabi/ Course Outlines.

- Rationalization of Learning Outcomes together with clear and accurate adjustment of Syllabi/ Course Outlines is expected.
- Each Course Outline should contain detailed course content (preferably distributed in weekly sessions), and corresponding Learning Outcomes achievement should be presented (mapping) in each Course Outline content.
- A clear presentation of teaching methods, techniques and delivery modes should be described in each Syllabi/ Course Outline.
- Each module should adopt various assessment methods in both formative and summative form and control of the Learning Outcomes acquisition.
- In the practical modules, emphasis should be oriented towards the acquisition of the pedagogical competence of the students to pedagogically facilitate knowledge transfer rather than focus on performance and skills of students.
- In all modules, a clear focus on the acquisition of soft skills additionally to the basic theoretical knowledge should be given.
- Clarification of an assessment grade distribution is expected in each Syllabi / Course Outline following a logical distribution among the different assessment methods.
- A thorough strategic planning of a universal transition from the outdated teacher-centred learning approach to a student-centred model is required.
- The Panel recommends that the programme develops specific quality requirements for the implementation of the thesis. In addition, the practical training in community and clinical settings should be compulsory.
- The Panel recommends that systematic and rigorous feedback mechanisms are implemented to assess and evaluate teaching effectiveness and identify corrective actions. The current approaches appear to be *ad hoc* and do not follow a holistic view of the curriculum, but rather address temporary and very course/instructor-specific needs.
- The Panel recommends that teaching and research support to the faculty is conducted in a more systematic way. Importantly, a university or Faculty wide Centre of Teaching Innovation should be established to provide consistency and continuous training and support to both new and senior teaching staff members in terms of teaching innovation and new teaching technologies. At the same time, solicited and unsolicited support from the department, and the University, should be provided to faculty in writing and submitting grant applications.
- The Panel recommends that the programme establishes an External Advisory Board consisting of community and university representatives. This does not need to be a formal entity, if the current framework of operation did not allow it, however, it can be created informally and solicit regular (annual) input from its members.
- The Panel recommends that the department should consider a more active public communication strategy, for example by issuing and emailing periodic newsletters describing new initiatives, awards, success stories, etc. to community partners, stakeholders, and alumni.
- The Panel recommends that a structured method to assess the market needs is considered. Even though the current approach of receiving the Stakeholder's input seems effective,

nevertheless, considering its interpersonal nature, it relies heavily on certain staff members and thus may be not efficient in the future.

- The Panel recommends increasing the percentage of student representatives in OMEA in order to achieve a greater student participation and involvement in the curriculum review process.
- The Panel suggests the establishment of a Centre of Excellence on Education at the Department to promote the pedagogical competence of the faculty and other teaching staff members. An example of good practice is available here.
- The Department should seek solutions for possible expansion of the practical experience of all students in labour in different internship settings on a rotation basis where possible and for an adequate time length (e.g. six months)
- Modern teaching methodologies in higher education (in terms of pedagogical approaches of the learning experience) to be acquired by faculty staff. Collaboration with the pedagogical Department of AUTH might be necessary for the successful completion of this project.
- For the students' evaluation of the different modules to be of tangible exploitation, a straightforward handling procedure of the results from OMEA should be established (SMART goal setting and monitoring where deemed necessary in cooperation with module instructors).
- It is proposed that a formal (if required by law) or informal student affairs committee be established, which will include a representative of the Student Union among other faculty staff members and other instructors. The committee's role will be to address and handle student complaints and, where necessary, to forward specific issues to the Departmental General Assembly / Departmental Council.
- A critical aspect that needs to be regulated at the Departmental / Institutional or State level is the management of complaints about grades (course, assignments, exams etc.) to the standards that apply in other academic institutions around the globe.
- Consider monitoring the students' grading process through a second examiner, moderator and or external examiner to ensure fairness and quality assurance of grading.
- Comprehensive staff training is recommended through a Centre of Excellence on Education (coordinated by existing faculty with pedagogical background and/or specialized faculty from the Department of Education of AUTH). Training should include various techniques and methods of evaluating academic performance as well as feedback techniques.
- A policy of formative and summative students' academic performance evaluation should be set. We suggest including at least one (1) formative and at least two (2) summative assessments of each module during the semester with at least one assignment. Oral examinations, if deemed necessary in theory courses, are strongly suggested only for the formative evaluation.
- Consider Faculty Staff training on the use of interactive learning applications such as (indicative): Flipgrid, MeisterTask, MindMeister, Educaplay, Kahoot, Mentimeter, Socrative, H5P, Poll Everyware.
- It is highly recemented for a thorough departmental coordinated revision of the Syllabi / Course Outlines for transparent grade distribution and assessment methods and criteria to be defined.
- The establishment of a formal students' appeal procedure is highly recemented.

- The Department should consider taking advantage of the developed strong ties with the city of Serres, by developing services (e.g. implementation of exercise programs at their premises and / or functional capacity assessment) which will partially contribute to its self-financing and coverage of basic financial needs.
- It is suggested the Department and its Faculty Staff to strategically utilize and expand their external research collaborations to obtain research funding which will facilitate further development and expansion of the research infrastructure.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 4, 5, 7, 9, and 10.**

The Principles where substantial compliance has been achieved are: **3, 6, and 8.**

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

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

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

The members of the External Evaluation & Accreditation Panel

Name and Surname **Signature**

1. **Professor Adamantios Arampatzis (Chair)**
   Humboldt-University Berlin, Germany

2. **Professor Panagiota Klentrou**
   Brock University, Canada

3. **Associate Professor Stefanos Volianitis**
   Qatar University, Qatar

4. **Assistant Professor George Panayiotou**
   European University Cyprus, Cyprus