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Accreditation Report
for the Postgraduate Study Programme of:

Sports and Health

Department: Medicine

Institution: Aristotle University of Thessaloniki

Date: 08/05/2026

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Sports and Health** 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 postgraduate study programme of Sports and Health of the **Aristotle University of Thessaloniki** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. MITSIADIS THIMIOS (Chair)
   (Title, Name, Surname)
   Universität Zürich, Switzerland
   (Institution of origin)

2. Roussakis Andreas Antonios
   (Title, Name, Surname)
   Imperial College London / Imperial College Healthcare NHS Trust
   (Institution of origin)

3. SILIKAS NIKOLAOS
   (Title, Name, Surname)
   University of Manchester
   (Institution of origin)

4. Tzimogianni Valentini
   (Title, Name, Surname)
   University of Patras
   (Institution of origin)

5. Veves Aristidis
   (Title, Name, Surname)
   Harvard Medical School
   (Institution of origin)

II. Review Procedure and Documentation

Brief reference to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. Dates of the review, review, meetings held, and any additional information regarding the procedure, as appropriate.

The evaluation of the PSP was conducted through a thorough review of documentation submitted via the HAHE platform, supplemented by online interviews. These included the PSP Director, the Head of the Department of Medical School, members of MODIP, teaching faculty, students, alumni, and external stakeholders. All submitted documents were reviewed in advance by the panel. The teleconference meetings took place on Monday, April 27 and Tuesday, April 28, 2026. The established EEAP consists of five experts, four from Universities and Institutes abroad, and one student representative from Greece.
The EEAP received and considered the following supporting documents through the HAHE Panel-Accreditations online information platform:
M0. _new Πίνακας Περιεχομένων
M1._new Πρόταση Ακ. Πιστοποίησης ΔΠΜΣ
M1.1._new Πολ. Ποιότ. ΔΠΜΣ
M1.2._new Στοχοθ. Ποιότ.
M2.1._new Απόφ. Συγκλήτου
M2.2._new Εσωτ. Καν. Λειτ. ΔΠΜΣ
M2.3._new Οδηγός Σπουδών
M2.4._new Περιγρ. Μαθ._Διπλ.
M2.5. Κατ. Διδ. Προσωπ.
M3.1. Αξιολόγηση από φοιτητές
M3.2. Καν. Παραπόνων
M3.3. Καν. Ακαδ. Συμβ.
M3.4. Μέθ. Διδ-Αξιολ.
M4.1._new Καν. Δεοντ. Έρευν.
M4.2._new Καν. Σπουδών_κα
M4.3. Καν. Ηλ. Μαθ.
M4.4._new Υπόδ. Διπλ-Παραρτ.
M5.1. Συν. Αναφ. Επιδ.
M5.2. Επιλ. Διδ. Προσωπ.
M5.3._new Συμβ. Διδ. Προσωπ.
M5.4._new Πολ. Υπ. Προσωπ.
M6.1. Περ. Υπ-Υπηρ.
M6.2. Σχ. Αξιοπ. Διδακ.
M6.3._new Μελ. Βιωσιμ. Λειτ.

Μ6.4. Αξιολ. Επάρκ. Πόρων
Μ6.5. Κατάλ. Διοικ. Προσωπ.
Μ6.6. Ενημ. Υλικό_Φοιτ.
Μ7.1. Αναφορές δεδομένων ΟΠΕΣΠ
Μ7.2. Λειτ. Πληροφ. Συστημ.
Μ7.3. Εργαλεία συλλογής δεδομένων
Μ7.4. Αναφ. Ανάλ. Πληρ.
Μ8.1. Συντ. Ιστοσελ.
Μ8.2. Ιστοσελίδα (σύνδεσμος)
Μ9.1. Αποτ. Εσωτ. Αξιολ.
Μ10.1_new Έκθ. Προόδου ΔΠΜΣ
2. HAHE Material
Acronyms, European Qualifications Framework, Standards for Quality Accreditations of PSPs, Accreditation Management System - Expert Manual, Guidelines for Accreditation, Guidelines for the Members of EEAP, PSP Mapping Grid, PSP Mapping Grid Assessment Guide, PSP Accreditation Report Template, Instructions for Completing the Inspection Programme.

The evaluation and accreditation processes were conducted remotely via Zoom. All meetings were scheduled using Eastern European Standard Time (GMT+2), which corresponds to the local time zone in Greece.
Monday, April 27th, 2026, 15:00 - 14:00, the EEAP members had an initial private session to discuss the contents of the submitted departmental material, define the operational framework for the accreditation process, and assign specific responsibilities among the panel members.
Monday, April 27th, 16:00-16:45, the EEAP members had a brief overview of the PSP Sports and Health with Prof Nikolaos Koutlianos and Assistant Prof Totlis Trifon, MODIP representative, Prof Antonios Goulas, and Head of Medical School, Prof Stefanos Triaridis. A brief overview of Aristotle University as well as the Medical School was also provided.
Monday, April 27th, 17:30-18:00, the EEAP members had an online tour (lecture halls, libraries, laboratories, and other facilities related to the PSP).
Tuesday, April 28th, 15:00-15:45, the EEAP members had a virtual meeting with teaching staff of the PSP, focusing on topics related to the program's development and thematic orientation. The discussion aimed to explore strengths and potential areas for improvement. The following teaching staff participated: Prof. Evangelia Kouidi, Prof. Eirini Koidou, Prof. Vassilia Hatzitaki, Prof. Eleni Fotiadou, Assoc. Prof. Dimitrios Kazis, Assoc. Prof. Nikolaos Lazaridis, Ass. Prof. Georgios Sofidis.
Tuesday April 28th 16:00-16:45, meeting with 7 graduates of the PSP, 4 of them in the 1st year, and 3 of them in the 2nd year of their studies.
Tuesday, April 28th 17:30-18:15, meeting with 9 graduates of the PSP, all in various employments.
Tuesday, April 28th 18:30-19:00, the EEAP members had a virtual meeting with social

partners of the PSP focusing on relations of the PSP with external stakeholders from the private and public sectors. Participating in the discussion were Mr. Alexandros Alexiadis, Owner of gyms, Mr. Michalis Pagkalos, Owner of Physiotherapy Centre, Mr. Socratis Sgoutzakos, Owner of Physiatry Centre, and Mr. Theofylaktos Kyriakidis, Owner of Kyriakidis Orthopaedics Centre.

Tuesday April 28th 19:00-19:30, a follow-up private virtual debriefing meeting was held by the EEAP to analyse the outcomes of prior discussions and organize the structure and content of the oral feedback.

Tuesday April 28th 19:30-20:15, the EEAP had a closing meeting with the leadership of the PSP where some preliminary feedback and any clarifying comments were discussed. Present in this discussion were: Prof. Stefanos Triaridis, Head of the School of Medicine, Ass Prof. Trifon Toltis, Steering Committee, Prof. Nikolaos Koutlianos, Steering Committee, Prof. Georgia Tsaousi, OMEA member, Prof. Nikolaos Maghioros, President of the QAU, Prof. Antonios Goulas, MODIP Committee Member and Ms Alexandra Tzaneraki, MODIP Committee Secretary.

The EEAP members would like to thank everybody involved for their positive spirit and their cooperation with the EEAP during the whole online accreditation procedure.

III. Postgraduate Study Programme Profile

Brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Short description of the home Department and Institution, with reference to student population, campus or any other related facts.

The PSP Sports and Health is a full-time in-person programme offered by the Medical School at AUTH. Two specializations are offered: Sports Medicine and Exercise and Physical Health. The duration is two years. The PSP was established in 2014 and re-established in 2018.

The original PSP was established by decision 3610, τ.2/ 31.12.2014, and this new PSP by decision of the faculty senate 3434, τ.2/ 17.08.2018. From the documentation provided as well as the discussions during the accreditation process, the establishment of this PSP has the full support of the Department as well as the entire AUTH.

The PSP differs from most other PSPs, given the two specializations that are offered. At the same time, research within this PSP is envisaged, and a research thesis is mandatory.

The total number of students will be 40 in total. They will all be graduates from Medical Schools, Sports Science, Physiotherapy, and Nursing Schools, either from Greece or from abroad. However, since this is a full-time in-person PSP, it is expected that even students in full-time employment will be able to combine professional and academic life.

The School of Medicine of the Aristotle University of Thessaloniki is one of the most important and well-established Medical Schools of Greece, both quantitatively and qualitatively. At present, the Medical School in Thessaloniki has around 380 faculty members and more than 3500 master's students.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP became operational in 2015. Since then, it has enrolled 232 students out of which 68 are still active in the programme. The PSP awards a Level 7 Master of Science (MSc).

The PSP has two directions, sports medicine and exercise and body health. For the first direction, the PSP recruits 20 graduates from the medical school while for the second direction it recruits 20 graduates from physical education, nursing, physiotherapy and other disciplines.

The PSP includes more than 62 teaching staff, mainly from the AUTH medical school. Most of the teaching staff are mainly involved in clinical practice and they have limited research activities.

The PSP has a duration of four semesters, of 120 ECTS in total and the total fees are €2,800.

The official language of the programme is Greek. The dissertation is completed in the 4th semester. It can be written either in Greek or English language.

Each semester has 13 weeks of teaching. Teaching is mainly live on site at the medical school, the Papageorgiou hospital or the school of physical education. Distant teaching is no more than 31% for each course. It mainly occurs every Wednesday, Thursday and Friday from 15:00 to 17:50. The educational activities include not only theoretical teaching but also practical teaching that involves subjects with exercise problems.

The first and fourth semesters are the same for both directions. However, the second or third semesters have different courses for the two directions.

The two directions provide MSc degrees with two different titles.

II. Analysis

The main concern is that the PSP mainly focuses on clinical training of doctors and other medical staff and has very limited research exposure. This creates serious problems as postgraduate clinical training in Greece is under the direction of the Ministry of Health and not of the Ministry of Education, under which AUTH is functioning. Therefore, this raises serious problems whether the provided clinical training is in synchrony with the medical needs of the Greek society and is appropriately supervised.

Further to the above, medical clinical training is obtained during residency (specialization) and is free of charge to the trainees as this is part of their work contract. In that sense, it is very difficult to comprehend how several trainees, who have been included in the program, can continue to receive clinical training. Given that the Greek state is obliged to provide clinical training to medical doctors during their residency for free and supervise this training through the Ministry of Health, this raises numerous ethical and legal problems that should be adequately considered and addressed by the Greek state and AUTH.

There are dedicated leaders for each course. Nonetheless, the number of teaching staff is excessive and most of them have very limited involvement. In addition, it seems that a considerable number of them participate in more than two PSPs. This creates serious concerns regarding their participation and involvement in the program. As a result, there is a high risk of diffusion of responsibility that can lead

to the provision of a series of lectures without any functional connection among them.

The courses that are provided during the first semester are suitable for medical doctors but is very doubtful whether graduates from other Schools to follow them satisfactorily. In addition, quite a few of the courses are focusing on sports injuries, which is part of the orthopaedic specialty.

During the presentation by the PSP representative, it was stated that the medical doctors participating in the direction of sports medicine, in addition to lectures, can see clinical cases as part of the practical training. However, the students mentioned that there is no practical training and that all the training consists of lectures.

Of great concern is that some of the students who participated in the zoom call were not fully aware of the principles of clinical research. More specifically, it was stated that studies were conducted using questionnaires that included protected individual data without appropriate approval by the appropriate ethical committee of AUTH.

It seems that the two directions have major differences between them and could easily be two different PSPs.

Although the program is functioning for more than 10 years, no adequate information is provided regarding the career trajectory of the graduates and possible benefits for AUTH, such as publications in major journals, grants from highly competitive funding authorities, raise of the outward looking of the University and increase in its national and international reputation.

III. Conclusions

The PSP is mainly focusing on clinical training, which is the responsibility of the Ministry of Health. As a result, this raises serious concerns regarding its suitability as an academic programme.

There is considerable lack of emphasis on research conduction.

There are two different directions in the program that have very little common areas of interest, and it may be more appropriate if they were divided into separate programs. However, in their present form, both directions are suitable for a clinical diploma but do not fulfil the criteria for PSP.

Panel Judgement

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

Non-compliant	

Panel Recommendations

- PSP requires a major revision with a stronger focus on academic training and research.
- The two directions may be better separated into distinct programmes.
- The number of teaching staff should be significantly reduced and should mainly consist of academic researchers engaged in basic and translational research.
- Strong emphasis should be placed on training in the conduct of research activities, including their ethical aspects.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*

- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

The EEAP reviewed the submitted documentation and information that was available in the Programme's website in line with HAHE guidance for EEAP/Panel reviews. The document set for the review was complete and adequately well-presented. The EEAP discussed details of the Programme with the Course Director, the MODIP members, the AUTH Senior Management team, associate academics and fellow teaching staff as well as prospective students and graduates. Feedback was sought from external stakeholders. Preliminary conclusions were discussed with the Course Director, MODIP and AUTH Senior Officers at the close-out meeting.

In its current form, the Programme design adheres to HAHE principles, the European standards for Quality Assurance within the EHEA, and the Departmental and Institutional (AUTH) strategic plans.

The Programme maintains a good standard through a curriculum structure that integrates a wide range of educational activities. The learning objectives are well-defined and focused, helping students to meet their educational and professional needs.

The expected volume of work follows the standards of the EU ECTS system (level 7). The total number of ECTSs is 120 with a course layout that spans over 4 semesters. Each ECTS credit translates to approximately 25-30 hours. The workload breakdown is included in Appendices M2.3 and M2.4.

Students are required to attend all classes, tutorials and laboratory practicals. The Diploma in Sports and Health is awarded following successful participation of all educational activities; it is required that students attend at least 69% of the lectures and tutorials in person. The completion of a research project and a presentation of the dissertation is mandatory. In this Programme, marking ranges from 1-10. An overall mark over 6/10 (≥ 60%) is considered a pass. The Course is taught in Greek. The dissertation can be written in Greek and/or English.

The course outline is comprehensive and structured to provide a clear understanding of the curriculum and its requirements. The student guide is clear but there is space for improvement – please see more in the recommendations section below. The course guide is written in Greek. The guidance document serves as an introduction to new students/applicants and as a navigation tool for students. The modules are presented in detail. The choice of modules reflects current labour market needs and trends in the academic world, sports science industry, and beyond.

The classes are designed to form a dynamic learning environment for individuals who wish to develop their knowledge, skills and competencies further on the

development of advanced research techniques, the optimal conduct of original research, and the production of research outcomes that are highly impactful.
The introduction to research methodology and statistics is taught in the fourth semester. Advanced topics in sports medicine are taught in respective modules in the first and second semester. In the second semester, students are required to choose between two streams: (a). sports medicine, and (b). physical exercise and (physical) health. Graduates from medical schools only are offered the sports medicine stream. Ethical considerations and relevant Greek and EU legislation notes are discussed with the students, but these are not taught in a separate module.
The Programme is revised on an annual basis by the Course Director and Leads where retrospective quality assurance data is being reviewed to consider amendments. The revision considers feedback (high level notes) from prospective students and graduates, and third parties, although it is difficult to determine how suggestions are exactly implemented in a timely manner.
The Programme is comparable to similar courses in Greece and abroad – this comment takes into consideration the historic limitations of the Greek higher education system.
The Programme has set up an interactive feedback mechanism in which students are encouraged to express their needs freely to peers and teaching staff. Combined with outcome-heavy metrics (attendance rates, success rates in exams, and successful employment outcomes beyond the end of the studies), the Course Director-students interaction evolves in a constructive and informative way for the benefit of all parties involved.
In response to the students' professional needs, the Programme encourages them to familiarise themselves with the job market landscape in the academic world and the private sector. External stakeholders, including the city of the Thessaloniki, have shown a significant interest and enthusiasm in supporting the Programme. This includes the possibility for third parties to support academically led research and indirectly support students.
The Programme includes a list of teaching staff, primarily from Greece and very few from abroad, covering various areas of specialisation. The Course Director feels confident that communication between the teaching staff, administrators, and students is most effective.

II. Analysis

Overall, the course guide is well-structured. The EEAP felt that the Programme would benefit by making adjustments in its structure to assist students understand: [i] the difference between what is taught and learnt (i.e. emphasis on the teaching process from an educational point of view), and [ii] on making clearer to students on where this unique Programme fits in the wider landscape i.e. areas of growth within innovation in sports sciences, the need to keep up-to-date with new methodology, gaps in sports medicine that are not met by other medical specialties (e.g. orthopaedics, cardiology, trauma, and general medicine), gaps in regulations, and the challenge to translate research outcomes into

tangible results such as new products and services for athletes (general population, people with limited mobility and access, and professional athletes) rather than for individuals of the general population who are at high risk for comorbidity and complication due to chronic illness. These comments are offered in the spirit of supporting development further rather than a criticism.

III. Conclusions

The Programme is coherent and focused; however, both substantial and minor modifications could further support its development. The proposed improvements aim to enable students and teaching staff to reach their full potential and enhance the overall learning experience.

Panel Judgement

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

Panel Recommendations

- The Course Director and Leads should create two separate and distinct PSPs.
- Consider extending the duration of the Course Director role from two to more years, thus reducing risks associated with frequent turnover.
- Move the teaching of research methodology and statistics to the first and second semesters.
- Consider rescheduling lectures and tutorials to earlier in the day or later in the evening, to better support students who are in employment.
- The research project topic should be mutually agreed upon by students and supervisors at the beginning of the course, to allow for optimal planning and timely completion.
- Strengthen the teaching of ethics and legislation related to the conduct of high-quality original research.
- To consider enhancing the teaching of research funding (grand writing and evaluating) and, more broadly, health economics.
- Implement further improvements to the course guide, including better layout and clearer information on exams, marking criteria, deadlines, and absences.
- Include a FAQ section in the course guide, along with a detailed table of all scheduled academic activities and checklists of essential student requirements, to set clear expectations.
- Consider developing an in-house system to monitor how feedback is implemented

and to track the progress of existing and new partnerships.

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

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

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

The student-centred learning and teaching process

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

In addition

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

Documentation

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

Study Programme Compliance

I. Findings

The duration of studies for the PSP 'Sports and Health' is set at four (4) semesters. Attendance is mandatory, and completion of the programme requires successful examination in all courses and the submission of a master's thesis. The PSP ensures all necessary conditions for students to take an active role in the learning process. The programme is steadily oriented towards student-centred learning, enhancing motivation, auto-evaluation, and the active participation of students. To achieve this goal, the PSP adopts flexible learning pathways that respect diversity and the varied needs of students. The participatory process is further strengthened through on-site visits to the Anatomy Laboratory of the Medical School, the 3rd University Orthopaedic Clinic of Papageorgiou Hospital and facilities at the Physical Education School of AUTH.

Furthermore, all instructors maintain an open line of communication, either in person or electronically, for student guidance and problem-solving. Students are assessed based on research assignments during the semester and written examinations at the end of each term. Upon completion of each course, an anonymous electronic evaluation is conducted via questionnaires.

Regarding student support, a complaints management regulation is in place based on the Institution's standards. Additionally, the institution of the Academic Advisor is fully operational, appointed for each student from the beginning of their studies to provide consultancy and strengthen personal communication.

Finally, the teaching coordinator ensures the smooth implementation of the programme, the update of the bibliography, and adherence to the course outlines.

II. Analysis

The PSP incorporates a student-centred approach regarding teaching, offering flexible learning paths that promote mutual respect. Students are encouraged to develop individual skills and function as active partners in the teaching/learning process. The teaching methodology provides a broad and in-depth understanding of the programme's subjects, while students are encouraged to develop skills through teamwork. There is a formal procedure for appeals and a system of academic mentoring. Students demonstrate high learning motivation and are trained to set goals for their personal development. Graduates expressed absolute satisfaction with the support provided by the teaching staff, both during courses and for their master's thesis.

III. Conclusions

Graduates of the programme express high levels of satisfaction with their experience. The PSP has created an educational environment focused on student needs, ensuring the provision of quality education and support. It is evident that student-centred learning and the adoption of flexible ways of teaching are dominant priorities.

Panel Judgement

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

Panel Recommendations

- The PSP will benefit from further interaction with established sports entities to enhance the practical aspects of the course and provide students with experience in a realistic work environment.
- Continue strengthening the monitoring of student engagement and encourage participation in evaluations.

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP aims to equip the students with basic knowledge of orthopaedic / myoskeletal injuries and additional focusing on specific medical applications that are applied in exercise. Furthermore, it will focus on specific topics that include ergophysiology, athletic cardiology, appropriate nutrition for exercise, recovery after athletic injuries and programs of restoring mobility in patients with chronic diseases.

The program is divided in two directions. In the first one, graduates of the medical school will be admitted while the second one will close students from a variety of background education, including physical education, nursing, physiotherapy and other university schools. The selection of successful candidates is based on several criteria, including graduation rates, foreign language knowledge, research experience in possession of other post-graduate diplomas. 20 students per the election are enrolled.

Students are allowed to attend with part-time participation. In addition, they can get extension of the studies or put their studies on hold for a maximum of two years.

The awarded degree is equivalent to MSc.

Attendance is mandatory, and students are evaluated through written exams and

essays at the end of each semester.
Financial assistance is available to students who need such help.

II. Analysis

There is no adequate information in the M2.4 document regarding what exactly topics are taught in each course. This considerably reduces the ability to appropriately judge the proposed teaching program.

There are considerable differences between the two direction groups in knowledge and practical experience regarding the various common curriculum topics that will be taught during the first semester of the PSP. This can create serious problems in the homogeneity of the group and the ability of all students to satisfactorily follow the various courses.

III. Conclusions

There are considerable differences between the students of the two directions, which raises concerns whether they can comprise a homogeneous group that can adequately follow the common courses.

Panel Judgement

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

Panel Recommendations

- The PSP should be divided into two separate programmes.
- Students should be recruited with a more homogeneous background to ensure they can successfully follow the educational activities.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP includes 62 lecturers according to the documents provided by HAHE (or 49 according to the programme webpage and statements made during the ZOOM presentations). Faculty members are drawn from the School of Medicine of AUTH, hospital centres of Thessaloniki, TEEFA of Thessaloniki, and collaborating national and international institutions. Recruitment procedures appear to be merit-based, particularly for external and invited lecturers, with selection relying on academic qualifications, curriculum vitae, professional expertise, and willingness to make a substantial contribution to both the theoretical and practical components of the programme. Sixteen faculty members are responsible for course content, programme structure, and the invitation of external lecturers, resulting in an external lecturer ratio of 74%. The teaching team demonstrates a satisfactory

balance of senior and junior academics, as well as appropriate female representation. The contribution of many invited lecturers is limited to one or two lectures. This may pose a significant challenge for establishing, monitoring, and ensuring the consistent quality of teaching.

There is evidence of adequate departmental and peer support for academic, professional, and scientific development, including the strengthening of teaching skills. Staff involvement in research programmes in Greece and abroad further contributes to their professional development and academic advancement. The level of financial remuneration for all teaching staff is determined by the school's internal regulations and is included in the PSP budget.

Teaching staff mobility is encouraged. The EEAP was informed that several faculty members have spent periods abroad in equivalent institutions for a few months, indicating support for academic exchange and international exposure.

The EEAP did not have access to detailed documentation regarding teaching content allocation and staff workload. However, several faculty members remain clinically active and research active. Their participation in national and international research programmes suggests that at least part of the teaching staff can engage in research alongside teaching responsibilities.

Students evaluate the quality of teaching through questionnaires. The results are used constructively to review the programme and support proposed modifications. However, student participation in these evaluations is reportedly low, which limits the effectiveness and representativeness of the feedback process.

During the meeting with teaching staff, the EEAP gained the impression that members were fully engaged in the programme, took ownership of their responsibilities, and were highly satisfied with their participation. Although no formally documented research strategy was presented, the programme benefits from the active involvement of clinically and research-engaged faculty with expertise across prevention, diagnosis, treatment, and patient support. These staff members make an important contribution to student training and the development of research skills. Participation in research proposals and collaborations in Greece and abroad was also reported, with the results of several funding applications currently pending.

II. Analysis

The programme demonstrates a strong and appropriate balance between clinical and scientific staff, which is essential for meeting its educational objectives. Faculty members bring distinct expertise across the full spectrum of the discipline, including prevention, diagnosis, treatment, and patient support. They are recognised as experts in their respective fields and make a clear positive contribution to the quality of the teaching and learning experience.

The current 26:74 ratio between core PSP faculty and invited lecturers may present challenges for programme coherence and quality assurance. Many invited lecturers contribute only one or two lectures, which may limit continuity in teaching delivery and make it more difficult to implement, monitor, and sustain

effective measures for teaching quality and curriculum consistency.

At the same time, the presence of a satisfactory number of senior faculty members with substantial and sustained involvement is a significant strength. Their experience and commitment contribute positively to academic leadership, programme management, and institutional stability, while reducing potential governance or coordination difficulties.

There is also evidence of adequate departmental and peer support for faculty members in their academic, professional, and scientific development, including the enhancement of teaching skills. In addition, the involvement of clinically and research-active staff in national and international research activities strengthens the academic profile of the programme and supports the integration of research-informed teaching.

III. Conclusions

The quality of the teaching faculty is very good, with members drawn from a wide range of clinical and scientific fields, ensuring comprehensive coverage of all aspects of the programme. Faculty expertise spans prevention, diagnosis, treatment, and patient support, and contributes substantially to the overall educational experience. This positive assessment is also reflected in feedback received from past and current students as well as relevant stakeholders. The extensive involvement of visiting lecturers, many of whom contribute only one or two lectures, requires adjustment to strengthen continuity in teaching delivery and to support more consistent quality assurance mechanisms across the programme.

Panel Judgement

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

Panel Recommendations

- Reconsider the current balance between core PSP faculty and invited lecturers, as the high proportion of external lecturers may hinder continuity, ownership, and systematic quality assurance.
- Increase the sustained involvement of core faculty members in teaching delivery and curriculum coordination.
- Establish clearer workload documentation to demonstrate that teaching responsibilities adequately support research engagement.
- Strengthen student participation in teaching evaluations to improve the reliability of feedback data.

- Develop and formalise a clear research strategy for the PSP, including priority scientific areas, targets for publications, external funding, and student research integration.
- Continue supporting staff mobility and international collaboration as valuable tools for academic development and programme enhancement.
- Conduct regular formal reviews of staff development procedures to ensure alignment with evolving educational trends and institutional goals.
- The PSP leadership should establish structured mechanisms to harmonise, coordinate, and monitor teaching quality across both internal (AUTH) and external faculty members, ensuring greater consistency in delivery and evaluation.
- Programme leadership should be stable, with reduced frequency of change (i.e., not every two years), to ensure continuity, strategic coherence, and effective long-term planning.

PRINCIPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

Funding for this PSP comes from tuition fees and primarily covers teaching staff salaries, administrative and technical support fees, and equipment and consumables. The PSP is part of a larger University Department, which helps seek additional resources from the Department's broader resources.

Students enrolled in the programme have access to both digital teaching resources tailored to the curriculum and current online library services. Both synchronous (lectures) and asynchronous (videos, papers, etc.) teaching approaches are used to improve the enhancement of the learning process. Students are given analytical information about the facilities and services that are

available, as well as how to get support and assistance during their studies.
The teaching procedure takes place in person in one of the auditoriums of the Medical School. When in-person attendance is not possible, students can access class remotely. Major teaching activities are also delivered in the Department of Sports Science. Additionally, during the last semester, students conduct their research thesis.
Additional resources accessible to PSP students include the Department's library, secretariat, study rooms, and computer terminals.
The highly qualified personnel, both at the hospital and the Medical School, support the programme's research and teaching efforts. Their duties encompass everything from managing student registration to offering academic counselling and administrative assistance to both teachers and students.
It appears that the Academic Advisor functions properly in this PSP.

II. Analysis

The infrastructure of this PSP is at a very high level, and the care given to the students during their studies is excellent. Students have access to Academic Identity, Digital Services, Counselling Services, the Student Ombudsman, the Foreign Language Teaching Centre, the Cultural Student Club, and Support for Students with Disabilities. The communication between students and teachers, both during and after the completion of their studies, is impeccable. As of right now, the PSP grads lack an alumni association and a structured method for staying in touch with the programme.
From discussions with the students, it became clear that they wanted to put into practice what they were learning in theory.
It is evident from the documentation the panel reviewed and from the answers provided to our meetings' questions that the students enrolled in the PSP are aware of both the academic requirements of the coursework and their post-graduation job prospects.

III. Conclusions

Overall, the PSP "Sports and Health" provides a high-level environment for the training of its students and is adequately structured to support students and teaching staff during the teaching procedure.

Panel Judgement

Principle 6: Learning resources and student support	
Fully compliant	

Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

- Establish an alumni association.
- Include practical lessons in the programme.

PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Department is responsible for implementing procedures for the collection and processing of quality assurance data from various sources. In the context of the Internal Evaluation Report, the Department carries out annual data collection and analysis for undergraduate and postgraduate study programmes, including the one under review.

The annual Departmental Evaluation Report includes evaluable data such as well-defined key performance indicators (KPIs), the profile of the student population (scientific background and demographics), progression indicators (including success and drop-out rates), and strengths and areas for improvement concerning both teaching and learning procedures. However, no structured framework for evaluating the adequacy and accessibility of these resources was identified. In

addition, the EEAP could not establish a clearly defined process for the systematic analysis of data, nor how results are communicated beyond staff to students and the public, or how these data are consistently used to inform improvement.

The Programme seeks to collect information related to graduate employability and career paths through stakeholder engagement and informal feedback mechanisms rather than a systematic alumni tracking system. The procedures are defined by the Department and implemented by the Course Director and Leads.

At the end of each semester, students evaluate courses and teaching staff through a formal system developed by the Department. The process is anonymous and structured, covering course content, the quality of teaching, and allows students to freely express their views as open comments. Students are also invited to contribute to the overall Programme evaluation upon graduation.

Participation is not mandatory, but it is strongly encouraged through multiple communication channels. Response rates vary over years; the EEAP observed that student participation in internal evaluation is rather poor (on average, response rates fall in the range of 4.3-38.9%). This is compared against the goals of the Course Director for active participation and the high standards of similar Programmes in Greece and abroad.

A range of tools is used for data collection and information management, including:

- MODIP information system
- Course evaluation system
- HAHE Quality Indicator system
- Secretariat student record system
- MS Teams
- e-class platform
- Library usage data

Data related to IT infrastructure, online teaching platforms, and library services are collected through these systems and internal processes.

II. Analysis

The data collection system is well-established and operates through a clear institutional structure ensuring regular and systematic internal evaluation. Student feedback mechanisms are well-developed and implemented consistently across teaching periods, providing useful qualitative and quantitative input for programme evaluation. However, the collection of graduate employability and career progression data remains largely informal and would benefit from further formalisation.

The analysis of data is discussed at departmental and programme committee level, contributing to quality assurance and decision-making processes. Yet, resource-related data (IT systems, teaching platforms, library services) are monitored, but there is no dedicated systematic framework specific to the evaluation of the adequacy and accessibility of resources.

While data are used in internal reporting, their presentation remains primarily

textual and numerical. The satisfaction data from students and graduates that was assessed by the EEAP were not consolidated into a single source presenting data continuously over time. The use of visualisation tools such as graphs, dashboards, and trend analyses is limited, reducing the ease of interpretation and comparison over time.

III. Conclusions

The Programme has established a functional and structured information management system aligned with institutional quality assurance requirements. Data collection processes are regular, multi-source, and supported by appropriate digital systems.

Student satisfaction surveys are systematically implemented, and results are analysed and communicated through internal structures. However, certain areas require further development, particularly in relation to graduate employability tracking, structured resource evaluation, and enhanced data visualisation.

Overall, while the system is operational and reliable, there is scope for strengthening its strategic use in supporting continuous quality improvement.

Panel Judgement

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

Panel Recommendations

- Formalise the collection and monitoring of graduate employability and career progression data.
- Develop structured mechanisms for evaluating the adequacy and accessibility of institutional resources.
- Strengthen the systematic analysis and broader communication of student feedback, ensuring a complete feedback loop with students.
- Enhance the presentation of data through visual tools such as graphs, dashboards, and trend analyses, to support clearer interpretation and benchmarking.
- Implement a system for tracking how feedback is acted upon and how improvements are monitored over time.
- Ensure the regular review and updating of programme information on institutional

websites (in both Greek and English).

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.

Documentation

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

Study Programme Compliance

I. Findings

Key information regarding the academic unit and the PSP (structure, mode of attendance, assessment criteria, and degree awarded) is available online and provides a useful overview of the programme. The website also offers information in both Greek and English. However, important gaps exist, particularly regarding teaching staff information, as CVs and detailed academic profiles of several faculty members are missing or incomplete. In addition, the English version is not fully equivalent to the Greek one, as several documents are not translated, limiting accessibility for non-Greek-speaking users.

A PSP website exists and is operational, providing general information about the programme. However, there is no clearly developed or structured promotional section designed specifically to actively promote the PSP to prospective students and external stakeholders (e.g. hospitals, clinics, athletic organisations, or the Municipality of Thessaloniki). Opportunities for showcasing partnerships and collaborations are not sufficiently highlighted.

Course outlines are not consistently complete or fully available online. The level of detail and completeness varies, and the overall presentation is not fully systematic or standardised across courses.

Information on the Quality Assurance Policy is presented on the PSP website. The website is generally easy to navigate and provides accessible information. However, it is not consistently up to date, and several sections lack completeness or regular updates. The content is also not always fully aligned with the information provided to the EEAP during the evaluation process. In addition, the website lacks modern features and dynamic content (e.g. news, research updates, alumni section, or visibility of collaborations and activities such as sports-related

engagement or nutrition-related content).

II. Analysis

The EEAP considers that the PSP has the potential to operate an effective and comprehensive public information system, based on the information provided by the coordinators and teaching staff and the material available on the website. The PSP website and supporting documentation were extensively reviewed and allowed for verification of key information presented during the evaluation process.

The website provides general information on the programme, including its structure, mode of attendance, degree awarded, and access to e-learning resources. However, several important limitations remain. The CVs and detailed academic profiles of most teaching staff are not available, and staff information is incomplete and not presented in a standardised or fully up-to-date format. In addition, the English version of the website is not fully equivalent to the Greek one, as several documents are missing or not translated.

There is also no evidence of an active presence on social media or other modern communication platforms to support outreach, visibility, and engagement with prospective students and stakeholders. Furthermore, the website lacks a structured promotional component and does not sufficiently highlight the programme's external collaborations, such as interactions with hospitals, athletic clubs, or the Municipality of Thessaloniki. The inclusion of a clear visual map of the PSP structure, facilities, and partnerships would further strengthen its public visibility.

Overall, while the basic informational framework is in place and functional, the public communication and dissemination strategy remains underdeveloped and would benefit from modernisation, greater completeness, and improved outreach tools.

III. Conclusions

The EEAP considers that this PSP is partially compliant with the relevant criteria regarding public information and transparency. While the programme provides a functional online platform with essential information on structure, attendance, degree awarded, and e-learning resources, important gaps remain in terms of completeness, consistency, and accessibility.

Key shortcomings include the absence or incompleteness of academic staff CVs, insufficient standardisation and updating of online content, limited English-language equivalence, and the lack of a structured promotional and outreach strategy. In addition, the absence of an active social media presence and underdeveloped dissemination tools restrict the programme's visibility to prospective students and external stakeholders.

Accordingly, the EEAP provides targeted recommendations below to strengthen the public character, transparency, and overall communication strategy of the PSP.

Panel Judgement

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

Panel Recommendations

- Update and regularly maintain the PSP website to ensure accuracy and alignment with current programme information.
- Develop a complete English-language version of the website, ensuring that all key documents and information are properly translated.
- Include comprehensive CVs for all teaching staff in a standardised format, covering academic profiles, publications, awards, distinctions, and research funding (e.g. via platforms such as Google Scholar).
- Establish a dedicated promotional section to enhance the visibility of the PSP for prospective students and external stakeholders.
- Create and activate dynamic content sections (e.g. news, research, alumni network, collaborations, and stakeholder engagement).
- Ensure systematic publication of complete course outlines and make them uniformly accessible online.
- Clearly publish and highlight the Quality Assurance Policy in a dedicated and easily identifiable section of the website.

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

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

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

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

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Documentation

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

Study Programme Compliance

I. Findings

The PSP in "Sports and Health" establishes an annual internal evaluation process, conducted in collaboration with the Quality Assurance Unit (MODIP), covering all academic, administrative, and research functions. The program sets measurable annual quality objectives with specific indicators (e.g., graduation rates, research output, and resource allocation).

On 19/03/2024, the Quality Assurance Unit (MODIP) at AUTH completed the latest review of the internal evaluation procedures of this PSP part of the School of Medicine. The quality data and evidence on which the audit was based were systematically collected and included student performance, teaching quality, staff activity, and service provision, supported by integrated information systems. The

framework also ensures transparency through the public dissemination of information and includes periodic external evaluation and accreditation. The most recent external review submitted with the paperwork, was conducted on 12/12/2020 and it is related to the undergraduate programme of the Medical School.

The audit conducted by the competent managers of MODIP demonstrated that the completion of the internal evaluation process for the PSP was lawful, adhered to the institution's internal quality assurance principles, and complied with the standards of the HAHE.

Continuous monitoring and annual internal evaluation are systematically implemented, following specific procedures and aligned with national and European Quality Assurance Standards (EQAS). The evaluation process is comprehensive, covering curriculum content, workload, student progression, satisfaction, teaching quality, and responsiveness to societal and labour market needs.

All students, academic staff, administrative personnel, and the departmental evaluation group, actively participate. More involvement from the stakeholders would be beneficial.

II. Analysis

The PSPs system demonstrates strong alignment with European Quality Assurance Standards (EQAS). Data collection is mainly conducted through structured questionnaires and documented reports.

These results are discussed internally and used to revise programme elements such as curriculum, teaching methods, and course structure.

Transparency is ensured through publication of reports and communication with stakeholders, while feedback mechanisms support continuous improvement.

III. Conclusions

The programme has a comprehensive, coherent, and well-structured QAS for continuous monitoring and internal evaluation. It incorporates all essential components: goal setting, data collection, performance measurement, review, and improvement actions. The strong procedural framework indicates a high level of institutional maturity in quality management.

The processes are clearly defined, regularly implemented, participatory, and aligned with quality assurance standards.

Overall, the system meets the norms of principle 9, ensuring continuous improvement of the quality of the program. A few more minor improvements could be achieved by providing clearer evidence of the effects of implemented changes.

Panel Judgement

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

Panel Recommendations

- Provide systematic evidence of the impact of improvement actions over time.
- Strengthen and clarify stakeholder (especially student and external) participation in evaluation processes.
- Strengthen the use of performance indicators to measure outcomes of changes.
- Enhance documentation of follow-up actions to demonstrate continuous quality improvement.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

Documentation

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

Study Programme Compliance

I. Findings

The provided document M1._new Πρόταση Ακ. Πιστοποίησης ΔΠΜΣ states that the AUTH underwent an external evaluation in 2015 regarding all PSP programs. However, no information is provided regarding possible external evaluation of this PSP program.

The initial external evaluation that resulted to the approval of the PSP is not included in the provided documents.

II. Analysis

There is no previous external evaluation of the PSP available to EEAP that can allow appropriate analysis.

III. Conclusions

none

Panel Judgement

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

Panel Recommendations

none

PART C: CONCLUSIONS

I. Features of Good Practice

- Established Academic Foundation: The programme provides a solid grounding in sports and health sciences, supporting the development of core scientific and analytical skills.
- Inclusion of Research Component: The requirement for a research project/dissertation promotes independent inquiry and the development of research competencies.
- Commitment to Quality Assurance: There is evidence of internal evaluation processes and an intention to improve programme quality through feedback and review.
- Engagement with External Experts: The involvement of invited lecturers and external collaborators enriches the programme with diverse perspectives and applied knowledge.
- Interdisciplinary Approach: The programme integrates elements of health, sports, and research, offering a multidisciplinary learning environment.
- Awareness of Emerging Needs: Recognition of the importance of areas such as research ethics, funding, and practical training indicates responsiveness to evolving academic and professional requirements.
- Student-Centred Orientation: Efforts to gather student feedback and improve course documentation reflect a focus on student experience and support.
- Potential for External Collaboration: Existing links with sports organisations and other stakeholders provide a strong basis for enhancing practical training and employability.
- Support for Academic Development: Opportunities for staff mobility and international collaboration contribute to academic growth and programme enhancement.
- Openness to Improvement: The breadth

of identified actions demonstrates a proactive approach to continuous development and strategic refinement.

II. Areas of Weakness

- Unclear Programme Structure and Identity: The PSP lacks a coherent structure, with ambiguity between maintaining two directions or forming a unified track. This affects programme identity, consistency, and accessibility for students with diverse backgrounds.
- Insufficient Research Focus: The programme does not adequately emphasise academic and research training, with limited integration of research strategy, outputs, and student involvement in high-quality research activities.
- Curriculum Gaps and Imbalance: Key areas such as research methodology (early-stage), ethics, legislation, grant writing, funding, and health economics are underdeveloped. Practical training and real-world exposure are also limited.
- Limited Practical and External Engagement: Insufficient interaction with sports organisations and real-world environments, reducing opportunities for hands-on learning and professional preparation.
- Teaching Staff Imbalance and Governance Issues:
  - Over-reliance on external/visiting lecturers, limiting continuity and ownership
  - Lack of clear role definitions and workload allocation
  - Weak mechanisms to ensure consistent teaching quality
  - Limited alignment between teaching and active research engagement
- Leadership Instability: Frequent changes in programme leadership (e.g., Course Director) hinder strategic continuity and long-term planning.
- Student Profile and Support Misalignment: Heterogeneity in student backgrounds creates challenges in following the curriculum effectively, with limited structural adjustments to address this.
- Weak Student Engagement and Feedback Systems:
  - Low participation in evaluations

- Limited systematic analysis and communication of feedback
- Absence of a clearly documented feedback loop

- Underdeveloped Quality Assurance Systems:
  - Lack of integrated systems to monitor implementation of improvements, partnerships, and resources
  - Limited use of performance indicators and outcome-based evaluation
  - Weak documentation of continuous improvement and impact
- Lack of Career Tracking and Alumni Engagement: No systematic mechanisms for tracking graduate employability or maintaining an active alumni network.
- Scheduling and Accessibility Constraints: Course scheduling does not sufficiently accommodate working students, affecting participation and inclusivity.
- Digital Presence and Transparency Issues:
  - Website content is incomplete, outdated, or inconsistent (especially between Greek and English versions)
  - Missing or non-standardised course outlines and staff profiles
  - Limited visibility of programme strengths, activities, and collaborations
- Weak Data Utilisation and Communication: Limited use of data visualisation tools and lack of clear presentation of programme performance, evaluation outcomes, and improvement actions.

III. Recommendations for Follow-up Actions

Programme Structure and Academic Orientation

- Undertake a major revision of the PSP, strengthening its focus on academic training and research.
- Clarify programme structure by separating the two directions into distinct programmes.
- Consider more homogeneous student recruitment criteria to ensure alignment with programme demands.
- Introduce practical training components and strengthen links with sports organisations to enhance real-world experience.

Curriculum Design and Delivery

- Strengthen teaching in:
  - Research methodology and statistics (to be delivered early in the programme)
  - Research ethics and relevant legislation
  - Grant writing, research funding, and health economics
- Ensure early agreement on research project topics between students and supervisors.
- Improve course scheduling flexibility (e.g., timing of lectures) to accommodate working students.
- Enhance the course guide with:
  - Clear structure and layout
  - Detailed information on assessment, deadlines, and absences
  - FAQ section, schedules, and student requirement checklists

Teaching Staff and Governance

- Reduce and rebalance teaching staff, prioritising core academic researchers in relevant fields.
- Strengthen the role and continuous involvement of core faculty, reducing over-reliance on external lecturers.
- Clearly define teaching roles and responsibilities and formalise workload allocation.
- Establish mechanisms to harmonise and monitor teaching quality across all staff.
- Ensure greater stability in programme leadership, including extending the duration of key roles (e.g., Course Director).
- Continue to support staff mobility and international collaboration, with regular review of staff development practices.

Research Strategy and Academic Development

- Develop and formalise a clear research strategy, including:
  - Priority areas
  - Publication targets
  - External funding goals
  - Integration of student research
- Align teaching responsibilities with active research engagement.

Student Engagement, Feedback, and Outcomes

- Strengthen student participation in evaluations and monitor engagement systematically.
- Establish a comprehensive feedback system, ensuring:

- Systematic analysis
- Clear communication to students
- A documented feedback loop
- Develop systems to:
- Track graduate employability and career progression
- Establish and maintain an alumni association

Quality Assurance and Monitoring

- Develop integrated systems to:
- Monitor implementation of feedback and improvement actions
- Track partnerships and collaborations
- Evaluate resource adequacy and accessibility
- Strengthen the use of performance indicators and measurable outcomes.
- Provide documented evidence of impact from improvement actions.
- Enhance stakeholder participation (students, external partners) in evaluation processes.
- Ensure proper documentation of follow-up actions and continuous quality improvement.
- Provide information on previous external evaluations.

Digital Presence, Transparency, and Communication

- Ensure regular updating and full accuracy of programme information on the website (in Greek and English).
- Develop a complete and consistent English-language version of all content.
- Standardise and publish:
- Course outlines
- Teaching staff CVs (in a consistent and comprehensive format)
- Clearly present the Quality Assurance Policy.
- Create a structured promotional section (aims, strengths, outcomes).
- Enhance visibility through:
- Dynamic content (news, research, alumni, collaborations)
- Active digital outreach strategies
- Improve data presentation using visual tools (e.g., dashboards, trend analyses).

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

10

The Principles where substantial compliance has been achieved are:

3, 5, 6, 9

The Principles where partial compliance has been achieved are:

1, 2, 4, 7, 8

The Principles where failure of compliance was identified are:

none

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
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