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Accreditation Report
for the Foreign Language Programme of:

Sport and Exercise Sciences for Health and Performance

Institution: Aristotle University of Thessaloniki

Date: June 2026

Με τη συγχρηματοδότηση της Ευρωπαϊκής Ένωσης
ΕΣΠΑ 2021-2027
Πρόγραμμα
Ανθρώπινο Δυναμικό και Κοινωνική Συνοχή
enqa.

Report of the Panel appointed by the HAHE to undertake the review of the Foreign Language Programme of **Sport and Exercise Sciences for Health and Performance** 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 Foreign Language Programme of Sport and Exercise Sciences for Health and Performance of the Aristotle University of Thessaloniki comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. Soultanas Panagiotis (Chair)

   School of Chemistry, University of Nottingham

2. ARAMPATZIS ADAMANTIOS

   Humboldt-University Berlin

3. PAPAGEORGIOU TASSOS

   Turku Centre for Biotechnology, University of Turku and Åbo Akademi University

4. Δασκαλάκης Μάριος

   National and Kapodistrian University of Athens

II. Review Procedure and Documentation

In preparation for the review and assessment of the Foreign Language Undergraduate Programme (FLUP) "Sport and Exercise Sciences for Health and Performance",
the External Evaluation & Accreditation Panel (EEAP) reviewed a multitude of documentary material provided by the Hellenic Authority of Higher Education (HAHE), which included background information and guidance on the review and accreditation process, detailed material and data related to the programme under evaluation, such as the programme accreditation proposal and associated appendices.

The programme review was conducted in person, organized and coordinated by HAHE and the Aristotle University of Thessaloniki (AUTh). The schedule and agenda of the review were as stated below (all times refer to Athens time).

Thursday, 4 June 2026:

The EEAP members arrived and checked in at their hotel in Thessaloniki. Preliminary private meeting of the EEAP was conducted via Zoom in the evening 19:00-19:30 hrs to discuss the programme under review. Assignment of writing parts of the draft accreditation report among the members of the EEAP was done by the Chairman and communicated to all EEAP members via email.

Friday 5 June 2026:

10:00-10:15 hrs. Welcome meeting with the Rector and the Vice-Rector, President of MODIP and Head of Department.

10:15-11:15 hrs. Meeting with the Head of Department, the Director of the FLUP, OMEA and MODIP members. An overview of the new FLUP was presented explaining the history, academic profile, status and future developments, strengths and areas of
concern, degree compliance to the quality standards for accreditation, internal procedures, course examinations, review of students' progress, course/instructor evaluations, etc

11:30-12:15 hrs: Meeting with the teaching staff to discuss relevant matters such as professional development opportunities, mobility, workload, competence and adequacy of the teaching staff to ensure learning outcomes, evaluation by students and peers, links between teaching and research, involvement in applied research, current projects and research activities related to this FLUP and possible areas of improvements.

12:30-13:15 hrs: Meeting with administrative staff to discuss relevant matters such as quality culture, institutional policy on quality assurance, quality management, responsibilities and professional development opportunities.

13:30-14:30 hrs: A tour of the FLUP facilities, classrooms, lecture theatres, library and laboratories was conducted.

14:30-15:30 hrs: Lunch break for all.

15:30-16:15 hrs: The EEAP met with employers, social partners and stakeholders from the private and public sectors to discuss their relations with the FLUP, their input in shaping the study program, its relevance to the job market and the national economy.

16:15-16:45 hrs: The EEAP met privately in person to debrief for the day's discussions and findings.

16:45-17:15 hrs: The EEAP joined the Rector, the Head of Department, the director of the FLUP, and representatives of MODIP and OMEA to provide summative
feedback of the day's findings and to seek any clarifications where appropriate.

17:15 hrs: Members of EEAP were transported back to their hotel.

Saturday 6 – Wednesday 10 June 2026
The EEAP members were fully occupied with compiling the evaluation report.

III. Foreign Language Programme Profile

The Foreign Language Undergraduate Programme (FLUP) “Sport and Exercise Sciences for Health and Performance” is a newly established, four-year English-taught degree offered jointly by the Departments of Physical Education and Sport Science of the Aristotle University of Thessaloniki, based in Thessaloniki and Serres. Approved by the University Senate in January 2026 and commencing in the academic year 2026–2027, the programme reflects more than 43 years of academic tradition and contribution of the two Departments to Sport and Exercise Sciences in Greece and Southeast Europe.

The programme has been designed within the University’s broader internationalisation strategy and is addressed primarily to international students seeking high-level studies in Sport and Exercise Sciences within a public European Union university with strong academic recognition. Its mission is to advance education, research, health promotion, rehabilitation, and human and athletic performance through an interdisciplinary scientific approach.

The academic year commences on 1st September and terminates on 31st August of the following year. The curriculum is structured across eight semesters and requires the successful completion of 240 ECTS credits, 30 ECTS per semester (1 ECTS is equivalent to approximately 25-30 hours total student workload). It includes 36 courses and a final-year project dissertation, with all teaching delivered in English. Of the 36 total courses, 28 are compulsory core courses, 4 compulsory specialization courses, 2 elective core courses and 2 elective specialization courses. The maximum duration of studies is defined as 12 semesters. Students receive comprehensive scientific training in biological, physiological, biomechanical, psychological, and social dimensions of human movement. The first 3 years of study are common for all students. During the fourth year, students specialise in one of two pathways: “Exercise for Health and Rehabilitation” or “Sport Performance.” The programme combines theoretical knowledge with applied and research-oriented skills, preparing graduates for postgraduate studies, professional certifications, and careers in exercise and health promotion, sport performance, rehabilitation, sport management, and related scientific fields.

Graduates are expected to acquire advanced competencies in designing, implementing, and evaluating evidence-based exercise and sport interventions, analysing health and performance data, applying interdisciplinary scientific methods, and working ethically within clinical, community, and athletic environments. Although the programme does not include mandatory internships, students may participate in research activities and benefit from academic advising and research opportunities offered by the Departments.

The programme is further supported by a strong international network. The two Departments currently maintain more than 45 active memoranda of cooperation, 40 Erasmus+ bilateral exchange agreements for undergraduate students, and participate in 66 Erasmus+ International inter-institutional agreements. Between 2014–2015 and 2024–2025, they hosted more than 100 incoming exchange students, demonstrating sustained international engagement and mobility activity.

The FLUP imposes tuition fees of 24,000 euros paid in instalments of 6,000 per academic year. There is the possibility of paying the annual tuition fees in one lump sum, from June to early October with a 5% discount. To accept a place in the FLUP, candidates are required to pay an additional amount of 1,000 euros as deposit which is transferred to ELKE and is not refundable in the event of withdrawal from the programme.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning

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

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

Relevant documentation

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

Foreign Language Programme Compliance

I. Findings

The institutional strategy and internationalisation of AUTh explicitly supports the development and delivery of foreign language programmes as a key mechanism for enhancing internationalisation, extroversion, and alignment with the European Higher Education Area (EHEA) and ESG 2015 principles. The strategy places particular emphasis on internationalisation of studies, development of foreign-language programmes, attraction of international students, and strengthening international academic collaborations. The proposed Interdepartmental Foreign Language Undergraduate Programme (FLUP) entitled "Sport and Exercise Sciences for Health and Performance" is fully aligned with these institutional priorities.

The strategy for the support services of international students includes specific provisions for the support and integration of international students beyond the standard services offered to domestic students. These provisions include establishment of an Office for International Students, mentoring and welcome services, English-language administrative and digital support, language support mechanisms, full electronic student guidance and e-services, and enhanced digital library access. The strategy demonstrates awareness of the broader needs of international students and includes structures intended to facilitate academic and social integration. However, explicit references to boarding/accommodation support, health insurance services, psychological counselling, and scholarship frameworks remain limited or indirect.

The strategy and extroversion of the academic units involved (Departments of Physical Education and Sport Science of Thessaloniki and Serres) clearly incorporate the delivery of the English-language programme into their extroversion and internationalisation strategy. The programme is presented as an international educational initiative, a means of attracting foreign students from target regions, a mechanism for developing Erasmus+ partnerships and international collaborations, and a platform for international academic visibility. The

programme's mission and vision are coherent with contemporary international trends in Sport and Exercise Sciences and reflect a strategic effort toward global academic engagement.

The strategic framework of benefits, opportunities and risks demonstrates that the academic unit has actively considered the expected benefits and opportunities arising from the delivery of the foreign language programme, including increased international visibility, attraction of foreign students, enhancement of employability, research collaboration opportunities, and strengthening of academic competitiveness.

The strategy also reflects awareness of operational requirements through quality assurance mechanisms, KPI monitoring, external evaluations, curriculum review procedures, faculty training and pedagogical support. Nevertheless, explicit risk analysis remains relatively underdeveloped. While operational safeguards are implied, the strategy does not comprehensively analyse potential risks such as financial sustainability, fluctuations in international student demand, staffing pressures, dependency on tuition revenue, cultural integration challenges, and competition from similar international programmes.

The revenue utilisation strategy includes a general but realistic framework for the utilization of programme-generated revenue. Priority areas include operational expenses, infrastructure and laboratory upgrades, digitalisation initiatives, strengthening human resources, student excellence scholarships. The proposed allocation model is aligned with the programme's educational and developmental objectives and reflects institutional sustainability considerations. However, the financial plan remains broad and would benefit from greater specificity regarding projected revenue streams, expenditure categories, financial oversight mechanisms, and long-term sustainability planning.

II. Analysis

The institutional and departmental strategy demonstrates strong alignment with European standards concerning internationalisation, quality assurance, and student-centred learning. The programme appears to have been strategically designed not as an isolated educational initiative, but as part of a broader institutional policy aimed at enhancing the international profile of the University.

The existence of clearly defined strategic axes, measurable KPIs, governance structures, external evaluation mechanisms, student feedback systems, indicates a mature and structured planning approach. Particularly positive elements include the integration of quality assurance into strategic planning, the emphasis on employability and market relevance, the linkage between teaching and research, the commitment to English-language academic support.

The planned support structures for international students represent an important institutional commitment toward inclusivity and student welfare. Nonetheless, compared to best international practices, the strategy could further strengthen its provisions regarding accommodation assistance, healthcare guidance, counselling services, scholarship schemes, integration and intercultural adaptation services.

The programme's sustainability framework is generally satisfactory but remains predominantly strategic rather than operational. The absence of detailed financial modelling and risk mitigation planning may present challenges during implementation and scaling phases.

Overall, the strategy demonstrates substantial institutional readiness and strategic coherence for the successful operation of a foreign-language undergraduate programme.

III. Conclusions

The EEAP review concludes that the institutional strategy of AUTh explicitly permits and supports the delivery of foreign-language programmes as instruments of internationalisation and extroversion. The proposed programme is aligned with institutional priorities and European quality assurance principles. The academic units have integrated the programme into their strategic internationalisation agenda. Appropriate governance, quality assurance, and evaluation structures have been established. The strategy demonstrates substantial consideration of the opportunities and expected benefits of programme delivery.

Student support mechanisms for international students are present and reasonably developed, although certain welfare dimensions require further elaboration.

The revenue utilization framework is realistic and aligned with institutional development objectives, though additional financial detail would strengthen long-term sustainability planning.

The proposed programme appears strategically justified, institutionally supported, and academically viable. In conclusion, the programme constitutes a strategically sound initiative with institutional backing and potential to enhance the international profile, academic competitiveness, and societal impact of the AUTh.

Panel Judgement

Principle 1: Strategic Planning	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

To further strengthen the strategic framework and ensure long-term sustainability, the following recommendations are proposed:
Develop a more comprehensive international student support policy including accommodation assistance, healthcare and insurance guidance, psychological counselling, visa and residence support, and intercultural integration activities.

Establish dedicated scholarship schemes for high-performing international students.

Develop a formal risk assessment and mitigation framework covering financial sustainability, enrolment fluctuations, staffing adequacy, geopolitical or mobility-related disruptions, and international competition.

Prepare a detailed multiannual financial plan including projected revenues and expenditures, contingency reserves, reinvestment priorities, and financial monitoring indicators.

Continue investing in faculty pedagogical training, blended and digital learning methods, research-linked teaching practices, and international partnerships and mobility opportunities.

Expand KPI monitoring to include international student retention rates, graduate international mobility, employer satisfaction indicators, research outputs linked to the programme.

Conduct periodic benchmarking against comparable international programmes in Sport and Exercise Sciences.

Develop a targeted international marketing and recruitment strategy with measurable outreach objectives.

Strengthen collaborations with international sport science institutions and professional organizations.

Principle 2: Quality Assurance Policy

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

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

Relevant documentation

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

Foreign Language Programme Compliance

I. Findings

The Academic Quality Assurance Policy of the 'Sport and Exercise Sciences for Health and Performance' Foreign Language Undergraduate Programme (FLUP) is guaranteed by the Departments of Physical Education and Sport Science in Thessaloniki and Serres. It is established and implemented in accordance with the regulations of the Aristotle University of Thessaloniki for the development and operation of the programme. The primary objective of the Quality Policy is to systematically ensure and continuously improve the academic, educational and research work of FLUP, guided by the principle of international academic excellence.

The FLUP pursues an outstanding quality policy, guided by the following main steps.

Strategic alignment: It demonstrates the programme's necessity within the institution's internationalisation strategy.

Academic profile: It highlights the programme's international identity, scientific orientation, and competitive advantage.

Language competence: It ensures adequate language of instruction and proficiency of teaching staff.

Continuous improvement: It establishes clear mechanisms for monitoring, evaluating, and enhancing the FLUP.

Institutional conformity: It aligns with the quality policy of Aristotle University of Thessaloniki

and the principles of the HAHE.

Student support: It secures quality assurance in supporting students and their learning experience.

Evaluation-driven enhancement: It improves quality assurance through regular FLUP evaluation.

Societal responsibility: It advances internationalisation, outreach, and community engagement.

II. Analysis

By adopting a strategic policy, FLUP ensures the continuous updating of the curriculum in line with international developments in the fields of sports and exercise sciences. FLUP ensures that learning outcomes are compatible with the European and national qualifications frameworks, while also promoting student-centred learning and active participation from students in the learning process. Furthermore, FLUP links teaching with research and innovation, promoting the internationalisation and outward-looking nature of the programme.

The curriculum design is based on clearly defined learning outcomes covering knowledge, skills and attitudes. It is structured around a balanced core curriculum and two clearly defined specialisations: 'Exercise for Health and Rehabilitation' and 'Athletic Performance'. The quality of the programme is ensured through regular reviews of courses and the curriculum, alignment of the course load with ECTS credits, the use of modern pedagogical methods and digital tools, and the integration of internships, laboratory training and applied activities.

The quality of the educational process is supported by the academic competence, teaching experience, and ongoing professional development of the teaching staff. In this context, the teaching staff have a recognised track record of academic and research work. They actively participate in international research networks and are regularly evaluated through established procedures. The FLUP takes a student-centred approach to ensure equal opportunities for access, participation and successful completion of studies. Support is provided through academic advisors, state-of-the-art facilities and laboratories, and digital learning and information platforms.

Specific committees, such as the Curriculum Committee of the FLUP, the Research and Innovation Committee of the Department of Physical Education and Sports Science (TEFAA) of Thessaloniki, and the OMEA of the TEFAA of Thessaloniki, are responsible for communicating the quality policy. These committees submit their findings to the relevant department's assembly, which is responsible for approving, formulating, further developing and implementing the committees' projects. External communication channels have also been established with relevant stakeholders, including professional and academic organisations, educational institutions, relevant schools at other universities, and political leadership in the relevant ministries. Communication takes place formally through correspondence, as well as through relevant media outlets where necessary, and through social media when deemed appropriate.

III. Conclusions

The FLUP's Quality Policy has clear strategic objectives regarding the design and implementation of the curriculum, the quality policy for teaching staff and the educational process, the quality policy for student support and the learning experience, internationalisation, outreach and engagement with society.
A variety of teaching and assessment methods are employed to develop students' critical thinking and analytical skills, as well as their professional readiness. The TEFAA at Aristotle University of Thessaloniki has the opportunity to implement procedures to ensure that teaching staff possess the appropriate qualifications.
The active participation of students in quality assurance processes is considered essential and systematically encouraged. Quality assurance for the FLUP is achieved through systematic internal evaluation and the collection and analysis of quantitative and qualitative data. These results are then used to continuously improve the programme.

Panel Judgement

Principle 2: Quality Assurance Policy	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Implement a mechanism that regulates what happens when the quality assurance criteria for the FLUP (e.g. internationalisation, teaching quality, student support and learning experience) are repeatedly not met.

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

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

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

The process of the approval or revision of the Programmes provides for the verification of compliance to the basic requirements of the Standards by the Quality Assurance Unit (QAU).

Relevant documentation

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

Foreign Language Programme Compliance

I. Findings

The FLUP is a four-year programme leading to the award of a Bachelor of Science (BSc) degree in 'Sport and Exercise Sciences for Health and Performance'. The maximum duration of study is defined as 12 semesters. This includes the period of study as set out above (i.e. 8 semesters) and an additional four academic semesters. The programme is designed for prospective international students who wish to specialise in Sports and Exercise Sciences during their studies at a public university within the European Union that has international recognition and an academic tradition. The programme aims to strengthen the international presence of the Departments of Physical Education and Sports Science at Aristotle University of Thessaloniki in

Thessaloniki and Serres, establishing the university as a hub for education and research in sports and exercise sciences in Southeast Europe. English is the official language of the programme. The “Sport and Exercise Sciences for Health and Performance” programme offers a full-time curriculum lasting four academic years and structured into eight semesters.

The FLUP focuses on Sport and Exercise Sciences, with an emphasis on health and athletic performance. The programme provides students with comprehensive knowledge and skills for professional practice in designing, implementing, and evaluating exercise programmes for health promotion, primary and secondary prevention, and enhancing human and athletic performance, as well as in the promotion, organisation, and management of sports structures and organisations. Simultaneously, it equips them with the scientific tools required for any professional or academic activity demanding advanced specialisation in sports and exercise sciences.

The programme aims to deliver high-level education in Sports and Exercise Sciences, producing graduates with a solid scientific foundation and advanced applied skills in human movement, health promotion, and human and athletic performance. It integrates the biological, psychological, biomechanical, and social dimensions of human movement, cultivating professionals capable of designing, implementing, and evaluating evidence-based interventions for health promotion and optimal human and athletic performance. A balanced core curriculum and two clearly defined specialisms - "Exercise for Health and Rehabilitation" and "Athletic Performance" - prepare students for contemporary professional demands, further graduate studies, and roles requiring analytical thinking, ethical responsibility, and effective interdisciplinary collaboration.

Students must complete 32 compulsory courses, earning 192 ECTS over the course of their studies. Of these, 28 core courses are taken in the first three years, and 4 major-specific courses in the fourth year. The core curriculum provides fundamental knowledge and methodology in the academic disciplines that traditionally constitute the foundation of Sports and Exercise Sciences for Health and Performance worldwide. Students must also complete 4 elective courses, earning 24 ECTS. These courses introduce students, at their discretion, to more specialised fields of study. Students select one of two specialisms before the fourth year: "Exercise for Health and Rehabilitation" or "Sport Performance." Each specialism comprises 4 compulsory courses and a choice of 2 elective courses from 4 options. Attendance is mandatory; absences exceeding 30% of total class hours per semester are not permitted except in documented cases of force majeure. Finally, students are required to complete a bachelor's thesis (project) during the final two semesters of their studies, for which they will earn 24 ECTS credits.

II. Analysis

The 8-semester programme of the FLUP, comprising 240 ECTS, is compatible with the programmes of public universities in Greece and exceeds the standard at most European universities, where the curriculum comprises 6 semesters of teaching with 180 ECTS. All courses, both compulsory and optional, carry the same course load of 6 ECTS credits. Each ECTS credit corresponds to 25 hours of coursework. This procedure is also in line with international standards.

After completing the eight-semester programme, students will understand the biological, physiological, biomechanical and psychological principles that govern human movement. They will be able to explain the mechanisms of exercise adaptation across different populations and performance levels. They will be able to analyse the variables of physical activity, health behaviour, and athletic performance using interdisciplinary tools. They will be able to describe the structure, policies, and professional standards governing sport, physical activity, healthy living, and athletic performance. Furthermore, they will be able to apply research methodologies, experimental design, and ethical principles to design, implement, and evaluate complex programmes - both independently and collaboratively - integrating multidisciplinary scientific knowledge to address real-world challenges in health promotion and athletic performance optimisation.

Classes are held in person, with digital resources used for educational materials and communication between students and instructors via the Aristotle University of Thessaloniki's e-learning platform. Attendance is mandatory; absences exceeding 30% of total class hours per semester are not permitted except in documented cases of force majeure.
The Departments of Physical Education and Sports Science in Thessaloniki and Serres currently have over 45 active memoranda of cooperation and 40 bilateral exchange agreements for undergraduate students under the Erasmus+ programme. They also utilise all 66 active Erasmus+ international inter-institutional agreements. This provides excellent opportunities for international exchange for the FLUP students.

III. Conclusions

The FLUP curriculum aligns with those of public universities in Greece and across Europe.

The programme provides a high-level education in sports and exercise sciences, equipping graduates with a solid scientific foundation and advanced applied skills in human movement, health promotion and athletic performance.

The students may pursue professional certifications or research roles in sports and exercise sciences, and they may also choose to engage in further study in these fields.

The proposed teaching staff evidence excellent teaching opportunities in FLUP due to their long-standing teaching experience and high-level scientific reputation.

The large number of international collaborations in TEFAA of Thessaloniki and TEFAA of Serres provide FLUP students with excellent opportunities for international exchange.

Panel Judgement

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

Panel Recommendations

Development of a general standard policy and mechanisms that all teaching staff follow when examining and evaluating coursework hours.

Principle 4: Student-Centred Learning, Teaching and Assessment

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

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

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

Relevant documentation

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

Foreign Language Programme Compliance

I. Findings

Regarding student-centered approach in learning, teaching and assessment of students, the Department utilizes many and diverse methods of teaching, be it traditional lectures, using computers, extensive outdoor activities and indoor laboratory work, seminars and practical training specifically due to the nature of the programme. The assessment of students is carried out through semester or midterm examinations, projects, lab or lecture assignments. The Department uses evaluation forms to assess the FLUP. These questionnaires are filled out by the students anonymously enabling them to evaluate the quality and the effectiveness of the teaching means for each subject and instructor in the programme. What is more, students are able to submit oral or written complaints when they need to report something or someone being against the study regulations or code of ethics. These suggestions and/or complaints are then taken into consideration by the Department which applies measures needed for the betterment of the FLUP. In addition, the Department offers academic advisors to students in case they have any inquiry about the programme, regulations or need assistance in any matter regarding their studies or any other need. The Academic Advisor plays a key role in the successful completion of studies by providing guidance and support on academic and research matters, with the aim of enabling students to achieve their educational and professional objectives at all levels of study.

II. Analysis

The Department of Sport and Exercise Sciences for Health and Performance of the School of Physical Education and Sports Sciences at the Aristotle University of Thessaloniki utilizes flexible and diverse modes of teaching and means of delivery to make the FLUP more advanced, intriguing and exciting for every student. By using interactive lectures, laboratories and workshops and individual or team assignments, students can easily get used to the University environment, learn how to operate in a team or individually during research or projects assigned by the instructors. Students may be assessed by participating in semester or midterm exams, or by taking on said projects and assignments given out by instructors mentioned above. As this is a new Programme, no students or graduates were reviewed by the Panel and as a result there are no available students' opinions on the Programme subjects, facilities, teaching staff, opportunities and teaching and assessment methods.

All students have access to an onsite library which is quite useful and offers peace and quiet for when they need to study or concentrate. Furthermore, students have access to online tools, media, websites and forums which they can use to get information on research or studying material and at the same time familiarize themselves with modern and necessary tools and equipment which will prove useful to them in the near future and provide them with mandatory digital skills.

According to the teaching staff, mainly talking about their past or current experiences as University teachers as this is a new FLUP, the evaluation of the programme is of the utmost importance. Specifically, students anonymously fill out thorough questionnaires/forms regarding courses, instructors, facilities and the overall state of the programme to evaluate it according to their standards and beliefs. These evaluations are crucial for the advancement and honing of the programme. Due to the fact that this is a newly established programme with no prior students, there is no statistical data regarding the amount/percentage of students that participate in said evaluation or the results and actions taken of said assessment by the students. The Department also has strict regulations and steps regarding active students' complaints and appeals regarding courses, improper actions by the teaching and administrative staff (which are against the studies' regulations, code of ethics and correct use of facilities or violate copyrights, equality and personal space/boundaries), issues with teamwork and synergy and lack of guidance or evaluation by the academic staff.

The Academic Advisors are an excellent way to help students familiarize themselves with the programme and the University environment (transition from secondary to tertiary education) and get advice related to career paths and the way forward creating a bridge of immediate interaction and communication supporting and guiding students throughout their studies until their successful completion. At the beginning of each academic year, the Steering Committee of the J.U.P.S.E. assigns first-year undergraduate students to members of the teaching staff, special teaching staff and special laboratory teaching staff. Students are informed of the appointment of their Academic Advisor through an announcement. In the event of the Academic Advisor's prolonged absent, their advisory duties are assigned to another member of the teaching staff. Also, upon a justified request by the student and following a decision of the Steering Committee, the Academic Advisor may be replaced. Each request is examined on a case-by-case basis. Following appointment, the Academic Advisor ensures regular meetings with the students assigned to them. At the initial counseling meeting, the Academic Advisor creates an individual student file containing personal and additional information deemed necessary for

the student's profile. Each student file is confidential and may not be disclosed to third parties. After the meeting, a counseling meeting record form is filled out which thoroughly contains the personal data of individual students and the topics discussed as well as the conclusions reached in said meeting. Academic Advisors can also help with and provide support to resolving students' complaints.

III. Conclusions

The Department has adopted and will follow a strong student-centered teaching approach giving students the tools necessary to excel in almost every aspect and subject the programme offers. The students are involved in the evaluation of the Department for the betterment of the FLUP.

Panel Judgement

Principle 4: Student-Centred Learning, Teaching and Assessment	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP has no specific recommendations for Principle 4.

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

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

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

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

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

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

Relevant documentation

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

Foreign Language Programme Compliance

I. Findings

All information related to Student Admission, Progression, Recognition of Academic Qualifications, as well as Award of Degrees and Certificate of Qualifications is provided in the Student's Guide Handbook and is readily available in the Department's website. Prospective students are required to submit their applications along with the necessary supporting documents to the Secretariat. Students are also evaluated based on various optional academic criteria. Interviews are conducted on predetermined dates by one of the secretaries who also attends the Student's Welcome Day that will be held at the start of each academic year so that students, who get accepted, can interact with and get help by a staff member that they already know in order to get accustomed to the University. The USP Administration and specifically the Secretariat of the Department holds all necessary documents with every student's progression of studies which is monitored via many different types of evaluation and knowledge assessment and is readily available to the students.

The Department participates in the Erasmus+ programme which enables student mobility to and from other international institutes. The Department also takes part in many scholarship programmes. The ECTS is applied throughout the Curriculum and dictates the progression of students' studies towards the final goal of obtaining the diploma. The Diploma Thesis is a required core course to obtain the degree. The thorough Diploma Supplement, the diploma itself and the Certificate of Qualifications both in Greek and English are all issued for all graduates free of charge and without request.

II. Analysis

Enrolment to the FLUP is possible for any foreign student that has a) graduated secondary school based abroad, b) graduated from a recognized foreign school from other EU member states or third countries based in Greece and c) attended SPESS schools and higher education institutions abroad that hold a specific certification. Students interested must first submit their interest and then an application form electronically along with various other supporting documents. These are: copy of ID or passport, secondary school leaving certificate, official transcript of all subjects of the final year of secondary school, certificate of English language proficiency at a minimum level of B2, motivational letter presenting the applicant's interest and a short CV. In addition, there are optional academic criteria positively considered in the evaluation of the students such as overall secondary school leaving grade and possession of a higher education admission test qualifications such as an International Baccalaureate Diploma, SATs et.c. Students' documents and files are then examined by the Curriculum Committee.

The Committee compiles a complete list of all applicants and, following the relevant verification process, rejects those who do not meet the minimum criteria set by the Law and the Program. The shortlisted applicants who have submitted the required supporting documents are then invited to an interview with a Secretariat member in order to assess communication skills and ability to support arguments, academic and personal readiness, and general understanding of the subject areas of Sport and Exercise Sciences for Health and Performance. Once a student has been accepted, he gets notified by mail and is prompted to read the Student's Guide Handbook, participate in the Student's Welcome Day, hosted at the start of each academic year, providing information about the courses, students' options and career paths, including possible postgraduate studies and various professions, and ask anything that might concern them. As of today, the maximum number of accepted applicants is forty (40) with a minimum number of twenty (20).

Total tuition fees amounting to twenty-four thousand euros (€24,000) are payable, corresponding to six thousand euros (€6,000) per academic year and are paid by the students or by a third natural or legal person on their behalf to the designated bank account of the AUTh Research Committee (ELKE AUTh), in eight (8) equal instalments of three thousand euros (€3,000). The first instalment is paid during the student's enrolment in the Program, and the subsequent instalments are paid prior to the start of each respective semester. There is also the option of a one-time annual tuition fee payment, from June until early October, with a 5% discount. For acceptance of a place in the Program, applicants are additionally required to pay the amount of one thousand euros (€1,000) as a tuition fee deposit. The amount is paid to the AUTh Research Committee (ELKE AUTh) and is non-refundable in the event of withdrawal from studies.

The progression of the students' studies towards the completion of their degree is based on the ECTS. In total, students need 240 ECTS to acquire the degree and graduate divided equally in 8 semesters by attending in total thirty-six (36) courses and the final Diploma Project. All students must successfully pass ten (10) Mandatory Core "Foundations" courses in the first year and ten (10) Mandatory Core sport science courses in the second year. In their third academic year, students have to pass eight (8) Mandatory Core "Advanced sport science" courses and two (2) Elective Core courses out of a pool of four (4), one (1) out of two (2) available in each semester. Lastly, during their fourth year, students must select one of the two (2) available pathways: A) Exercise for Health and Rehabilitation and B) Sport Performance. In each Pathway students have to successfully pass four (4) Mandatory Specialization courses, two (2) Elective Specialization courses out of a pool four (4) for each pathway, one (1) in each semester and at last the Project or Diploma thesis that runs throughout all of Year 4. Each subject grants 6 ECTS with the sole exception of the Project/Diploma Thesis which in its entirety grants twenty-four (24) ECTS, twelve (12) for each semester. As of the writing of this report, there is no practical training in any outside third-party organization.

Students' progression is constantly monitored based on their lecture participation (mandatory minimum 70% with a leeway of maximum 30% absence of the total teaching hours of each course per semester), laboratory exercises, individual or team projects, work assignments and the progress of the final examinations. Progression records are held by the Secretariat of the Department and is readily available to the students in Greek and English should they wish to acquire a certificate of studies, analytical grades or qualifications for any external use. Students' mobility is possible through the Erasmus+ programme. The Department ensures the right of outgoing students to automatic and full recognition of their period of study at a partner institution, provided that they successfully complete their academic obligations in respective courses. The ECTS Coordinator must ensure that the student's workload at the Host Institution corresponds to 30 ECTS credits for one academic semester. Courses successfully completed abroad are recognised under the title used by the relevant School. The signed consent of the course lecturer is required prior to the completion of the Learning Agreement.

Granting of scholarships to students is based on academic and objective criteria following a decision of the Curriculum Committee. Specifically, up to three (3) scholarships per academic year may be awarded to students who demonstrate outstanding performance during the selection process, based on the overall evaluation of their qualifications, and who are ranked among the top admitted candidates of the intake granting them full exemption from tuition fees for the first academic year. In addition, each academic year, a merit scholarship is awarded to the student who achieves the highest overall grade average across all courses covering fifty percent (50%) of the tuition fees for the following academic year. Furthermore, the Program Steering Committee may award excellence awards to students who demonstrate outstanding performance during their studies. These awards may be accompanied by an honorary distinction and/or a monetary prize. In particular, at the end of each academic year, a Best Student of the Year Award may be granted, based on overall performance across all courses and consistency in attendance. The awarding of the above-mentioned scholarships and/or excellence awards, the specific terms of granting, as well as the obligations and rights of scholarship recipients, are determined by decision of the Program Steering Committee and fall under its exclusive discretion, based on the financial capacity of the Program and its available financial reserves.

The above information is readily available and easily accessible in detail on the Department website as separate annotations and in the Student's Guide Handbook/Study Guide. The above-mentioned information was further clarified through the discussions of the EEAP with the Department administration and faculty members. Stakeholders from various public and private organizations working in the related area/sector were very supportive of this programme.

III. Conclusions

Student admission, progression, recognition of academic qualifications and award of degrees and certificates are very effectively and efficiently handled. The students' progression is based on ECTS which complies with the Standard Recognition of Qualifications concerning Higher Education in the European Union. Information on all of the above is very easily accessible on the Department website and the Student's Guide Handbook.

Panel Judgement

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

Panel Recommendations

The Department should consider adding an elective course of practical training in various outside third-party organizations, including some of their stakeholders, so students can get hands on experience and familiarize themselves with jobs and the marketplace surrounding their degree field.

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

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

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

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

Relevant documentation

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

Foreign Language Programme Compliance

I. Findings

The Department of Physical Education and Sports Science (TEFAA) at the Aristotle University of Thessaloniki maintains campuses in Thessaloniki and Serres and comprises 56 faculty members. Of these, 27 have completed at least one academic programme at a foreign university, held teaching positions abroad, or published a book or book chapter in a language other than Greek. All 56 have engaged in research, publication, or teaching in another language or outside Greece. The FLUP's teaching assignments are determined by the Curriculum Committee and reserved for instructors with certified English proficiency. Course allocation for the upcoming academic year is decided by the same committee, contingent on projected staff availability.

Teaching assignments are made by the Curriculum Committee, acting on a recommendation from the Director prepared in consultation with the Directors of TEFAA in Thessaloniki and Serres. The Committee's decision ensures that teaching duties assigned to TEFAA faculty members do not impinge upon their other educational, research, and administrative obligations to the Division or the Greek-language Program of Studies. All categories of teaching staff are paid exclusively from FLUP funds, subject to budgetary provisions. The amount of remuneration for each category is set by the Curriculum Committee in accordance with the ELKE regulations of the Aristotle University of Thessaloniki.

All faculty members have an office and are required to be present for at least 20 hours per week. The Curriculum Committee of the FLUP ensures that teaching and educational activities in no way affect their other educational, research, and administrative obligations to the Greek-language Department. Teaching staff are required to adhere to the weekly schedule as set by the Curriculum Committee and to follow the examination and evaluation procedures set out in these Regulations.

The FLUP's staff development policy is based on the principles of academic excellence, continuous professional development and internationalization. At the end of each semester, faculty members complete the Course Evaluation Form for their courses. Students also evaluate teaching performance on a per-course basis via an anonymous questionnaire on the MODIP website. Prior to graduation, students complete the Course Evaluation Form.

The FLUP makes systematic efforts to attract excellent academic staff by recruiting faculty members with distinguished research achievements and by leveraging initiatives.

II. Analysis

The high quality of FLUP teaching staff is ensured by clear scientific criteria. Staff may include members of the Teaching and Research Staff (DEP) from TEFAA, other departments of Aristotle University of Thessaloniki, or another Higher Education Institutions (AEI). Emeritus professors or retired faculty members from these units may also be included. In addition, members of the Special Educational Staff (EEP), Laboratory Teaching Staff (EDIP), and Special Technical Laboratory Staff (ETEP) from higher education institutions who hold a doctoral degree, have teaching experience, and demonstrate sufficient scientific, publishing, or research activity are eligible to teach in FLUP. Finally, the teaching staff may be supplemented by visiting professors and visiting researchers from Greek and foreign research organizations who hold a doctoral degree, have teaching experience, and demonstrate sufficient scientific, publishing, or research activity.

Faculty members' responsibilities include providing a clear course description, outlining assessment methods, and communicating with students as necessary to fulfil the programme's academic objectives. Teaching staff are required to adhere to the weekly schedule as set by the Curriculum Committee and to follow the examination and evaluation procedures set out in these regulations. The programme supports the ongoing professional and academic development of faculty and administrative staff by encouraging their participation in research activities, academic conferences, mobility programmes and training initiatives that focus on modern pedagogical and digital teaching methods. Further, efforts are being made to promote staff evaluation and feedback, strengthen partnerships with international institutions, and leverage best practices. The aim of these procedures is to ensure high-quality teaching, support research activities, and continuously improve the educational services provided.

To ensure teaching quality, the Course Evaluation Form completed by teaching staff for their courses is submitted online to MODIP and is taken into account in the preparation of the internal evaluation report. In accordance with MODIP requirements, teaching staff update the content and teaching methods of their courses annually. They also take into account self-evaluation and student feedback to improve their teaching. Furthermore, the quality of teaching is set to

improve due to the appointment of distinguished foreign scientists, visits by Greek scientists from abroad through the 'Greek Diaspora Fellowship' programme, and visits by foreign scientists collaborating with the department's faculty during their academic leave.

III. Conclusions

The quality of the teaching staff on the Foreign Language Study Programme (FLUP) is ensured by several systematic and internationally accepted methods.

The teaching responsibilities, weekly workload, and attendance of the teaching staff are clearly defined and, in most cases, appropriately regulated to ensure high-quality teaching.

The development policy for teaching staff is based on steps to achieve excellence through continuing professional development promoting internationalisation, and recruiting new academic staff.

The evaluation of teaching performance and ways to evaluate it are continuous and centrally supported by units with extensive experience in academic university structures (e.g., MODIP).Panel Judgement

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

Panel Recommendations

Provide more clarity regarding the recruitment of new permanent faculty members or other scientific staff for teaching positions in TEFAA in Thessaloniki and Serres, and explain how much weight the foreign language department will carry in such decisions.

Implement a central mechanism that regulates the additional teaching workload of academic staff in the foreign language department to minimise its attenuating effect on their scientific research responsibilities and outcomes.

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

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

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

Relevant documentation

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

Foreign Language Programme Compliance

I. Findings

The Department of Sport and Exercise Sciences for Health and Performance belongs to the School of Physical Education and Sports Sciences at the Aristotle University of Thessaloniki in Thermi, a grand suburb of Thessaloniki close to the airport. The Department has sufficient human resources, appropriate infrastructure, and comprehensive services to support learning and overall academic activity.

The human resources include academic, administrative, and other support staff. The infrastructure includes amphitheatres, classrooms and study areas, network facilities, computer rooms, a library, educational and scientific equipment as well as four (4) extremely well-equipped laboratories. The services include information and communication technology services, support for foreign students to get accustomed with the University and its regulations as well as support and counseling services. These facilities and infrastructure are monitored systematically. Lastly, EU students are covered by the European Health Card, while students from third countries are offered an insurance contract by the Insurance Company

"Interamerican".

II. Analysis

The Department offers third country (non-EU) students life and health insurance in case of an accident. The contract covers death, general and part disability caused by any accident and for each case the maximum amount is twenty thousand EUR (20,000 €) per covered student. The contract also covers a maximum amount of seven-hundred and fifty EUR (750 €) per case, per accident for pharmaceutical costs and a maximum amount of two thousand EUR (2,000 €) per case, per year for hospital care costs. The contract offers geographical coverage everywhere around the world. The Department has insured thirty-four (34) out of forty (40) students for the first year of operation of this new JEUSP/FLP which in total costs three thousand nine hundred and twenty-four point nine six EUR (3,924.96 €). The contract, under Interamerican agreements, offers the above-mentioned amounts and insurance coverage in a variety of important hospitals and clinics in ten (10) major cities and islands throughout Greece. On the contrary, EU students are not covered by any insurance contract and are covered by the European Health Card.

The Foreign/International Students Support Unit (ISSU) has been formed and operates in the Study Department, under law supervision and Senate provisions, with the responsibility of supporting foreign students that enroll in the FLPs/SPs of the Aristotle University of Thessaloniki in various matters, specifically regarding the communication between a wide variety of public entities or organizations and issues regarding the foreign students' stay and settlement in Greece such as obtaining visas and residence permits for study purposes, ensuring the organization of Greek or other language courses in cooperation with the competent AUTh units and exercising any other responsibilities defined by the Internal Regulation of the HEI. The ISSU consists of three (3) employees from the active teaching staff of AUTh or from additional staff, the selection of which is done through public invitation by law. The Unit operate in already existing facilities and use equipment owned by the AUTh.

The Secretariat is staffed by two (2) administrative employees. It is responsible for administrative, academic and student affairs, including student registration, management of course or event declarations and grades, scholarships, issuing transcripts and degrees or certificates of Qualifications, supports students and helps with inquiries and more.

Students have access to all services provided by the Department and the AUTh after obtaining their Academic Student ID which also serves as Student Transport Pass. These include electronic services such as webmail, wireless network access, e-learning systems, access to the University Library, and more. They also include services offered by individual University offices, such as the above-mentioned ISSU, Healthcare Service of the AUTh University Student Club which operates as a self-governed branch of the University and is responsible for student catering, accommodation, and healthcare services, as well as for organizing cultural and sports events and includes facilities such as restaurants, a health service, a reading room, and a cafeteria, the Career and Liaison Office, the School of Modern Greek Language and the Kalandra University Camp. Students are transported to the campus from the city-centre of Thessaloniki by public buses and underground metro railway.

Students are informed from the beginning and throughout their studies about all services offered by the AUTh. Information is provided in person during Student's Welcome Day for first-

year students, as well as through the Study Guide, announcements on the Department website, academic advisors, and other channels. Students have direct and detailed information regarding administrative services and University services related to students through the official website of the Department, which is very well structured.

III. Conclusions

The FLUP of the Department of Sport and Exercise Sciences for Health and Performance at the Aristotle University of Thessaloniki fully complies with Principle 7 concerning Learning Resources and Student Support of the New Undergraduate Programme due to the ISSU which will immensely useful to the foreign students and due to the fact that the Secretariat is more than capable of and well equipped/qualified to carry out the administrative tasks of the Department. Lastly, every single piece of information a foreign student could ask is readily available in the Study Guide Handbook and on the exceptionally-structured website currently available in English and soon in Greek, according to the administrative staff's interview by the EEAP.

Panel Judgement

Principle 7: Learning Resources and Student Support of Foreign Language Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Department should consider allocating senior students from other programmes in Thessaloniki to first and second year foreign students of this specific programme so that the former can ease the latter into the University life in Thessaloniki and life in Greece in general and offer them info should they need it regarding transportation or food or any other matter and groups of friends for the foreign students to belong into.

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

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

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

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

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

Relevant documentation

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

Foreign Language Programme Compliance

I. Findings

The FLUP in 'Sport and Exercise Sciences for Health and Performance' aims to provide high-quality knowledge and skills to its students in the field of exercise and sport sciences in alignment with the needs of the labor market. In order to measure the quality of the provided educational work, review, and improve it, the FLUP has designed a number of actions, including dedicated staff for the IEG, cooperation with the QAU, evaluation of the curriculum by the students every 6 months and annual review, and the use of key performance indicators (KPIs) for annual performance reports.

The FLUP will use the following KPIs: Program Completion Rate (target ≥ 75%), Student Satisfaction (target ≥ 4/5), Graduate Employment (target ≥ 80%), International Student Growth (target +10% per year), and Scientific Publications (Number of scientific publications per year with student participation)

The FLUP will monitor the organization and quality of teaching using student questionnaires to evaluate the teaching content, student satisfaction, communication of course content at the beginning of the semester, and average number of hours of student attendance per day.

Student performance will be tracked using the following indicators from the last three-year period: Average percentage of student participation in examinations, percentage of graduates in relation to admitted students, average degree grade per year, and average duration of studies for degree completion.

Main sources of information will be i) the electronic secretariat system (sis.auth.gr) to provide course-specific information such as average grades, range, and variance ii) the electronic registrar program that supports the Department Secretariat — provides individual and aggregated information, and iii) the QAU web site and reports of the academic unit performance.

In addition, internationalization indicators will be used for data collection and analysis. These indicators will provide information about collaborations with foreign institutes, educational collaborations (e.g., with municipalities), staff exchanges from/to the department, and student exchanges and mobility (e.g., Erasmus etc)

II. Analysis

The FLUP aims to create a reliable system for collection, analysis, and use of information for continuous improvement of its operations. Semester evaluations of courses will be carried out by students (in English). Various key performance indicators will be used. The data and quality indicators will be reported each academic year to the National Information System for Quality Assurance in Higher Education (NISQA/ΟΠΕΣΠ). The five-year NISQA data will be assessed by the QAU, and improvement proposals will be formulated to ensure continuous monitoring and quality improvement of the programme's operations.

III. Conclusions

Various mechanisms to collect, analyse, and use information are in place. The EEAP considers Principle 8 as fully compliant.

Panel Judgement

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

Panel Recommendations

Create a mechanism to follow and communicate with alumni to assess employment rate.

Ensure high participation in student questionnaires. Take immediate actions if the participation is low.

Principle 9: Public Information concerning the Foreign Language Programmes

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

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

Therefore, Institutions and their academic units must provide information about their activities, including the Foreign Language Programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning, and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Relevant documentation

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

Foreign Language Programme Compliance

I. Findings

The FLUP provides information in English covering functional and student-related matters that are useful for future students and graduates, other interested parties, and the general public. The official website in English provides necessary information and operates according to the existing network regulations of AUTh. The website contains detailed information on the following topics:

- Organizational structure, facilities, and personnel of the FLUP.

- Curriculum Details: An electronic study guide with information on courses, learning outcomes, applied teaching and learning processes, assessment methods, course schedules, and teaching notes.

- Student Matters: Electronic secretariat, library, scholarship programs, internships, professional prospects, and student support services including accommodation, food services, grants, counseling, and psychological support.

- Current Information: Announcements on functional matters, evaluation results, scientific conferences, seminars, and social activities in which the departments actively participate.
Forms and Regulations: All necessary documents and regulations for student matters and admissions.

In addition to the main website, student information will be provided through multiple additional channels, such as the E-learning platform, institutional email, secretariat announcements, informational meetings or digital events where needed.

The program website information will be regularly updated to ensure accuracy, completeness, and timely information about studies, announcements, and services. The program will seek to measure the functionality and visitability of its website through available means.

II. Analysis

The FLUP currently provides information in English with no bilingual version of the website available at the moment. There is a dedicated segment on the official website of the Department for the promotion of the FLUP. There is a provision for website maintenance and regular updating. Information for some members of the teaching staff lacks links to databases, such as scopus and orcid .

III. Conclusions

The EEAP considers Principle 9 as substantial compliant. Currently, there is no Greek version, the information about faculty members is not homogeneous, and the information about the FLUP has not been promoted enough in the social media.

Panel Judgement

Principle 9: Public Information concerning the Foreign Language Programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

Create a website in Greek with the same information as the English website.

Provide bibliographic links for all faculty members.

Set up an alumni group and provide contact and registration details where, at the moment, graduates of the Greek-language programme could be invited to join.

Although the programme has social media accounts, the followers are still low and their numbers should increase for better visibility and sustainability.

Principle 10: Periodic Internal Review of Foreign Language Programmes

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

Regular monitoring, review, and revision of the FLP aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

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

Relevant documentation

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

Foreign Language Programme Compliance

I. Findings

All quality assurance procedures of the Department of Physical Education and Sport Science are subject to inspection and review. The internal evaluation is carried out within the institution's Internal Quality Assurance System (IQAS) and is coordinated by QAU in collaboration with the FLP's competent bodies. The internal evaluation includes systematic collection and analysis of data including course and instructor evaluations by students, performance indicators, and enrollment/graduation data. Students are required to evaluate courses and instructors electronically each semester with complete anonymity protection. The Internal Evaluation Group (IEG) monitors student participation rates, analyzes the results, and informs the Program Committee of findings.

The FLUP must also undergo periodic external evaluation by expert committees appointed by HAHE for certification purposes. The certification duration is determined by HAHE. This is the first external accreditation review organised by HAHE.

II. Analysis

The program includes both periodic internal and external reviews as part of its quality assurance framework. Internal evaluations track multiple indicators including program attractiveness (number of applications and candidate quality), student and graduate feedback, graduation rates, student mobility, internship quality, faculty research activity, and collaboration with

professional and social organizations).

A comprehensive quality assurance cycle will be implemented through which evaluation results will be converted into specific improvement actions with defined priorities, responsible parties, and timelines. The progress of these actions will be systematically monitored by the Program Committee in collaboration with IEG and QAU, with results re-evaluated in the next evaluation cycle. Additionally, QAU will prepare an annual internal evaluation report documenting findings, identified good practices, areas for improvement, and proposed corrective or preventive actions

III. Conclusions

All participants for the FULP accreditation provided sufficient answers about the quality of the FLUP and did not mention any issues regarding the operation of the Programme. The EEAP believes that the members of the FLUP faculty understand the importance of the quality improvement. Preliminary EEAP's findings were discussed briefly with the coordinators of the programme during the final debriefing (after all the meetings). The FLP appears to be prepared and structured for periodic evaluation and continuous improvement.

Panel Judgement

Principle 10: Periodic Internal Review of Foreign Language Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Set mechanisms from the beginning of the programme to address any important issues of concern.

Set mechanisms to obtain feedback from external stakeholders.

Make sure that the results of the internal and external evaluations are publicly available on the programme's web site.

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

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

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

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

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

Relevant documentation

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

Foreign Language Programme Compliance

I. Findings

This is new programme and naturally there has not been any previous external evaluations to evaluate. However, the AUTh has established and fully implemented an Internal Quality Assurance System (IQAS/ESDP) across all academic units. The system is aligned with the quality assurance principles and standards of the Hellenic Authority for Higher Education (HAHE) and the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). The Internal Quality Assurance System is institutionally and operationally supported by the Quality Assurance Unit (MODIP), which has incorporated into its Quality Manual all procedures related to internal and external evaluation and accreditation of study programmes.

At the level of the FLUP, responsibility for monitoring and supervising programme implementation lies with the Programme Studies Committee, operating within the applicable legal and institutional framework. The Committee collaborates closely with the Departmental Internal Evaluation Group (OMEA) and MODIP to ensure systematic implementation of quality procedures and continuous programme improvement.

The programme applies systematic internal evaluation procedures based on the collection and analysis of qualitative and quantitative indicators. These include programme attractiveness, student evaluations of courses and teaching staff, student mobility, practical training quality, graduation rates, average duration of studies, graduate feedback, collaboration with social and professional stakeholders, and research activity of academic staff. Particular emphasis is placed on the use of indicators derived from the Integrated National Quality Information System

(OPESP), which provides objective data and evidence-based reports supporting decision-making processes. The programme also follows a continuous quality assurance cycle consisting of planning, implementation, monitoring, evaluation, and revision. Annual internal evaluation reports prepared by MODIP identify good practices, areas for improvement, and corrective or preventive actions.

Although the text confirms the implementation of internal and external quality assurance procedures in accordance with HAHE standards, it does not explicitly state whether the Foreign Language Programme has already completed a formal external evaluation or accreditation process administered directly by HAHE. However, the institutional framework and procedures clearly demonstrate preparedness and alignment with HAHE requirements. Similarly, the document does not provide explicit evidence regarding external reviews conducted by agencies other than HAHE.

II. Analysis

The evidence demonstrates that AUTh and the FLUP have established a mature and well-structured quality assurance culture. The programme operates within a clearly defined institutional framework that integrates internal evaluation, strategic planning, stakeholder participation, and continuous improvement mechanisms.

The collaboration between the Programme Studies Committee, OMEA, and MODIP indicates strong organizational coordination and awareness of quality assurance obligations. The systematic monitoring of performance indicators and the use of OPESP data reveal a data-driven approach to programme evaluation and enhancement.

The annual internal evaluation process and the implementation of corrective and preventive actions indicate that the department actively responds to evaluation findings and recommendations. Even though explicit references to recommendations issued by a HAHE External Evaluation Committee are not included, the described procedures suggest institutional readiness and commitment to implementing external review outcomes.

The emphasis on transparency, accountability, and stakeholder engagement demonstrates that academic staff recognize the importance of quality assurance and external evaluation processes. The inclusion of students, graduates, academic staff, and external social and professional stakeholders in evaluation activities further reflects broad participation and engagement.

However, the absence of explicit references to completed external evaluations by HAHE or other accreditation agencies limits the ability to fully assess the programme's external review history and the measurable impact of such reviews.

III. Conclusions

The FLUP operates within a comprehensive and institutionally supported quality assurance framework that is fully aligned with HAHE standards and ESG 2015 principles.

The department demonstrates a strong commitment to continuous improvement through systematic internal evaluation, evidence-based monitoring, stakeholder participation, and implementation of quality enhancement actions.

The structures and procedures currently in place indicate that staff members are aware of the significance of external quality assurance processes and their contribution to programme improvement. Furthermore, the programme appears to promote active stakeholder engagement in quality assurance activities and follow-up actions.

Panel Judgement

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

Panel Recommendations

The programme should in the future explicitly document and present evidence of completed HAHE external evaluations or accreditation procedures, including reports, outcomes, and accreditation decisions.

A formal action plan demonstrating how recommendations from external evaluation committees will be addressed should be systematically recorded and made available.

The department should maintain a centralized registry of all external reviews, including reviews conducted by agencies other than HAHE, together with their findings and follow-up measures.

Greater emphasis could be placed on documenting measurable improvements resulting from quality assurance procedures, particularly those linked to curriculum enhancement, student outcomes, and employability.

The programme should continue strengthening stakeholder participation by ensuring systematic involvement of students, graduates, employers, and external partners in evaluation and revision processes.

PART C: CONCLUSIONS

I. Features of Good Practice

The AUTh is an excellenet institution with international appeal and good services and infrastructure.

Enthusiastic, committed and highly knowledgeable staff.

The programme is fully aligned with the institutional strategy of AUTh regarding extroversion, internationalisation, and compliance with ESG 2015 and EHEA principles.

The programme includes well-structured strategic priorities, governance mechanisms, and dedicated committees (Program Board, Curriculum Committee, OMEA, Office for International Students).

The programme presents a coherent academic identity with clear educational objectives linked to health, exercise, sport performance, employability, and research.

Provision for English-language administrative support, mentoring, welcome services, e-guides, and digital infrastructure reflects institutional readiness for international students.

The programme demonstrates strong orientation toward professional integration through internships, employer collaboration, job fairs, and entrepreneurship workshops.

The strategy appropriately prioritises reinvestment into infrastructure, laboratories, digitalisation, human resources, and scholarships.

The programme is fully committed to continuous improvement.

II. Areas of Weakness

Limited Explicit Risk Analysis. The strategy does not sufficiently analyse risks associated with international student recruitment volatility, financial sustainability, dependence on tuition income, global competition, staffing workload, and geopolitical or mobility disruptions.

Limited Alumni Tracking Strategy. Graduate employability is monitored through KPIs, but there is no detailed alumni engagement or longitudinal career tracking framework.

Lack of Detailed Financial Planning. The revenue utilisation framework remains relatively general and lacks detailed budgeting, financial forecasting, sustainability projections,

contingency planning, and transparent allocation procedures.

Absence of Benchmarking Against Comparable International Programmes. The strategy does not explicitly demonstrate benchmarking with established international Sport and Exercise Science programmes.

Limited Reference to Diversity and Inclusion Policies. The strategy could more explicitly address intercultural inclusion, equality and diversity, anti-discrimination measures, and support for vulnerable student groups.

III. Recommendations for Follow-up Actions

Establish dedicated scholarship schemes for high-performing international students.

Expand KPI monitoring to include international student retention rates, graduate international mobility, employer satisfaction indicators, research outputs linked to the programme.
Develop a targeted international marketing and recruitment strategy with measurable outreach objectives.

Develop a targeted international marketing and recruitment strategy with measurable outreach objectives.

Strengthen collaborations with international sport science institutions and professional organizations.

Develop detailed Diversity and Inclusion Policies.

Develop a general standard policy and mechanisms that all teaching staff follow when examining and evaluating coursework hours.

The department should produce and maintain a centralized registry of all external reviews, including reviews conducted by agencies other than HAHE, together with their findings and follow-up measures.

The department should produce a formal action plan demonstrating how recommendations from external evaluation committees have been addressed should be systematically recorded and made available.

Set mechanisms to obtain feedback from external stakeholders.

Make sure that the results of the internal and external evaluations are publicly available on the programme's web site.

Provide bibliographic links for all faculty members.

Set up an alumni group and provide contact and registration details where, at the moment, graduates of the Greek-language programme could be invited to join.

Organize a peer review of teaching system with "teaching bodies" to provide mutual formal peer review.

Reinforce the importance of continuous personal improvement activities among staff.

The Department should consider adding an elective course of practical training in various outside third-party organizations, including some of their stakeholders, so students can get hands on experience and familiarize themselves with jobs and the marketplace surrounding their degree field.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

2, 3, 4, 5, 6, 7, 8, 10

The Principles where substantial compliance has been achieved are:

1, 9, 11

The Principles where partial compliance has been achieved are:

Nil

The Principles where failure of compliance was identified are:

Nil

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
Soultanas Panagiotis	Signed by Soultanas Panagiotis
ARAMPATZIS ADAMANTIOS	Signed by ARAMPATZIS ADAMANTIOS
PAPAGEORGIOU TASSOS	Signed by PAPAGEORGIOU TASSOS
Δασκαλάκης Μάριος	Signed by Δασκαλάκης Μάριος