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ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC  
HQA  
HELLENIC QUALITY ASSURANCE  
AND ACCREDITATION AGENCY

# Accreditation Report for the Undergraduate Study Programme of:

**Physical Education and Sports Sciences**  
**Institution: Democritus University of Thrace**  
**Date: 26.10.2019**

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Ευρωπαϊκή Ένωση  
Ευρωπαϊκό Κοινωνικό Ταμείο

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



Report of the Panel appointed by the HQA to undertake the review of the Undergraduate Study Programme of **Physical Education and Sports Sciences** of the **Democritus University of Thrace** for the purposes of granting accreditation

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

### **I. The Accreditation Panel**

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **Department of Physical Education and Sports Sciences** of the **Democritus University of Thrace** comprised the following three (3) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

- 1. Professor Adamantios Arampatzis (Chair)**  
Humboldt University Berlin, Germany
- 2. Associate Professor Kostas Karadakis**  
Southern New Hampshire University, U.S.A.
- 3. Associate Professor Stefanos Volianitis**  
Aalborg University, Denmark

## II. Review Procedure and Documentation

In preparation for the review (Monday, 21.10.2019), the Panel met with key HQA representatives for the introductory briefing. The President of HQA, Mr. Pantelis Kyprianos, did the official opening, welcomed the panel members, and presented the HQA mission and HEI framework. Then, Dr. Christina Besta, General Director of HQA, delivered a thorough presentation on the legal framework, discussed the standards for quality accreditation of undergraduate (UG) programmes and explained the 10 principles of the standards of quality accreditation process. A Q&A session followed before the closing of the introduction to the accreditation process. The AP members returned to the hotel to meet, review the documents shared by the HQA and TEFAA-DUTH via Dropbox, shared their views on the collective approach to the review to establish a common direction, and prepared for travel to Komotini later that day.

On Tuesday, 22<sup>nd</sup> October 2019, the Panel (AP) was welcomed by the Deputy Rector/President of MODIP and the Head of the Department Prof. Zoe Gavriilidou and Prof. Helen Douda. Once introductions were over a meeting with OMEA & MODIP representatives was held. Representatives delivered a presentation on the history, significance and evaluation of the programme. Before closing, current programme strengths and potential areas of concerns were discussed. The next meeting was with OMEA and MODIP members and teaching staff. The AP members were informed about the Departments strategic planning and associated action plans, and the degree of compliance of the programme. The members and staff also answered AP questions on teaching assessment tasks, curriculum and other materials. During this meeting, the AP members enquired about professional development opportunities and staff mobility, workload allocation and satisfaction, incentives for teaching and research, teaching-research nexus practices, and other involvement with research activity. This was followed by a meeting with undergraduate students and the AP members inquired about student experience and satisfaction, needs and priorities, use, quality and adequacy of facilities and services as well as their views on the curriculum, the academic staff, the processes/policies followed, preparedness for the workforce, post studies, and student-life and welfare issues.

The meeting was followed by a lunch break where AP members were given the opportunity to reflect on findings and the information presented thus far. The lunch break was followed by a meeting with graduates of the school to discuss their experiences with studying at TEFAA, where they are in their careers, how their education, the school and staff helped them through, and post-studies as well as their involvement with the university post-graduation. It is worth noting that all participants expressed their gratitude to undertaking or completing the degree and reiterated not only the value of the studies to advancing and developing their personal way of thinking, and equipping them with highly valued skills but also the family like atmosphere that was experienced during and after their time at the University. The AP members also met with employers and social partners who not only offer opportunities for practical experience but often employ graduates from the programme. A discussion was had on how to better prepare and unify the different programmes not only in Komotini, but all the TEFAA programmes around Greece. The day concluded when the AP members met back at the hotel for a brief summary of the day's findings. In the debriefing meeting, the AP discussed overall impressions, planned for the meetings of the next day, and commenced drafting and taking notes on the report.

The next day (23.10.2019) the AP members toured the facilities of the campus and had the opportunity to visit lecture theaters, tutorial or workshop rooms (including ongoing class sessions), labs, the library, the canteen, computer rooms, and so forth, and ask questions on capacity, quality, technologies and access. Following a short debriefing session, the AP members used the mapping grid and the 10 principles to identify potential gaps and prepare final questions for the next meeting with OMEA and MODIP members and staff. Further clarifications were offered, and final comments and a general discussion on the findings with key points was also covered.

AP members then returned to the hotel to reflect and discuss their findings, prepare to write the report, and await their departure for Athens.

On Thursday 24<sup>th</sup> October 2019, the AP members met with President of HQA, Mr. Pantelis Kyprianos and Dr. Christina Besta to reflect on the review process and clarify certain areas in the process. Initial and overall thoughts and impressions were shared and discussed. Finally, the AP members drafted, completed and submitted the report to HQA on 25<sup>th</sup> October, 2019.

### III. Study Programme Profile

The Democritus University of Thrace, from its inception until today, bearing in mind the contemporary international trends in the field of sports science as well as ensuring better conditions for their graduates have gradually reformed the Undergraduate Curriculum. The current programme includes 60 courses, giving 240 ECTS for overall programme completion and degree conferral. The first two years of study focus on the Basic Cycle. Students in the next 2 years specify which direction they would like to pursue for their career and then they specialize which courses they will take. The core curriculum teaches practical, theoretical, laboratory and computer lessons with multimedia applications adapted to the developments of modern physical education. Also from their second year, depending on the interests of each student, there is a choice of courses, from a list, covering a wide range of theory and practice training in sports science disciplines, while ensuring pedagogical and teaching competence of its graduates as defined in the new legislative framework. During the last two years students take theoretical and practical courses focusing on one of the 3 directions: i) Training, ii) Sport Leisure and Dance, iii) Exercise in special populations.

According to Presidential Decree 465/83, the holders of a TEFAA degree may be assigned to:

- Teaching Physical Education and Sport Science at all levels of education, sports clubs, and work in social workplaces
- Teaching courses related to the science of Physical Education and Sports in General and Technical and Vocational Education
- The management and supervision of gymnasiums and sports venues
- Tasks of technical consultants and scientific associates in sports organizations and other relevant bodies

In addition, the graduates of TEFAA can work professionally as:

- Directors, Managers, Teachers, Trainers, Trainers in Private Gyms, and in Private Schools of Sports Learning
- Sports Coaches
- Trainers in Local Government Organizations
- Trainers in Camps
- Executives of Training and Sport Tourism Centers
- Trainers for Persons with Disabilities
- Physical Education Teachers in Children with Special Educational Needs
- Health Unit Trainers

TEFAA-DUTH currently has 1,711 students, 40 faculty members, 41 administrative, adjunct lecturers, and laboratory staff, two Secretariats and two Library staff members, one IT technician and 1 janitor.

### Principle 1: Academic Unit Policy for Quality Assurance

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

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

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

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

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

### Study Programme compliance

The Academic Unit has established a Quality Assurance Policy for the undergraduate programme that is appropriate for the programme, includes a commitment of the academic unit to satisfy the requirements and to continuously improve. Specifically, the continuous improvement is promoted by the establishment of the following committees and actions:

- 1) An Internal Evaluation Team (OMEA) that has been operating in the Department since 2007 and is responsible for (a) organizing and coordinating all quality assurance procedures described in the University's Quality Manual; (b) the ongoing monitoring of the internal evaluation indicators and their



submission to ADIP; (c) the supervision of the students' teaching evaluations; (d) the Department's ranking indices in the international tables of the Higher Education Institutions; and (e) cooperation with MODIP of DUTH.

2) A Curriculum Committee, which was established in 2008 and is responsible for: (a) formulating and revising the Undergraduate Study Programme in order to align with ongoing scientific and technological developments; (b) monitoring, recording, and implementing novelties in parity with respective programmes of other Greek and international Universities; (c) being informed on developments in EU and international education; (d) developing the curriculum and formulating examinations' procedures; and (e) preparing the Department's study guides. Additionally, in collaboration with module leaders, the committee is responsible for formulating the learning outcomes of the curriculum and calculating the students' workload in each course.

3) A Committee for Students' Affairs, established in 1994, that receives, processes, and submits to the Department's Assembly, student applications and proposals on educational issues.

4) An Information and Counseling Committee which: (a) welcomes new students; and (b) counsels students. For the provision of consulting services, each faculty member provides academic advisory services to assigned students.

5) An Internship Committee, consisting of faculty members appointed by the General Assembly of the Department, responsible for: (a) seeking internships in relevant agencies relevant to the content and specialties of the curriculum; (b) coordinating and supervising the implementation of all student internships in collaboration with the DUTH Internship Office; and (c) evaluating student internships.

6) A Library Committee responsible for all actions, related to the operation of the Department's Library that are not regulated by the DUTH Central Library Regulations.

7) An International Student Mobility (Erasmus) action where a faculty member appointed by the General Assembly is responsible for: (a) the Department's international relations and bilateral collaborations; (b) selection and support of outgoing students; (c) reception and dissemination of curriculum information to incoming students; and (d) monitoring the academic progress of incoming and outgoing students (i.e., ECTS, grades, course correspondence).

8) Students' Teaching Evaluation with well established procedures since 2009. Evaluation includes assessment of each course's content, delivery, as well as the teacher, and is conducted between the 8th and 11th week of each semester. The results of the evaluation are presented at a special briefing to all members of the Department. Since the academic year 2016-2017, the evaluation of the educational process is carried out using the MODIP information system with digital questionnaires.

9) Use of information and communication technologies for all curriculum processes: organization of education, teaching, monitoring of learning process, evaluation of academic performance, information and communication. In particular, all courses have their own web page on the online platform eClass that facilitates communication with students, provides digital teaching materials, mid-term evaluations, etc. Specialised software for secretarial support (Unistudent) is used to organize the educational process (student courses, student breakdowns, class attendance) and grade scoring. Finally, multimedia applications (Powerpoint, video projections and web applications) are also used.

10) Contact with graduates/employers: The Department holds an annual student reunion that allows for research on the career development of the graduates. In addition, periodic surveys in the labor market monitor the expectations and the employers' satisfaction for the qualifications (knowledge and skills) of the graduates. The findings of this research contribute to the design and revision of the undergraduate curriculum.

11) Research based teaching: The curriculum includes the optional preparation of a thesis by students, while some courses require a literature review. In addition, the Department publishes the scientific journal "Sport and Society". Also, the Department holds an International Conference on Physical Education and Sport annually at the end of May.

12) Diploma Supplement: The Department has been awarding a Diploma Supplement since 2014 as a supplement to the undergraduate degree in Greek and English.

13) Established criteria for the appointment and promotion of teaching staff: The Department has set specific criteria for the appointment and promotion of teaching staff since 2006. These criteria include qualitative and quantitative indicators of publications, attendance of conferences and self-improvement processes, and participation in the administrative work (Committees) of the Department. The last revision of the system took place in 2017.

The Quality Assurance Policy is presented to all incoming undergraduate and postgraduate students during their two-day orientation reception in the Department. The Department also communicates the quality policy and the students' teaching evaluation to its members on an annual basis during the annual meeting. At the same time, the Department promotes its quality policy in the context of the international conference it organizes annually, as well as through the publication of its scientific journal. In addition, the quality policy of the Department is communicated to all social, professional, and cultural entities with which the Department cooperates, or seeks cooperation.

#### Panel judgement

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

#### Panel Recommendations

With regards to enhancing the link between Teaching and Research, one suggestion/recommendation is to facilitate the active involvement of students in the research projects of faculty members. In this way, the students are further exposed to principles taught in the classroom and "learn by doing".

## Principle 2: Design and Approval of Programmes

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

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

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

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

### Study Programme compliance

The study programme has been designed based on appropriate standards. The factors and aims taken into account are:

- a) To cultivate and promote the Science of Physical Education and Sport through academic and applied teaching and research
- b) To provide its graduates with the necessary facilities to ensure that they are well-trained for their scientific and professional careers
- c) To contribute to the advancement of Greek sport while at the same time cultivating and disseminating the sporting idea
- d) To contribute to the awareness of the importance of Physical Education as a key factor in improving quality of life

The Study Programme is comparable to the Curricula of the Departments of Physical Education Science and Sport of the other HEIs as it offers relevant courses in respective courses and specializations. It should be noted, however, that Specializations are implemented in four academic semesters, compared to the other TEFAA, where the duration of study in the Specialty ranges from 2 to 3 semesters.

The structure of the study programme is rational and clearly articulated. Specifically: The current programme has been in force since 2011 and includes 60 courses (4 years) for a full course of study, yielding 240 ECTS. The first two years constitute the Basic Course and the next 2 years the Core Course during which the students choose the discipline direction and then the specialty they will pursue. The core curriculum includes practical, theoretical, and laboratory courses and computer courses with multimedia applications. In the second year of study, it is possible to choose from a wide range of theoretical and practical training courses in sports science disciplines, including pedagogical and teaching courses. During the last two years, students choose one of three directions to follow: i) Training, ii) Sport Leisure and Dance, iii) Exercise in special populations.

There is regular revision and integration of new knowledge into the curriculum of the study programme as evidenced by the following actions:

1. Application of diverse and innovative teaching methods.
2. Regular updating of the course's syllabus.
3. Introduction of new courses in the Undergraduate Curriculum.
4. Development of research programmes/projects/collaborations.
5. Participation in international conferences/workshops/seminars.
6. Participation of students, or teachers, in the ERASMUS + mobility programme.

Proposals for introduction of new courses or modification of old ones are submitted in writing to the Curriculum Committee for approval that considers the necessity for incorporation and the suitability with the orientation and objectives of the Department. There is also limited consultation of stakeholders and external experts.

Finally, the Student Guide was complete, concise and appropriate.

### Panel judgement

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

### Panel Recommendations

### Principle 3: Student- centred Learning, Teaching and Assessment

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

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

*The student-centred learning and teaching process*

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

*In addition :*

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

### Study Programme compliance

The Study Programme includes courses that cover a wide range of cognitive areas of sports science and apply a variety of teaching methods and approaches.

There is evidence of student-centred approach adopted in terms of teaching (e.g. flexible learning paths, different modes of delivery, variety of pedagogical methods). Specifically: In the first two years of studies, all students attend common courses, both theoretical and practical, acquiring the knowledge necessary to develop a solid theoretical background in sports science, and developing skills in teaching all the basic sports involved in the Primary and Secondary Education curriculum. In the third year of studies, the students can choose one of three (3) "Directions" and one "Specialty". Both "Direction" and "Specialty" specialized courses are compulsory and taught in a small number of student classes, in order to optimize the teaching process and maximize its effectiveness.

The diversity of the curriculum and the flexible design of the study programme allows the customization of individual skills.

Through student interviews it is evident that students feel as active parts of the teaching/learning process. Students feel that their evaluation of teaching is contributing to the improvement of curriculum during the annual study Programme revision.

All relevant assessment and exam material are available in advance through e-class.

There is no independent satisfaction survey per se but rather targeted questions on student satisfaction are included in the Teaching Evaluation questionnaire which is conducted twice annually at the end of each semester.

There is also a formal procedure for student appeals in place. Student appeals are taken up initially with the Student Advisor (the faculty member allocated to each student) and, if it is necessary, the issue is presented to the General Assembly of the department. In the event of student objections to the examination process, the legal course is followed in accordance with the relevant legislation. If a student fails more than three times in a course, the Dean of Students mandates examination by a three-member committee comprised of faculty with the same or related subject matter. The initial examiner is excluded from the committee.

The impression is that the study programme is delivered in a way that promotes not only mutual respect but also a friendly and collegial atmosphere within the department. All interviewed students expressed their satisfaction with the "human" and "warm" contact promoted in the Department.

### Panel judgement

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

### Panel Recommendations

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

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

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

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

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

#### **Study Programme compliance**

A clear strategic plan which includes information meetings at the beginning of the semester and a lecture is established in the Department in order to support and accelerate the transition of the new students from high school to the higher university education system. Furthermore, the students meet in person with their own advising professor and discuss with them all possible concerns regarding their undergraduate studies. Overall, the structure of the programme is well described, the course content is up to date and the current format of the curriculum reflect the current professional needs of the students. The examination system is well structured and supported administratively. The course syllabi include the grading breakdown, which is communicated to the students in each course. It is essential that all courses and examinations - including those within the sport skills areas – are defined clearly with objective criteria for each grade. The main students' mobility occurs through the Erasmus programme. The mobility is at a respectable level, however, the student's mobility could be improved with better communication of EU travel grants/opportunities and by increasing specific international contacts by more members of the faculty. Specifically, graduate students could benefit from such additional activities that can enhance their academic career opportunities and increase the research collaborations between the Department and other international institutions.

The Departments have committees that follow well-defined procedures for transferring credits from study in institutions elsewhere in Greece and abroad. The contribution of the established ECTS-system is considerable. The ECTS system is obligatory in the Department and it is implemented in the curriculum (Diploma supplement level). The Diploma is granted to all the students of the Department and is issued in both Greek and English in standardized form through a computerized system handled by the Secretariat. The Diploma does not require an application or action from the student and is free of charge. The curriculum is structured in 8 semesters (4 academic years). Each students' workload is estimated at 30 ECTS per semester, 60 ECTS per academic year and 240 ECTS for completion. OMEA, MODIP and departmental committees are responsible for teaching quality, and for monitoring the application of the ECTS system. In the last semester of the undergraduate study programme the students are able to write a Diploma Thesis (διπλωματική εργασία). Programme requirements and a thesis handbook is provided to the students. The admission and implementation of the Diploma Thesis is associated with the successful completion of two courses (Scientific approach for Diploma Thesis and Presentation and

Analysis of Experimental Data through computer). Furthermore, an oral defense of the Diploma Thesis by the examination committee is necessary.

The Department's mission clearly states that it is to promote the development of practical training and experience exchange with different partners associated to Sport Sciences, Education and Health. The Department has developed a platform system in which students register and apply for their practical training. There are three different main platforms for the practical training: (a) practical training in primary and secondary schools, (b) practical training in the specialization, and (c) practical training in the framework of praxis implementation. The practical training is considered critical in the students' education as well as developing job-specific and broader skills. The Department has developed relationships with partners within and outside of the city Komotini. Stakeholders from the educational, clinical or commercial sectors, hospital and clinical staff are consulted and integrated in practical training. Its role is to improve the training possibilities and to ensure the graduates find employment in a variety of work environments. All three programmes offer practical training for the Departments' students and it was clear that they were well prepared which provided evidence that the planned aims of the curriculum have been successfully implemented. Private interviews with educational, club, hospital, clinic staff and students revealed their satisfaction with the level of knowledge and support from the Department and the University as a whole. The interaction of the students with the training staff is supported by the advising professor who help to improve the quality of the clinical and practical training of the students. The discussions of the AP with the students indicated that the students are, in general, very satisfied with the quality of their studies and educational experience. Further, the academic interaction and collaboration between staff and students seems to be excellent. The efforts made by the academic staff in recent years to implement essential elements for the quality assurance of teaching and the effectiveness of their teaching are notable and there is evidence that the staff has already achieved a number of their goals and objectives.

### Panel judgement

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

### Panel Recommendations

The Department has some external visibility especially through the teaching and student mobility in the ERASMUS programme within the European Community, however and especially the students' mobility is quite low (i.e. 6 to 8 students). The AP members recommend an increase in the mobility of the students and teaching staff of the Department.



## Principle 5: Teaching Staff

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

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

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

### Study Programme compliance

The policy of the Department for staff recruitment is clear, transparent and in accordance to the Law (ΔΠΘ/ΣΥΓΚ/44229/1596/22.05.2017 ΦΕΚ Β΄ 2058/15.06.2017) for University staff selection and qualification. The academic staff members of the Department are, from a scientific point of view, very competent to teach and adequately educate the students according to the curriculum of the undergraduate programme. They are able to transfer new scientific information and knowledge to the students in an effective way and their ability to organise and deliver the necessary teaching material is reflected in the feedback and very positive comments of the students. They use appropriate internationally accepted practices, processes and methods for effective teaching throughout the four year studies. The teaching approach includes theoretical lectures and laboratory applications and hands-on learning in several disciplinary areas of Physical Education and Sport Sciences. This process is successful for theoretical lectures, supported by the existing departmental technological and electronic learning resources and equipment. All staff selection processes are supported from the electronic system ΑΠΕΛΛΑ which is controlled from the Ministry of Education Research and Religion affairs including national and international experts.

The Department offers appropriate labs and opportunities for qualitative and quantitative research and can provide important contributions to the professional development of the teaching staff. The library is at a good international level offering many possibilities for learning and developmental opportunities. Many international journals and books are available electronically for the staff and students allowing quick access to new scientific information. The Department uses a number of processes to motivate the academic staff to improve and expand their professional development. These processes include: teaching mobility with different EU-Universities using the ERASMUS-Mobility programme, recognition and award of staff members that provided excellent teaching quality, financial support of staff members who are involved in teaching mobility activities and financial support of staff members for participation in an international conference. The Department has adequate collaborations with different National as well European Universities. The academic staff can therefore participate and experience a large range of

mobility and exchanges with other Sport Science Departments. The teaching mobility of the European exchange programme ERASMUS is a significant element of the departmental curriculum contributing to the improvement of the teaching quality.

The workload of the teaching staff is at least 6 and not more than 12 hours per week which is comparable to the international standards. The mentioned workload allows opportunities for high level research activities for the scientific staff of the Department. The research work of the Department is focussed in different scientific areas including the three main curriculum disciplines of the undergraduate programme (i.e. training, education and health sciences). There was also evidence of an appropriate linking between teaching and research. It is quite clear that the Department invested time and effort in recent years to promote research and encourage the academic staff to conduct research in the scientific areas and academic disciplines of the Department. A significant number of the Department's members recognize the urgent need for research on health promotion and disease prevention through physical activity, exercise and sports participation. It is noticeable that the active researchers in the Department encourage and promote research participation at the graduate as well as at the undergraduate level. It is also evident that the majority of the Department's laboratories are of good quality with updated equipment that allow for high quality and competitive research. The Department support the link between teaching and research with several mechanisms (i.e., inclusion of numerous books and integration of actual scientific papers in the teaching process, integration of research methodology courses very early in the curriculum, writing an independent final thesis and students' participation in research activities during the UG study programme). The research produced by the Department is visible to the relevant scientific community through the standard dissemination channels of scientific journal publications and national and international conference communications. However, there are no significant research awards or prizes that are awarded to more established groups with a significant record of focused, sustained and high quality work.

All teachers and courses are individually assessed and evaluated at the end of every semester by students according to the Law 4009/2011 as well as to the relevant instructions and guidelines of the ADIP as part of the internal evaluation processes of the University. Students are asked to complete anonymously online questionnaires for each teacher and each course, which covers a wide range of questions about consistency, academic responsibility, teaching ability, bibliographic competence, teaching methods, use of new technologies and suitability of the learning materials. The results are analyzed from the ΜΟΔΙΠ and each member of the Department has access to the analysis in order to monitor the evaluation progress. Assessment of teaching ability is one of the key criteria for evaluating Department members for their recruitment and development.

The staff of the Department are interested and motivated to increase its research output. The members of the Department, conduct individual research as well as research with other members of the University in the areas of their interests. Furthermore, it is visible that there are several collaborative research initiatives with other national as well as foreign Universities. However, it is difficult to identify a unique strategic plan or a coordinated process for research conducted by the members of the Department, providing a clear vision and policy that includes intended/specific scientific objectives to support and enhance innovative and competitive research. One of the most important reasons that hinder a research strategy in specific scientific areas within the different scientific sections of the Department is the high amount of research directions. A research committee aiming to plan, define and supervise the necessary steps for the scientific development of the department is urgently required.

### Panel judgement

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

### Panel Recommendations

The AP members recommend the establishment of a Research Committee (RC). The RC should provide and coordinate the strategic vision of the Department in a high quality research environment and assess the research quality of the proposed research projects.

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

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

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

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

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

### **Study Programme compliance**

The Department has high quality buildings and facilities that are concentrated in a single University campus location, are modern, and purposefully built and allow the teaching staff to prepare and deliver high quality and effective theoretical as well as practical teaching sessions. The building facilities and infrastructure are new and their quality is comparable not only to the best Greek-Departments but also to European and American Universities. Last, but not least, there is an impressive and seemingly effective infrastructure that supports and encourages students with disabilities and learning difficulties. The building of the Department has an access ramp and two elevators allowing persons with disabilities to access all areas of teaching, education and research.

The department policy to simplify administrative procedures is supported by an electronic registration and administration system. Most procedures related to student registration, teaching, and administration are processed electronically. The lecture and seminar halls include a well-designed network of electronic support which contributes to the quality of teaching. The majority of teaching modalities are prepared and delivered electronically and in this way the efficiency and flexibility of teaching has been improved. The technical equipment of the department and laboratories has been improved in recent years and in general the department has facilities that are of a good international quality standard. The Department has one general laboratory named “Physical Education and Sport Science” laboratory. The basic functions and activities of the “Physical Education and Sport Science” laboratory are determined by internal Rules of the Department and operates as a single unit with 6 sub-laboratories (Therapeutic Exercise and Rehabilitation, Biomechanics, Clinical and Exercise Physiology, Physical Activity and Motor Performance, Physical Performance, Recreation and Sport Tourism). The Department has also its own Library, which is housed in its own autonomous building. The Library includes bibliographical sources (18,000 specialized books, scientific journals, dictionaries and reference works), as well as online databases in order to support teaching and research.

Democritus University of Thrace has approved scholarships for the undergraduate students by decision of the Senate (No. 84/45 / 25.07.2017) since 2017. The scholarship is awarded for ten months. The number of scholarships and the amount of money awarded are determined by recommendation of the University Research Committee, for each academic year. The Scholarships are awarded based on the grade of the students in a hierarchical order. However, the amount of scholarships are very limited for the student population size of the Department because of deficits in financial resources. The number of scholarships and the amount of money awarded are determined each year according to the current ELKE resources. Although the Department makes concrete efforts to streamline the management and operation of the scholarships, the main part of the problem seems to be the financial support of the project, a problem that is located in the central administration of the University and especially the financial support by the ELKE. A restructuring of part of the overhead money from the research activities and the postgraduate programmes of the Department by ELKE would offer important improvements in the financial status and will increase the independence of the Department from central resources.

The University provides a set of benefits to students aiming to support them during their studies. These include the provision of accommodation and meals (for students with low income), housing allowance and counseling, promoting constructive learning, academic success, and socialization of students, with peculiarities and disabilities. At the same time electronic services are provided that support the educational process. The AP believes that the Department has well defined policies to seriously address environmental issues, as well as to address issues related to health within the campus. There are excellent sports facilities on the campus that may improve students exercise training and there were many positive comments about the quality and the number of cultural activities sponsored by the University. The Department provides clear and transparent information for all the students about the available services and activities, including programmes that offer scholarships, student and teaching mobility, planned sport events, etc.

The administrative support of the Department is efficient and of very good quality. Although the resources of the Secretariat are limited, they are able to organize the whole administrative workload of the Department quite effectively. The students are informed about all available services and in general there is a very efficient, transparent, and good-natured communication in the Department between students, academic, and administration staff.

### Panel judgement

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

### Panel Recommendations

The AP members recommend, a part of the overhead money from ELKE achieved from research activities and postgraduate programmes fees to be reallocated in the Department.

## Principle 7: Information Management

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

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

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

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

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

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

### Study Programme compliance

The School and Department of Physical Education and Sport Science (SEFAA) - TEFAA annually collects and reports information on its activities including: programmes offered, expected learning outcomes, student progression, student demographics, the applied teaching and learning processes, course assessment, and faculty evaluations. Information is also provided on the professional employment of their graduates. The TEFAA and OMEA secretariats are responsible for managing information for students and graduates and are shared through <http://modip.duth.gr/>.

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

- The official website of TEFAA, [www.phyed.duth.gr](http://www.phyed.duth.gr)
- The descriptive characteristics of both students, as well as the teaching staff of the Department, are collected and accessed through dedicated software (Integrated Quality Assurance System) provided by MODIP, <http://modip.duth.gr/>
- Courses are managed through the Asynchronous Platform DUTHNET eClass used by teaching staff and active students of TEFAA, undergraduate, postgraduate and PhD candidates, <https://eclass.duth.gr/>
- To facilitate students there is a Teaching Assistance System (ClassWeb) which manages and updates the students, <https://classweb.duth.gr/main.asp>
- There is also a Student Secretariat (Unistudent) system, through which students have access to the information they need on their courses, <https://unistudent.duth.gr/>

From the academic year 2009 to 2017, course evaluations were carried out using a printed questionnaire. From 2017 and currently, course evaluations are carried out through the MODIP system. This information is disseminated to teachers through information sessions at the end of the year, held for all teachers of the Department, followed by discussions to identify results and any suggested changes from the evaluations. Also, each lecturer receives from OMEA of TEFAA - DUTH and by MODIP, a personal email that includes:

- individual assessment for each course (and section)
- his/her overall assessment (of all courses - courses taught and evaluated) for the academic year
- a cumulative assessment
- the overall assessment of all teachers for the academic year
- the cumulative evaluation of all teachers for the academic year carrying out the evaluation, so that each teacher can compare his or her own assessment with all faculty members

These results are monitored and communicated to staff for future reference and action if required.

Department information, study guides, information leaflets on activities, and policies and regulations for both undergraduate and graduate students, Postgraduate and Doctoral Programmes of the Department are distributed in hard copy but also through TEFAA's official website [www.phyed.duth.gr](http://www.phyed.duth.gr). Data collected are properly and consistently presented in a way that allows direct interpretation and comparison.

#### Panel judgement

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

#### Panel Recommendations

Students that the AP members met with expressed that they have seen changes made to courses and teaching styles from semester to semester. Although they did express that the changes are typically made for the next class and not the current class. Faculty can provide an informal course evaluation periodically through the semester to gauge any changes that the students feel may benefit their learning. This may help address the issue of changes only helping students in the next semester/class.

## Principle 8: Public Information

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

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

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

#### Study Programme compliance

The official website of the Department provides information to any interested party, such as, undergraduate, graduate, and postgraduate students, alumni, members of the academic community, interested candidate students, as well as anyone interested in learning about the activities and offerings of TEFAA-DUTH either from Greece or abroad. The Department makes extensive use of information technologies and communication for all curriculum processes including: organization of education, teaching, monitoring of participation in the learning process, evaluation of academic performance, updating various stakeholders, and Contact methods. In particular, all courses can be accessed on the eClass platform and is used to communicate with students, provide digital educational materials, submitting assignments, grades, etc.

Special secretarial software (Unistudent) is used to support the organization of the educational process (selection of courses by students, breakdown of students into departments, registration of attendance in compulsory courses). Through the official website, TEFAA ([www.phyed.duth.gr](http://www.phyed.duth.gr)) publishes and communicates all information relevant to its activities as well as provides a communication network including:

- The e-class platform used by the teaching staff and active students
- The official website of the International Conference of TEFAA-DUTH. Organized for 27 consecutive years <https://www.icpess.gr>
- The official website of the scientific magazine "Sport and Society" <http://ojs.staff.duth.gr/ojs/index.php/ExSoc>
- Information on TEFAA's activities (conferences, presentations, speeches, etc.) are systematically publicized in electronic form through their Newsletter <http://83.212.146.66/undergraduate/images/files/alumni/>
- Social media profiles:
  - <https://www.facebook.com/groups/112680124972/>
  - <https://www.facebook.com/tefaa.komothnhs>
  - <https://www.facebook.com/icpesduth/>

The site provides a large amount of information and is structured through the following subheadings: Home, Studies, Research, Activities, Publications, Graduates, Services, Contact, and Announcements. Through the various subheadings information can be found related to description of the programmes, information on the structure, the rules of operation of the undergraduate programme, information on events (seminars-conferences, etc.), CVs and contact details of each faculty member, the hours and ways of communicating with the faculty. The TEFAA Quality Policy Statement of the Democritus University of Thrace is available online under the Evaluation tab:



[http://83.212.146.66/undergraduate/images/files/home/external\\_eval\\_report10.pdf](http://83.212.146.66/undergraduate/images/files/home/external_eval_report10.pdf). Data is collected, analyzed and reported on an annual basis or as it becomes available and is up-to-date and easy to find. The head of Department checks the information continually, the website and reports are updated with the help of the Department, staff and technology staff members

#### Panel judgement

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

#### Panel Recommendations

The website is very well maintained and laid out. Links work, information is easily available and easy to find. However, in comparison to the Greek version, the English version of the website has links that are only available in Greek. The information should mirror one another and all information should be available in both the English and Greek languages. This will help as the programme continues to seek additional opportunities outside of Greece.

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

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

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

*The above comprise the evaluation of:*

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

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

### **Study Programme compliance**

The School and the Department of Physical Education and Sport Science (SEFAA - TEFAA) monitors and revises its curriculum annually, with the aim of maintaining a high level of education and the creation of a supportive and effective learning environment for its students. In particular, the programme curriculum is regularly reviewed and revised with the involvement of students and other stakeholders.

The Department's programme is updated every academic year. The Curriculum Committee makes a written recommendation for possible changes, modifications, and improvements to the current programme, which is presented to the General Assembly of the School and the Department. The General Assembly then decides on the implementation of the proposed changes in a meeting held at the end of the spring semester of each academic year. The Curriculum Committee together with OMEA oversee the distribution of courses in the overall programme curriculum, the student workload and evaluation, and the agreement of the learning outcomes of the courses with the learning outcomes of the curriculum. Faculty members are responsible for updating their courses, the creation of the learning outcomes, and the way students are evaluated. These modifications are made in conjunction with all professors of the course and according to the results of the student performance, student assessment and evaluations, feedback from the student body (student representatives are used) and learning outcomes. The updated curriculum is approved by the Assembly of the Department and is forwarded for approval by MODIP.

An internal evaluation process is conducted every year with the aim to control procedures and processes of the Departments, including the Department's quality assurance, management of necessary resources, setting quality assurance objectives, collection and reporting of quality data (measurement, analysis and improvements), information disclosure, external evaluation, as well as teaching and research data, and

administrative work. These results are shared through annual reports (internal annual report). MODIP monitors, coordinates and supports the evaluation of the academic units of the University as follows:

1. Decision on the subject and date of the internal evaluation by the MODIP and briefing the Department.
2. Election by decision of the Assembly of the Department of the members of the faculty who will form the OMEA and will coordinate and conduct individual evaluations, and the internal evaluation of the Departments.
3. OMEA meeting of the Department for the division of data collection responsibilities and conducting the annual internal evaluation of the Department.
4. Conducting the evaluation (through MODIP's platform, for the evaluation of teachers, teaching, courses, and learning outcomes)
5. Data collection by OMEA with the cooperation of the Secretary and its member Department Secretariat.
6. Preparation of the internal evaluation of the Department by OMEA. Coordinates the preparation of the evaluation reports of the department and submits them to ADIP.
7. Feedback provided by MODIP to the Departments for the purpose of appropriate corrective action or preventive actions that may be necessary.

The following stakeholders are involved and documents are produced:

**Stakeholders:**

- The President and Members of MODIP
- The Secretary of MODIP
- The Chairman and members of the TEFAA - OMEA
- The Secretary of TEFAA
- The members of the TEFAA Secretariat

**Relevant documents:**

- MODIP Quality Process Manual
- The TEFAA Annual Internal Report
- Quality inventory data, submitted to ADIP
- Student performance
- Results of student/teaching staff questionnaires
- Assessment of learning outcomes by TEFAA
- Graduation data

**Panel judgement**

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

**Panel Recommendations**

Potentially make changes available/announced through the Newsletter to share with outside Stakeholders such as the Alumni, graduates of the school.

## Principle 10: Regular External Evaluation of Undergraduate Programmes

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

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

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

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

### Study Programme compliance

The Department participated in the external evaluation process organized by ADIP in 2008. The Committee of External Experts visited the Department from March, 22-24<sup>th</sup>, 2010. The final External Evaluation Report was received by ADIP and the University in September 2010 and posted on the websites of the Department and ADIP ([http://83.212.146.66/undergraduate/images/files/home/external\\_eval\\_report10.pdf](http://83.212.146.66/undergraduate/images/files/home/external_eval_report10.pdf)).

With the various stakeholders that the accreditation panel members met with, it was expressed the benefit of undergoing this evaluation as it has helped them deliver and improve on the overall educational experience for the students, but also faculty and staff. To achieve its role, OMEA cooperates with the members of its Administration Department, with faculty members, other faculty (undergraduate and postgraduate), undergraduate and postgraduate students, the Department Secretariat and other members of the administration staff and members of the Library of the Department. It was clear that all members took an active role in addressing previous concerns.

Specific concerns addressed include:

- Reduced the number of courses and overlap of its subjects within the curriculum and is now in line with ECTS standards.
- Actions to prevent plagiarism through the purchase and use of software technology to monitor and identify plagiarism.
- Improvements to the dissemination of the results of internal evaluation – clear procedures on how information is collected, disseminated, and can be found on the website.
- Assemble all facilities on campus and maintenance – most are on campus with plans to bring the last few remaining to the campus (i.e. tennis courts), pool has been updated, much more improved facility.

### Panel judgement

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

### Panel Recommendations

Increase in administrative and technical staff (Foundation responsibility) – There is one staff member for technical support and two staff members for administrative work. They service all faculty and students. Additionally, it was expressed that more janitors are needed as there are only two people for the entire campus.

Recognition of professional rights in the field of exercise and health from the State.

Keep track and share data related to graduation and placement (where they are employed after graduation) of students. This can be shared via the Newsletter to increase collaboration between faculty, students and alumni.

## **PART C: CONCLUSIONS**

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

- Overall, the structure of the programme is well described, the course content is up to date and the current format of the curriculum reflect the current professional needs of the students. The examination system is well structured and supported administratively. It is essential that all courses and examinations - including those within the sport skills areas – are defined clearly with objective criteria for each grade. The practical training is considered critical in the students’ education as well as developing job-specific and broader skills. The Department has developed relationships with partners within and outside of the city Komotini. Stakeholders from the educational, clinical or commercial sectors, hospital and clinical staff are consulted and integrated in practical training. Its role is to improve the training possibilities and to ensure the graduates find employment in a variety of work environments. All teachers and courses are individually assessed and evaluated at the end of every semester by students according to the Law 4009/2011 as well as to the relevant instructions and guidelines of the ADIP as part of the internal evaluation processes of the University.
- The Department has high quality buildings and facilities that are concentrated in a single University campus location, are modern, and purposefully built and allow the teaching staff to prepare and deliver high quality and effective theoretical as well as practical teaching sessions. The building facilities and infrastructure are new and their quality is comparable not only to the best Greek-Departments but also to European and American Universities. Last, but not least, there is an impressive and seemingly effective infrastructure that supports and encourages students with disabilities and learning difficulties.
- Clear procedures dealing with all elements of the University, from course schedule, student support, research activities, data collection and dissemination, to student affairs and opportunities.
- Close collaboration and adoption of MODIP efforts and ADIP standards.
- Upkeep of facilities and the plan to bring all courses and facilities to one central location
- Yearly review of course curriculum, student satisfaction, needs assessments and results of evaluations for a collective and transparent decision making process for the improvement of the University as a whole.
- Student-centered teaching focus as well as a reputation of a family like atmosphere.

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

- Support and cleaning staff to address the needs of the students and faculty.
- More scholarship funds to be secured or reallocated.
- Overall financial resources to ensure maintenance of the programme and support for the students.
- Some website links are only provided in Greek.

### III. Recommendations for Follow-up Actions

- The AP members recommend an increase in the mobility of the students and teaching staff of the Department.
- The AP members recommend the establishment of a Research Committee (RC). The RC should provide and coordinate the strategic vision of the Department in a high quality research environment and assess the research quality of the proposed research projects.
- The AP members recommend, a part of the overhead money from ELKE achieved from research activities and postgraduate programmes fees to be reallocated in the Department.
- Additional financial resources to secure additional staff members such as office administrative staff, technical staff and janitors.
- More support from the State to return and provide funds/resources for scholarship and research initiatives.
- Website should mirror each other and all links should be provided in both Greek and English languages.
- Recognition of professional rights in the field of exercise and health from the State.
- Keep track and share data related to graduation and placement (where they are employed after graduation) of students. This can be shared via the Newsletter to increase collaboration between faculty, students, and alumni.
- Any key changes or activities should be made available/announced through the Newsletter to share with outside Stakeholders such as the Alumni, graduates of the school, and interested stakeholders.

### IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: 1,2,3,4,5,6,7,8,9,10

The Principles where substantial compliance has been achieved are:

The Principles where partial compliance has been achieved are:

The Principles where failure of compliance was identified are:

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

**The members of the Accreditation Panel for the Undergraduate Programme**  
**Physical Education and Sports Sciences**  
**Democritus University of Thrace**

Name and Surname

Signature

- **Prof. Adamantios Arampatzis (Chair)**, Humboldt University Berlin, Berlin, Germany
  
- **Associate Prof. Kostas Karadakis**, Southern New Hampshire University, Hookset, United States of America
  
- **Associate Prof Stefanos Volianitis**, Aalborg University, Aalborg, Denmark