



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

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Αθήνα, 12-11-2024

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ΑΠΟΦΑΣΗ ΠΙΣΤΟΠΟΙΗΣΗΣ

Το Συμβούλιο Αξιολόγησης και Πιστοποίησης της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ)

Έχοντας υπόψη:

1. Τις διατάξεις του Ν. 4653/2020 (ΦΕΚ 12/Α'/24-01-2020) «Εθνική Αρχή Ανώτατης Εκπαίδευσης. Ειδικοί Λογαριασμοί Κονδυλίων Έρευνας Ανώτατων Εκπαιδευτικών Ιδρυμάτων, Ερευνητικών και Τεχνολογικών Φορέων και άλλες Διατάξεις», όπως ισχύει.
2. Την υπ' αριθμ. 18135/Ζ1/7-2-2020 Απόφαση της Υπουργού Παιδείας και Θρησκευμάτων (ΦΕΚ 94/τεύχος ΥΟΔΔ/7-2-2020), περί διορισμού του Προέδρου του Ανώτατου Συμβουλίου της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ), την υπ' αριθμ. 16384/Ζ1/15.02.2024 απόφαση του Υπουργού Παιδείας, Θρησκευμάτων και Αθλητισμού (ΦΕΚ 137/τ. ΥΟΔΔ/19-02-2024), περί παράτασης της θητείας του Προέδρου του Ανώτατου Συμβουλίου της ΕΘΑΑΕ, καθώς και την υπ' αριθμ. 88986/Ζ1/1.08.2024 απόφαση του Υπουργού Παιδείας, Θρησκευμάτων και Αθλητισμού (ΦΕΚ 846/Υ.Ο.Δ.Δ/7.8.2024) περί της ανανέωσης της θητείας του Προέδρου του Ανώτατου Συμβουλίου της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ).
3. Την υπ' αριθμ. 15650/23-04-2020 Απόφαση του Προέδρου της ΕΘΑΑΕ (ΦΕΚ 329/τ. ΥΟΔΔ/04-05-2020) «Ορισμός των μελών του Συμβουλίου Αξιολόγησης και Πιστοποίησης (ΣΑΠ) της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ)», όπως ισχύει.
4. Την υπ' αριθμ. 46866/31-10-2024 Έκθεση Πιστοποίησης της Επιτροπής Εξωτερικής Αξιολόγησης & Πιστοποίησης του ΠΜΣ Ψυχολογία Αθλητισμού, Άσκησης και Φυσικής Αγωγής του Τμήματος Επιστήμης Φυσικής Αγωγής και Αθλητισμού του Πανεπιστημίου Θεσσαλίας.
5. Την 44η/11-11-2024 συνεδρίαση του Συμβουλίου Αξιολόγησης και Πιστοποίησης, θέμα 2 «Έγκριση εκθέσεων πιστοποίησης – Χορήγηση πιστοποίησης».

ΠΙΣΤΟΠΟΙΕΙ ΟΤΙ

το Πρόγραμμα Μεταπτυχιακών Σπουδών

**Ψυχολογία Αθλητισμού, Άσκησης και Φυσικής Αγωγής
του Τμήματος Επιστήμης Φυσικής Αγωγής και Αθλητισμού
του Πανεπιστημίου Θεσσαλίας**

συμμορφώνεται πλήρως με τις αρχές του Προτύπου Ποιότητας για την Πιστοποίηση των Προγραμμάτων Μεταπτυχιακών Σπουδών της ΕΘΑΑΕ και τις Αρχές και Κατευθυντήριες Οδηγίες για τη Διασφάλιση Ποιότητας στον Ευρωπαϊκό Χώρο Ανώτατης Εκπαίδευσης (ESG), για το επίπεδο σπουδών 7 του Εθνικού και Ευρωπαϊκού Πλαισίου Προσόντων.

Η διάρκεια ισχύος της πιστοποίησης ορίζεται για πέντε έτη, από 11-11-2024 έως 10-11-2029



Ο Πρόεδρος της ΕΘΑΑΕ

Καθηγητής Περικλής Α. Μήτκας



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή





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Accreditation Report
for the Postgraduate Study Programme of:
Psychology of Sports, Exercise and Physical Education
Department: Physical Education and Sport Science
Institution: University of Thessaly
Date: 8 July 2024



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of Physical Education and Sports Psychology (former Psychology of Exercise) of the University of Thessaly (Institution name) for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of Physical Education and Sports Psychology (former Psychology of Exercise) of the University of Thessaly (Institution name) comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Assoc Prof. George Panayiotou (Chair)
European University Cyprus

2. Prof. Panagiota (Nota) Klentrou
Brock University

3. Prof. Panos Vostanis
University of Leicester

4. Mr. Thalys Boutsiarakos PhD (c)
Panteion University of Social and Political Sciences

II. Review Procedure and Documentation

Before the online visit, the External Evaluation & Accreditation Panel (EEAP) received a long list of documents from the Postgraduate Study Programme (PSP), which contained the proposal for accreditation, information on student and faculty characteristics, the PSP's aims, examples of course assignments, etc. Overall, these documents were sufficient in number and quality to proceed with the accreditation.

Meetings and discussions were held online on 08/07 and 09/07/2024

Day 1. 08/07/2024

10:00-11:00. The EEAP met privately to discuss the PSP and to distribute the load of writing the report (different members were the lead for the different principles).

16:30-17:30. The EEAP met with the head of the Department, Professor Nikos Digelidis; the head of the PSP, Professor Antonis Hatzigeorgiadis; as well as MODIP staff/members: Prof. Nikolaos Strimpakos (MODIP member); MODIP Coordinator Ms Eleni Tsironi, and MODIP staff member Ms Dimitra Manou. Professor Ioannis Theodorakis from OMEA and PSP's Steering Committee was in attendance. A short overview of the postgraduate programme (history, academic profile), current status, strengths, and possible areas of concern were presented and discussed during the meeting, along with the degree of compliance of the programme to the Standards for Quality Accreditation. The EEAP requested to be provided with electronic samples of student assignments, thesis, exam papers & other examination material. The material was timely uploaded on HAHE's platform.

17:30-18:00. Professor Antonis Hatzigeorgiadis directed an online tour of the classrooms, lecture halls, libraries, laboratories, and other facilities related to the PSP, with the participation of Ms Maria Koutsianiti, an Administrative staff member, and Mr Konstantinos Tannas, an Administrative and Technical Support personnel. The EEAP discussed issues related to the facilities and the learning resources with participants to ascertain that the learning materials, equipment, and facilities are adequate for the successful provision of the PSP.

18:00 – 18:30. After the department and PSP leadership meeting, the EEAP met privately to discuss their impressions of the presentations and the ensuing discussions.

Day 2. 12/06/2024

15:00-15:45. Meeting with faculty of the PSP including Professor Athanasios Papaioannou; Professor, Nikolaos Comoutos; Associate Professor Maria Hassandra; Assistant Professor,

Ioannis Morres; and Assistant Professor, Evangelos Galanis. During the meeting, the EEAP discussed issues related to their professional development opportunities, mobility, and competence with participants. Adequacy of the teaching staff to ensure learning outcomes acquisition, faculty members' workload, evaluation by students, the link between teaching and research, teaching staff's involvement in applied research, projects and research activities directly related to the programme; possible areas of weakness were also discussed.

16:00-16:45. Online meeting of the EEAP with five (5) students of the PSP, as follows: Theodoros Proskinitopoulos, 1st year; George Michailidis, 1st year; Iliana Mpouzinou, 2nd year; Eleana Zeverdinou, 2nd year; and Apostolos Maretis, 2nd year. The objective of the meeting was to explore students' satisfaction from their study experience and Department / Institution facilities; students' input in quality assurance; priority issues concerning student life and welfare. Other issues discussed were related to potentially strong and weak points of the PSP, students' relationship with the faculty, workload issues, study duration and certification issues.

17:30 – 18:15. Online Meeting with PSP Graduates including Theodora Tzatzaki, Sport Psychology Consultant; Christina Kalavrou, Occupational Therapist for Kids with Disability, Katerina Kontantinou, Fitness Trainer – Sport Psychology Consultant / PhD student; Vassilis Mathas, Physical Education Teacher / Football Coach; Vassilis Xernos, Psychologist - Sports Psychologist; Evangelos Manolopoulos, Psychologist - Sports Psychologist; and Vassilis Vertoudakis, Psychologist - Sports Psychologist. The objective of the meeting was to discuss the experience of the PSP Graduates with their postgraduate studies and career path.

18:30 – 19:15. Online meeting with stakeholders (employers, social partners) of the PSP including George Loules, Executive Committee, Hellenic Association of Football coaches; Fotis Panagiotounis, Therapy Center for Dependent Individuals (KETHEA), Education Department; Gratsani Stamatia, Mental Health Center, Director; Apostolos Papaparis, Center for Asylum Seekers, General Manager; and Antonis Seiman, Table Tennis Coach, FAS Trikalon. During the meeting, issues related to the cooperation of the PSP with external stakeholders from the private and the public sector were discussed along with their interaction in terms of providing feedback on PSP content to serve better the needs of the industry and society in general. The stakeholders' impressions of the PSP graduates' academic background and employability were also deliberated.

19:30 - 20:00. EEAP members held a private debrief meeting, during which they discussed the virtual visit's outcomes and formulated a brief report to be presented to the PSP officers in the final session.

20:00 - 20:30. A closure meeting was held with Prof. Antonis Hatzigeorgiadis, Director of the PSP; Prof. Nikolaos Digelidis, Head of the Department; Prof. Nikolaos Strimpakos, MODIP member; Ms Eleni Tsironi, MODIP Coordinator; Ms Dimitra Manou, MODIP staff; and Prof. Yannis Theodorakis PSP Steering Committee/ OMEA member. The EEAP acknowledged the well-organised and smooth accreditation procedure, presented the major preliminary findings, which were positive in all aspects of the accreditation, and clarified a few items that were unclear from the discussions and the submitted documents.

III. Postgraduate Study Programme Profile

The PSP is one of the several PSPs of the Department of Physical Education and Sports Science (TEFAA) of the University of Thessaly. The Department was founded in 1994 and has consistently achieved significant accomplishments, resulting in the highest position in international rankings compared to all local and international Greek-speaking Physical Education and Sport Science Departments. Noteworthy is the inclusion of several faculty members in Stanford's Top 2% Scientists list.

The PSP has operated continuously for fifteen (15) years and, for a certain time, was part of an Erasmus Mundus international network. It is the only one of its kind in Greece and one of the few in Europe, apart from the United Kingdom, focusing on psychology in sport, exercise and physical education. Initially, it functioned under the name Master of Exercise Psychology (Government Gazette 1359/01.08.2007 Vol. B'), while it was later renamed Master of Psychology of Physical Education and Sport (Government Gazette 3679/29.08.2018 Vol. B'). Since 2021, it has been operating as a Master of Psychology of Sport Exercise and Physical Education (Government Gazette 4466/29.09.2021 Vol. B). It specializes in studying human behaviour in sports and physical activity settings, including the course of physical education and the practical application of this knowledge towards the promotion of health, performance and quality of life. Its main objective is to develop experts with knowledge and skills in counselling athletes and physical activity participants, graduates with skills to lead programmes that promote physical activity, health and quality of life, and education professionals with expertise in the psychology of physical education and health education. The PSP's teaching staff consists of internationally renowned full-time faculty of the University of Thessaly's TEFAA, other Departments of the University of Thessaly, other universities in Greece and abroad, as well as members of Special Teaching Personnel, Laboratory Teaching Staff and Special Technical Laboratory Staff. Moreover, instructors include emeritus professors or retired ex-faculty members, collaborative faculty members, visiting professors or researchers, and renowned experts.

The duration of the studies is three (3) semesters of a total load of ninety (90) ECTS evenly distributed among the three (3) study semesters, with an elective research thesis element during the last semester or participation in additional internship together with enrolment in two elective courses. The language of instruction is English, while students may choose between Greek and English for assignments and examinations. The program is mainly attended by local or international graduates from the undergraduate programs of Physical Education and Sport Science (at least 25%), Psychology, and Education or professional physical education instructors, sports trainers, coaches, psychologists, and teachers. The total tuition for the PSP is 4000 euros. The admission criteria and the maximum weighting they each carry are as follows: Bachelor's degree (25%), Senior Project (5%), Professional experience (5%), Publications in scientific journals (15%), Presentations at scientific conferences (5%), Participation in a research project (4%), Certified knowledge of English (16%), Possession of a Second Degree (5%), Possession of a Master's Degree (5%), Research Proposal / Application Proposal (15%). Candidates' applications have consistently outnumbered the available posts,

so the above criteria are considered in the final selection. Regarding the candidates' background, they mainly come from sports science, physical education studies, and social sciences, and fewer come from other related health and rehabilitation sciences.

Several graduates have progressed. Their professional prospects are primarily connected with continuing their careers to important positions of responsibility in their work (e.g., primary, secondary, and tertiary education, sports clubs, and organisations). In all cases, prospects for the graduates have been historically excellent because of the programme's reputation, subject area, and connection to agencies and the community.

Part B: Compliance with the Principles

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP Quality Assurance Policy and Goal Setting have been successfully developed and effectively communicated to all stakeholders. Aligned with the Institutional Quality Policy framework, these initiatives are dedicated to enhancing the curriculum and its educational, research, and administrative performance. The objectives and quality indicators are meticulously defined, and their achievement indicators are realistic, reflecting the success of the current system.

The PSP staff members' extensive engagement with the PSP is a testament to their dedication and willingness to develop, implement, and optimise the PSP's Quality Assurance Policy. Their efforts have not gone unnoticed, as all objectives are accomplished, reflecting

their commitment and competence.

Although effective and reasonable, the Quality Goal Setting of the PSP leaves room for further development. This could involve the addition of more Key Performance Indicators (KPIs) and/or introducing new Strategic Goals. Such expansion would ensure the high-quality delivery of instruction, the alignment of all Learning Outcomes (LOs), instructional approach and assessment format with the European and National Qualifications Framework (EQF and NQF) for Higher Education - level 7. Including a specific strategic objective regarding the PSP's societal contribution would also be beneficial, aligning with the academic institutions' mission.

II. Analysis

Since the first year of its operation, an Internal Evaluation Group (OMEA) committee has been established at the PSP, the main objectives of which is to conduct the evaluation process of the courses by the students, the preparation of the annual and quadrennial evaluation reports of the Department as well as the submission of annual evaluation reports to the Institution's Quality Assurance Unit (QAU - MODIP). Furthermore, the objective of the QAU is to recommend to the competent bodies of the Department procedures for improving the quality of the education provided to students, to evaluate the level of the research process and the administration of the Department and the PSP, and to monitor the achievement of the SMART objectives set for the Department and the PSP. It is the opinion of the EEAP that the OMEA could be more actively involved in assuring the quality of each course of the PSP in addition to students' evaluation. The OMEA could be engaged in evaluating the design, delivery and assessment of the courses' Learning Outcomes (LOs) in compliance with the EQF and NQF – level 7 and in addition, it could help minimize possible content overlapping.

Based on the content of the PSP's Quality Assurance Policy, it is clear that the policy is appropriate for the postgraduate level, demonstrating the suitability of the structure and organisation of programme and includes a clear commitment of the academic unit towards its implementation and continuous improvement. The policy is published on the academic unit website and timely disseminated to the academic staff. The qualifications and expertise of the PSP's teaching staff are appropriate for the postgraduate level, and the level of demand for the graduates' qualifications in the labour market is successfully met. An efficient utilisation of the PSP's financial resources is evident, whereas an annual review and audit of the PSP's quality assurance system are taking place.

The main objectives of the PSP are related to continuous improvement of quality in education and research, the improvement of the quality of processes and services and working conditions, transparency at all levels, and promotion of the scientific work carried out in the Department to society and the scientific community. The goals mentioned above are approached through clearly defined Strategic Objectives which relate to the following:

Strategic Goal A. *“Systematization of student progress monitoring and increasing the interest in the PSP”.*

The first Strategic Goal is approached through two Quality Objectives (QO), which relate to monitoring students' progress and performance (Quality Index A1: QI-A1) and recruiting students with a strong interest in the scope of study of the MSc (Quality Index A2: QI-A2).

Concerning QI-A1, the increase in the frequency of meetings with Academic Advisors per academic semester from the current one (1) to two (2) per semester (KPI-A1.1) and the reduction of the percentage of graduates with a duration of >n+1 year from 30% to 25% were recorded as KPs (KPI-A1.2). About QI-A.2, the increase in the average number of applications to enrol in the programme from 36.2 to 45 is set as a KPI.

The EEAP feels that an increase in interactive assessment activities within courses (e.g. forums, group exercises, peer instruction) could be introduced as an additional KPI so that student progress is not only assessed by exams, assignments and other exercise types. In this way, it is considered that the more effective acquisition of the LOs of each course will be supported. Moreover, the EEAP believes that increasing the number of enrolment applications from interested parties can be achieved by adopting a targeted promotion strategy with the assistance of specialised consultants. Finally, the possible availability of the programme in a part-time format in addition to the full-time format currently in place (despite the time accommodations provided through the granting of extensions) is likely to remove various personal, professional, and geographical barriers that hinder a considerable number of interested individuals from joining the programme.

Strategic Goal B. *“Strengthening research activities and the dissemination of scientific work”.*

The second strategic goal is approached through two QOs, which relate to increasing the research output (Quality Index B1: QI-B1) and enhancing the recognition of the research work produced (Quality Index B2: QI-B2). In relation to QI-B.1, the increase in the average number of scholarly publications per faculty member (Scopus / Google Scholar) (KPI-B1.1) from 70/144 to 75/150 was recorded as KPI. Concerning QI-B2, the increase in the average h index (Scopus / Google Scholar) from 29/34 to 35/40 (KPI B2.1), the increase in the average number of citations per faculty member (Scopus / Google Scholar) from 1606/4782 to 1700/5000 (KPI B2. 2), the increase in the ratio of the number of final dissertations completed / number of graduating students from 0.7 to 0.8 (KPI B2.3) and the increase in the average value of the h index (Google Scholar) from 33.55 to 40 (KPI B2.4).

Additional KPIs could consider the participation of PSP researchers in a certain number of high-level international research groups and the submission, coordination, and participation in local and internationally funded research projects (Horizon in particular). Recruitment of permanent technical laboratory staff in all the PSP laboratories is particularly important to successfully meeting and enhancing the current strategic goal. Regarding the average number of citations per faculty member (Google Scholar), the set target of 5000 citations (4754 until 16/06/2024) has already been reached, so an adjustment is required.

Strategic Goal C. *“Improving the validity of course assessment”.*

The third Strategic Goal is approached through a quality objective to increase the number of students who evaluated the courses (Quality Index C1: QI-C1). Concerning QI-C1, the Key Performance Index recorded an increase in the percentage of responses in the total number of questionnaires sent in the courses assessed in the previous academic year from a very low response rate of 10% to 60% (KPI C1.1).

The EEAP considers that additional actions can be introduced for course assessment. In particular, international academic practice includes further good approaches in evaluating course instruction by peers and committees of teaching excellence, through which constructive feedback can be provided. This significantly contributes to improving teaching quality and better organisation of courses, particularly the setting up, delivery, and acquisition evaluation of appropriate LOs.

Strategic Goal D. “Strengthening Extroversion”.

The fourth Strategic Goal is approached through a Quality Objective, which concerns the increased number of invited speakers (Quality Index D1: QI-D1). Concerning QI-C1, the rise in the average number of invited speakers per academic year from 10 to 12 is recorded as a KPI (KPI D1.1).

Moreover, the PSP Quality Agenda lacks three important key components to incorporate and accomplish as soon as possible. These relate to ensuring that learning outcomes and qualifications follow the European and National Qualifications Framework for Higher Education - level 7 (deviations have been identified in some courses) and that there is a clear and firm interconnection with the content and methodology of instruction, as well as the assessment format and content.

The Quality Agenda also lacks an objective of promoting the quality and effectiveness of instruction at the PSP. This could be achieved through structured actions addressing induction and continuous vocational training in the instruction competence of academic staff and external collaborators.

Finally, the EEAP considers that “Service to the Community” should also be included in the PSP’s Quality Agenda through specific initiatives and activities, as this constitutes one of the core pillars of the academic institutions' mission (in addition to excellence in teaching and research).

III. Conclusions

A defined Quality Assurance Policy and Quality Measures (KPIs) for the PSP have been developed to cover the Institutional Quality Assurance Policy. The quality target and the degree of achievement of the KPIs are reasonable and appear to be achieved to an extremely satisfactory degree. Further Strategic Goals and objectives and certain KPIs within the existing Objectives are deemed necessary to cover additional aspects of Quality and further enhance the PSP's overall quality level.

Panel Judgement

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

Panel Recommendations

- Consider collaborating with expert consultants to establish a solid promotion strategy for the PSP (in addition to the initiatives already being taken).
- A possible incorporation of interactive learning and evaluation activities may further enhance students' interest and satisfaction.
- Promote the participation of each PSP researcher in a certain number of high-level international research groups.
- Consider expanding PSP funding opportunities, particularly through submission, coordination, and participation in local and internationally funded research projects.
- Consider establishing a framework for the initial and continuous professional development of PSP staff, emphasising advanced pedagogy and teaching methodology as a strategic goal to enhance instruction quality further.
- Consider adopting international academic good practices regarding the promotion of quality and excellence of teaching/ instruction through peers and/ or a pertinent committee (e.g., OMEA) evaluation in addition to students' evaluation.
- Establish a framework for supporting and monitoring the formation, delivery, and assessment of appropriate Learning Outcomes in all modules according to the European and National Qualifications Framework for Higher Education—level 7.
- Consider establishing a quality goal to promote community service within the PSP's academic operation framework.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

The PSP has a well-defined procedure for implementing the expected learning outcomes. The features of the study guide (2022-23) of the PSP “Psychology of Sport, Exercise and Physical Education” include the description and objectives of the programme's organisation, with its educational, scientific, and professional focus.

A clear path for student progression is presented in the study guide, which includes the delivery methods of the curriculum, assessment methods and alignment with the European Course Credits System (ECTS). To obtain the Master's degree, ninety (90 credit units (ECTs) are required, structured into three semesters. There is a clear progress, with two alternative paths for students to choose from:

Nine taught subjects (lessons), two seminars and two practical activities; or seven taught subjects, two seminars, one practical activity and a thesis. Four subjects (all in semester 1), both seminars and the first practical activity, are mandatory, while the remaining subjects and activities are optional (semesters 2-3). All teaching is provided in the English language and face-to-face. Subjects are usually taught in three-day blocks. Each subject involves 36 hours, and each seminar (preparatory for different activities and support materials) takes twelve (12) hours. Each subject is clearly and succinctly structured, with learning objectives, content, delivery approaches, bibliography, assessment process, and criteria (the latter is not for all lessons).

The linking between teaching and research is achieved by integrating the findings of recent research into taught subjects and by engaging students in assignments within the framework of the subjects and the thesis.

Stakeholders and social partners collaborate with the PSP, such as sports clubs, schools, mental health centres and the coaches' association. These provide placements for practical activities and experience, where an accredited Sport Psychologist supervises each student. The Department and PSP are active members of a European network, with regular teaching input from European academics. Up to 30% of accepted students may qualify for waiving fees according to socioeconomic criteria, with the total PSP fees for all other students being set at 4,000 Euros.

II. Analysis

The curriculum is appropriate and meets universally accepted standards for Psychology of Sport, Exercise and Physical Education. Indeed, the Programme has an excellent reputation in the field, both in Greece and internationally, as evidenced by a range of reciprocal educational arrangements. The Programme is highly valued by current Students and Graduates, as well as by stakeholders.

The curriculum provides the required skills for specialising students in their field. There is a procedure in place for periodic revisions of the curriculum. The staff are all committed to the continuous improvement of teaching. Updates can consider the balance between subjects, the evolution and weighting of these subjects, and employment requirements. To this effect:

1. The Programme addresses well the balance between the career needs of two broad groups of Psychologists and Educationalists (largely PE Teachers and Coaches). Synergy and complementary learning were viewed as a strength, which should be attributed to the skilled facilitation by the Programme Director and teaching staff. Overall, Psychology Graduates are more familiar with key topics and psychological interventions; hence, their main focus is on applying these theories and techniques to various sports contexts. There appears to be no need to adapt the curriculum for this group.

In contrast, Education Graduates have more ground to cover, at least at the beginning. Semester 1, albeit intense in terms of workload, is well designed and delivered to achieve this goal. Students would value some additional skills in, for example, communicating with children and young people, maybe through an additional Seminar on applied developmental psychology. In recent years, PE Teachers and Coaches have extended their skills and approaches in terms of communication, consultation, and interventions, such as goal-setting, relaxation, confidence-building, or maximising performance. Indeed, graduates who have obtained such skills regularly apply them in various working contexts. This is a clear strength of the Programme, although it is provided as an optional subject, maybe because of its relative weight in earlier Programme revisions.

2. Similarly, other optional subjects may have evolved since the previous update. For example, the concept of disability is considerably broader than its earlier focus on severe sensory and motor deficits, encompassing a broader spectrum of more subtle physical, learning, emotional, and social deficits to which all students will be exposed, but they may not be aware at the time of selecting this subject.
3. Although some bibliography reflects classic theories and texts, more recent evidence or editions may have superseded several research articles and other materials.
4. Students highly value the educational input of European academics. However, it was unclear whether there was designated teaching in actual policy (in contrast with case studies and experiences) in Greece and internationally.

III. Conclusions

The PSP corresponds to both the needs of the students and the realities of the labour market. This has evolved as a universally valued high-quality PSP on the Psychology of Sport, Exercise and Physical Education, with an increasing impact across different fields, organisations and staff groups. The Postgraduate Programme follows a well-defined process that involves approval committees, objectives, and intended professional roles and qualifications. This stage provides an opportunity to re-balance the weight of current mandatory and optional subjects to reflect evolving professional needs for applied skills and to revise supporting training materials.

Panel Judgement

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

Panel Recommendations

- Attention is given to Education Graduates' needs for applied skills and interventions. This could be achieved through additional preparatory skilled-based teaching and extension of certain mandatory subjects in semesters 2-3.
- Consider revising the supporting bibliography to reflect better current evidence and knowledge in certain rapidly evolving subjects.

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

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

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

The student-centred learning and teaching process

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

In addition

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

Documentation

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

Study Programme Compliance

I. Findings

Several characteristics of the methodology used in the Postgraduate Programme led to the conclusion that student-centred learning is a priority. Students plan their work according to their individual needs and capabilities. They enjoy group discussions and applied activities or assignments. Assessment is based on essays, case studies, group presentations, applied projects, and other similar means of creative synthesising of taught material rather than conventional tests measuring the reproduction of knowledge. These encourage and evaluate critical thinking, theory-driven and evidence-based application. Assignments can be produced in Greek or English. Placements are monitored and assessed through protocols, reflection templates and regular feedback. Students following the research path are assessed on research proposals, methods, and dissertations.

II. Analysis

The PSP provides a blended learning system, using media such as interactive discussions and presentations, experiential educational techniques such as role-taking and experiential learning, and applying taught ideas in the field. Teachers tend to role-model such an orientation both individually and collectively. Moreover, there was evidence of openness and flexibility to input and feedback and a commitment to continuous learning and improvement.

Students from different cohorts confirmed how easy and direct their communication with the teaching staff is. They particularly appreciated needs-led support and career guidance. The dissertation also allows students and teachers to publish jointly, thus enhancing the students' progress.

Our communication with some of the current students and graduates was highly constructive. They conveyed to us the many positive effects that this Programme had on their careers and their lives in general.

III. Conclusions

The PSP is tailored and constantly adapted to meet students' future professional needs. Students are well supported throughout their learning process. The PSP combines a range of learning approaches, which equip students well with integrated theory, evidence and skills application.

Panel Judgement

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

Panel Recommendations

- Assignments could be adjusted to reflect curriculum revisions, focusing more on assessing practice-based skills and applying theory and evidence.

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

Admission to the PSP in Physical Education and Sports Psychology is very competitive due to the high number of applications relative to the available positions (36% success rate). Currently, 96 students are registered in the PSP. Of them, 55% are graduates from Physical Education and Sports Science programs, 24% are graduates of Psychology programs, and 19% are graduates of various other programs.

The PSP offers two streams: The Thesis stream and the practicum stream. The thesis stream is research-focused, where in 3 terms, students must complete 90 ECTS, including a series of required and elective courses and the thesis. Student progress is monitored by an evaluation committee consisting of the faculty supervisor and two faculty advisors. The practicum stream is focused on the development of professional competencies. In 3 terms, students must complete 90 ECTS, including a series of required and elective courses and 400 practice hours (with 100 hours of direct contact) in a partner organisation. Student progress is monitored by both a faculty supervisor and a field supervisor. The program also has a staff member to coordinate the internship placements. The organisations for the internship placements are pre-approved by the PSP, and a progress report form is available for quality purposes. The Department has developed a network of community

partners/stakeholders to implement these placements. Most elective placements are in the sports and health sectors, mainly Trikala and Athens. Upon completion, students in this stream receive a certificate in Sports Psychology counselling from the Hellenic Society of Exercise and Sports Psychology.

II. Analysis

Regarding admissions and progression, the PSP is aligned with similar European programs. Likewise, the PSP is well-recognized and respected by partner organisations and employers. However, there is some confusion by organisations and an overestimation of the professional competencies of students and graduates of the PSP and how these match their specific needs. In addition, graduates of the PSP commented that the employability within the field is low.

Student mobility is evident through the connection of this PSP with the related international PSP. This increases the mobility and exposure of students to different backgrounds and cultures. Of concern is that ~14% of students finish their degree in more than six (6) terms. In addition, the average time to completion is 5,12 terms, while about 15% of students exceed more than two terms beyond the nominal three. It is important, therefore, that the program communicates, encourages and provides guidance and support for students to complete or exit the program within specific time limits.

III. Conclusions

The PSP fully complies with Principle 4, with clear, established admissions and progression procedures and strong recognition amongst the scientific and partner community. The panel also made a few recommendations for further improvement.

Panel Judgement

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

Panel Recommendations

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

- Consider making practical training in community and clinical settings relevant to each student's undergraduate training.
- An advisory board and a standardised communication system with the partners/stakeholders could strengthen the exchange of ideas about the relevance and rigour of student involvement in community and clinical settings.

- The number of years a student can remain enrolled with no apparent progress should be limited. Active monitoring should be directed toward students struggling to complete their studies on time. Thus, students who do not progress well in the first year should be identified and placed on probation. Involuntary withdrawal should be considered for students who are beyond their 6th term.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The teaching staff is high-quality and very collegial. There are 12 faculty members and 2 technical instructors involved with the program. Only one is female, so there is no gender balance, which is concerning for inspiring young female students and graduates.

The program promotes high research productivity. Consequently, the teaching staff demonstrate high publication outputs (average publications = 70.5; average citations = 47.9). Research funding is also strong; 38 research grants have been awarded since 2009 (25 European Commission). The supervision workload is impressive, given that the faculty supervises students in both the thesis and practical streams. Staff mobility appears high as many faculty members collaborate with several high-quality European institutions.

Research labs, four of which are accredited, are accessible to graduate students. Students present their theses at conferences, and their theses are published.

II. Analysis

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

While the research activity and experience are well established, no systematic initial and follow up training focuses on faculty members' pedagogical competence, especially of newly appointed members. Likewise, although collegiality is strong, there is no clear evidence of whether peer mentoring and support for new faculty is in effect and how the department promotes the continuous professional development of the teaching staff, especially in terms of innovative teaching methods and the use of new technologies.

III. Conclusions

The PSP teaching staff has an excellent research record. All faculty members participate in research programs through specific goal-setting. However, there is no gender balance in the teaching staff, which is surprising and problematic as it does not fit with the norm of the specific research area. Training faculty members in pedagogical competence and mentoring newly appointed members should be encouraged.

Panel Judgement

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

Panel Recommendations

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

- Gender balance among teaching staff should be a priority for future faculty appointments.
- Peer mentoring and support for new faculty regarding student supervision should be established.
- Teaching staff should be encouraged to take advantage of the University's resources on professional development to stay up to date in terms of graduate student mentoring, as well as teaching innovation and new technologies.

PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Department is equipped with the necessary resources and facilities to support learning and academic activities broadly. This includes libraries with specialised journals and books tailored to the program and student research, electronic databases, ample study spaces, IT and communication services, and support and counselling services.

The electronic system designed to facilitate the learning process (E-class), the administrative support platform, e-library facilities, and the Department's webpage all significantly contribute to supporting students in their academic endeavours. Discussions with faculty members have confirmed the robustness of the infrastructure and services provided by the Institution to enhance teaching and learning experiences.

The provision of technical support staff for both students and faculty further smoothens the academic journey for all involved.

Additionally, the PSP offers its students a variety of electronic services, including Electronic Classes (E-class), Electronic Secretarial Services, Electronic Mail Services (email), the Library and Information Centre, Academic Identity Wi-Fi access, Advisory Services (academic advisor—Liaison Office for Vocational Guidance), Student Advocates, and Virtual Private Network (VPN) access.

II. Analysis

The infrastructure and technological support for students and staff are satisfactory, making everyday life and studying easier and more comfortable. The EEAP did not have the opportunity to visit classes and resources. Still, they found the information and the online tour of classrooms, lecture halls, libraries, laboratories, and other facilities adequate. The technological and administrative support staff are well-qualified and willing to assist whenever needed.

The teaching and learning needs of students in the PSP are comprehensively met through a range of infrastructure and services provided across the institution. This commitment is evident from the reviewed documents and interviews with faculty members.

The PSP features an Online Library and Information Centre established under the guidance of the Library Committee. This initiative serves as a holistic solution to meet the academic needs of students, employing a balanced approach to both electronic and printed resources. This ensures swift access to vital information, with a particular emphasis on electronic resources to meet the modern demand for quick data retrieval. Additionally, the PSP benefits from a dedicated course platform, enabling students to engage fully in their studies, from accessing learning materials to submitting assignments and receiving assessment feedback.

The Student Service Centre oversees all student affairs, managing correspondence with students alongside a Chatbot service to offer immediate support outside regular administrative operating hours. Other key services include the Career Office, which provides extensive guidance on career and lifelong learning opportunities, and the Erasmus+ Office, which is tasked with overseeing mobility issues for students and teaching staff. The institution also operates a Centre for Counselling and Psychological Support, as well as a "Student Advocate" office.

Feedback from teaching staff highlights the user-friendly nature of these services. Administrative staff provide thorough guidance and technical support via email or phone.

Various financial resources deemed sufficient for achieving the PSP's objectives support the provisioning of these services and infrastructure. A tuition utilisation plan outlines the distribution of fees, ensuring transparent financial management.

The quality of infrastructure and technological support for both students and staff is satisfactory, enhancing daily life and making studying more accessible and comfortable.

Although the EEAP was unable to spend a physical visit to the resources, the available information and online tours of classrooms, lecture halls, libraries, laboratories, and other facilities were found to be sufficient. The staff responsible for technological and administrative support are highly qualified and ready to assist as needed.

III. Conclusions

The infrastructure and services provided by the Institution to the Department currently seem sufficient to support learning and other academic activities.

The facilities and learning resources, including specialized journals, books, and equipment, are adequately provisioned to support the students and the program's needs effectively.

The PSP demonstrates a strong commitment to supporting its students through a variety of services and resources. By prioritising electronic resources within its library system, the program addresses the evolving needs of today's learners. The wide range of support services, overseen by dedicated administrative departments, significantly enhances the student experience.

The University equips its Schools and Departments with the necessary resources, including general and specialised libraries, access to electronic databases, study spaces, educational and scientific equipment, and IT, communication, support, administrative, and counselling services. The infrastructure and services currently provided by the Institution appear to be adequate for supporting learning and other academic endeavours. Looking ahead, all services and the Institution's responsible entities should be capable of addressing the needs of future students and staff.

Panel Judgement

Principle 6: Learning resources and student support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- None

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES 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.

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

To provide accurate information about crucial actions (planning, evaluation, information) and services for students, graduates, and academic staff, the administrative team at the PSP diligently records, manages, and monitors data related to students, academic staff, course structure and organisation, teaching, and service provision.

The PSP employs a variety of information systems and approaches to efficiently collect data. These include collaborations with different organizations and stakeholders, surveys, electronic databases, and academic records. To ensure the acquisition of accurate and recent data, the PSP adopts a data-centric strategy.

The process of collecting and analysing information involves the Coordinating Committee of the PSP, the Committee of Internal Evaluation (OMEA) of the Department, the Quality Assurance Unit (MODIP) of the Institution, the Secretariat of the Department, and, in some cases, the Assembly of the Department.

The PSP is supported by a unified Information System that manages and monitors data concerning students and academic staff, as well as data related to the structure and organisation of courses, teaching, and student services. The Information System provides essential tools for analysing information and drawing conclusions.

Moreover, regular surveys assessing student satisfaction are crucial to the PSP's data collection efforts. These surveys provide valuable insights into students' experiences and issues, leading to suggestions for improvement. Students are asked to complete surveys at the end of each semester and for each course, though participation is not mandatory. Despite the low response rate, there appears to be a high degree of satisfaction with the courses and the level of teaching.

The Department's Committee of Internal Evaluation (OMEA) annually feeds the information system with data from the previous academic year.

The Coordinating Committee collects, analyses, and uses the above information when drafting the periodic Internal Evaluation Reports. Additionally, the process of using the internal evaluation results is conducted under the responsibility of the Coordinating Committee of the PSP, with the participation of staff members and students at all levels of its operation.

II. Analysis

The EEAP thoroughly investigated the PSP's information management, engaging with staff, students, and stakeholders, and reviewed relevant materials. The PSP demonstrates a commitment to efficiently utilising information obtained through satisfaction surveys. The methodical analysis of the collected data identifies trends, growth areas, and PSP strengths. The findings are shared with the appropriate parties, ensuring accountability and transparency. Importantly, the data is actively used to improve various aspects of the academic unit, including teaching strategies, support services, and resource accessibility.

III. Conclusions

The PSP employs a blend of information systems and methodologies to ensure data accuracy and comprehensiveness. The system for collecting, analysing, and utilizing information is highly satisfactory and has proven effective in identifying problems. As such, the PSP aligns with the institutional principles governing the collection of data on students, teaching staff, course structures, annual monitoring, assessments, progression, and completion rates.

Panel Judgement

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

Panel Recommendations

- None

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Department has established a mechanism for public information dissemination, primarily using its website (<http://www.pe.uth.gr/>) and the PSP's website (<http://postgrad.pe.uth.gr/pse/index.php/el/> and <https://sportpsymaster.uth.gr/>) to reach all interested parties, including current and future students, researchers, alumni, and others.

The Department's website, available in both Greek and English, provides brief historical and descriptive information about the PSP and redirects users to the PSP's website. The PSP's website, available in Greek and English, contains accurate information about its structure, mode of attendance, degree awarded, tuition fees, study regulations, and admission procedures. Moreover, all course outlines for the Programme, whether extensive or not, and course schedules are available online. All scientific events, collaborations, and activities organised by the PSP and its members are announced on the website. Additionally, complete faculty CVs and/or detailed information about the academic staff are provided.

Apart from the website, members of the academic community of the PSP are further informed about its activities through emails sent to their individual addresses. Finally, the PSP ensures that printed informational material is posted at key locations within the Department.

II. Analysis

The EEAP engaged with staff, students, and stakeholders, examined relevant materials, and thoroughly studied the PSP's public information system. The Coordination Committee and the Secretariat play key roles in monitoring, controlling, and ensuring the quality, validity, and timeliness of public information concerning the PSP.

The PSP distinguishes itself by ensuring that information is up-to-date, clear, and objective for interested parties in multiple ways as described above. In addition, the PSP promotes transparency, accountability, and relevance, providing comprehensive information about quality, regulations, and admission issues.

Overall, the analysis showed that the PSP has put significant effort into presenting itself to its students and the public.

III. Conclusions

Overall, the EEAP believes that the PSP provides a wide array of useful information for interested parties. This dedication aligns with the demands placed on institutions to provide accurate and current information about their postgraduate study programs, benefiting both the institutions and the individuals. This practice ensures informed decision-making, accountability, and the overall quality of higher education.

Panel Judgement

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

Panel Recommendations

- None

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

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

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

The above comprise the evaluation of:

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

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

Documentation

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

Study Programme Compliance

I. Findings

The University of Thessaly manages and delivers the PSP productively. The PSP aims to create an interdisciplinary and intercultural anthropocentric culture of Sport, Exercise, and Physical Education, improve health and quality of life, promote lifelong exercise through modernisation, and empower the people involved in Sport.

The PSP applies all procedures the institution requires for systematic internal evaluations and improvement of all educational and research work carried out. The internal evaluation is carried out in various formal and informal ways. The formal evaluation mechanisms reported include an assessment by the MODIP at the Institutional level, the departmental OMEA, and the programme's students. Informal mechanisms refer to qualitative evaluation by the PSP Steering Committee and PSP faculty in the context of group meetings and discussions. Based on the accreditation proposal and the interviews conducted, it is necessary to reconsider the objectives of the MODIP's evaluation to obtain well-defined

content and find ways to increase the student's participation in the internal evaluation procedures.

II. Analysis

This is the first external evaluation to which the PSP is subjected for accreditation. Regarding internal evaluations, various formal and informal evaluation procedures systematically involve Institutional Committees (MODIP), Departmental Committees (OMEA), the Programme Coordinating Committee and students.

The internal evaluation process by MODIP aims to identify strong and weak elements of the PSP, establish new goals, and match them with the desired quality levels. Although evaluations by MODIP and OMEA are carried out regularly, it is considered that the evaluation framework may need to be revised to specify specific quality parameters and indicators that will need to be evaluated both quantitatively and qualitatively. More specifically, no systematic and methodical evaluation is described, and no specific quantitative or qualitative measures are proposed to contribute to the PSP's qualitative improvement. For instance, the EEAP did not see evidence of systematic evaluation of the staff teaching/administration relative workloads. It is suggested that the HAHE evaluation framework could be a model guide, and the proper inclusion of SWOT analyses is particularly useful. Another important issue which was not included in the MODIP or OMEA assessment concerns the alignment of the learning outcomes of the individual courses with the overall learning objectives of the PSP, their harmonisation with EQF level 7, which is relevant at the postgraduate level and their linkage with the content of the teaching and examination activities. The results of the last internal evaluation in 2022 were recorded in a special report by MODIP and published in Jan 2023 with the following recommendations.

- Strengthening extroversion and interaction with society.
- Improving the promotion of the MSc through promotional and communication actions aimed at increasing the applications, which will make the MSc more competitive and possibly further improve the quality of student applicants.
- Actions to increase student participation in the evaluation processes.

Feedback from students is mainly through formal electronic questionnaires completed at the end of each course. This includes the evaluation of modules, infrastructure and teaching staff and the evaluation results are discussed at the Department and PSP levels. Although students' responses to completing the online questionnaires are limited and ways to improve them should be explored, the EEAP noted that all students (current and past) and stakeholders were enthusiastic and supportive of this PSP. The learning environment and support services are good, but some concerns were expressed for laboratory-related teaching activities. Mentoring for each student is provided by dedicated personal tutors and by the diploma thesis supervisors. If needed, students can also access various supporting resources within the University of Thessaly.

The accreditation proposal does not indicate a specific process for faculty members' qualitative evaluation of the PSP. However, it states the intention to develop a process involving faculty members, administrative staff, and students to be conducted every four years. It is suggested that guidance be obtained from experienced expert consultants regarding how this qualitative evaluation could be carried out, which should consider internal control systems and audit procedures. In addition, there appear to be ad hoc meetings and discussions at both the PSP and Departmental levels to improve the PSP's evaluation process further and adopt best practices. These may include continuing education of faculty members through participation in seminars and conferences, periodically setting individual progressive goals to improve the quality of service and addressing potential problems and finding ways to prevent and avoid them.

III. Conclusions

The PSP is well managed, organised, and implemented, and it intends to conduct a multi-faceted evaluation that contributes to its continuous update and relevance. There are appropriate evaluation processes that ensure substantial feedback to the PSP director and Steering Committee. The structure and organisation of the internal evaluation are satisfactory; however, room for improvement exists, especially in defining particular measures and parameters in the internal quality assurance process.

The discussion of the EEAP with current students revealed that they were satisfied with their engagements with academic tutors and felt that their feedback was considered. In addition, all students (current and past) and stakeholders were enthusiastic and supportive, stating that the PSP met their expectations and professional/educational needs, thus helping them develop professionally.

Panel Judgement

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

Panel Recommendations

- It is recommended that OMEA and MODIP systematise their approach to quality assurance issues through methodical, international standards-based academic assessment approaches to make their contribution to the quality assurance of the Institution's programmes more generally constructive.

- EEAP proposes more systematic and regular interaction with professional bodies and the community to gather information about several PSPs' quality parameters, which requires administrative support and adequate human resources.
- Consider finding ways to engage students more actively in the evaluation processes. An effective practice that is being followed is to provide an online assessment link at the beginning of a meeting/lecture and to allow a certain time for the assessment to take place.
- It would be beneficial to seek advice from experienced auditors on the overall evaluation of the internal control framework and establish productive audit processes interconnected between the Institution, Department and Programme.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

Documentation

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

Study Programme Compliance

I. Findings

The current external evaluation is the first of its kind for the programme in consideration; therefore, any assessment of the progress of the PSP based on recommendations from a previous external evaluation is not applicable.

However, the willingness of all those involved in the current evaluation to contribute productively to the whole process is recorded. The EEAP also notes the commitment of the PSP stakeholders to take immediate action to fulfil the EEAP recommendations upon the current external evaluation.

II. Analysis

As the PSP's current external evaluation is the first, any references concerning its progress are irrelevant.

The EEAP understood that all the PSP teaching staff members appreciate the importance of external evaluation and its contribution to improvement. They cooperated productively in preparing the material for the accreditation proposal and participated enthusiastically and positively in the EEAP meetings. Where clarifications or additional material were needed, there was a prompt and effective response.

In addition, all stakeholders of the academic unit (PSP Steering Committee, Departmental Quality Assurance Committee, Institutional Quality Assurance Committee, Faculty, Students, Graduates, and Labour Market Representatives) were actively engaged in preparing the external evaluation of the PSP and showed commitment to supporting all the follow-up actions.

III. Conclusions

The process followed in preparing the proposal and accreditation material and the EEAP meetings with PSP stakeholders and other participants was very productive. It shows the PSP's commitment to responding to the AP's suggestions for optimising its quality.

Panel Judgement

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

Panel Recommendations

- The EEAP encourages the PSP personnel to consider the comments and suggestions provided, following the plan of action proposed in the accreditation proposal, to make timely and optimal use of this evaluation report to further strengthen the PSP's quality.

PART C: CONCLUSIONS

I. Features of Good Practice

The PSP, along with several other postgraduate programs, is part of the Department of Physical Education (TEFAA) of the University of Thessaly, which holds the highest position in international rankings compared to all local and international Greek-speaking TEFAAs. Several Department faculty members are included in Stanford's Top 2% Scientists list.

PSP applies all procedures the institution requires for systematic internal evaluations and improvement of all educational and research work carried out within the PSP. The Quality Assurance Policy and Goal Setting are aligned with the Institutional Quality Policy framework and appropriate for the postgraduate level. They have been successfully developed and effectively communicated to all stakeholders. The objectives and quality indicators are meticulously defined, and their achievement indicators are realistic, reflecting the success of the current system.

PSP's teaching staff consists of internationally renowned full-time faculty members who are strongly recognised for their research output and their commitment to continuous improvement of teaching. Their qualifications and expertise excessively satisfy the requirements for postgraduate-level instruction. They are extensively collegial, dedicated, and willing to develop, implement, and optimise the PSP's Quality Assurance Policy.

The Department and PSP are active members of a European network with an excellent reputation in the field, both in Greece and internationally, as evidenced by reciprocal educational arrangements. The connection of this PSP with the related international PSP enhances international student mobility and exposure to different backgrounds and cultures.

The PSP admission criteria are clear and reasonably weighted, although it is very competitive due to the high number of applications relative to the available positions (36% success rate). A well-defined procedure for implementing the expected learning outcomes is in place, and the curriculum meets universally accepted standards for the Psychology of Sport, Exercise, and Physical Education. A clear connection between teaching and research is evident.

The curriculum successfully provides the required skills for specialising students in their field, and a procedure for periodic revisions is in place. The study guide presents a clear path for student progression, including the curriculum's delivery methods, various assessment methods, and smooth alignment with the European Course Credits System (ECTS).

Stakeholders and social partners collaborate closely with the PSP, providing placements for practical activities and experience. Graduates' qualifications successfully meet the labour market's demand. Several graduates have progressed with their professional prospects, primarily connected with continuing their careers to important positions of responsibility. It is particularly evident that the PSP is highly valued by students, graduates, and stakeholders.

The PSP prioritises student-centred learning, and communication between students and teachers is direct, smooth, and productive. Students enjoy advanced pedagogic applied activities or assignments. Assessment is based on various creative and synthesising methods rather than conventional measures of acquiring the taught material knowledge, thus encouraging and evaluating critical thinking, theory-driven learning, and evidence-based application.

Student progress is fully monitored and assessed in both the PSP's streams (the Thesis stream and the practicum stream). Notably, the practicum stream allows students to obtain an additional certification in Sports Psychology counselling from the Hellenic Society of Exercise and Sports Psychology, thus providing them with an additional qualification for their professional careers.

Concerning infrastructure, the Department has the necessary resources and facilities to broadly support learning and academic activities. The PSP offers its students and faculty various electronic services and technical support to facilitate teaching and learning and smooth the academic journey. The Online Library and Information Centre serves as a holistic solution to meet the academic needs of students and faculty, employing a balanced approach to both electronic and printed resources. An efficient and transparent utilisation of financial resources is evident and deemed sufficient to achieve its objectives of supporting these services and infrastructure provisions.

The PSP employs various information systems and approaches to collect data efficiently, analyse information and draw conclusions. Regular surveys measuring student satisfaction provide valuable insights into students' experiences and issues, leading to suggestions for improvement, which are included in the periodic Internal Evaluation Reports drafted by the Coordinating Committee. The findings are shared with the appropriate parties, ensuring accountability and transparency.

The Department has established an adequate mechanism for public information dissemination in Greek and English, which contains accurate and up-to-date information about the PSP, Course Outline and class schedules, and academic staff profiles.

II. Areas of Weakness

The PSP has no major weaknesses. However, its high quality can be further improved.

The Quality Goal Setting at the PSP leaves room for further input regarding quality objectives relating to promoting the “Quality and Effectiveness of Instruction” at the PSP and targeted “Service to the Community.” The PSP could consider international academic good practices concerning evaluating course instruction by peers and committees of teaching excellence, through which constructive feedback and support can be provided.

Although learning outcomes and qualifications are well defined, further editing is required to entirely meet the European and National Qualifications Framework for Higher Education - level

7 and better justify a firm interconnection with the content and methodology of instruction, as well as the assessment format and content. The inclusion of [rubrics](#) in the assessed course activities and their timely disclosure are considered to contribute to students' clearer comprehension of the requirements of each assessment and to more accurate grading and student feedback.

PSP could consider rebalancing the weight of current mandatory and optional subjects to reflect evolving professional needs for applied skills and revising supporting training materials. Particularly, students would value additional skills in, for example, communicating with children and young people, maybe through an additional Seminar on applied developmental psychology. Similarly, other optional subjects may have evolved since the previous curriculum update. For example, the concept of disability is considerably broader than its earlier focus on severe sensory and motor deficits, encompassing a broader spectrum of subtler physical, learning, emotional, and social deficits to which all students will be exposed. Still, they may not be aware when selecting this subject.

Of concern is that ~14% of students finish their degree in more than six (6) terms, and the average time to completion is 5,12 terms. In the case where students' family and professional obligations constitute a limiting factor for the timely completion of full-time studies, the availability of the part-time study option instead of granting extensions would contribute to a more accurate reflection of the actual situation and reduce the pressure on students to complete their studies within unrealistic timeframes.

Only one female faculty member is on the teaching staff, which suggests a poor gender balance, which is concerning for inspiring young female students and graduates.

No systematic initial and follow-up training on faculty members' pedagogical competence or peer mentoring is evident, especially for newly appointed members. The PSP could consider international academic good practices to enhance the teaching and learning experience further.

The institutional evaluation framework (carried out by MODIP and OMEA) might need to be revised to establish explicit evaluation aspects and criteria that lead to concrete improvement recommendations, both quantitative and qualitative while considering international good practices. The HAHE evaluation framework could serve as a model guide, whereas the proper inclusion of SWOT analyses is particularly valuable.

III. Recommendations for Follow-up Actions

- Consider collaborating with expert consultants to establish a solid promotion strategy for the PSP (in addition to the initiatives already being taken).
- Incorporation of interactive learning and evaluation activities may further enhance students' interest and satisfaction.

- Promote the participation of each PSP researcher in a certain number of high-level international research groups.
- Consider expanding PSP funding opportunities, particularly through submission, coordination, and participation in local and internationally funded research projects.
- Consider establishing a framework for the initial and continuous professional development of PSP staff, emphasising advanced pedagogy and teaching methodology as a strategic goal to enhance instruction quality further.
- Consider adopting international academic good practices regarding the promotion of quality and excellence of teaching/ instruction through peers and/ or a pertinent committee (e.g., OMEA - MODIP) evaluation in addition to students' evaluation.
- Establish a framework for supporting and monitoring the formation, delivery, and assessment of appropriate Learning Outcomes in all modules according to the European and National Qualifications Framework for Higher Education—level 7.
- Consider establishing a quality goal to promote community service within the PSP's academic operation framework.
- Attention is given to Education Graduates' needs for applied skills and interventions. This could be achieved through additional preparatory skilled-based teaching and extension of certain mandatory subjects in semesters 2-3.
- Consider revising the supporting bibliography to reflect better current evidence and knowledge in certain rapidly evolving subjects.
- Assignments could be adjusted to reflect curriculum revisions, focusing more on assessing practice-based skills and applying theory and evidence.
- Consider making practical training in community and clinical settings relevant to each student's undergraduate training.
- An advisory board and a standardised communication system with the partners/stakeholders could strengthen the exchange of ideas about the relevance and rigour of student involvement in community and clinical settings.
- The number of years a student can remain enrolled with no apparent progress should be limited. Active monitoring should be directed toward students struggling to complete their studies on time. Thus, students who do not progress well in the first year should be identified and placed on probation. Involuntary withdrawal should be considered for students who are beyond their 6th term.
- Gender balance among teaching staff should be a priority for future faculty appointments.
- Peer mentoring and support for new faculty regarding student supervision should be established.
- Teaching staff should be encouraged to take advantage of the University's resources on professional development to stay up to date in terms of graduate student mentoring, as well as teaching innovation and new technologies.
- It is recommended that OMEA and MODIP systematise their approach to quality assurance issues through methodical, international standards-based academic assessment approaches to make their contribution to the quality assurance of the Institution's programmes more generally constructive.
- EEAP proposes more systematic and regular interaction with professional bodies and the community to gather information about several PSPs' quality parameters, which requires administrative support and adequate human resources.

- Consider finding ways to engage students more actively in the evaluation processes is necessary. An effective practice that is being followed is to provide an online assessment link at the beginning of a meeting/lecture and to allow a certain time for the assessment to take place.
- It would be beneficial to seek advice from experienced auditors on the overall evaluation of the internal control framework and establish productive audit processes interconnected between the Institution, Department and Programme.
- The EEAP encourages the PSP personnel to consider the comments and suggestions provided, following the plan of action proposed in the accreditation proposal, to make timely and optimal use of this evaluation's content to benefit the PSP's quality upgrade.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

One (1), Two (2), Three (3), Four (4), Five (5), Six (6), Seven (7), Eight (8), Nine (9) & Ten (10)

The Principles where substantial compliance has been achieved are:

None

The Principles where partial compliance has been achieved are:

None

The Principles where failure of compliance was identified are:

None

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. Assoc Prof. George Panayiotou

2. Prof. Panagiota (Nota) Klentrou

3. Prof. Panos Vostanis

4. Mr. Thalys Boutsiarakos PhD (c)