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HELLENIC REPUBLIC

H Q A

HELLENIC QUALITY ASSURANCE

AND ACCREDITATION AGENCY

Accreditation Report

for the Undergraduate Study Programme of:

Sports Organization and Management
Institution: University of Peloponnese
Date: March 29th, 2019

Report of the Panel appointed by the HQA to undertake the review of the Undergraduate Study Programme of **Sports Organization and Management** of the **University of Peloponnese** for the purposes of granting accreditation

TABLE OF CONTENTS

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I.   The Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of the Higher Education Institution named: Organization and Management of Sport of the University of Peloponesse comprised the following four (4) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

1. **Associate Professor Popi Sotiriadou (Chair)**
   Griffith University, Australia

2. **Professor Adamantios Arampatzis**
   Humboldt University Berlin, Germany

3. **Associate Professor Karadakis Kostas**
   Southern New Hampshire University, U.S.A.

4. **Associate Professor Stefanos Volianitis**
   Aalborg University, Denmark

II.   Review Procedure and Documentation

Monday, 18th March, 2019

In preparation for the review, the Panel met with key HQA representatives for the introductory briefing. The President of HQA, Mr. Pantelis Kyprianos, did the official opening, welcomed the panel members, and presented the HQA mission and HEI framework. Then, Dr. Christina Besta, General Director of HQA, delivered a thorough presentation on the legal framework, discussed the standards for quality accreditation of undergraduate (UG) programmes and explained the 10 principles of the standards of quality accreditation process. A Q&A session followed before the closing of the introduction to the accreditation process. Before departing to the location of the program under evaluation, the AP members met, shared their views on the collective approach to the review to establish a common direction, and prepared for the meetings later that day.

In the Department, the Panel (AP) was welcomed by the Vice president of MODIP, Associate Professor Asterios Tsiaras and the Head of Department, Professor Marios-Daniel Papaloukas. Professor Papaloukas delivered a presentation on the history, significance and evaluation of the program. Before closing, current program strengths and potential areas of strengthening were discussed. The next meeting was with OMEA and MODIP members and staff. The AP members were informed about the Departments strategic planning and associated action plans, and the degree of compliance of the program. The members and staff also answered AP questions on teaching assessment tasks, curriculum and other materials. The meeting closed with a discussion on innovative ways that assessments and teaching aspects have and can be further advanced in the program. In the debriefing meeting, the AP discussed overall impressions, planned for the meetings of the next day, and commenced drafting and taking notes on the oral report.

Tuesday, 19th March, 2019

The external quality assurance and accreditation procedure continued the following day with a series of meetings. The AP members met with the department staff. During this meeting, the AP members enquired about professional development opportunities and staff mobility, workload allocation and satisfaction, incentives for teaching and research, teaching-research nexus practices, and other involvement with research activity. This was followed by a meeting with undergraduate students and the AP members inquired about student experience and satisfaction, needs and priorities, use, quality and adequacy of facilities and services as well as their views on the curriculum, the academic staff, the processes/policies followed, preparedness for the workforce post studies, and student-life and welfare issues. The next meeting was organized with graduate students, both representatives from Masters degrees and the PhD program were present, either in the meeting room or via Skype. PG discussed their experiences during and post studies as well as the careers that the qualifications and degrees have presented to them over time. It is worth noting that all participants expressed their gratitude to undertaking or completing the degree and reiterated not only the value of the studies to advancing and developing their personal way of thinking, and equipping them with highly valued business skills but also how the sport management program offers a unique pillar of systematically producing experts that would advance and maintain best practices in sport management in Greece and beyond. The AP members also met with employers and social partners who not only offer opportunities for practical experience and indicated their preference for the students of this program due to their specialized knowledge and caliber but also give job opportunities to many graduates.

Next, the AP members toured the facilities of the campus and had the opportunity to visit lecture theaters, tutorial or workshop rooms (including an ongoing class session), the library, the canteen, computer rooms, and so forth, and ask question on capacity, quality, technologies and access. Following a short debriefing session, the AP members used the mapping grid and the 10 principles to identify

potential gaps and prepare final questions for the next meeting with OMEA and MODIP members and staff. Further clarifications were offered, and final comments and a general discussion on the findings with key points was also covered.

In addition to the documents offered by HQA via Dropbox, the AP panel requested and received the following additional documents:

- KPIs for the years 2015 to 2017
- Strategic plan 2018 – 2021
- Feedback reports from industry partners
- Budgets on department programs and other activities
- ISO certification documents for quality assurance of the Master's program

Thursday, 21st March, 2019

The AP members met with Mr. Pantelis Kyprianos and Dr. Christina Besta to reflect on the review process and clarify certain areas in the process.

Wednesday 20th - Friday 22nd March, 2019

The AP members drafted, completed and submitted the report to HQA.

III.   Study Programme Profile

Sport has evolved into a business with a huge volume of investment, revenue and profits, the management of which requires people with specialized knowledge and experience. The Sport Management Department in Sparti was founded in April 2003 as part of the School of Human Movement and Quality of Life of the University of Peloponnese, while its academic and educational function began in 2003-2004. It is the only Sport Management program and University Department in Greece.

The development of the professional sports industry, the organization of sporting events, the management of sports facilities, the management of sports organizations and businesses create the need for the training of specialized executives who will respond with a sense of responsibility and professionalism to the requirements of the evolving sport industry in Greece and Europe.

Students attending the four year Sport Management program can receive an undergraduate degree. Students engage in a highly competitive practicum/internship program, and/or can elect to be part of the exchange program (Erasmus) with other universities across Europe. The Department and students are highly engaged within the Sparti community through living arrangements, work, projects, volunteering, etc.

Students are required to take 42 courses that follow the ECTS guidelines. Students that elect to use free/additional electives to focus on specific areas of study (economics, law, etc.) receive an additional distinction (i.e., supplementary certificate) of their concentration on their Diploma. This helps them gain a competitive edge and allows employers to verify areas of expertise gained beyond the sport management degree alone.

The Sport Management Department consists of 16 Teachers/Faculty, 1 teacher that is on a 'teach by contract' basis, 1 administrative staff, 1 technology services, and 1 research staff member. All members of the Department work collaboratively to serve their students (as of 2016/17 consisting of 343 male and 169 female).

The level of demand for graduates in the labor market is high. In fact, in August 2014, the Department had 105 graduates who had completed the compulsory internship. Of these, 31 individuals work in private entities (this excludes individuals from qualifying positions already in graduation as well as students who continued their studies at postgraduate level). Thus, the hiring rate of graduates is 29.5% (31/105). Students typically find employment 3 – 9 months after graduation.

It was very clear from the AP members' visit that the staff, faculty and students are highly engaged with one another, respect and trust one another and overall seemed very happy and satisfied with the changes and direction of the program since the last visit. It felt like a true community environment of learning where all stakeholders shared a sense of gratitude for one another.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

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

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

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

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

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

Study Programme compliance

The structure and organization of the curriculum is designed with a student-centered approach and the courses offered are relevant, useful and holistic.

The Department sets SMART goals in relation to teaching and student satisfaction as well as learning outcomes and research outputs. These goals reflect the program as well as the wider university strategic direction, and are well informed by all relevant stakeholders (industry partners, local community,

student representatives, and academic staff). The goals and strategies are documented and communicated with the stakeholders on a regular basis. Based on the documentation we reviewed triangulated with information discussed during the interviews in our site visit, the Department goals are well paired with relevant KPIs, continually monitored, reviewed, revised and updated. These documents are available online under the Greek version of the website.

It was evident that these thorough strategic and reporting management practices along with the involvement of all stakeholders in the decision-making and communications enables the Department to continually promote well informed and current improvements in all aspects of the program. These practices are further supported by internal audit of the quality assurance system of the undergraduate programme(s) offered (e.g., student evaluation of courses and teaching), as well as the collaboration of the Internal Evaluation Group with the Institution's Quality Assurance Unit (QAU).

In particular, the curriculum is inclusive of innovative and unique courses, which are well scaffolded over the study period offering a great suite of knowledge to graduates preparing them well for employability and a career in the sport management industry. This rich and all-inclusive curriculum results in well prepared and qualified graduates who are suited to the needs of the labor market. Furthermore, as a result of the excellent teaching and curriculum practices including the practical experience that students are required to undertake, student confidence for their employability prospects is high. Student learning outcomes and qualifications are in accordance with the European and the National Qualifications Framework for Higher Education. The teaching staff are well qualified, appointed based on their expertise and they deliver courses reflective of their research and special interests. As a consequence, there is strong evidence of research-teaching nexus in class. In their final year of study, all students conduct a research based thesis. Last, the Department offers quality support services to students. In particular administrative, IT and other student support services, as well as library and student welfare services are all of high quality and efficiently provided.

Panel judgement

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

Panel Recommendations

The employers of the practicum typically hire a large member of their staff from their practicum. As opposed to previous years -where graduate employability data was collected internally by the department- career services are in recent year(s) in charge of collecting and disseminating these data with the results of either not having these data available or potentially using different metrics hence no trends. '*The AP members recommend that the Department either regains authority to collect its own data or has readily available access to these data which can be used for promotional purposes to attract more students*'.

'*The AP members recommend that the Department further enhances the quality (as opposed to the quantity) of the research output among faculty members (e.g., promote and advance quality in (a) research practices, (b) international, inter- and intra-departmental research collaboration(s), and (c) publications at peer reviewed and highly ranked international journals)*'.

Principle 2: Design and Approval of Programmes

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

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

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

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

Study Programme compliance

The Sport Management program at the University of Peloponnese was established in 2003 and represents the only program of this nature in Greece. The Department has a well-articulated set of goals and objectives (as observed in the supporting documents and reiterated during the interviews) that include the promotion of sport management knowledge/education through both UG and PG programs, and other platforms like workshops, events, conferences, ERASMUS program, and research outputs. The long-term strategy (2018 – 2021) aims to:

a) Improve quality in all aspects of the Department spanning from teaching and learning, to people management, service quality and research practices and gain further accreditation from other external agencies.

b) Continue the fundraising campaign through a blend of resources from public and private sectors (e.g., donations, sponsorships, other practical programs) for the viability and further development of the programme.

c) Internationalization of the Masters/PG programs (e.g., International Sport Management Masters) to further expand their reach (as well as create an e-learning platform that will result in continued educational opportunities and student retention/transition from UG to PG) and subsequently improve the economic power of the Department.

d) A coordinated approach to research activity that would promote incentives and opportunities for inter- and intra-departmental staff collaboration, research grants and quality publications.

The Department has created an environment at the campus and offers a range of student services that overall attract students to the campus, the classrooms, the library, and common rooms and create a feel of collegiality, satisfaction and student well-being. Students are actively involved in all facets of university life including student committees and are well informed of all aspects of academic life, studies, program direction, and curriculum or programme issues. This, along with the well-designed and scaffolded curriculum, well appropriated student workload (e.g., two semesters each year with specified core courses), and well equipped academic staff, warrants the students' smooth progression during their programme. Furthermore, there is a mutual positive relationship between external stakeholders from the labor market and the interns who undertake the practicum as a compulsory part of their degree after the 6th semester.

The study programme has undergone substantial changes and improvements over the past few years and specifically since the last review in 2014. It is worth noting that the existing programme offers a much smaller yet much more relevant and suitable number of courses. These changes have impressed the AP members, in particular two of the AP members who were involved in the 2014 review and curriculum recommendations.

For curriculum revisions, the Department has taken into account not only the feedback from the 2014 review but the changes are further enriched, informed and reflect the national and local sport management needs. Furthermore, the improvements are informed by international trends and benchmarks. The curriculum revision procedure reached out and was informed by and in consultation with several stakeholders, including placements agencies, external experts, academics, students and graduates. There was evidence that the programme continues to evolve and it is always open for updates both in new content or innovative assessments. The courses are designed in a way that allows students to build on their knowledge from the 1st year generic courses to the 2nd and 3rd year specialized courses and the research based thesis during the last year of the degree. The curriculum, the student guide, syllabus and all course profiles, are complete, well-articulated, concise and available to students to peruse and plan for. The programme is now really strong in the way it is designed and delivered, and on the courses that it offers. This represents a key strength in the programme and a competitive advantage not only for national but certainly international standards.

Panel judgement

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

Panel Recommendations

'The AP members recommend that the Department encourages/offers opportunities for academic staff to undertake the Graduate Certificate of Higher Education courses that would in turn inform their academic practices and teaching both in terms of curriculum and course design and assessment offerings'.

'The AP members recommend that the Department considers the design of assessment tasks that move away from the traditional essay/presentation/exam setting and incentivizes academic staff to design and offer innovative assessment tasks in the form of authentic experiences (e.g., exposure to real world situations and sport organizations)'. These experiences not only enhance student engagement and deeper learning but also discourage student academic misconduct or plagiarism. These practices will bring the programme at the forefront of global developments in the teaching and learning space.

'The AP members recommend that the Department considers mapping what skill(s) each course builds for students during the programme'. This practice will help the Department assess if there are skill knowledge gaps upon graduation. Such practice will further enrich the curriculum with assessment tasks that build student confidence, and enable their transition to employability. Worthy of note is that such practices will in turn further enhance the reputation of the programme as a key and strong provider of employable sport managers in the labor market. Overall, these recommendations will bring the programme up-to-date with international practices in the teaching and learning space and align well with the Departments strategic goal of internationalization.

Principle 3: Student-centred Learning, Teaching and Assessment

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

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

The student-centred learning and teaching process

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

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

Study Programme compliance

The programme is flexible in offering opportunities for students with learning or other disabilities to sit in on exams or undertake other assessments based on their specific needs. The Department makes a real effort to address all student special needs, academic needs or welfare requirements.

The Department has well established, clear and well communicated policies and procedures in place on assessment criteria, examination system and methods, and dealing with student complaints. For instance, for their concerns, students are allocated a faculty member to consult with. If need be, they have the option to set up a meeting with the HoD, and if that does not resolve their concern they can address it via the University Council.

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

All the information regarding the study content, curriculum references or textbooks, assessment tasks and assessment criteria for grading and marking guidelines for each course are detailed in the study guide and they are available online for student access. Academics too have access to e-class which enables them to stay informed on processes they need to know when they upload or update or communicate with students.

The students have access to the study guide and their grades for each course or the results of individual or group assessments. Students are flexible to choose their electives, and have the freedom to do a lot of their assessments in topics of their choice or particular interests. Also, they are able to choose a topic for their thesis and a supervisor with the relevant expertise. Students have a student committee and student representatives in various other Department committees where they can voice their opinion and concerns in a very democratic and inclusive fashion. Potential student complaints or requests for grade review are submitted to the secretariat within a certain period of time following the examination period for consideration. A formal procedure for student appeals is in place.

The student-centered learning and teaching process respects and attends to the diversity of students and their needs, enabling flexible learning paths and existing regulations allow the evaluation of the quality and effectiveness of teaching. Towards the end of each semester students offer teaching and course evaluation and feedback online. There was evidence that the Department and academics take this feedback into account and offer corrective action (e.g., supplementary tutoring in economics where students needed additional help). Further to this, there is occasional additional feedback offered from peer reviewed of teaching. Well performing academics qualify for a teaching award. The process followed for low performing academics is not as clear. During the visit, it was clear that there is mutual respect between students and academics, and that the relationship between them is supporting and trusting.

Panel judgement

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

Panel Recommendations

'The AP members recommend a stronger culture of 'peer reviewed of teaching' with a formalized feedback process'. This practice will offer supplementary to student evaluation feedback to further enhance the teaching quality and delivery of courses.

'The AP members recommend that low performing academic staff in student evaluation offer a brief report of actions – to the teaching and learning committee for consideration - on the corrective action to address the issues raised in the student evaluation in the next offering of the course'.

'The AP members recommend that the Department - in its continued effort to address and enhance student welfare - seeks the support of the state or the relevant regional agencies to offer additional housing support (in the form of a dormitory) to students'.

Principle 4: Student Admission, Progression, Recognition and Certification

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

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

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

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

Study Programme compliance

Before joining the program, students can browse the Department's website (http://sportmanagement.uop.gr/) and become familiar with the regulations, rights and obligations during their student career. A manual is also provided to students via the website that provides students and incoming students information and links for various offerings, support and important links for their studies: http://sportmanagement.uop.gr/images/uop/docs/Student_reference_2016-2017.pdf.

Also, at the beginning of each academic year, a reception for the 1st year students is held. The invitation to the ceremony is published on the official website and published through social media. The Student Association posts the invitation to social media for its wider dissemination, aiming at the universal participation of the first-year students. For the better and wider dissemination of the information of the regulations and the encoded rights/obligations of the students, the Board of Directors of the Student Association of the Hellenic Association of Teachers, the Secretariat, the Library, the Technical and the President of the Department collaborate closely.

During the first year orientation the following is covered: Address by the President of the Department; Greeting and Introduction of the Departmental Staff/Faculty; Information on the functions of the Administrative Services of the Department; Information on the Electronic Services of the University; Information on the functions of the Department Library; Welcome and Greetings of the Student Board and Association of the Department.

At the same event, a quick update is made on the students' academic obligations to receive their degree. As we interviewed the students, one of them said "You would have to be a caveman to not know or how to find out what students need to do". This suggested there are a lot of different and easily accessible links for information for students.

As for monitoring the students' progression the Department is required to collect and provide an internal evaluation report. The report provides details for each course including evaluations by the students, the students' attendance data, and the students' success figures per course in each examination period and the total number of students who evaluated each lesson. The data are collected from the CARDOSOFT

information system and the MOIDIP OSYDIP. The most recent data can be found here: http://sportmanagement.uop.gr/images/uop/docs/Exam_statistics/2017---2018.pdf

The Department has little resources from the state budget, which barely meet its operational needs, and therefore cannot offer scholarships to students. However, thanks to the positive relationship with the local community of Sparti, it has developed opportunities that individuals can be rewarded money with excellent grades. For example, at the graduation ceremony for the two graduates who earned the highest grades were awarded 500€ donated to each individual by the city. The student club has taken the initiative and has organized small research teams (on a voluntary basis) who work with members of the teaching staff to participate in research activities. This helps students network, gain practical knowledge and put into practice the materials that they are learning. Erasmus program is very active where students are supported with some funds in order to spend two months in different cities in Europe. The financial support comes mainly from the Erasmus + program in the form of a monthly grant which varies according to the host country. The University also covers, from its regular budget, travel expenses for outgoing students (up to 400€ airfare with return per student) while incoming students are provided with free meals and student pass. Details can be found (http://erasmus.uop.gr/).

The secretary provides the administrative support to the Undergraduate Studies Program, helps direct students to find information they need or request. She also helps collect a lot of the information and data that is required to ensure students are staying on task to graduate and for the information needed for reporting. It is noteworthy that students' requests are completed (on average) within two working days, despite the fact that they are undergoing the service.

Additionally, students are provided the following link to apply for other scholarships (IKY program) and find additional information to meet required needs: http://foitmer.uop.gr/. Information/links focus on General Announcements, Study Board Of Accounts, Feeding, Housing, Student Housing Support, Medical Care, Support Of Students In Their Studies, Scholarships, Athletic Activities, People With Disabilities (Formation And Implementation Of Equality Policies), Office Of Greek Student, Workshop, and Career Office. Information here shows the types of scholarships that students can apply to help cover costs of housing and education needs. Faculty members as well as the secretary staff inform students of these opportunities to help them with all their needs. Important dates, announcements and opportunities are emailed to the students by the secretary and the helpdesk.

The ECTS is applied throughout the entire curriculum. The curriculum includes courses in sports management, the core of economic science and business administration courses, as well as a number of legal courses related to various subjects. The curriculum is structured in 8 semesters (4 academic years). Each students' workload is estimated at 30 ECTS per semester, 60 ECTS per academic year and 240 ECTS for completion.

The MAP is structured in such a way that students acquire some general knowledge, skills and competencies in the field of study during the first semesters of their studies and build on each other each semester to deepen and refine their previous knowledge. The whole layout has been done in order to achieve the individual learning outcomes of each students' knowledge subject to the full achievement of the objectives of the program. Details of the ECTS and how it is applied across the curriculum can be found on the website: https://www.uop.gr/ekpaideusi/odigos-ects.

Programme requirements and a thesis handbook is provided to the students. Study guides are posted on the website and can be accessed through the e-class course links. The study guide contains the learning outcomes of each course as a whole. The same guide contains the ways in which the final grade of each student's grade for the course is derived. It is therefore perceived that each teacher can detect the progress of learning outcomes from the course work that calls for students to develop and submit during the semester and from the final exam. To summarize the above, it appears that in most of the

courses, the final assessment of the student is not only a result of the final examination at the end of the semester but in conjunction with intermediate activities (project, work, and progress).

The graduate handbook work is a prerequisite for the completion of the students' studies. A written authoring manual approved by the General Assembly of the Department (Decision of the 39th GA of the Peloponnese University - 5 7 2016) has been prepared and posted on the site

http://sportmanagement.uop.gr/images/uop/docs/Odigos_syggrafis_ptyxiakis.pdf.

There is a practical training required for students in order to complete their studies. The Department and University have created various support structures to execute this initiative. Some of the specific initiatives created include: The Library which is staffed by two librarians; a research lab that is used by the students and supported by various faculty; the establishment of long-term partnerships with private and public organizations and enterprises active in the sports industry, for which the students carry out their practical training; collaborating with Universities abroad (with the help of the Erasmus program), aiming at the greater visibility of the Department abroad and the creation of a competitive advantage.

The University of Peloponnese has developed a platform system in which students register and apply for their practical training. Potential coordinators/employers for the practicum are able to log into the database, review/filter based on the criteria needed/seeking and can select which students to interview/hire for their given needs. This creates a fair/competitive system from which students and employers can network and gain opportunities. Also through this platform the department handles correspondence with the operators and carries out all the administrative support of the internship. The Commission through this system in conjunction with the Central Support System of Students Practice at the University of Athens "Atlas", monitors the course of the students and informs them about issues related to their practice.

The practical training is considered critical in the students' education as well as developing job-specific and broader skills. Students must complete a 2-month internship which corresponds to a total of 6 ECTS credits and takes place during the 6th semester study, in the summer months. In addition when we met with the employers and supervisors for the internships they expressed that they were very satisfied with the preparedness, energy, and enthusiasm of the students. They felt in the areas that they were not ready it was because the internship/practicum required some additional training for the specific needs of the position they were hired to do. They also discussed the system in place to select students and that they prefer students from the program. Proof of this is the fact that some of the graduates of the department are already working in institutions to which they had originally had done their practicum training. The students themselves expressed similar satisfaction and felt that through the practicum training they were gaining holistic and job-specific skills that would help them with their careers. The students that were interviewed expressed a lot of confidence that they would be hired or be prepared to enter the workforce once their degree and practicum training was completed. Students were also extremely happy with the help and flexibility of the staff, faculty and employers with regards to the practicum and their studies.

When students graduate and finish their program a certificate of completion recognizing their accomplishments and degrees is provided. This helps identify the skills acquired for competitive advantage. As already mentioned, the MAP of the FDP, 2009-2010 has fully complied with the provisions of article 15 of Law 3374/2005 (Government Gazette 189 / 2-8-2005). The Diploma is granted to all the students of the Department at the ceremony of their inauguration. The Diploma Supplement is issued in both Greek and English in standardized form through the integrated CARDISOFT computerized system handled by the Secretariat. The application does not require an application or action from the student. It is free of charge. The assembly happens every year in the amphitheater.

Panel judgement

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

Panel Recommendations

'The AP members recommend that the Department consider using existing resources to further improve its administrative services'. For example, they consider either adding another role to help the secretary with their day-to-day responsibilities or a potential solution is to offer or create an internship/practicum within that role for a current or future student.

'The AP members recommend further flexibility and expansion of the practicum program'. Specifically, the employers value the practicum tremendously and it was suggested by the employers and the committee agrees to provide the internship/practicum offerings throughout the year, not just limited to the summer. Many employers expressed they had demand and need for access to students in the winter semester. They also requested a few more weeks for additional/specific training before the students started working in their given positions. This would help with the transition and learning curve for the students when they begin working with their employers.

Principle 5: Teaching Staff

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

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

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

Study Programme compliance

The policy of the Department for staff recruitment is clear, transparent and in accordance to the Law 1268/1982 for University staff selection and qualification. All members of the Teaching Staff are qualified and hold a PhD degree related to the scientific area of their teaching and research direction. All staff selection processes supported for the electronic system ΑΠΕΛΛΑ which is controlled from the Ministry of Education Research and Religion affairs including national and international experts.

The Department offers appropriate labs and opportunities for qualitative and quantitative research and can provide important contribution to the professional development of the teaching staff. The Department uses a number of processes to motivate the academic staff to improve and expand their professional development. These processes include: teaching mobility with different EU-Universities using the ERASMUS-Mobility program, recognition and award of staff members that provided excellent teaching quality and financial support of staff members who are involved in teaching mobility activities. The existing possibilities for exchange and collaboration in teaching, teaching methodologies, and students experience with several EU-Universities is an excellent platform for the professional development of the teaching staff.

The Department collects, analyses and utilizes data for academic staff regarding research (e.g., publications and research impact, coordination of and participation in research projects and national and international congresses), education (e.g., number of learning units, supervision of Master and Doctoral theses, teaching assessments by students) and administration (e.g., administrative activities within the Department, participation to evaluation committees within and outside of the local University). The Department support the link between teaching and research with several mechanisms (i.e., inclusion of numerous books and integration of actual scientific papers in the teaching process, integration of research methodology courses very early in the curriculum, writing an independent final thesis and students' participation in research activities during the UG study program).

The educational resources which are available in the Department to support the teaching and learning program are appropriate. Most of the teaching resources and facilities are adequate and generally of a very good standard. In particular, the facilities of the lecture rooms and the various scientific and practical laboratories are excellent and well equipped. The very good electronic support system adapted in the Department allows a continuous improvement of the available services and possibilities for the staff members to use innovative and sufficient teaching methods and approaches. There are available support services with regard to Libraries, Information systems and infrastructure as for example modern teaching rooms improving the quality of services provided to students. Furthermore, the e-learning software is appropriate and of a good standard. The e-learning platform seems to be used by most academic staff members. Based on the discussion with students the staff regularly upload and upgrade the required documents for their students in the last few years, including lecture presentations and literature or references. Considering the library resources movement towards digital media and the teaching and learning system of e-class, internet access through wired or Wi-Fi becomes essential for academic staff members and students. The availability of such very good electronic system is a significant advantage and a good opportunity to improve the quality of teaching and student learning experiences.

The staff of the Department are interested and motivated to increase its research output. Appropriate infrastructure (labs, several master educational programs with international participation) and funded research projects (e.g., research projects from European sources) provide good possibilities for further improvement in research output. The existing collaborations with different Universities and Departments around the world and especially Europe can improve the scientific culture, publication records and the possibility for further funding through calls from the European Union. However, the Department needs important improvements in the form of a strategic plan for high-level quality of research and a clear vision and policy of a coordinated process aiming to increase the research quality of the academic staff. There are no clearly defined and adequate internal scientific standards for planning and assessing research quality. The development of such standards will provide clarity in the research process, increase the motivation for scientific work and potentially increase the efficiency of high quality research. Although some research facilities of the Department include good quality and up-to-date equipment, only a small number of the existing laboratories are being used for examining excellent research questions and for improving the research-oriented environment of the institution. Introducing greater coherence research and interaction between the departments would create effective synergies increasing the participation of the Department staff in networks of excellence at national or international level. Taking into account the economic conditions in the country, attracting research funding from competitive grants and institutions outside the University and public sector seems to be the most effective and realistic opportunity for improving the research infrastructure and quality.

The Department tries to manage and develop procedures that support a continuous improvement of the staff. The Department adapted a common system for continuously improving the teaching quality of its academic staff by: (a) having clear criteria for every educational unit with an individual teaching evaluation; (b) providing possibilities for teaching mobility with national and international Universities; (c) identifying specific teaching weaknesses using the electronic evaluation procedure; and, (d) educating the Department staff in new pedagogical methods and opportunities. The Department possesses reliable means for collecting, analyzing and utilizing valid information regarding its other functions and activities through the evaluation of its courses by the students about students' satisfaction with their programmes of study. ΜΟΔΙΠ uses an excellent electronic system to monitor and analyze individual key performance indicators/markers for staff learning quality, and contributes significantly to the continuous assessment, review and quality assurance of the staff. Furthermore, the Department monitors and compares its scientific and educational qualities with similar institutions in Europe and around the world.

Panel judgement

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

Panel Recommendations

'The AP members recommend the establishment of a Research Committee (RC)'. The RC should provide and coordinate the strategic vision of the Department in a high quality research environment and assess the research quality of the proposed research projects. The RC should also establish standards in terms of research quality assurance, and publication outputs. The RC may assist the staff members of the Department with the preparation of proposals, and exploits innovations submitted by Department researchers. Further, we recommend an annual spring or autumn retreat for scientific exchange between the postgraduate students and the staff members in a relaxed setting outside of the laboratory setting. This event can bring together PhD-students and staff members improving the opportunity to discuss and develop their research. The RC will also be present at the retreats to monitor the overall structure, the direction and progress of the research and the development of the education structures. The presence of the RC and the critical feedback from its members is of vital importance for the quality control of research and for the promotion and the development of a research culture in the Department.

Principle 6: Learning Resources and Student Support

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

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

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

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

Study Programme compliance

The Department has high quality building facilities that are concentrated in a single University campus location, are modern and purposefully built and allow the teaching staff to prepare and deliver high quality and effective theoretical as well as practical teaching sessions. The building facilities and infrastructure are new and their quality is comparable to the best Greek-Departments. Last, but not least, there is an impressive and seemingly effective infrastructure that supports and encourages students with disabilities and learning difficulties.

The lecture and seminar halls include a well-designed network of electronic support which contributes to the quality of teaching. The majority of teaching modalities are prepared and delivered electronically and in this way the efficacy and flexibility of teaching has been improved. An additional benefit has been the better interaction between the students and the teaching staff in the theoretical units. The lecturers can deliver their teaching and examine the students without personal contact and a significant part of the teacher-student interaction, especially postgraduate studies, is taking place by distance-learning. The examination results can be registered electronically and transferred automatically to the departmental administration office. The technical equipment of the department and laboratories has been improved in recent years and in general the department has facilities that are of a good international quality standard. In general, the Department supports extensive electronic communication between teachers, students and administrative staff contributing to the improvement in the flexibility of teaching, assessment of learning and the efficacy of the curriculum. Furthermore the integrated facilities in the campus (i.e., library, labs and teaching halls) benefited by the presence of students on the campus. The library is located in the main building of the Department. The internet access is free in this building as

well as on the whole campus. In the library there is an acceptable amount of books and journals, computer stations and library staff members. The good quality of the building facilities facilitated and encouraged the sport, recreational and the general social and cultural activities and interaction of the students.

The administrative support of the Department is efficient and of very good quality. Although the resources of the secretariat are limited, they are able to organize the whole administrative workload of the Department quite effectively. The students are informed about all available services and in general there is a very efficient, transparent and of good-nature communication in the Department between students, academic and administration staff. Important announcements are emailed to students by the secretary and student inquiries are generally answered within two business days.

The Department places great emphasis on the quality of services provided for the welfare and support of students. It takes care of facilities and provides food for students, while medical insurance and electronic services are also covered by the Department. However dormitories are very limited for the student population size of the Department, a problem that impacts the student living conditions and requires immediate attention. Although the Department makes concrete efforts to streamline the management and operation of the dormitories, the main part of the problem seems to be the financial support of the project a problem beyond the control of the Department.

Panel judgement

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

Panel Recommendations

Although the Department has effective infrastructure services and high quality building facilities, the AP finds that the limited dormitories is an important problem that impacts the student living conditions and requires immediate attention. Consequently, *'The AP members recommend that the government, University, municipality and other relevant agencies should provide the necessary funds and address the dormitory problem'*.

Principle 7: Information Management

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

> *Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students as well as to the academic community.*
>
> *Reliable data is essential for accurate information and for decision making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on study programmes and other activities feed data into the internal system of quality assurance.*
>
> *The information gathered depends, to some extent, on the type and mission of the Institution. The following are of interest:*
>
> - *key performance indicators*
> - *student population profile*
> - *student progression, success and drop-out rates*
> - *student satisfaction with their programme(s)*
> - *availability of learning resources and student support*
> - *career paths of graduates*
>
> *A number of methods may be used for collecting information. It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.*

Study Programme compliance

There is an annual internal evaluation report that includes student demographic, academic performance and progression characteristics, which are collected in a database (Cardisoft), as well as data on quality of teaching, which are compiled through the evaluation of courses and managed with an appropriate database (MODIP). With regards to students' course evaluations there is a dedicated online polling platform where specific questionnaires are completed.

The outline of the courses (the bibliography, the objectives of the course, the learning outcomes, the activities to be submitted by the students e.g., work, project), and the material of each lecture are accessible online.

The quality of teaching is monitored with the use of a dedicated software (Integrated Quality Assurance System) provided by MODIP where course evaluations are collected at the end of every semester. These results are monitored and communicated to staff for future reference and action if required.

Mobility evaluation of Erasmus students is accomplished by completion of a questionnaire (Mobility Report) provided by the European Commission and are processed by academic coordinators of the program. Additionally, following their internship, students complete an assessment questionnaire in which they write the positive and negative points of the practice. This feedback from the practicum partners can be used to monitor student performance and industry satisfaction.

Data collected are properly and consistently presented in a way that allows direct interpretation and comparison.

Panel judgement

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

Panel Recommendations

'The AP members recommend that the students are encouraged/incentivized to increase their participation in evaluation of teaching and courses for better representation of the student body'.

Principle 8: Public Information

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

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

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

Study Programme compliance

The majority of the information is focused on existing and future students, graduates, etc and is available through the website. If someone required additional information the contact page is easy to find and access in order to call or email any questions. In addition to a short description of the program, information on the structure, the rules of operation of the undergraduate program, content and procedure for participation, the professional rights of the students, the timetable of the courses/exams, the preparation of the dissertation, the standard documents, the information on the labs, the evaluation of the courses, scholarships, student care services (free meals, housing allowance, IKY - EKO scholarships), instructions for electronic completion of course registration/renewal, information on events (seminars-conferences, etc.), the textbooks needed in each course of the next academic year, information on the acquisition of academic identity, the periods and manner of declaring works in the EC system DOXOS, ERASMUS Programs, Library Services, the Program and the Practice Exercise Regulation, entry into the Electronic Class of each course, CVs and contact details of each lecturer, the hours and ways of communicating with the faculty are provided online.

Also, announcements related to student processes (assessment of lessons, statement of lessons, books, etc.) are also sent by e-mail from the Secretariat of the Hellenic Science Foundation and the helpdesk of the University. In addition, the social media tools are used (Facebook of the Department and the periodical publication of newsletters with news and information about the Department).

All course outlines of the programme are complete and available online. Details of course offerings and syllabus are available on the website under their Studies tabs (downloadable PDF) and within the ECTS guide. The academic unit Policy for Quality Assurance is available online under the Department tab: http://sportmanagement.uop.gr/images/uop/docs/HQA_External_Evaluation_Report.pdf. All reporting data as it becomes available is up-to-date and easy to find. Some information is also found in multiple areas of the website. The head of Department checks the information continually, the website and reports are updated continually with the help of the Department, staff and technology staff members as the information becomes available.

Panel judgement

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

Panel Recommendations

The website is very well maintained and laid out. Links work, information is easily available and easy to find. However, in comparison to the Greek version, the English version of the website lacks the same information. The crucial links for students, prospect students, and in general anyone wanting to learn more about the program can be informed. But some of the internal reporting information is not available. *'The AP members recommend that there is consistency between the two websites as they should mirror each other'*. This will help as the program continues to seek additional opportunities outside of Greece.

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

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

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

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

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

Study Programme compliance

MODIP monitors, coordinates and supports the evaluation of the academic units of the University as follows:

a) Monitors and co-ordinates the timely preparation and submission of the internal evaluation reports of the academic annual reports. It cooperates with the heads of OMEA and the secretariat for the preparation of internal evaluation reports.

b) Collects all the internal evaluation reports of the departments and compiles an internal evaluation report every two years.

c) Coordinates the preparation of the external evaluation reports of the department and submits them to ADIP.

d) Supports the procedures for external evaluation and accreditation of curricula, and internal quality assurance system within the principles, guidelines and directives of ADIP.

e) Coordinates the electronic evaluation of the courses and the faculty members by the students and, after processing the evaluations, provides feedback to both academics and the students via the OMEA.

The curriculum is updated every April through the following procedure.

1. Faculty members are responsible for updating the lessons that they teach, the formulation of the learning outcomes, and the way students are evaluated. Changes in course content are reflected in the course outline of the Guide and Internal Rules of Operation. Faculty members send their curriculum outlines to the Secretariat, which integrates them into a uniform text.

2. A Curriculum Committee oversees the curriculum for possible repetitions or omissions and proposes to the Assembly possible changes/modifications, mergers of courses or the introduction of new items.

3. The Curriculum Committee together with OMEA are overseeing the distribution of courses in the overall program curriculum, the student workload and evaluation, and the agreement of the learning outcomes of the courses with the learning outcomes of the curriculum.

4. Following the update of the curriculum, feedback from the student body is requested through consultation with student representatives.

6. The updated curriculum is approved by the Assembly of the Department and is forwarded for approval by MODIP and, subsequently, final approval by the Senate.

A concrete action plan exists in order to maintain their strengths and address the weaknesses. One such example is the actions taken to ensure and promote the employability of its graduates, which has been identified as one of the weaknesses. The specific action was the addition to the pro-existing curriculum with courses of Economics and Business Management. As a result, the Department has secured that graduates are entitled to register in the Economic Chamber of Greece and they are exempt from certain theoretical requirements for obtaining the professional license of Public Accountant/Auditor. Furthermore, graduates are entitled to participate in the recruitment selection process for public servants (ASEP), which previously was intended exclusively towards graduates with Economic Qualifications.

Panel judgement

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

Panel Recommendations

Principle 10: Regular External Evaluation of Undergraduate Programmes

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

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

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

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

Study Programme compliance

On 21/2/2014, the final report of the External Evaluation by the HQA was received by the members of the ADIP and the University. This report has been posted on the official website of the Department http://sportmanagement.uop.gr/images/uop/docs/HQA_External_Evaluation_Report.pdf.

The study program has also recently undergone an external review by the ISO 90001 Master. The results are still pending. The members of the staff were aware of the importance of the review process and it was clear through the AP members' visit that all stakeholders took an active part in addressing previous concerns. Representatives from all key stakeholders participated in the external review. As follow up actions, the curriculum has undergone many changes that have focused more on the development of sport specific courses and curriculum, the addition of a well-executed practicum system, and more transparency in the activities of the faculty and students.

Panel judgement

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

Panel Recommendations

PART C: CONCLUSIONS

I. Features of Good Practice

The Department makes sincere efforts to promote academic quality among its students and it offers awards and recognition to both undergraduate and post-graduate students, in an attempt to enhance the collegiality and collaboration within the student body. The University also offers resources for sports and cultural activities. The structure, opportunities and availability of the sport facilities and activities are well designed, facilitating the exercise and training of students. The collaborations with social and cultural local organizations are productive, and mostly based on initiatives by the members of the Department community. Course offerings and special topics classes that provide an overall curriculum focusing on the development of sport practitioners. The Erasmus Plus program provides opportunities for Mobility as well as experience to sport, culture and language for students and staff. There is a student-centered focus on teaching, services, and support and faculty members have taken on the role of advisors (career and academic). Faculty members who excel in their teaching practices are eligible for a teaching award.

Administrative/technical staff are well respected and involved with students and faculty. All stakeholders work together to keep everyone informed, especially the students about support services such as scholarships, welfare, etc.

Fundraising opportunities have been established to help the Department with operational costs as well as support students. The Department maintains strong relationships with former (alumni) and current students to establish opportunities for future students for practicum training and employability opportunities.

The curriculum is well designed and all-inclusive and represents a key strength of the programme. The courses are informed, relevant and the workload is well scaffolded over the duration of the studies. In particular the compulsory practicum experience that the students gain, the supplementary certificate and the research based thesis they conduct at the end of their degree represents key areas of differentiation and strength for student skill development. The Department offers a unique programme and works closely with the community and industry partners. These practices enable the Department to offer volunteering opportunities, engage in fundraising activities, and remain at the forefront in terms of academic subjects offered and student employability.

Information systems are well established, which ensures a thorough and timely data collection, analysis and evaluation process.

II.   Areas of Weakness

The assessments are fair and well designed. However, the programme can potentially offer more innovative assessment tasks that move away from the traditional essay/presentation/exam setting in the form of authentic experiences.

The Department needs clearly defined and adequate internal standards for planning and assessing research quality in order to increase the motivation for scientific work and to create a clear vision and policy for an appropriate research culture.

A problem that impacts the student living conditions and requires immediate attention is the very limited dormitories for the student population.

III.   Recommendations for Follow-up Actions

1. *'The AP members recommend that the Department either regains authority to collect its own data or has readily available access to these data which can be used for promotional purposes to attract more students'.*

2. *'The AP members recommend that the Department further enhances the quality (as opposed to the quantity) of the research output among faculty members (e.g., promote and advance quality in (a) research practices, (b) international, inter- and intra-departmental research collaboration(s), and (c) publications at peer reviewed and highly ranked international journals)'.*

3. *'The AP members recommend that the Department encourages/offers opportunities for academic staff to undertake the Graduate Certificate of Higher Education courses that would in turn inform their academic practices and teaching both in terms of curriculum and course design and assessment offerings'.*

4. *'The AP members recommend that the Department considers the design of assessment tasks that move away from the traditional essay/presentation/exam setting and incentivizes academic staff to design and offer innovative assessment tasks in the form of authentic experiences (e.g., exposure to real world situations and sport organizations)'.*

5. *'The AP members recommend that the Department considers mapping what skill(s) each course builds for students during the programme'.*

6. *'The AP members recommend a stronger culture of 'peer reviewed of teaching' with a formalized feedback process'.*

7. *'The AP members recommend that low performing academic staff in student evaluation offer a brief report of actions – to the teaching and learning committee for consideration - on the corrective action to address the issues raised in the student evaluation in the next offering of the course'.*

8. *'The AP members recommend that the Department - in its continued effort to address and enhance student welfare - seeks the support of the state or the relevant regional agencies to offer additional housing support (in the form of a dormitory) to students'.*

9. *'The AP members recommend that the Department consider using existing resources to further improve its administrative services'.*

10. *'The AP members recommend further flexibility and expansion of the practicum program'.*

11. *'The AP members recommend the establishment of a Research Committee (RC)'.*

12. *'The AP members recommend that the government, University, municipality and other relevant agencies should provide the necessary funds and address the dormitory problem'.*

13. *'The AP members recommend that the students are encouraged/incentivized to increase their participation in evaluation of teaching and courses for better representation of the student body'.*

14. *'The AP members recommend that there is consistency between the two websites as they should mirror each other'.*

IV.   Summary & Overall Assessment

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

The Principles where substantial compliance has been achieved are: **5, 6**

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 Accreditation Panel
for the UGP Sports Organization and
Management of the
University of Peloponnese**

Name and Surname   Signature

Prof Popi Sotiriadou,
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Prof Adamantios Arampatzis,
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