

Doc. 300.1.2

Date: 22/03/2021

Higher Education Institution's response

- **Higher education institution:** European University Cyprus
- **Town:** Nicosia
- **Program of study (Name, ECTS, duration, cycle)**
 1. **Name:**
 - In Greek:**
«Αθλητική Επιστήμη και Φυσική Αγωγή (4 Έτη/240 ECTS, Πτυχίο)»
 - In English:**
«Sports Science and Physical Education (4 Years/240 ECTS, B.Sc.)»
- **Language of instruction:** Greek
 - Program's status: Currently operating

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Guidelines on content and structure of the report

- *The Higher Education Institution based on the External Evaluation Committee’s evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the program of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI’s response must follow below the EEC’s comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

The Sport Science and Physical Education (B.Sc.) program of the European University Cyprus wish to express their sincere gratitude to the External Evaluation Committee (EEC) for its evaluation.

The collegial spirit created by the members of the EEC during the evaluation processes created an atmosphere of knowledge sharing and synergy which allowed the members of the Department and the two Programs to support them to the best of their abilities. It is thus, that the Department has noted the positive feedback of the EEC and we appreciate its insightful recommendations, which provided us the opportunity to further improve the quality and ensure the future implementation of the two programs.

In the following pages, we respond in detail to all recommendations for improvement suggested by the EEC and we provide all relevant information to explain the actions taken to ensure that the two programs are of high quality and considerable impact.

1. Study program and study program's design and development

Sports Science and Physical Education (B.Sc)

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

The EEC has raised the following issues. The response for issue is shown below each point that is raised.

Comments by the EEC:

Areas of improvement and recommendations:

1. Provide the students the opportunity for more practical training and mentorship.
2. Define and evaluate the expected student study workload per ECTS credit
3. Expected student self-directed workload could be more clearly defined.
4. Student feedback could be used to a greater extent to improve and further develop the program.
5. Closely monitor the career pathways of graduates to understand how they align with their specialisation pathway in the final year of their degree

Response by EUC:

We would like to thank the EEC for the valuable comments and recommendations, which we have attempted to address as indicated below:

1. Since practical learning is becoming more widely used as a learning tool for students to help them fill the gap between classroom learning and practice, all our Department's undergraduate curricula include students' practical placement. Regarding the program "Sports Science and Physical Education" (B.Sc.) under evaluation, internships are useful tools for employers for screening and recruiting potential hires. In the last two years, around 30% of this program's student interns were offered full-time positions from their internship employer. We agree with the EEC that a critical point beyond students' practical placement is to promote great exposure to practical learning and translation from theoretical and practical applications within curricula.

Adjusting curriculum and pedagogy to address the gap between classroom and practice in academic education is challenging. In the "Sports Science and Physical Education" (B.Sc.) program, we use an active learning environment that can enhance the integration of practice and theory in the classroom. Especially in the practical courses (i.e. SPE240 Football Teaching, SPE115 Handball Teaching, SPE215 Swimming Teaching, SPE120 Basketball Teaching, SPE320 Volleyball Teaching, SPE446 Gymnastics Teaching, SPE135 Track and Field Teaching, SPE340 Teaching of Rhythm and Dance Skills, SPE431-432 Football I-II, SPE432-439 Handball, SPE433-440 Swimming I-II, SPE434-441 Basketball I-II, SPE435-442 Volleyball I-II, and SPE436-443 Track and Field I-II, and SPE437-444 Gymnastics I-II), less emphasis is placed on theory and more on developing students' skills (1-hour theory and 2-hours practical application per week).

Furthermore, core Sports Science courses are laboratory-based (SPE205 Exercise Physiology I, SPE225 Exercise Physiology II, SPE135 Motor Learning, Control and Development, SPE310 Theory and Techniques for Strength Development, SPE452 Kinesiology –Biomechanics, SPE400 Assessment and Evaluation of Functional Capacity, SPE425 Evaluation and Development of Elite Physical Performance, SPE480 Personalized Exercise Prescription and Programming, SPE490 Clinical Exercise Physiology, SPE470 Exercise for Special Populations, SPE405 Sports Physiotherapy and Injury Prevention).

Moreover, in order to further address the EEC recommendation, the Department introduced the addition of Portfolios in the Assessment Methods of laboratory-based courses and courses that include laboratory face-to-face and laboratory practical training of Semesters 7 and 8 (Final Year Concentration), effective from Fall 2021 Semester (please see all revised Syllabi in Appendix II: see Syllabi in pp. 72, 74, 83, 85, 121, 123, 127, 141, 143). These courses are:

- **SPE400 - Assessment and Evaluation of Functional Capacity**
- **SPE405 - Sports Physiotherapy and Injury Prevention**
- **SPE425 - Evaluation and Development of Elite Physical Performance**
- **SPE430 – Internship**
- **SPE470 - Exercise for Special Populations**
- **SPE400 - Assessment and Evaluation of Functional Capacity**
- **SPE480 - Personalized Exercise Prescription and Programming**
- **SPE490 - Clinical Exercise Physiology**
- **SPE451 - Applied Psychology for Improving Sports Performance**
- **SPE452 - Biomechanical assessment and guidance of athletes**

Furthermore, following the EEC's critical recommendation to provide the students the opportunity for more practical training and mentorship, the Department will recruit a Mentor/Laboratory Assistant for the revised curriculum's needs. The position is currently open for candidates' applications (deadline for submission of applications: 28th of May 2021). The URL for the position is:

https://galileo.wd3.myworkdayjobs.com/en-US/european_university_cyprus_career_site/job/Engomi/-----R-03762-1

This person will be present daily at specified times and, in consultation with each course instructor, will have the duty to guide, assist and mentor the students with their practical training. The Mentor/Laboratory Assistant's purpose is to further augment the student's practical and laboratory skills. In consultation with each course instructor, he/she will implement a practical skills development plan for all the students beyond their face-to-face classes. For every hour of face-to-face laboratory teaching per week, the student will have an additional hour of guided practical training per week in the laboratory with the Mentor's guidance. To ensure that students will be visiting the laboratories for practical training in a guided and recorded way by the Mentor/Laboratory Assistant, a Laboratory Calendar/Log will be introduced (please see APPENDIX I; Laboratory Calendar Log).

Noteworthy, as the ECC suggested during the evaluation day, to increase student's practical laboratory experience we added one face-to-face laboratory hour (which is deducted from the face-to-face in-class hours) per week for the

courses SPE205 - Exercise Physiology I, SPE225 - Exercise Physiology II, SPE335 - Sports Nutrition, and two hours per week for the course SPE235 Kinesiology–Biomechanics to increase student’s practical application (please see APPENDIX II; Syllabi, pp. 28, 38, 63, 43).

2-3. We kindly inform the EEC that points (2) and (3) have been addressed together as they pertain to a similar issue.

We agree with the EEC’s suggestion to clearly define the expected student study workload per ECTS credit and the expected student self-directed workload. We have now clearly defined the expected student study workload per ECTS. This information has been added to all our syllabi’s teaching methodology (please see APPENDIX II; Syllabi). Considering that all courses in the program of study are 6 ECTS each, the total student effort is 150 hours (25 hours per credit). Currently, the breakdown of the workload per course is as follows:

For theoretical courses, the student workload (150 hours) is:

- **In-class theory: 42 hours**
- **Midterm assessment preparation: 30 hours**
- **Final assessment Preparation: 39 hours**
- **Independent study: 39 hours**

For laboratory-based courses with 1-hour lab/week, the student workload (150 hours) is:

- **In-class theory: 28 hours**
- **Lab: 14 hours**
- **Midterm assessment preparation: 25 hours**
- **Final assessment Preparation: 36 hours**
- **Independent study: 35 hours**
- **Practical laboratory training: 12 hours**

For laboratory-based courses with 2-hour lab/week, the student workload (150 hours) is:

- **In-class theory: 14 hours**
- **Lab: 28 hours**
- **Midterm assessment preparation: 25 hours**
- **Final assessment Preparation: 34 hours**
- **Independent study: 25 hours**
- **Practical laboratory training: 24 hours**

For laboratory-based courses with 3-hours lab/week, the student workload (150 hours) is:

- **Lab 42 hours**
- **Midterm assessment preparation: 24 hours**
- **Final assessment Preparation: 33 hours**
- **Final Assessment preparation: 15 hours**
- **Practical laboratory training: 36 hours**

For practical courses, the student workload (150 hours) is:

- **In-class theory: 14 hours**

- **Practical classes: 28**
- **Practical Assessment preparation: 35 hours**
- **Final assessment Preparation: 25 hours**
- **Independent study: 24 hours**
- **Practical application at the Athletic center: 24 hours**

4. Evaluation of learning and teaching processes and practices is essential to enable the European University Cyprus to continuously improve student learning outcomes and learning experience. The University has developed a questionnaire titled Student Feedback on their Learning Experience (SFLE) as a source of information for receiving feedback by students on their overall learning experiences, per course and per academic semester. The SFLE takes place during the two last weeks prior the final examination period according to the semester's schedule.

The Scope of SFLE: The SFLE procedure applies to all EUC students attending undergraduate and master programs of study (both conventional and distance learning). The procedure provides the basis for the collection and analysis of the SFLE data and the reporting of these results to Faculty members themselves, the respective Chairpersons and Deans, and the Rectorate Office, to enable improvement and amendment of teaching practices.

The Strategic View of SFLE: The SFLE process is part of the University's Strategic Plan and is designed to offer students' perspective on the way courses are being taught as an essential element of internal quality assurance processes. As with most universities worldwide, at EUC students are considered key stakeholders.

The SFLE provides valid, reliable information/data on the impact and resource effectiveness of learning and teaching, as well as on instructor-related issues, thus contributing to the continuous improvement of academic programs. The survey questions assess not only the course and the instructor, but also the unique features of particular forms of learning and teaching (such as digital enhanced learning, clinical/practical/laboratory teaching methodologies, the use of technology), as well the interaction and communication with all support services provided by the University and the overall EUC culture and structures for supporting students' learning experience.

The findings from the analysis of the questionnaire survey are utilized in various ways, including:

a. the Program Evaluation Review (PER) process of programs of study, which aims at programs' ongoing monitoring and evaluation. The SFLE findings complement other data sources gathered during the PER process, such as program and Department relevant documents and Minutes, reflective documents, expert/peer reviews, student assessment results, teaching portfolios, etc. which all provide valuable information in reviewing EUC programs of study.

b. In addition to the use of the SFLE findings in the process of changes and development of EUC programs of study, the SFLE provides a key component in academic staff's professional development leading to enhanced quality of

learning and teaching at EUC. More specifically the findings from the individual reports are discussed between the instructors, the Chairperson of the Department and if needed with the Dean of the School in a constructive peer review manner, thus feedback, support and guidance are provided to the involved instructors. It must be noted here that the contract renewal of part-time academic staff each semester takes into serious consideration students' feedback by the SFLE. In this way, there is a continuous improvement of teaching quality in the Department.

c. Moreover, SFLE findings are used to guide faculty support through the EUC Faculty Professional Development program. More specifically selected findings from the SFLE findings are taken into consideration when new seminars and training sessions are scheduled by the Office of the Vice-Rector of Academic Affairs, as well during the panning of in-School/Department academic staff professional development activities.

The Management of Information/Data of SFLE: The design, conduct and reporting of SFLE respect the rights, privacy and confidentiality of all parties involved. Student responses are anonymous.

The Monitoring of SFLE: The SFLE process is monitored by the Office of Vice-Rector of Academic Affairs, which informs the Rectorate Committee, as well as the University's Internal Quality Committee, to ensure it enhances the quality of learning experience and culture at the University.

Responsibilities of stakeholders involved in the implementation of SFLE:

a. The Office of the Vice-Rector of Academic Affairs is responsible for the management of SFLE.

b. The Dean of each School and the Chairpersons of each School's Departments communicate the outcomes of the SFLE to all instructors and discuss with them critical issues concerning overall findings.

c. Each program coordinator incorporates and presents the SFLE results in each program's PER report.

d. All instructors are responsible for engaging students in filling in the SFLE. Additionally, full-time faculty members include the SFLE findings in their promotion applications, as well as in their bi-annual self-performance evaluation, as per University Charter guidelines.

e. Students are responsible for providing their feedback on their learning experience for each course they attend by participating in the SFLE process.

In APPENDIX II (APPENDIX II; Example of the data that Departments review) we present the survey's questions and the average scores of the previous SFLE (Fall 2020) for all modules of the under evaluation programmes of "Sports Science and Physical Education" (B.Sc.) and "Applied Sports Science (M.Sc.)."

Most importantly, in responding to this EEC's recommendation, it must be pointed out that Department students are represented at all levels of advisory and decision-making bodies, including program advisory boards, Departmental Councils, School Councils, the Senate, etc. Notably, according to the Program

Evaluation Review (PER) procedure, any stakeholder (including students) may initiate the revision of any program at any given time.

5. We agree with ECC's suggestion regarding the alignment of career pathways and opportunities and its association with the final year specialization pathway. Referring to the career pathways of graduates, the Employability Survey of the European University Cyprus (please see APPENDIX III; European University Cyprus Employability Survey Results), provides some data for graduates of the Program (please see APPENDIX IV: Graduates Employment Data). Thirteen B.Sc. (n=13) students participated in the survey. In their vast majority, students are employed in the fitness industry as Fitness Instructors and some are pursuing, or intending to pursue, post-graduate studies. It must be noted that the Program has a very close collaboration with the Cyprus Physical Education and Sport Science Association at the national level, which is the professional body in the sport and fitness sector. Through this collaboration, we are well-aware of the market needs and we have indeed geared the Concentration pathway of the Final Year towards those needs. Additionally, the 225 hours of internship, in literally all areas of the sport industry (namely, school physical education sector, governmental sport programs, commercial gyms, sport performance and sport rehabilitation centres, houses for the elderly, institutions for people with disabilities and/or special needs, centres for preventive and clinical exercise), reflect our intention to provide the students with the opportunity and tools to be employable, competitive and meet potential employers before entering the market.

2. Teaching, learning and student assessment (ESG 1.3)

Sports Science and Physical Education (B.Sc)

The EEC has raised the following issues. The response for issue is shown below each point that is raised.

Comments by the EEC:

Areas of improvement and recommendations:

1. The main practical elements appear later in the program. Embed greater practical skills development within core discipline areas (i.e. physiology and biomechanics) at all levels of the program, i.e. year 1 to year 4.
2. Ensure that the practical skills students will need for their future careers are adequately developed and assessment appropriate to the learning outcome(s).
3. Assessment, where possible, undertaken by more than one examiner. 2nd marker on proportion of the assessed work is best practice
4. Encourage and enable further the active participation of the students in all aspects of course development and implementation.
5. A policy regarding feedback to students by communication/meetings of the students with the supervisors/lecturers should be considered.
6. Greater clarity of methods of assessment should be provided. The EEC were not able to determine the extent to which the criteria, methods of assessment and marking criteria are published in advance.

Response by EUC:

We thank the EEC for these important recommendations, which we have attempted to consider effectively, as indicated below:

1. ***As shown in the semester breakdown (please see APPENDIX V: Table 2), the practical courses and elements begin from Semester 1. The core disciplines are placed in the first semesters and the sport science-related courses that are associated with the core disciplines are placed later. For example, the courses Anatomy and Physiology I & II are placed in Semesters 1 & 2 respectively, followed by Exercise Physiology I & II, placed in Semesters 3 & 4, respectively. Moreover, as mentioned before in our reply to comment 1, section 1, changes have been made to allocate Laboratory Hours within the face-to-face hours per week, for the courses SPE205 - Exercise Physiology I, SPE225 - Exercise Physiology II, SPE335 - Sports Nutrition, and two hours per week for the course Kinesiology–Biomechanics.***

Currently, in the program we offer thirteen courses with laboratory practical skills development. Furthermore, as we explained earlier in our reply to Topic 1, Section 1, we provide the students the opportunity for guided practical training and mentorship. For example, the course SPE400 - Assessment and Evaluation of Functional Capacity (please see APPENDIX II: Syllabi, p.72) includes 42 hours of face-to-face practical laboratory training. Consequently, students will be visiting the laboratories for an additional 36 hours (1 hour per face-to-face Laboratory hour, minus 6 hours spent for Midterm and Final Assessment Preparation) of practical training in a guided and recorded way by the Mentor/Laboratory Assistant.

2. ***As mentioned before, to provide the students the opportunity for more practical training and mentorship, the Department will recruit a Mentor/Laboratory Assistant. The Mentor/Laboratory Assistant's role is to further augment the student's practical and laboratory skills. In consultation with each course instructor, he/she will implement a practical skills development plan for all the students beyond their face-to-face classes. For every hour of face-to-face laboratory teaching per week, the student will have an additional hour of guided practical training per week in the laboratory with the Mentor's mentorship. It must be also noted again here that to assist career initiation and development, the students are spending 225 hours of Internship in key organizations of the sport, fitness, and health industry guide by supervisors in the field, together with the Program's Internship Coordinator.***

3. ***We endorse the suggestion of the EEC for a percentage of the markings to be double marked. More specifically the Department has decided that 20% of all final exams will now onwards (starting in the current semester S2021) be doubled marked for all the courses which we currently have more than one academic staff with a profile that potentially enables him/her to teach the course. Such courses are:***

- ***SPE130 - Molecular Exercise Biology***
- ***SPE205 - Exercise Physiology I***
- ***SPE225 - Exercise Physiology II***
- ***SPE305 - Exercise Biochemistry***
- ***SPE310 - Theory and Techniques for Strength Development***
- ***SPE400 - Assessment and Evaluation of Functional Capacity***
- ***SPE420 - Exercise in Adverse Environmental Conditions***
- ***SPE425 - Evaluation and Development of Elite Physical Performance,***
- ***SPE470 - Exercise for Special Populations***
- ***SPE405 Sports Physiotherapy and Injury Prevention***
- ***SPE480 - Personalized Exercise Prescription and Programming***
- ***SPE452 Kinesiology –Biomechanics***

4. ***Following the EEC's recommendation to encourage the active participation of the students in the development of the courses and their implementation, mid-semester meetings among the coordinator of the program and student's Year Representative(s) will be held. The aim of these meetings will be to identify in time any weaknesses of the courses and take corrective measures before the end of the semester.***

Furthermore, it is pointed out that students are represented at all levels, including program advisory boards, Departmental Councils, School Councils, the Senate, etc. Noteworthy, according to the Program Evaluation Review (PER) procedure, any stakeholder (including students) may initiate the process for the revision of any program at any given time.

In addition, students are responsible for providing constructive feedback on their learning and teaching experience by participating in the Student Feedback on their Learning Experience (SFLE) process. In our reply to comment 4, section 1 (page 4);

European University Cyprus uses this feedback to improve student learning outcomes and learning experience continuously. The SFLE provides valid, reliable information/data on the impact and resource effectiveness of learning and teaching and instructor-related issues, thus contributing to the continuous improvement of academic programs. Additionally, it's worth mentioning that the contract renewal of part-time faculty each semester is decided taking into serious consideration their SFLE findings. In this way, there is a continuous improvement of teaching quality in the Department.

- 5. Students receive feedback from their instructors from the very beginning of each semester: this varies from comments made during a lecture, discussions in groups, feedback on practice exercises in class, answers to queries about coursework on a forum or in live Q&A sessions, conversations, and group threads with other students on Blackboard or other Learning Management System (LMS) platform, etc.***

Regarding the marking of assessments with feedback, the current EUC regulations are the following:

- Assignments and mid-terms are marked and returned to students with written feedback within 15 days of submission.***
- The Final exams grades are marked and submitted together with the entire grade book of a course after 48 hours of the exam. Students receive their overall grades online a week after the examination period is finished.***

In addition, in case a student believes that the grade of her/his final examination received is different from what was expected, s/he has the right to submit an appeal. As an initial step, the student must exhaust all possibilities of resolving the problem with the pertinent instructor. If this does not lead to a resolution, the student may appeal against the grade by filing a petition with the Office of the Registrar. The Registrar forwards a copy of the petition to the pertinent Chairperson of the Department, who first ascertains that no error was made by the instructor, and if not so, assigns an anonymous re-evaluation of the final examination to another instructor. In the case of a major discrepancy between the instructor's evaluation and the re-evaluation that will require the change of the final examination grade, the average of the two evaluations is assigned as the final grade to the final examination. Changes of grades resulting from an appeal require the endorsement of the Dean of School. For a petition to be reviewed, a student must appeal within four weeks from the date the semester grades have been announced.

Furthermore, for all courses, instructors have in place well-designed assessments that aid students to progress through their program. The aim is to help the student's learning but also provide them with a tool to measure it by focusing their attention on task and content that reflect the learning outcomes of the course. The assessments under this also help instructors to see what the students have actually understood and on which aspects they still, need some work.

As regards to the marking and assessment criteria of the Department's programs of study, the Department follows the University wide policy, that all students from the onset of their studies are made aware of what is expected from them in each of

their courses. This information is presented on the Course Outline of each module (please see APPENDIX VI; Course Outline Template).

Each course outline contains information on:

- ***The Learning Outcomes of the course, as well as guidelines for the knowledge, understanding and skills students are expected to develop by the end of the course;***
- ***The University's Internal Regulations on Academic Ethics and Students' Discipline;***
- ***The Appeal Procedure;***
- ***The Department's Absences Policy, including which is the maximum number of absences allowed for theoretical and laboratory classes;***
- ***The course's Marking/Assessment Criteria, so that students are clearly informed what their instructor will be assessing them on during each part/component of their assessment, as well as the balance between exams, practical skills and assignments;***
- ***The Grading System of the EUC.***

Moreover, the Department has a 'Monitoring of Grades' mechanism. Each semester, prior to the approval of grades, the Department Chairperson monitors statistics on grades/marks for all courses of the Department via the Grade Submission form which executes statistical analysis of the grades on each course. This is a mechanism that the Department plans to continue to implement given its monitoring management advantages.

As far as the EEC's suggestion in the Departmental evaluation for considering a rubric for all the teaching and learning procedure components in the Department has been acted upon. Using a coherent set of criteria for students' work will definitely help instructors grade more objectively, set the expectations and clearly outline the assignment. In more specific, we immediately proceeded from the current semester to use rubrics in all of our courses in the Department so that all instructor use grading rubrics to assess a range of activities in all the programs of study in the Department. The Faculty of the Department collaboratively designed generic rubric templates (both holistic and analytic) based on a coherent set of criteria for students' performance and development, to support reliability in feedback or grading, and provide students with a way to evaluate and self-regulate their work critically. The rubrics requirements are linked to specific learning objectives (knowledge, skills, and competencies) of each of the Department's program of studies. These general templates have been adopted accordingly based on each course's particular requirements and learning objectives and were explained to the students prior to each assignment and exam (please see APPENDIX VII: Indicative Example of an Assessment Rubric).

Furthermore, for all courses, instructors have put in place well-designed assessments that aid students to progress through their program. The aim is to further help the student's learning but also provide them with a tool to measure it by focusing their attention on task and content that reflect the learning outcomes of the course. The assessments also help instructors to assess the students' understanding and comprehension, as well as the areas that need to be addressed further.

3. Teaching Staff (ESG 1.5)

Sports Science and Physical Education (B.Sc)

The EEC has raised the following issues. The response for issue is shown below each point that is raised.

Comments by the EEC:

Areas of improvement and recommendations:

1. It seems that a greater staff resource would be needed to support the departmental strategy of increasing student numbers
2. Progressively introduce greater independent learning and research-led teaching into the program as the students transition from year 1 to year 4.
3. Provide year 3 and 4 student with a formal introduction/engagement in ongoing Faculty and research student research projects, to encourage and support students to undertake their own final year dissertation/project.
4. At the present time, most students are opting to choose electives rather than self-directed research projects. This decision may originate from the students' perception of value of the elective to their future career or may be a consequence of the lack of exposure to laboratory-based practical work in the earlier years of the taught program. Either way, should the Faculty and student body find the level of empirically-based project engagement to be of detriment of the program or career aspirations of the students, then measures should be taken to address this issue.

Response by EUC:

We thank the EEC for these important recommendations

1. Currently, in the Sports Science and Physical Education program, four (4) full-time Faculty are exclusively appointed for teaching core courses in the programs core subject area. In addition, more full-time Faculty of the Department of Life Sciences cover several auxiliary courses of the program, such as Teaching Methodology (Dr. Markoglou Angeliki) Anatomy and Physiology I and II (Dr. Leonidou Maria), Research Methods and Biostatistics (Dr. Mamais Ioannis), Sports Psychology (Dr. Kouali Despoina), English for Health Sciences I and II, etc. Finally, the Sports Science and Physical Education program of studies includes courses requiring instructors in specialized disciplines for its smooth operation. These courses are Handball Teaching, Swimming Teaching, Basketball Teaching, Volleyball Teaching, Football Teaching, Gymnastics Teaching, Track and Field Teaching, Paralympic Games, Outdoor Exercise and Recreational Activities, Aerobics, Olympism and Teaching of Rhythm and Dance Skills. The nature of these courses is such, that the employment of part-time staff is inevitable. .

The overall Department's policy is on an ongoing basis to expand its full-time Faculty staff in order to cover all its Program's needs. Currently the Department has an announcement for the opening of a new full-time Faculty in the field of Anatomy-Physiology (any rank). The selection process is in progress, and the position will be filled in starting as of 1.9.2021. Moreover, as indicated above in

our response to Comment 1 in Section 1 (page 3), based on the suggestion of the EEC, to provide the students the opportunity for more practical training and mentorship, the Department will recruit a Mentor/Laboratory Assistant for the revised curriculum's needs.

As the ECC noted, for the programs under evaluation, namely, "Sports Science and Physical Education" (BSc) and "Applied Sports Science (MSc)", the projected student numbers are relatively low. The hiring of staff is directly related to the yearly students' intake. Thus, if the number of students increases, then recruitment of more full-time Faculty will follow.

2. We agree with the EEC's recommendation to progressively introduce greater independent learning and research-led teaching into the program as the students transition from year 1 to year 4. We believe this is important to cultivate independent critical thinking, synthesis, reflection, evaluation, science literacy and a culture of professional practice based on research. Independent learning will be facilitated, with hours for independent study, allocated in the student workload and hours for practical practice from year 1 to year 4. The student workload based on the ECTS units is specified in the Program's Syllabi, as well as, in Point 2 of Section 1, which describes the student workload breakdown in hours (please see APPENDIX II: Syllabi). Within the student workload, there is an allocation of hours on face-to-face instruction per weeks of the semester, preparation for midterm and final assessments, practical training, and independent study. In addition, each courses' content, assignments, and class activities are based on research. Gradually, from Year 1 to Year 4, most assignments are based on literature reviews and within the courses, research papers are analysed and critically appraised.

Following the EEC's suggestion, we decided to constantly improve students' research skills by increasing the existing use of research articles. Research articles form a core element of the students' learning experience in Life Sciences. They introduce students to the diverse research approaches that may exist in a research area and enhance their analytical and critical skills. Even though it is common practice, that the Course Outlines of the courses are enriched with a plethora of additional learning material (an integral part of which are research articles), from the next academic year, each instructor in the Department on her/his semester course outline will revise the Reading List of her/his Course Outlines with additional research articles. The aim is to cultivate important academic skills, such as, academic writing, presentation skills and referencing, which underpin more complex skills, such as critical thinking and reflective practice, along with science-specific knowledge and its application. Practising these skills leads to the development of graduate attributes, such as problem solving and analytical ability, effective communication, and creativity and innovation. The importance of academic skills is recognised by our Program, not only as an important element for success in the students' studies, but also as a critical component of success after graduation and during the students' future careers.

3. Furthermore, a formal introduction of ongoing Faculty research and student research projects will now be implemented at the end of Semester 6, for Year 3 and Year 4 students, starting in the Spring 2021 semester. For a list of indicative

research topics for Academic Year 2021-2022, please see APPENDIX VIII: ‘Undergraduate Thesis Topics’. During this day, Faculty members will present their ongoing and future research projects to Year 3 and Year 4 students, to encourage, engage and support more students in undertaking their own Undergraduate Thesis.

4. Up to now, Year 4, senior students take up Undergraduate Thesis. There is an option for Literature Review or a Research Project. Since 2018, approximately a 25% of the Senior Year Projects are research-based, mainly related to the supervisors’ research area. There has not been an option to choose electives over the self-directed Senior Year Project, which was mandatory. As per the students’ feedback during the Program Evaluation Report (please see the procedure in APPENDIX IX: Internal Regulation on EUC’s Program Evaluation Review), some students -especially those wishing to enter the industry right after graduation- may benefit more from the electives option based on their career plans in the various areas of Sports Industry. Hence, the revised program offers the option of choosing electives, in the place of the Undergraduate Thesis. This option is most suitable for students wishing to enter the industry right after graduation. At the same time, however, students are encouraged and informed about the ongoing research projects within the Program, with an aim to have a 50% engaged in research projects. The topic list for the following Academic Year 2021-22 appears in APPENDIX VIII: “Undergraduate Thesis topics for Academic Year 2021-2022”). As indicated by the topics, most have an empirical/research-related and practice-related perspective and provide the students the opportunity to conduct both qualitative and quantitative data collection or even to use mixed data methods.

Following the EEC’s suggestion to enhance exposure to laboratory-based research practical work, the Department, since the current semester, established the "Open-Lab" initiative. In this action, students will be able to visit and participate in actual research activities. This action aims to attract students to research. At least once per month, each Faculty will have to pre-announce a specific day when research activities take place in the Department’s laboratories under his/her supervision. The Faculty will inform the students about the procedures and the purposes of the research, and where possible, a number of students will be able to participate in the experimental procedures. Faculty will launch this initiative as soon as national restrictions imposed due to the current pandemic are eased to create safer conditions for research activities. With this initiative, the Department will stimulate students' interest in conducting original research rather than literature reviews and enhance the exposure/integration of undergraduate students to engage in empirical research.

4. Student admission, progression, recognition and certification (ESG 1.4)

Sports Science and Physical Education (B.Sc)

Areas of improvement and recommendations

No comments were indicated by the EEC

5. Learning resources and student support (ESG 1.6)

Sports Science and Physical Education (B.Sc.)

The EEC has raised the following issues. The response for issue is shown below each point that is raised.

Comments by the EEC:

Areas of improvement and recommendations:

1. Faculty/Program feedback to students' evaluation of the program of study should be provided to ensure students feel that their evaluation is well received and that they contribute to program's improvement.
2. It is unclear why very few students engage in research projects (dissertation work). Could the research facilities be better promoted to students?
3. Is there sufficient physical resource (i.e. laboratories) for students to undertake self-directed research projects? If not, could students be supported to undertake "field-based" research projects in community settings?
4. Has the program considered broaden the opportunity for final year, or capstone, projects in this discipline of the Life Sciences?
(see:<https://mymedia.leeds.ac.uk/Mediasite/Play/a3add1c5d3b34120ae9899c30bb67b6b1d>)

Response by EUC:

1. ***Following the EEC's recommendation to encourage the active participation of the students in the development of the courses and their implementation, as mentioned above, mid-semester meetings with Year Representative(s) will be held.***

Furthermore, students are represented at all levels, including program advisory boards, Departmental Councils, School Councils, the Senate, etc. According to the Program Evaluation Review (PER) procedure (please see more about the process in APPENDIX IX; Internal Regulation on EUC's Program Evaluation Review), any stakeholder (including students) may initiate the revision of any program at any given time.

In addition, students provide constructive feedback on their learning and teaching experience by participating in the Student Feedback on their Learning Experience (SFLE) process. As detailed in our reply to Comment 4, Section 1 (page 4), European University Cyprus uses this feedback to improve student learning outcomes and learning experience continuously. The SFLE provides valid, reliable information/data on the impact and resource effectiveness of learning and teaching and instructor-related issues, thus contributing to the continuous improvement of academic programs. Additionally, it's worth mentioning that the contract renewal of part-time faculty each semester takes into serious consideration their SFLE outcomes. In this way, there is a continuous improvement of teaching quality in the Department and the student body is indeed contributing to the Program's improvement.

- 2. Arguably, the introduction of the Laboratory Calendar/Log book and its implementation with the assistance of a Laboratory Mentor will promote and familiarize students with the facilities and laboratories even more. In addition, students are engaged and assist whenever elite and professional athletes visit our Laboratory for testing, in the context of the Program's collaborations with professional teams and elite athletes, which serves as a tool for promoting both sport science and research and the facilities and laboratory equipment in way that relates to sport performance.***

To further promote the research facilities and activities, the Department's Research Day will be organized, starting from Spring 2021. It is also worth mentioning that the University already organizes an annual Research Day Event. The newly planned event will be hosted within our Department, aiming to increase the number of students in research. In this event, Faculty and students from all Department programs will have the opportunity to be engaged in research activities and present their research work. We expect this event to bring together Faculty and students from all our programs and provide an opportunity to share new findings, facilitate scientific exchange, and identify potential new collaborations and initiatives. Further, this event will promote research synergies among the Department's members and support less active Faculty. The first online meeting is planned for May 2021.

Moreover, the Department, since the current semester, established the "Open-Lab" initiative. Under this action, students will be able to visit and participate in actual research activities. This action aims to attract students to research. At least once per month, each Faculty will have to pre-announce a specific day when research activities take place in the Department's laboratories under his/her supervision. The Faculty will inform the students about the procedures and the purposes of the research, and where possible, a number of students will be able to participate in the experimental procedures. With this initiative, the Department will stimulate students' interest in conducting original research rather than literature reviews and enhance the exposure/integration of undergraduate students to engage in empirical research. Faculty will launch this initiative as soon as national restrictions imposed due to the current pandemic are eased to create safer conditions for research activities.

Furthermore, to increase students' engagement with experimental research projects, the Department decided to offer the same experimental project to more than one or two students. The undergraduate students already choose to work in pairs, both for experimental research and bibliographic projects, but they deliver a common Undergraduate Thesis. The following academic year (2021-22), those students will have the option to work in groups in a broader research project and deliver individual thesis (same methodology but different data). Furthermore, students' opportunity to work in experimental Undergraduate Thesis projects has now been expanded to those with GPA above 2.0 (instead of 2.8, which was before). Thus, now experimental undergraduate projects won't be restricted only to the high-ranking students. The corresponding change has now been made in the guide of Undergraduate Thesis (APPENDIX X; Undergraduate Writing Thesis Guide, pages 7 and 27).

3. ***Responding to the EEC's question regarding the availability of physical resources for self-directed research project taken up by the students, it must be noted that students have been taking up the Final Year Project as a compulsory Course. Around 25% of all Undergraduate Thesis are research-based. The Program's facilities are sufficient for research purposes and include an Exercise Physiology & Human Performance Laboratory and a Kinesiology & Biomechanics Laboratory.***

Moreover, the Program has the relevant equipment for field test, in the context of the following Courses: SPE400 - Assessment and Evaluation of Functional Capacity, SPE425 - Evaluation and Development of Elite Physical Performance, SPE470 - Exercise for Special Populations, SPE480 - Personalized Exercise Prescription and Programming. There is a significant number of field tests happening already.

4. ***We thank the EEC for providing this very informative video presentation on traditional and non-traditional final year or capstone projects. We have now substantially increased the research-related/practice-oriented research topics to enhance students' field data collection skills (both qualitative and quantitative) and analysis skills. The idea of including non-conventional final year projects, such as 'Science in Schools', 'Science in Sport Clubs', fitness testing for citizens, exercise prescription for citizens in open days suits greatly with the nature of our Program. These non-traditional ideas can provide, along with the integration and development of knowledge and skills gained in the previous years of studies, the soft skills, that are necessary for success in the sport and fitness industry and the already competitive labor market.***

6. Additional for distance learning programs (ALL ESG)

Areas of improvement and recommendations

N/A

7. Additional for doctoral programs (ALL ESG)

N/A

8. Additional for joint programs (ALL ESG)

N/A

B. Conclusions and final remarks

The EEC has raised the following issues. The response for issue is shown below each point that is raised.

Comments by the EEC:

The EEC were very impressed by the commitment and engagement of all members of the Department who represented their component area(s) under evaluation. The ECC wish to thank and praise all for their cooperation, patience, honesty, and integrity in the conduct of what was a difficult and somewhat extraordinary (virtual) 'on-site', evaluation. That we achieved so much over the course of the day is a credit to all and bodes well for the future of the Department. Worthy of special mention are the student representatives who were exemplary and are outstanding ambassadors for the Department and University. It is clear that the students are well supported academically and pastorally throughout their studies by departmental staff and student support services. Overall, the ECC were favourable impressed by the high standards of tuition, academic quality of the staff and general teaching and support facilities offered by the EUC. The ECC would request the Programs consider the following recommendations, in the hope that consideration of the points below may assist to improve the quality of the programs and add value to the student learning experience.

1. The practical element of core sport science discipline areas (i.e. physiology, biomechanics) and sports nutrition seems lower than would be expected. Although a low number of specific modules in years 3 and 4 of the degree program contain significant laboratory content, these are weighted towards physiological and functional assessment only. It seems that both the undergraduate and postgraduate programs could benefit from a greater emphasis on the development of practical skills and opportunities for empirical learning, particularly in biomechanics and sports nutrition. Equally, Physical Education components of the BSc degree (with legal Cyprus requirements) places a large emphasis on pedagogical skills. Greater time should be provided to students to be mentored in, and practice, these skills.
2. The observation that very few students at undergraduate and postgraduate levels opt to undertake a self-directed research project (dissertation) is a potential concern. It is unclear whether this is due to a lack of physical resource (research laboratory access for students) or other support (s) required to engage in research. The EEC feel that building a stronger foundation for empirical learning (practical skills development and support for self-directed research projects) would ensure that the undergraduate and postgraduate curricula are truly "research-informed", thereby contributing added value to the student learning experience.
3. Extensive and constructive discussions with the teaching Faculty and students related to the 70% weighting attributed to the final exam. Faculty staff provided reassurance that the final exam often included a practical component, while students emphasised the need for the weighting within the 'exam' to better assess the practical competencies they will need for their future careers.
4. The ECC would like to emphasise its support for publishing the assessment criteria/methods for all modules in advance, to ensure that students fully understand how they will be assessed. Complimentary to this is the provision of timely and effective feedback to facilitate learning.

Response by EUC:

We would like to thank the EEC for the positive feedback and its constructive recommendations. As described in the previous sections of the report, the Sport Science and Physical Education Program has made a focused effort to address each one of the EEC's recommendations.

1. To satisfy this recommendation a Mentor/Laboratory Assistant will be hired to further guide undergraduate students through the practical application of laboratory knowledge gained in the core sport science disciplines (SPE205 - Exercise Physiology I, SPE225 - Exercise Physiology II, SPE235 - Kinesiology – Biomechanics, SPE335 - Sports Nutrition; SPS625 - Physical Capacity Evaluation and Exercise Prescription; SPS640 - Applied Biomechanics; SPE425 - Evaluation and Development of Elite Physical Performance, SPE310 - Theory and Techniques for Strength Development, SPE490 – Clinical Exercise Physiology). The Mentor/Laboratory Assistant's purpose is to augment the student's practical and laboratory skills. In consultation with each course instructor, he/she will implement a practical skills development plan for all the students beyond their face-to-face classes. For every hour of face-to-face laboratory teaching per week, the student will have an additional hour of guided practical training per week in the laboratory with the Mentor's mentorship. To ensure that students will be visiting the laboratories for practical training in a guided and recorded way by the Mentor/Laboratory Assistant, a Laboratory Calendar/Log has been developed. Furthermore, as the ECC suggested during the evaluation, for the BSc programme "Sports Science and Physical Education" we add one face-to-face laboratory hour per week for the courses SPE205 - Exercise Physiology I, SPE225 - Exercise Physiology II, SPE335 - Sports Nutrition, and two hours per week for the course Kinesiology–Biomechanics to increase student's practical application.

Regarding the core elements for Physical Education, all relevant Courses include practical application, by adding an hour per week of face to face practical, and through the teaching practice. In the practical courses, less emphasis is placed on theory and more on developing students' skills (1-hour theory and 2-hours practical application). In the proposed new curriculum, we increase by one hour of each course's practical application for the practical courses compared to the existing curriculum. In addition, the teaching practice is further enhanced during the Internship in schools in the Final Year.

2. Targeted efforts will be made to increase the percentage of students that select research-based Undergraduate Thesis, as opposed to Projects based on literature reviews. Faculty members will involve students in their own research projects, a fact that will facilitate a truly research-informed, valuable learning experience for the students. The elective courses option, instead of an Undergraduate Thesis is being offered, after taking into consideration the students' feedback, in the Program Evaluation Review (P.E.R). However, this option will be available for students who will enter the industry immediately after graduation and efforts on the behalf of the Faculty will be geared towards guiding students towards research, by taking an Undergraduate Thesis project. Additional, efforts will be made to involve students in empirical research projects of the Faculty.

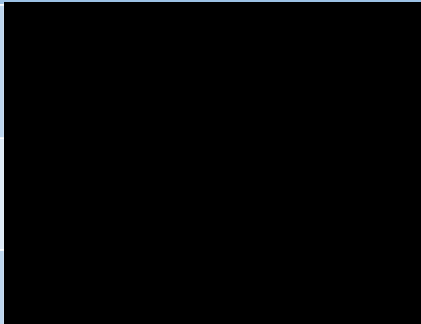
3. Written exams, namely a midterm and a final exam, amount to the 70% of the total grade for each course. It needs to be clarified that 30%-40% refers to Practical Assessment (in the case of Physical Education-related Courses) and Practical Skills Application Assessment (in the case of Laboratory-based Courses and Courses that

include Laboratory hours). The recommendation made to all instructors is to include in the exams questions that provide the opportunity for the student to apply knowledge and think critically, for example case studies and scenarios.

4. Regarding the timely, clear, and transparent assessment and its criteria, and in addition to the thorough explanation of the Course Outlines and the assessment methods, all courses' instructors have introduced Rubrics, which will provide information on the expected Learning Outcomes and how those assessed. Continuous assessment is facilitated with a variety of activities/assessments provided weekly, which help students prepare adequately for their final examination at the end of each semester. In addition, students receive continuous and steady feedback they can rely on, made possible by the Department's feedback policy, which goes together with the continuous assessment.

In closing, we would like to say that the Department of Life Sciences found the EEC's candid discussions a constructive learning process. We all believe that this review was a positive experience and that we were provided with critical input on how to move forward effectively. We have thoroughly reviewed the findings, strengths, and areas of improvement indicated by the EEC following its review and attempted to respond to each item precisely and succinctly. By embracing the EEC's comments and suggestions, we are convinced that our "Sports Science and Physical Education" (B.Sc.) program will ensure its students' learning outcomes more effectively. In this regards, we are grateful to the EEC for their candid discussions regarding our Department and the insightful comments and suggestions throughout their report.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. Panos Papageorgis	Dean, School of Sciences	
Dr. Anastasios Theodorou	Chairperson, Department of Life Sciences	
Dr. Antonis Alexopoulos	Program Coordinator, B.Sc.	
	Click to enter Position	

Date: 22/03/2021



APPENDIX I

Laboratory Calendar Log

Student's Name:	Reg. Number:
Semester:	Academic Year:
	Course ID:

Date	Start time	End time	Duration	Activities	Mentor's signature	Student's signature

Students must complete **X laboratory practice hours**

Laboratory Calendar

Date	Start time	End time	Duration	Activities	Mentor's signature	Student's signature
Total Hours :						

Students must complete **X laboratory practice hours**

APPENDIX II – SYLLABI

Course Title	Teaching Methodology				
Course Code	SPE105				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	1 st Year / 1 st Semester				
Teacher's Name	Dr. Markoglou Angeliki				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	The purpose of the course is to introduce students to theoretical and practical issues related to teaching, familiarize them with the notion of the lesson plan, enhance their profile with teaching techniques and methods in order to facilitate and maximize learning, and empower them to adopt contemporary teaching trends in their teaching design and practice.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Explain the meaning, aim and development of teaching. • Compare philosophical orientations of teaching and link them to the corresponding theories of learning (for example constructivism). • Critically discuss the centrality of Curriculum in teaching practices. • Mention the difference between teaching aim and teaching objectives. • Create a lesson plan, defining aim, teaching objectives, teaching procedures and activities, teaching materials and assessment tools. • Identify, explain and include in their teaching design contemporary teaching trends, such as: problem-solving approach and enquiry methods, co-operative learning, interdisciplinary, project-based method, metacognition etc. • Explain the theoretical background and differentiate teaching in classrooms of mixed ability. • Adopt reflective approaches as a basic tool for their professional development. 				
Prerequisites	None		Co-requisites	None	

Course Content	<ol style="list-style-type: none"> 1. Teaching Methodology: Meaning, Aim and Development of teaching. 2. Philosophical orientations of teaching and theories of learning. 3. Curriculum: philosophy, pedagogical perceptions, internal organization. 4. Organizing learning and teaching. The role of the teacher. 5. Lesson plan: Aim, teaching objectives (knowledge domains – taxonomies) 6. Lesson plan: Teaching procedures and activities, methods and techniques of teaching. 7. Lesson plan: Assessment of teaching. 8. Co-operative Learning - The project method. 9. Differentiate Teaching. 10. Enquiry methods - Problem Solving. 11. The role of reflection in the professional development of teacher
Teaching Methodology	<p>Face to face</p> <p>Student workload:</p> <p>In class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment Preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>
Bibliography	<ol style="list-style-type: none"> 1. Βακαλούδη, Α. (2012). Μέθοδοι Διδακτικής και Αξιολόγησης στο Θεσσαλονίκη: Αντ. Σταμούλη. 2. Κασσωτάκης, Μ. & Φλουρής, Γ. (2013). Μάθηση και Διδασκαλία. Σύγχρονες διαδικασίες της μάθησης και τη μεθοδολογία της διδασκαλίας. Αθήνα: αυτοεκδόσεις. 3. Καψάλης, Α. & Νημά, Ε. (2008). Σύγχρονη Διδακτική. Θεσσαλονίκη: Αφοί Κωνσταντίνου. 4. Κουτσελίνη, Μ. (2010). Επικοινωνιακή και Διαφοροποίηση Διδασκαλίας-Μάθησης. Αθήνα: Παιδαγωγικό Ινστιτούτο. 5. Κουτσελίνη, Μ. (2013). Αναλυτικά Προγράμματα και Διδασκαλία. Αθήνα: Γρηγόρης. 6. Κουτσελίνη, Μ. & Πυργιωτάκης, Ι. (2015). Διαφοροποίηση της διδασκαλίας. Αθήνα: Πεδίο 7. Κυπριακός Σύνδεσμος Συνεργατικής Μάθησης (2005). Συνεργατική συνεργατικής μάθησης και δημιουργική σκέψη. Λευκωσία: Αυτοέκδοση. 8. Ματσαγγούρας, Η. (2011). Θεωρία και Πράξη της Διδασκαλίας. Ι. Θεωρία Στρατηγικές Διδασκαλίας. Ενιαίο. Αθήνα: Gutenberg. 9. Πηγιάκη, Π. (2010). Προετοιμασία, σχεδιασμός και αξιολόγηση της διδασκαλίας μεθοδολογία. Αθήνα: Γρηγόρης 10. Τριλιανός, Α. (2013). Μεθοδολογία της Διδασκαλίας. Αθήνα: Διάδραση. 11. Τσάφος, Β. (2014). Αναλυτικό Πρόγραμμα. Θεωρητικές Προσεγγίσεις Προσανατολισμοί – Αναζητώντας νέες σταθερές σε έναν αβέβαιο κόσμο. Αθήνα: Gutenberg. 12. Χατζηγεωργίου, Γ. (2012). Γνώθι του Curriculum. Γενικά και Ειδικά Προγράμματα και Διδακτικής. Αθήνα: Διάδραση. 13. Jacobsen, D., Eggen, P. & Kauchak, D. (2011). Μέθοδοι Διδασκαλίας. Ενότητα των παιδιών από το νηπιαγωγείο έως το λύκειο. Μπφρ: Ρ. Λαμπρέλλη. Αθήνα: Gutenberg. 14. Mager, R. F. Διδακτικοί στόχοι και διδασκαλία. Αδελφοί Κυριακίδη. 15. Tomlinson, C.A. (2004). Διαφοροποίηση της εργασίας στην αίθουσα διδασκαλίας. Θεοφιλίδης & Δ. Μαρτίδου – Φορσιέ. Αθήνα: Γρηγόρης.



Assessment	Examinations	70%
	Assignments	10%
	Class Participation and Attendance	20%
		100%
Language	Greek	

Course Title	Anatomy and Physiology I				
Course Code	HEA100				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year/ Semester	1 st Year /1 st Semester				
Teacher's Name	Dr. Leonidou Maria				
ECTS	6	Lectures / week	2 hours/14 weeks	Laboratories / week	1 hour
Course Purpose and Objectives	<p>The general presentation of the topographical anatomy and physiology of the all the systems of the human body. In particular, the basic cell functions, the functions of the organs and the mechanisms of communication, adaptation and defense are presented, in order to constitute the anatomical and physiological basis for the following years of study and enable the students to understand the following:</p> <ul style="list-style-type: none"> • health problems related to the structure and the functions • highlight the effects of the various related therapies 				
Learning outcomes	<p>Upon completion of this course the students will be able to:</p> <ul style="list-style-type: none"> • explain details of the anatomy and the physiology of the human body • explain the structures and the functions of the different systems of the human body • explain the mechanisms that each organ or system of the human body uses to achieve its functions • describe how systems of the human body are related to each other and how they affect each other • understand how a dysfunction of a system or an organ of the human body affects the normal functioning of the particular system and the normal functioning of other systems of the human body 				
Prerequisites	None	Co-Prerequisites	None		
Content of Course	<p>Description: The description of the basic concepts of topographic anatomy and he understanding of basic definitions.</p> <p>Cells and tissues - Anatomical and Physiological properties of the cell.</p>				

	<p>Circulatory system-topographical anatomy – functions of the heart and the blood vessels. Neuroregulation - Blood pressure - Physiological mechanisms to control their functions. Lymphatic system – lymph.</p> <p>Respiratory topographical anatomy and breathing control mechanisms. Airway and lung function - Respiratory function - Pulmonary gas exchange.</p> <p>Blood cells - Process of Hematopoiesis - Blood groups - Blood coagulation factors - Immune system cells – Immune mechanisms of the organism.</p> <p>Digestive system. Topographic anatomy of the digestive system. Oral cavity, digestive tract. Hepatic - Bile duct system. Functions of the parts of the digestive system - Digestion and absorption of nutrients - Exchange of nutrients and gases with the internal environment and the tissues. Liver, gallbladder and pancreas functions.</p> <p>Urinary tract - topographical anatomy of the urinary system - Kidney functions – The role of the kidneys in acid-base equilibrium.</p> <p>LABORATORY: By the use of audio-visual material and preforms, students are trained to present work related to the course content and observe, apply, interpret and fully understand the concepts of anatomy and physiology. At the same time, students are taught basic methods of quantitative measurement of physiological phenomena. Additionally, students become familiar with the process of getting access to scientific sources (libraries, e- libraries, internet).</p>
Teaching Methodology	<p>Face to face</p> <p>Student workload:</p> <p>In class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>
Bibliography	<p>Hall, E.J. (2017). Medical Physiology (Guyton and Hall). 13th Edition, Editor Parisianou A.E. ISBN 978-960-583-175-2</p> <p>Friedrich Paulsen, Jens Waschke Sobotta (2017) Atlas of Human Anatomy, 23th Edition, Editor Parisianou A.E. ISBN: 9789605831837</p> <p>Derrickson,H.B. and Tortora, G.J. (2011). Principles of Anatomy and Physiology, 14th edition.</p> <p>Schmidt, R. (2010). Brief Physiology of Humans, Medical Publications Paschalidis, Athens, Greece</p> <p>Robert G. C. (2011). Elsevier’s Brief Physiology., Editor Elsevier’s Integrated Series, Elsevier’s Integrated Physiology.</p>



Assessment	Exams	70%	
	Assignments	20%	
	Class Participation and Attendance	10%	
		100%	
Teaching Language	Greek		

Course Title	Training Principles				
Course Code	SPE110				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	1 st Year / 1 st Semester				
Teacher's Name	Dr. Theodorou Anastasios				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	This course aims to introduce students to the scientific principles governing physical fitness. In addition, the purpose of the course is to provide students with the necessary knowledge needed to design fitness programs for athletes and individuals involved in mass sports.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the basic principles and laws about fitness training. • Describe and organize training programs. • Explain the physical needs of the trainees (strength, agility, endurance, flexibility). • Compose the structure and characteristics of a training unit. • Apply appropriate training programs for the physical improvement of the trainees. • Analyze the annual training plan. 				
Prerequisites	None	Co-requisites	None		
Course Content	This course includes the following topics: Introduction to training, general principles for designing and providing guidance for fitness training, pedagogical principles of training, periodicity of training-training cycles, designing fitness training (characteristics, concepts, stages, analysis) training unit, training goals, training methods and principles, introduction to strength training and the principles of strength training (characteristics, structure and types, designing strength training programs) introduction to endurance and the basic principles of endurance training (designing endurance training programs), introduction to agility training and types of agility (designing agility training programs), introduction to flexibility training (characteristics, structure, agility improvement methods, designing flexibility programs).				
Teaching Methodology	<p>Face- to- face.</p> <p>Student workload:</p> <p>In class theory: 42 hours</p> <p>Midterm assessment preparation: 31hours</p>				

	Final assessment Preparation: 40 hours Independent study: 40 hours Total: 150 hours		
Bibliography	<ol style="list-style-type: none"> 1. Grosser, M. & Starischka, S. Προπόνηση Φυσικής Κατάστασης σε όλα τα Αθλήματα και τις Ηλικίες. 2^η έκδοση. Εκδόσεις Salto, Θεσσαλονίκη, (2007). ISBN: 978-960-278-170-8. 2. Bomba T. Periodization: Theory and Methodology of Training. 6th ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2018). ISBN: 1492544809 3. Laursen P and Buchheit M. Science and Application of High-Intensity Interval Training. Publisher: Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9781492552123 4. Delavier, F. Προπόνηση για Αύξηση της Μυϊκής Δύναμης. 4^η έκδοση. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα, (2012). ISBN: 9789603997405. 5. McGuigan M. Monitoring Training and Performance in Athletes. Publisher: Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9781492535201. 6. Leigh, B. Προπόνηση Ταχύτητας. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα, (2010). ISBN: 9789603999874. 		
Assessment	Examination	70%	
	Assignments	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		

Course Title	Handball Teaching				
Course Code	SPE115				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	1 st Year / 1 st Semester				
Teacher's Name	Andreas Andreou, Dr. Anastasios Theodorou				
ECTS	6	Lectures / week	1 Hour/14 weeks	Laboratories / week	2 Hours/14 weeks (practical)
Course Purpose and Objectives	The aim of the course is to familiarize students with the basic skills of handball (bouncing/dribbling, passing, catching/accepting, throwing/taking shots) as well as the development of the capacity of teaching these skills. Emphasis is given to play and exercise sequences, sport game didactics. Handball Rules and Regulations and refereeing.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the requirements of individual handball tactics • Identify the demands of handball players in regards with their technical and physical conditions • Implement technical and physical improvement programs for handball players • Analyse the individual and team tactics in handball • Organize and propose appropriate team tactics during a game • Evaluate the performance of handball players based on their technical competence 				
Prerequisites	None	Co-requisites	None		
Course Content	The course includes the following topics: Handball introduction, History and origins, Refereeing – rules of the game, catching the ball, passing – passing variants, passing the ball while moving, receiving the ball in motion, bouncing, vertical jump shot, overarm shot, jump throw, moving into free space, watching, running loose/marking, man marking, offensive defense, body feint/breaking through, defense technique, blocking, offensive zone defense, marking space, dripping, feint movements, goalkeeper defense – positions and movements, offensive team tactics, drills 5-1 and 4-2, defense team tactics, defense zone drills 6-0, 5-1, 5+1, 4-2.				
Teaching Methodology	<p>Face-to-face class instructions and practical at the Athletic Center of the University</p> <p>Student workload:</p> <p>In class theory: 14</p>				

	<p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym center: 24</p>		
Bibliography	<ol style="list-style-type: none"> 1. Κοτζαμανίδης, Χ. Αθλητική προπόνηση στο χάντμπολ. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2002). ISBN: 960-754-709-4 2. Clanton, R. & Dwight, M. Χειροσφαίριση: Βήματα για την επιτυχία. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2007). ISBN: 960-8183-60-X. 3. Μπάγιος, Ι. Η τεχνική και τακτική της χειροσφαίρισης. Εκδότης Μπαγιός Ι, Αθήνα, (2011). ISBN: 978-960-91152-4-7. 4. Phillips, B.E. Fundamental Handball. Kessinger Publishing, MT, USA, (2010). ISBN: 97811438286952. 5. Deshong, M.W. Handball and How to Play It. Nabu Press, Carolina, USA, (2011). ISBN: 1175846422. 		
Assessment	Examination	70%	
	Assignments	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		

Course Title	Basketball Teaching				
Course Code	SPE120				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	1 st Year / 1 st Semester				
Teacher's Name	Dr. Antonis Alexopoulos				
ECTS	6	Lectures / week	1 Hours/14 weeks	Laboratories / week	2 hours/14 weeks (practical)
Course Purpose and Objectives	This course aims to provide the necessary theoretical and practical knowledge to the students, so that they can teach the basic technical, tactical and physical elements of basketball in the context of the Physical Education class.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Recall historical elements of basketball • Know the basic rules of the sport • Demonstrate the basic individual technical skills of the sport • Describe sufficiently the basic team tactics in offense and defense • Organize basketball as a sport within the context of school Physical Education at all levels • Evaluate the needs of young basketball players in terms of technical knowledge and sport-specific physical development and select appropriate training programs in order to reach the goals of their development 				
Prerequisites	None	Co-requisites	None		
Course Content	<p>This Course aims to provide the students the necessary theoretical and practical knowledge, in order to be able to teach the basic technical and tactical elements of basketball within the Physical Education class. The Course has the following units: History of basketball, rules, moving without the ball (stance, positioning, running, shifting, changing directions, stopping, pivoting, sliding), ball handling (catching, receiving), passing (chest pass, bounce pass, overhead, outlet, one-arm passes), dribbling (control, power, back-up), changing directions with the ball (cross-over, behind the back, reverse), shooting, (set shot, jump shot, lay-up, free throw), rebound-block out, faking(in the periphery and in the lane), individual defense technique, team man-to-man and zone defenses, offensive cooperation between 2 and 3 players, fast-break. The Course will provide various alternative teaching methods, through educational games that use basketball elements and can be used to teach skills</p>				

	or to pursue educational goals and overall conditional abilities development in the Physical Education class in schools.									
Teaching Methodology	<p>Face- to- face class instructions and practical at the Athletic Centre of the University</p> <p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p>									
Bibliography	<ol style="list-style-type: none"> 1. Τσίτσκαρης, Γ., Χατζηαθανασίου, Π., Λέφας, Α. & Γαλαζούλας, Χ. Basketball. Οι τεχνικές δεξιότητες στη διδασκαλία των αναπτυξιακών ηλικιών. Θεσσαλονίκη: Εκδόσεις SALTO (2010). ISBN: 978-960-278-173-9. 2. Burrall Paye, Patrick Paye. Youth Basketball Drills. 2nd ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2012). ISBN: 9781450432191. 3. Jerry Krause, Craig Nelson. Basketball Skills & Drills. 4th ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9781492564102. 4. Τσίτσκαρης, Γ., Χατζηαθανασίου, Π., Λέφας, Α. & Γαλαζούλας, Χ. Basketball. Οι τεχνικές δεξιότητες στη διδασκαλία των αναπτυξιακών ηλικιών. Εκδόσεις SALTO, Θεσσαλονίκη, (2010). ISBN: 978-960-278-173-9. 5. Τσίτσκαρης, Γ., Λέφας, Α., Γαλαζούλας, Χ., Καραμουσαλίδης, Γ., Θωμαΐδης, Α. & Δημητρίου, Ν. Basketball: Η διδασκαλία της τακτικής στις αναπτυξιακές ηλικίες SALTO, Θεσσαλονίκη, (2010). ISBN: 978-960-278-175- 6. Γαβριηλίδης, Α. Εκμάθηση της Καλαθοσφαίρισης. Εκδόσεις Τελέθριον, Αθήνα, (2010). ISBN: 960-8410-88-6. 7. Τσίτσκαρης, Γ., Λέφας, Α. & Γαλαζούλας, Χ. Basketball: Κανόνες διαίτησίας, διεξαγωγή αγώνων, ορολογία. Εκδόσεις SALTO, Θεσσαλονίκη, (2011). ISBN: 978-960-275-174-9 									
Assessment	<table border="1"> <tr> <td>Examination</td> <td>70%</td> </tr> <tr> <td>Assignments</td> <td>20%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Examination	70%	Assignments	20%	Class Participation and Attendance	10%		100%	
Examination	70%									
Assignments	20%									
Class Participation and Attendance	10%									
	100%									
Language	Greek									



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



Course Title	Anatomy and Physiology II				
Course Code	HEA110				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year/ Semester	1 st Year /2 nd Semester				
Teacher's Name	Dr. Leonidou Maria				
ECTS	6	Lectures / week	2 hours/14 weeks	Laboratories / week	1 hour/14 weeks
Course Purpose and Objectives	<p>The general presentation of the topographical anatomy and physiology of the all the systems of the human body. In particular, the basic cell functions, the functions of the organs and the mechanisms of communication, adaptation and defense are presented, in order to constitute the anatomical and physiological basis for the following years of study and enable the students to understand the following:</p> <ul style="list-style-type: none"> • health problems related to the structure and the functions • highlight the effects of the various related therapies 				
Learning outcomes	<p>Upon completion of this course the students will be able to:</p> <ul style="list-style-type: none"> • explain details of the anatomy and the physiology of the human body • explain the structures and the functions of the different systems of the human body • explain the mechanisms that each organ or system of the human body uses to achieve its functions • describe how systems of the human body are related to each other and how they affect each other • understand how a dysfunction of a system or an organ of the human body affects the normal functioning of the particular system and the normal functioning of other systems of the human body 				
Prerequisites	None		Co-Prerequisites	None	

<p>Content of Course</p>	<p>Description:</p> <p>Topographic anatomy of the musculoskeletal system - bone types, joints, ligaments. Skeletal muscles - muscle fatigue- coordination of the muscle. muscle fibers – smooth muscles - cardiac muscle. Function of the muscles - structure of neuromuscular junction. Nervous system. Central nervous system - Anatomical and functional organization of the central nervous system (meninges, cerebrospinal fluid, basal ganglia, thalamus, hypothalamus, pituitary gland).</p> <p>Functions of hemispheres - Nerve fiber/Axon - Neuron synapse - Neurotransmitters. Pyramidal and Extrapyramidal system. Functional Anatomy of the Autonomic Nervous System (Sympathetic - Parasympathetic).</p> <p>Endocrine system. Topographic anatomy of the endocrine system - Endocrine and hormone functions - Homeostatic Processes for Thermoregulation.</p> <p>Peripheral nervous system - Structure and functions of the peripheral nervous system - Functional Organization of Perception pathways. Sensory paths (pain, hot, cold) - Sensory organs (vision, hearing, touch, taste, smell).</p> <p>LABORATORY: By the use of audio-visual material and preforms, students are trained to present work related to the course content and observe, apply, interpret and fully understand the concepts of anatomy and physiology. At the same time, students are taught basic methods of quantitative measurement of physiological phenomena. Additionally, students become familiar with the process of getting access to scientific sources (libraries, e- libraries, internet).</p>
<p>Teaching Methodology</p>	<p>Face to face</p> <p>Student workload:</p> <p>In class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>
<p>Bibliography</p>	<p>Hall, E.J. (2017). Medical Physiology (Guyton and Hall). 13th Edition, Editor Parisianou A.E. ISBN 978-960-583-175-2</p>

	<p>Friedrich Paulsen, Jens Waschke Sobotta (2017) Atlas of Human Anatomy, 23th Edition, Editor Parisianou A.E. ISBN: 9789605831837</p> <p>Derrickson, H.B. and Tortora, G.J. (2011). Principles of Anatomy and Physiology, 14th edition.</p> <p>Schmidt, R. (2010). Brief Physiology of Humans, Medical Publications Paschalidis, Athens, Greece</p> <p>Robert G. C. (2011). Elsevier's Brief Physiology., Editor Elsevier's Integrated Series, Elsevier's Integrated Physiology.</p>		
Assessment	Exams	70%	
	Assignments	20%	
	Class Participation and Attendance	10%	
		100%	
Teaching Language	Greek		

Course Title	Motor learning, control and development				
Course Code	SPE125				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	1 st Year / 2 nd Semester				
Teacher's Name	Dr Panagiota Veloudi				
ECTS	6	Lectures / week	2 Hours/14 weeks	Laboratories / week	1 Hour/14 weeks
Course Purpose and Objectives	The course will provide an overview of the theories (cognitive, behavioral, neurophysiological approaches and concepts) behind the development, acquisition and control of motor skills.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Identify the differences between motor learning, performance, control, and development and discuss the assessment and classification of motor skills • Identify and discuss concepts associated with sensation, perception, and movement preparation • Apply a functional taxonomy to evaluate a learner's motor skill performance and determine appropriate progressions to improve performance • Define the causes of individual differences in motor learning and performance • Describe the principles of information processing, memory and attention to prepare optimum learning experiences • Explain the role of instructions and motivation; select optimum methods of delivering extrinsic feedback to learners in various stages of learning 				
Prerequisites	None		Co-requisites	None	
Course Content	Students will familiarize themselves with the following: Introduction to motor learning, control and development, categorization of motor skills and abilities, open- versus closed-loop of motor skill control, sensory contributions to movement, attention and memory, information processing model, dynamic systems and ecological approach to motor learning, principles of motor control, individual differences and motor abilities, skills acquisition, retention and transfer, motor control assessment, motor development, principles of intrinsic and extrinsic feedback, organizing and scheduling practice				
Teaching Methodology	<p>Face- to- face and workshop sessions</p> <p>Student workload:</p>				

	<p>In class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>		
Bibliography	<ol style="list-style-type: none"> Schmidt, R. & Weisberg C. Κινητική Μάθηση και Απόδοση: Μια Εφαρμοσμένη προσέγγιση. Εκδόσεις Αθλότυπο, Αθήνα. 2009. ISBN: 9789607378873. Haibach-Beach P, Reid D, Collier D. Motor Learning and Development 2nd ed. Human Kinetics, Champaign, Illinois, USA, (2018). ISBN: 9781492536598 Motor Control and Learning. A Behavioral Emphasis. 6th ed. Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9781492547754. Life Span Motor Development. Haywood K and Getchell N. 7th ed. Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9781492566908. Dienstmann, R. Games for Motor Learning. Human Kinetics Publishers, Champaign, Illinois, USA, (2008). ISBN: 9781492536598.. 		
Assessment	Examination	70%	
	Assignments	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		

Course Title	Molecular Exercise Biology				
Course Code	SPE130				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	1 st Year / 2 nd Semester				
Teacher's Name	Dr. Theodorou Anastasios				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None/14 weeks
Course Purpose and Objectives	This course aims at introducing the students to the basic principles of molecular exercise. Particular emphasis will be given to the revelation of the mechanisms triggering molecular adaptations to exercise.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> describe the cellular structure and basic functions of cell organelles, describe the molecular structures of DNA and RNA, define how genetics influences performance in endurance sports, define how genetics influences muscle mass and strength, describe the mechanisms of signal transduction during acute and chronic exercise, explain the molecular adaptation to aerobic and resistance exercise. 				
Prerequisites	None	Co-requisites	None		
Course Content	<p>The course includes the following topics: introduction to the molecular biology of the exercise, cellular structure (membranes and cellular organelles), macromolecules (carbohydrates, lipids, proteins), DNA and RNA structure, DNA replication, DNA transcription into RNA and translation into protein (central dogma of molecular biology), signal transduction hypothesis of adaptation to exercise, sensing of exercise related signals, molecular pathways for inducing adaptation to exercise, skeletal muscle fiber plasticity, molecular adaptation to endurance exercise, genetics and endurance sports, molecular adaptation to resistance exercise, genetics and muscle mass and strength.</p>				

Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p> <p>In class theory: 42 hours</p> <p>Midterm assessment preparation: 30hours</p> <p>Final assessment Preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>						
Bibliography	<ol style="list-style-type: none"> 1. Μούγιος Β. Βιοχημεία της Άσκησης, Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα. (2008) ISBN: 9789603996989. 2. Wackerhage H. Molecular Exercise Physiology: An Introduction. 1st ed. Publisher: Routledge, Taylor and Francis Group. (2014) ISBN: 0415607884 3. Mougios, V. Exercise Biochemistry, 2nd ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9781492529040. 4. Tiidus, P. Tupling, R. & Houston M. Biochemistry Primer for Exercise Science. 4th ed. Human Kinetics Publishers, Champaign, Illinois, USA, (2012). ISBN: 9780736096058 5. Mooren FC. Molecular and Cellular Exercise Physiology. Publisher: Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9780736045186. 6. MacLaren, D. & Morton, J. Biochemistry for Sport and Exercise Metabolism. Willey Publishers, Hoboken, New Jersey, (2011). ISBN: 978-0470091845. 						
Assessment	<p>Examination</p> <p>Assignments</p> <p>Class Participation and Attendance</p>	<table border="1"> <tr> <td>70%</td> </tr> <tr> <td>20%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>100%</td> </tr> </table>	70%	20%	10%	100%	
70%							
20%							
10%							
100%							
Language	Greek						

Course Title	English for Health Sciences I				
Course Code	EHL100				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	1 st Year / 2 nd Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	This course is intended to provide students in the Health and Life Sciences with an introduction to the four language skills with emphasis on students' acquiring learning strategies to facilitate independent learning. The course reviews and consolidates vocabulary, grammar and functions in the language.				
Learning Outcomes	<p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> • Acquire and demonstrate the use of a basic range of vocabulary used in the context of Health and Life Sciences • Recognize and use basic grammatical structures • Practice oral communication skills required within the Health and Life Sciences • Process information through reading texts in domains of Health and Life Sciences • Assimilate and respond to listening material • Compose short pieces of writing related to Health and Life Sciences 				
Prerequisites	None		Co-requisites	None	
Course Content	<p>Through a variety of materials and texts from the domain of Health and Life Sciences, students develop basic competence in the language. The course consolidates and presents language in meaningful contexts, reflecting scenarios applied in the fields of Health and Life Sciences. It also offers a variety of activities to assist students in developing their language skills.</p> <p>Reading Skills:</p> <p>Through a variety of reading selections related to Health and Life Sciences, the students increase their vocabulary and develop their comprehension using the skills of: understanding explicitly stated information; understanding text organization; scanning to locate specific information; skimming for information; dealing with unfamiliar words; understanding cohesion; recognizing indicators in discourse; recognizing main ideas and supporting details.</p> <p>Writing Skills:</p>				

	<p>Beginning with sentence structure and paragraph writing, the students are guided through the writing process and compose emails, dialogues, memos and short reports related in the fields of Health and Life Sciences.</p> <p>Listening Skills:</p> <p>Listening skills are developed through video and aural material related to Health and Life Sciences in order to reinforce the main components of the course: reading and writing.</p> <p>Speaking Skills:</p> <p>Speaking skills are also developed through a variety of oral activities in contexts related to Health and Life Sciences in order to reinforce the main components of the course: reading and writing.</p> <p>Grammar:</p> <p>Basic grammatical structures are covered in context such as the following: present, past and future tenses; personal, objective and possessive pronouns; countable/uncountable nouns; adjectives; adverbs; conjunctions.</p> <p>Language Functions:</p> <p>The following are some of the language functions practiced in the course: asking for/giving information; making suggestions; asking for/giving advice; complaining about situations; expressing opinion; describing signs/symptoms; describing causes/effects; expressing likes/dislikes; describing position/places; talking about plans; speculating about the future; talking about the past/present.</p> <p>Recent developments and contemporary issues pertaining to the subject-matter of the course.</p>
Teaching Methodology	<p>Face-to-face</p> <p>Student workload:</p> <p>In class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment Preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>
Bibliography	<ul style="list-style-type: none"> • <i>Career Paths: Medical</i>. Virginia Evans, Jenny Dooley, Trang M. Tran MD. Express Publishers. 2012 • English for Health Sciences. Martin Milner. Thomson. 2006 • <i>English in Medicine</i>. Eric H. Glendinning and Beverly A.S. Holmstrom. Cambridge University Press. 2005 <p>Other material given by the instructor</p>

Assessment	Exams	60%	
	Assignments/tests	30%	
	Class Participation and Attendance	10%	
		100%	
Language	English		

Course Title	Track and Field Teaching				
Course Code	SPE135				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	1 st Year / 2 nd Semester				
Teacher's Name	Dr. Antoniadis Orestis				
ECTS	6	Lectures / week	1 hour/14 weeks	Laboratories / week	2 hours /14 weeks (practical)
Course Purpose and Objectives	The aim of the course is to provide the students the basic elements and the technique of Track and Field events (running, jumping and throwing events). The theoretical knowledge and the practical application through the instruction, intends to cultivate the skills required to teach Track and Field both in the Physical Education at school and for young athletes.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Explain the basic technical elements and requirements of Track and Field events (running, jumping and throwing events). • Show to a satisfactory level the basic techniques for Track and Field events • Recall the historical evolution and the regulations of Track and Field events • Apply the basic technical principles of Track and Field events, in both Physical Education and performance contexts. 				
Prerequisites	None	Co-requisites	None		
Course Content	<p>The course includes the following units:</p> <ul style="list-style-type: none"> • General topics related to Track and Field events (terminology, general regulations, historical elements), • Basic start and running technique of sprints, middle- distances and long- distance running • Basic sprint hurdling technique • Basic jumping events technique (running start and approach, foot planting, take-off, gliding phase, landing), • Basic technique for throwing events 				

Teaching Methodology	<p>Face- to- face class instructions and practical at the Track & Field stadium</p> <p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p>						
Bibliography	<ol style="list-style-type: none"> 1. Κέλλης Σπ. Κοντονάσιος Ι., Μάνου Β., Πυλιανίδης Θ., Σαρασλανίδης Πλ., Σούλας Δ. (2009). <i>Κλασικός Αθλητισμός στην Εκπαίδευση και τον Αθλητισμό</i>. Εκδόσεις Σάλτο: Θεσσαλονίκη. ISBN 978-960-278-172-2. 2. Βεληγκέκας Π. & Μπογδάνης Γ. (2017). <i>Θεωρία και Μεθοδολογία Προπονητικής Αλμάτων Κλασικού Αθλητισμού</i>, 2η έκδοση. Εκδόσεις BROKEN HILL PUBLISHERS LTD, ISBN: 9789963274796 3. Καντζίδης, Δ. & Παπαϊακώβου, Γ. (2017). <i>Κλασικός Αθλητισμός για το Σχολείο και το Σύλλογο</i>. ΤΣΙΑΡΤΣΙΑΝΗΣ ΑΘ. & ΣΙΑ Ο.Ε., Θεσσαλονίκη, ISBN: 978-960-8237-42-1 4. Will Freeman, USA track & Field. <i>Track & Field Coaching Essentials</i> (2015). 5. American Sport Education Program. <i>Coaching Youth Track & Field</i>. Human Kinetics Publishers, Champaign, Illinois, USA, (2008). ISBN: 0736069143.. 						
Assessment	<p>Examination</p> <p>Assignments</p> <p>Class Participation and Attendance</p>	<table border="1"> <tr> <td>70%</td> </tr> <tr> <td>20%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>100%</td> </tr> </table>	70%	20%	10%	100%	
70%							
20%							
10%							
100%							
Language	Greek						

Course Title	Adapted Physical Education				
Course Code	SPE200				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	2 nd Year / 1 st Semester				
Teacher's Name	Michaella Spantiou				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	This Course aims to provide the students the knowledge and training in the necessary adaptations and modifications of physical education and sports programs for wholistic development of people with disabilities and developmental disorders.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Recognize the limitations that different disabilities cause in terms of exercise • Design physical activity programs for people with disabilities • Apply and evaluate in practice adapted physical activities • Apply adapted physical education programs within the Physical Education class in school • Design physical and activities and education programs to include people with disabilities and to cooperate with able-bodied people 				
Prerequisites	None	Co-requisites	None		
Course Content	Introduction to Adapted Physical Education and Sports. Terminology, definition and objectives, historical aspects, variety of adapted sports, types of disabilities and categorizations for competition and physical education, aspects of human motor development, control and impairments, basic teaching principles: adaptation and modification of exercises, individual program design, games for students with disabilities and developmental disorders, unit planning for Physical Education in special schools, planning for Physical Education lesson in mixed schools, mental capacity classifications, behavioral issues, learning disabilities, speech impairments, nervous system and sensory impairments, mental disorders, conditions that exclude students from sports and physical activities, adaptations for games for students with mental retardation, hearing loss, visual impairments, developmental disorders, autism, epilepsy, cerebral palsy				

Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p> <p>In class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment Preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>						
Bibliography	<ol style="list-style-type: none"> 1. Κουτσούκη, Δ. Ειδική φυσική αγωγή. Θεωρία και Πράξη. 3η έκδοση, Αθήνα, (2008). 2. Κοκαρίδας, Δ. Άσκηση και αναπηρία: εξατομίκευση, προσαρμογές και προοπτικές ένταξης. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2010). ISBN: 9789608183803. 3. Kelly LE. Adapted Physical Education National Standards. 3rd ed. . Publisher: Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9781492589686. 4. Winnick J and Porretta D. Adapted Physical Education and Sport. 6th ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9781492511533. 5. Horvat, M., Block, M.E. & Kelly, L.E. Μέτρηση και αξιολόγηση στην προσαρμοσμένη κινητική αγωγή. Εκδόσεις Τελέθριον, Αθήνα, Ελλάδα, (2011). ISBN: 978-960-8410-41-1 6. Ιωαννίδη, Β. Εισαγωγή καινοτομιών στην ειδική αγωγή. Καινοτόμες παιδαγωγικές παρεμβάσεις για άτομα με ειδικές εκπαιδευτικές ανάγκες: Εκπαίδευση για την υγεία και το περιβάλλον σε παιδιά και εφήβους με δυσχέρειες κοινωνικής προσαρμογής. Εκδόσεις: Τυπωθήτω, (2006) 						
Assessment	<p>Examination</p> <p>Assignments</p> <p>Class Participation and Attendance</p>	<table border="1"> <tr> <td>70%</td> </tr> <tr> <td>20%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>100%</td> </tr> </table>	70%	20%	10%	100%	
70%							
20%							
10%							
100%							
Language	Greek						

Course Title	Exercise Physiology I				
Course Code	SPE205				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	2 nd Year / 3 rd Semester				
Teacher's Name	Dr. George Panayiotou				
ECTS	6	Lectures / week	2/14 weeks	Laboratories / week	1/14 weeks
Course Purpose and Objectives	<p>The main objective of this course is to provide students with fundamental knowledge of exercise physiology and understanding of the biological adaptations that occur, particularly in general population, performance athletes and people with chronic diseases and disabilities.</p> <p>In addition, it aims the explanation and analysis of training programme components that targets health promotion and fitness.</p> <p>It attempts, to assist students to understand the impact of environmental factors to sporting performance.</p>				
Learning Outcomes	<p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> • Report and explain acute and chronic adaptations as a result of exercise • Describe the mechanisms that activate and contribute in energy production during exercise • Describe the physiologic responses of the body during exercise in different environmental conditions • Present and interpret result that occur as result of exercise testing of athletes and general population • Stratify the effects of exercise and physical activity in different populations • Design, structure and implement training programs for different populations • Assess the contribution of exercise and training in maximizing sporting performance 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> • Introduction to Exercise Physiology • Energy systems • Energy sources • Energy expenditure. Energy economy • Aerobic Capacity 				

	<ul style="list-style-type: none"> Anaerobic capacity Training and metabolic adaptations Muscle action Muscular performance Neuromuscular adaptations Muscle fatigue Motor control 								
Teaching Methodology	<p>Face-to-face</p> <p>Student workload:</p> <p>In class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>								
Bibliography	<ol style="list-style-type: none"> Κλεισούρας Β. Εργοφυσιολογία. Ιατρικές εκδόσεις Πασχαλίδης, Αθήνα, Ελλάδα, (2011). ISBN: 960-489-226-6. Raven P.B., Wasserman D.H., Squires W.G. και T.D. Murray (2016). <i>Exercise Physiology: A holistic approach</i>. Ιατρικές εκδόσεις Λαγός Δημήτριος. Αθήνα. McArdle, W.D., Katch, F.I. & Katch, V.L <i>Exercise Physiology: Nutrition, Energy, and Human Performance</i>, 8th Ed. Lippincott Williams & Wilkins, Baltimore, USA, (2015). ISBN: 978-1-4511-9155-4 Kraemer, W.J., Fleck, S.J, & Deschenes, M.R. <i>Exercise Physiology: Integrating Theory and Application</i> 2nd Edition. Wolters Kluwer, Philadelphia, USA, (2016). ISBN: 978-1-4511-9319-0 Kenney, W.L., Wilmore, J.H. & Costill, D.L. <i>Physiology of Sport and Exercise</i> 7th Edition. Human Kinetics Publishers, Champaign, Illinois, USA, (2019). ISBN: 978-1-4925-7229-9 Plowman, S.A. & Smith, D.L. <i>Exercise Physiology: For Health, Fitness, and Performance</i>, 5th Edition. Wolters Kluwer, Philadelphia, USA, (2017). ISBN: 978-1-4963-2318-7 								
Assessment	<table border="1"> <tr> <td>Exams</td> <td>70%</td> </tr> <tr> <td>Projects</td> <td>20%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Exams	70%	Projects	20%	Class Participation and Attendance	10%		100%
Exams	70%								
Projects	20%								
Class Participation and Attendance	10%								
	100%								
Language	Greek								

Course Title	Teaching PE in Pre-School And Primary Education				
Course Code	SPE210				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	2 nd Year / 3 rd Semester				
Teacher's Name	Dr. Andreas G. Avgerinos				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	This module aims to analyze the importance of physical education (PE), physical activity and sports for pre-school and elementary school pupils. At the same time, it aims to induce the student able to develop and implement a multidimensional and effective PE program at the first two grades of education.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the importance of PE and physical activities for preschool and elementary school children, 2. Evaluate the effectiveness of different locomotor activities and content for the implementation of an effective PE program at the first two grades of education, 3. Design, implement and evaluate an effective PE framework (annual, quarterly, and weekly scheduling) based on the developmental characteristics of 4-12 yrs old children, 4. Prepare, implement and evaluate the daily lesson plan, 5. Apply different teaching methods and pedagogical strategies in pre-school and elementary school education, 6. Implement various principles, techniques and teaching methods and pedagogical organizational and discipline strategies for conducting an effective FA lesson, 7. Organize effectively the students, the space, the infrastructure and the PE equipment, 8. Organize physical activity programs in typical as well as in the athletic schools. 				
Prerequisites	None	Co-requisites	None		
Course Content	<p>The module includes the following topics:</p> <ol style="list-style-type: none"> 1. Contemporary concept and issues of physical education for pre-school education and primary education. 2. Physical education models for pre-school and elementary school children, 3. Aims and objectives of modern physical education for kindergarten and elementary school education, 				

	<ol style="list-style-type: none"> 4. Acquiring basic motor skills: developmental phases and stages of motor development, 5. Physical fitness for health and performance, 6. Exercise for health, 7. Content of physical education in each grade: the physically educated person, dance, games, gymnastics, coaching and problem solving games, track and field, team sports, etc. 8. Critical examination of the physical education curriculum for kindergarten and elementary school, 9. Physical Education Framework Planning: annual, quarterly, weekly and daily scheduling of the course, 10. Apply and evaluate a daily physical education lesson, 11. The effective teacher and the effective teaching in physical education, 12. Integration and management of pupils with disabilities or learning difficulties in main stream school environment: theory and practice, 13. Sports in school life: sports events, organizational issues, instrumental materials, 14. The "Active School Policy".
<p>Teaching Methodology</p>	<p>Face- to- face</p> <p>In class theory: 39 hours</p> <p>Midterm assessment preparation: 31hours</p> <p>Final assessment Preparation: 40 hours</p> <p>Independent study: 40 hours</p> <p>Total: 150 hours</p>
<p>Bibliography</p>	<ol style="list-style-type: none"> 1. Pangrazi, R. & Beighle, A. Dynamic Physical Education for Elementary School Children with Curriculum Guide: Lesson Plans. Pearson; 18th edition, (2015). ISBN-10: 013401135X 2. Papaioannou, A., Theodorakis, G. & Goudas, M. For a better Physical Education. Christodoulidis Publications, Thessaloniki-Greece, (2003). ISBN: 960-8183-36-7. 3. Digelidis, N. & Papaioannou, A. For an interesting physical education lesson at elementary education. Christodoulidis Publications, Thessaloniki-Greece, (2003). ISBN:960-8183-31-6. 4. Pangrazi, R. Teaching Physical Education in Primary Education. University Studio Press, Thessaloniki-Greece, (2009). ISBN: 960-12-0759-7. 5. Digelidis, N. The Spectrum of Teaching Styles in Physical Education: From Theory to Practice. Christodoulidis Publications, Thessaloniki-Greece, (2007). ISBN:978-960-8183-61-2.

Assessment	Exams	70%
	Assignments	20%
	Class Participation and Attendance	10%
		100%
Language	Greek	

Course Title	English for Health Sciences II				
Course Code	EHL101				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	2 nd Year / 3 rd Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 hours	Laboratories / week	None
Course Purpose and Objectives	This is an integrated course designed to meet the needs of Health and Life Sciences of intermediate (B1) threshold. The course covers all four language skills with particular emphasis on students acquiring learning strategies to facilitate independent learning.				
Learning Outcomes	<p>By the end of this course, students are expected to:</p> <ul style="list-style-type: none"> • Process information through reading texts of an intermediate level (B1) in the fields of Health and Life Sciences. • Demonstrate the ability to write effectively in various forms related to Health and Life Sciences and differentiate between formal and informal styles of writing • Comprehend and demonstrate the use of terminology related to the Health and Life Sciences. • Listen and respond to a variety of sources • Practice oral communication skills 				
Prerequisites	ENH 100 or English Placement Test	Co-requisites	None		
Course Content	<p>This ESP language course aims at helping students to acquire and practice functions and vocabulary essential to practitioners in Health and Life Sciences and develop interpersonal communication skills needed in the context of Health and Life Sciences domains. Through a variety of materials, students develop their competence in the language. The course consolidates and presents language in meaningful contexts and offers a variety of activities to improve the students' skills in speaking, listening, reading and writing.</p> <p>Reading Skills:</p> <p>Through a variety of reading selections in the areas of Health and Life Sciences the students increase their vocabulary and develop their comprehension of a written passage using the skills of: understanding explicitly stated information; understanding text organization; scanning to locate specific information; skimming for information; dealing with unfamiliar words; understanding cohesion; recognizing indicators in discourse; recognizing main ideas and supporting details.</p>				

	<p>Writing skills:</p> <p>Starting from the mechanics of basic paragraph writing students are guided through the writing process. Different types of written discourse related to Health and Life Sciences are developed including formal/informal emails, instructions, leaflets and reports.</p> <p>Listening Skills:</p> <p>Listening skills are developed through video and aural material related to contexts in the Health and Life Sciences in order to reinforce the main components of the course: reading and writing.</p> <p>Speaking Skills:</p> <p>Speaking skills are also developed through a variety of oral activities in contexts related to Health and Life Sciences in order to reinforce the main components of the course: reading and writing.</p> <p>Grammar:</p> <p>Grammatical structures covered may include tenses, relative clauses, conditionals, present and past participles, phrasal verbs, prepositions, adverbs, adjectives, linking words and modal verbs.</p> <p>Functions:</p> <p>Functions may include asking for/giving information, making recommendations, asking for/giving advice, making offers, describing, comparing, contradicting, speculating, complaining, making assumptions, expressing emotions.</p> <p>Recent developments and contemporary issues pertaining to the subject-matter of the course.</p>		
Teaching Methodology	<p>Face-to-face</p> <p>In class theory: 39 hours</p> <p>Midterm assessment preparation: 31 hours</p> <p>Final assessment Preparation: 40 hours</p> <p>Independent study: 40 hours</p> <p>Total: 150 hours</p>		
Bibliography	<p><i>Career Paths Medical.</i> Virginia Evans, Jenny Dooley, Trang M. Tran, M.D. Express Publishers. 2012</p> <p><i>Good Practice : Communication Skills in English for the Medical Practitioner.</i> Maria McCullagh and Ros Wright. Cambridge University Press. 2008</p> <p><i>Professional English in Use: Medicine.</i> Eric H. Glendinning and Ron Howard. Cambridge University Press. 2007</p> <p>Other material given by the instructor</p>		
Assessment	Examination	35%	
	Projects/Assignments/Tests	30%	
	Class Participation and Attendance	10%	



		100%	
Language	English		

Course Title	Swimming Teaching				
Course Code	SPE215				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	2 nd Year / 3 rd Semester				
Teacher's Name	Dr. Joanna Dajani				
ECTS	6	Lectures / week	1 Hour/14 weeks	Laboratories / week	2 Hours/14 weeks (practice)
Course Purpose and Objectives	The purpose of this course is to enable students' familiarization with basic swimming skills and swimming strokes as well as the development of teaching strategies of the basic swimming skills and strokes.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> Recall teaching principles for the optimal organisation of coaching programmes Organize daily swimming lessons (at Schools, Sport Clubs etc) Analyse and describe each swimming stroke's technique Identify individual strengths and, Modify swimming abilities when needed Propose a variety of exercises to students/swimmers and promote their autonomy sense by letting them choose on their own Evaluate a swimmer's needs in terms of their technique and swimming abilities. 				
Prerequisites	None		Co-requisites	None	
Course Content	The course contains the following units: Introduction to the sport of swimming, teaching and methodology principles for swimming, regulations for correct swimming, water familiarisation techniques, floating and breathing exercises, front crawl teaching (arms-legs-coordination), backstroke teaching (arms-legs-coordination), breaststroke teaching (arms-legs-coordination), butterfly stroke teaching (arms-legs-coordination), teaching starts and turns.				
Teaching Methodology	<p>Face- to- face and practical at the athletic center.</p> <p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 28</p>				

	<p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the swimming pool: 24 hours</p> <p>Total: 150 hours</p>									
Bibliography	<ol style="list-style-type: none"> 1. Ελένη Αυλωνίτου. Αθλητικές Επιδόσεις στην Κολύμβηση – 3η εκδ. Εκδόσεις: Α.Α Λιβανή, Αθήνα, (2018). ISBN: 978-960-14-3332-5. 2. Maglisco, E. Αγωνιστική Κολύμβηση. Ο απαραίτητος οδηγός τεχνικής, προπονητικής και σχεδιασμού προγραμμάτων. Εκδόσεις: Ελένη Σουλτανάκη, Αθήνα, (2010). ISBN: 978-960-931630-9. 3. Lepore, M, Columna L and Litzner LF. Assessments and Activities for Teaching Swimming. Human Kinetics Publishers, Champaign, Illinois, USA, (2015). ISBN: 9781450444729. 4. Bay S. Swimming. Human Kinetics Publishers, Champaign, Illinois, USA, (2016). ISBN: 9781450444729.. 5. Montgomery, J. & Chambers, M. Mastering Swimming. Human Kinetics Publishers, Champaign, Illinois, USA, (2009). ISBN: 9780736074537. 									
Assessment	<table border="1"> <tr> <td>Examination</td> <td>70%</td> </tr> <tr> <td>Assignments</td> <td>20%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Examination	70%	Assignments	20%	Class Participation and Attendance	10%		100%	
Examination	70%									
Assignments	20%									
Class Participation and Attendance	10%									
	100%									
Language	Greek									

Course Title	Sports Sociology				
Course Code	SPE220				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2 nd Year / 4 th Semester				
Teacher's Name	Dr. Antonis Alexopoulos				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	Sociology of Sport raises questions regarding important and ambivalent social issues, since sport as social phenomenon reflects the wider society. The same problems that exist in the wider society exist in sports. Consequently, this Course has the purpose to provide students the knowledge relevant to the relationship between sport and society and to cultivate the ability to understand sport as a human and social behavior, as social institution and as a social phenomenon.				
Learning Outcomes	<p>Upon successful completion of the course, student will be able to:</p> <ul style="list-style-type: none"> • Describe the relationship between sport and society, • Define the various forms of social organization in sport and the notion of rationalization • Connect personal experiences with the socialization process in sport • Recognize sport's power to minimize social inequalities and serves as a vehicle for social inclusion • Evaluate the social factors and forces that influence sport • Develop and understanding of how sport can serve as tool for social change. 				
Prerequisites	None	Co-requisites	None		
Course Content	This Course intends to provide the knowledge and cultivate the students' sociological perspective about sport and the relationship between sport and other social institutions and ideologies. The Course aims to study sport as a social phenomenon. Topics like socialization into sport and via sport, organization of sport and commercialization will be analyzed. In addition, the relationship between sport and social institutions, such as education, economy, politics, religion, media and ideologies regarding gender, race and socio-economic class will be examined. In addition, social problems, such as violence and hooliganism, doping, racism, match-fixing, will be analyzed. References will be made regarding European Sport Policies with sport and physical activity.				

Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p> <p>In class theory: 39 hours</p> <p>Midterm assessment preparation: 31hours</p> <p>Final assessment Preparation: 40 hours</p> <p>Independent study: 40 hours</p> <p>Total: 150 hours</p>						
Bibliography	<ol style="list-style-type: none"> 1. Αυγερινός, Θ. Κοινωνιολογία του Αθλητισμού: Θεωρητική προσέγγιση του αθλητισμού, οργάνωση του αθλητισμού, βία του αθλητισμού. Εκδόσεις University Studio Press, Θεσσαλονίκη, (2007). ISBN: 960-12-1610-3. 2. Κουκουρής, Κ. Η Κοινωνική Διάσταση του Αθλητισμού. 5η έκδοση. Εκδότης Κουκουρής Κ, Αθήνα, (2009). ISBN: 978-960-931500-5. 3. Coakley, J. Sports in Society: Issues and Controversies. McGraw-Hill, (2008). ISBN: 0072930357 4. McPherson, B.D, Curtis, J.E. Loy, J.W. The Social Significance of Sport- An Introduction to the Sociology of Sport. Human Kinetics Books, (1989). ISBN: 0-87322-235-0 						
Assessment	<p>Examination</p> <p>Assignments</p> <p>Class Participation and Attendance</p>	<table border="1"> <tr> <td>70%</td> </tr> <tr> <td>20%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>100%</td> </tr> </table>	70%	20%	10%	100%	
70%							
20%							
10%							
100%							
Language	Greek						

Course Title	Exercise Physiology II				
Course Code	SPE225				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2 nd Year / 4 th Semester				
Teacher's Name	Dr. Panayiotou George				
ECTS	6	Lectures / week	2 hours/14 weeks	Laboratories / week	1 hours/14 weeks
Course Purpose and Objectives	<p>The main objective of this course is to provide students with fundamental knowledge of exercise physiology and understanding of the biological adaptations that occur, particularly in general population and performance athletes.</p> <p>In addition, it aims the explanation and analysis of training programme components that targets health promotion and fitness.</p> <p>It attempts, to assist students to understand the impact of environmental factors to sporting performance.</p>				
Learning Outcomes	<p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> • Report and explain acute and chronic adaptations as a result of exercise • Describe the mechanisms that activate and contribute in energy production during exercise • Describe the physiologic responses of the body during exercise in different environmental conditions • Present and interpret result that occur as result of exercise testing of athletes and general population • Stratify the effects of exercise and physical activity in different populations • Design, structure and implement training programs for different populations • Assess the contribution of exercise and training in maximizing sporting performance 				
Prerequisites	SPE205	Required	None		
Course Content	<ul style="list-style-type: none"> • Cardiovascular control • Respiratory regulation • Cardiovascular adaptations • Exercise and hormonal regulation 				

	<ul style="list-style-type: none"> • Thermoregulation during exercise • Altitude training • Exercise and sports for children and adolescents • Aging and exercise • Gender differences in sports and exercise • Overtraining syndrome • Immune system and exercise • Athletic performance 								
Teaching Methodology	<p>Face-to-face.</p> <p>Student workload:</p> <p>In class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>								
Bibliography	<ol style="list-style-type: none"> 1. Κλεισούρας Β. Εργοφυσιολογία. Ιατρικές εκδόσεις Πασχαλίδης, Αθήνα, Ελλάδα, (2011). ISBN: 960-489-226-6. 2. Raven P.B., Wasserman D.H., Squires W.G. και T.D. Murray (2016). <i>Exercise Physiology: A holistic approach</i>. Ιατρικές εκδόσεις Λαγός Δημήτριος. Αθήνα. 3. McArdle, W.D., Katch, F.I. & Katch, V.L <i>Exercise Physiology: Nutrition, Energy, and Human Performance</i>, 8th Ed. Lippincott Williams & Wilkins, Baltimore, USA, (2015). ISBN: 978-1-4511-9155-4 4. Kraemer, W.J., Fleck, S.J, & Deschenes, M.R. <i>Exercise Physiology: Integrating Theory and Application</i> 2nd Edition. Wolters Kluwer, Philadelphia, USA, (2016). ISBN: 978-1-4511-9319-0 5. Kenney, W.L., Wilmore, J.H. & Costill, D.L. <i>Physiology of Sport and Exercise</i> 7th Edition. Human Kinetics Publishers, Champaign, Illinois, USA, (2019). ISBN: 978-1-4925-7229-9 6. Plowman, S.A. & Smith, D.L. <i>Exercise Physiology: For Health, Fitness, and Performance</i>, 5th Edition. Wolters Kluwer, Philadelphia, USA, (2017). ISBN: 978-1-4963-2318-7 								
Assessment	<table border="1"> <tr> <td>Exams</td> <td>70%</td> </tr> <tr> <td>Asingments</td> <td>20%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Exams	70%	Asingments	20%	Class Participation and Attendance	10%		100%
Exams	70%								
Asingments	20%								
Class Participation and Attendance	10%								
	100%								
Language	Greek								

Course Title	Teaching PE in Secondary Education				
Course Code	SPE230				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2 nd Year / 4 th Semester				
Teacher's Name	Dr. Andreas G. Avgerinos				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	This module aims at describing the importance of physical education and physical activities for secondary school students. At the same time, it aims to make the student ready to develop and implement a multidimensional and effective physical education program in secondary education.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the importance of modern Physical Education and physical activities for secondary school students, 2. Evaluate the effectiveness of different motor activities to implement an effective physical education program in secondary education, 3. Design, implement and evaluate a development-appropriate physical education program for students aged 12-18, 4. Prepare, implement and evaluate the daily lesson plan, 5. Apply different teaching methods, pedagogical strategies and discipline to conduct an effective physical education lesson, 6. Organize effectively the class, infrastructure and equipment, 7. Organize physical activity programs in typical and athletic schools. 				
Prerequisites	None	Co-requisites	None		
Course Content	<p>The module includes the following topics:</p> <ol style="list-style-type: none"> 1. Contemporary concept and subjects of physical education for secondary education. 2. Current trends and comparative analysis of international physical education models for secondary education, 3. Goals, aims and objectives of physical education in secondary education, 4. Development of motor and sports skills in secondary education, 5. Physical fitness development for health and performance, 6. Motivation in secondary school pupils in physical education, 7. Physical education contents for secondary school: dance, team games, gymnastics, individual sports, sports for all, etc 				

	<ol style="list-style-type: none"> 8. Critical examination of the physical education curriculum in secondary education, 9. Planning the physical education lesson: annual, quarterly, weekly, and daily scheduling, 10. Apply and evaluate a daily physical education lesson, 11. Effective teaching and effective teacher in physical education: 12. Integration and management of pupils with disabilities or learning difficulties in the typical school environment: theory and practice, 13. Sports in the school life: intercultural sports events, organizational issues, instruments and materials, 14. Information and communication technologies and other digital applications in physical education in secondary education. 		
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload</p> <p>In class theory: 39 hours</p> <p>Midterm assessment preparation: 31hours</p> <p>Final assessment Preparation: 40 hours</p> <p>Independent study: 40 hours</p> <p>Total: 150 hours</p>		
Bibliography	<ol style="list-style-type: none"> 1. Capel, S., Whitehead, M. (2010). Learning to Teach Physical Education in the Secondary School: A Companion to School Experience. Roudledge, London & NY. 2. Δέρρη, Β., Βασιλειάδου, Ο., Οικονομόπουλος, Γ., Πάχτα, Μ. & Φραγκούλη, Μ. Η Φυσική Αγωγή στην Αρχή του 21ου Αιώνα. Σκοποί-Στόχοι-Επιδιώξεις. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2007). ISBN: 978-960-8183-58-2. 3. Διγγελίδης, Ν. & Παπαιωάννου, Α. Για ένα Ενδιαφέρον Μάθημα Φυσικής Αγωγής στο Δημοτικό Σχολείο. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2003). ISBN: 960-8183-31-6. 4. Pangrazi, R. Διδασκαλία της Φυσικής Αγωγής στη Πρωτοβάθμια Εκπαίδευση. Εκδόσεις University Studio Press, Θεσσαλονίκη, (2009). ISBN: 960-12-0759-7. 5. Διγγελίδης, Ν. Το Φάσμα των Μεθόδων Διδασκαλίας στη Φυσική Αγωγή: Από τη Θεωρία στην Πράξη. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2007). ISBN: 978-960-8183-61-2. 		
Assessment	<p>Exams</p> <p>Assignments</p> <p>Class Participation and Attendance</p>	<p>70%</p> <p>20%</p> <p>10%</p> <p>100%</p>	

Language	Greek				
Course Title	Kinesiology - Biomechanics				
Course Code	SPE235				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2 nd Year / 4 th Semester				
Teacher's Name	Dr. Pamboris George				
ECTS	6	Lectures / week	1 Hours/14 weeks	Laboratories / week	2 Hour/14 weeks
Course Purpose and Objectives	The course aims to provide the students with the basic theoretical and laboratory knowledge in relation to movement involving the musculoskeletal system and, to apply the laws and principles of mechanics in human movement.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the basic human movements and functions of the musculoskeletal system • Applying kinesiology to determine human movement • Describe and explain the basic laws and principles of mechanics in relation to human movement and sports performance • Identify the contribution of biomechanics in evaluating and training of the musculoskeletal system • Demonstrate an understanding of parameters of kinesiology and biomechanics in theory and in laboratory practice • Determine the effect of various forms of mechanical loads on human body and on the generation of internal and external force 				
Prerequisites	None		Co-requisites	None	
Course Content	The course includes the following units: introduction to kinesiology/biomechanics, kinesiology of the musculoskeletal system, kinematic terminology related to the analysis of human movement (linear and angular movement, basic anatomy levels and axes, coordinating systems), terminology regarding the analysis of human movement (basic terms, mechanical loads on human body), biomechanics of the skeletal muscle (structure, velocity-force relationship, length-force relationship, muscle contraction cycle), linear kinematics of human movement (linear kinematic units, ballistic movement), angular kinematics of human movement (absolute and relative angle, angular movement relationships, relation between angular and linear movement), linear kinetics of human movement (Newton laws, friction, momentum, impetus, relationship between work, power and energy), balance and human movement (torque,				

	levers, dynamic and static balance, center of gravity), angular kinetics of human movement (inertia, rotating force, centrifugal forces).		
Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p> <p>In class theory: 14 hours</p> <p>Lab: 28 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 34 hours</p> <p>Independent study: 25 hours</p> <p>Practical laboratory training: 24 hours</p> <p>Total: 150 hours</p>		
Bibliography	<p>7. Hamill, J. & Knutzen, K.M. Βασική-Βιομηχανική της Ανθρώπινης Κίνησης. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα, (2007). ISBN: 960-399-522-3.</p> <p>8. Enoka, R.M. Neuromechanics of Human Movement. 4th edition. Human Kinetics Publishers, Champaign, Illinois, USA, (2008). ISBN: 9780736074438.</p> <p>9. McGinnis, P.M. Biomechanics of Sport and Exercise. 2nd edition. Human Kinetics Publishers, Champaign, Illinois, USA, (2005). ISBN: 9780736051019.</p> <p>10. Knudson, D. Fundamentals of Biomechanics. 2nd edition. Springer, NY, USA, (2007). ISBN: 978-0-387-49311-4.</p> <p>11. Watkins, J. Structure and function of the Musculoskeletal system. 2nd edition. Human Kinetics Publishers, Champaign, Illinois, USA, (2010). ISBN: 9780736078900.</p>		
Assessment	Examination	70%	
	Assignments/Lab	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		

Course Title	Football Teaching				
Course Code	SPE240				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2 nd Year / 4 th Semester				
Teacher's Name	Andronicou Nicos – Dr. Panayiotou George				
ECTS	6	Lectures / week	1 hour/14 weeks	Laboratories / week	2 hours /14 weeks (practical)
Course Purpose and Objectives	This course aims to provide the necessary theoretical and practical knowledge to the students, so that they can teach the basic technical, tactical and physical elements of football in the context of the physical education class at school and football academies.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Recall historical elements of football. • Explain the rules of football, • Describe the physical, tactical and technical needs required in football, • Demonstrate the basic individual technical skills of the sport. • Organize football as a sport within the context of school Physical Education at all levels. • Evaluate the needs of young football players in terms of technical knowledge and sport-specific physical development and select appropriate training programs in order to reach the goals of their development. 				
Prerequisites	None	Co-requisites	None		
Course Content	This course aims to provide the students the necessary theoretical and practical knowledge, in order to be able to teach the basic technical and tactical elements of football within the Physical Education class. . The Course has the following subjects: historical elements of football, game rules, methodology of teaching football skills, theoretical, technical and practical learning of football skills (ball control and stopping, dribbling, passing the ball, shooting and shoot types, side throw technique, corner kick, header), , composition, roles and positions of the players, football tactics and systems (attack, defense), physical fitness training for football players.				

Teaching Methodology	<p>Face- to- face class instructions and practical at the Athletic Centre of the University</p> <p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the Athletic centre: 24</p> <p>Total: 150 hours</p>						
Bibliography	<ol style="list-style-type: none"> 1. Ekblom, B. Ποδόσφαιρο. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα, (2009). ISBN: 9789603998747. 2. Strudwick T. Soccer Science. Publisher: Human Kinetics, Champaign, Illinois, USA, (2016). ISBN: 9781450496797. 3. Snow, S. Coaching youth soccer. Human Kinetics Publishers, Champaign, Illinois, USA, (2011). ISBN: 9780736092173. 4. Kirkendall DT. Soccer Anatomy. Publisher: Human Kinetics, Champaign, Illinois, USA, (2011). ISBN: 9780736095693. 5. Αμαραντίδης, Α. Η διδασκαλία του ποδοσφαίρου για παιδιά και εφήβους από 7 έως 17 ετών. Εκδόσεις SportBook, Θεσσαλονίκη, (2010). ISBN: 978-960-98258-6-3. 6. Gatz, G. Complete Conditioning for Soccer. Human Kinetics Publishers, Champaign, Illinois, USA, (2009). ISBN: 9780736077132. 						
Assessment	<p>Examination</p> <p>Assignments</p> <p>Class Participation and Attendance</p>	<table border="1"> <tr> <td>70%</td> </tr> <tr> <td>20%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>100%</td> </tr> </table>	70%	20%	10%	100%	
70%							
20%							
10%							
100%							
Language	Greek						

Course Title	Sports Psychology				
Course Code	SPE300				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3 rd Year / 5 th Semester				
Teacher's Name	Dr. Kouali Despoina				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	<p>To provide the student with a basic understanding of:</p> <ul style="list-style-type: none"> The issues, theoretical concepts and current research in the field of sport psychology To contribute to the student's increased awareness of the strategies and techniques designed to help those interested in cultivating peak performance in themselves and in others To promote an understanding of the role of sport psychologists 				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> Explain the role of sport psychologists as physical, psychological, and emotional health guardians and promoters. Develop necessary skills for comprehending the processes involved in promoting athletes' physical and psychological wellbeing. Identify the major premises defining the field of sport psychology. Practice the stages of a typical athlete's peak performance analysis and implementation. Develop holistic problem-solving and decision making skills as they relate to the effective and efficient assessment and therapeutic interventions connected to drug abuse, burnout, injury, and termination among athletes. 				
Prerequisites	None	Co-requisites	None		
Course Content	<p>The course addresses the issues and theoretical concepts relevant to the field of sport psychology, through reviews of current literature in this field. The course focuses on major strategies and techniques that assist in the cultivation of peak performance, these being: motivation, leadership, communication and mental training. Furthermore, the course aims to increase the student's awareness of the role of sport psychologists. The course will involve practical application exercises and class discussions, aimed to enhance the student's understanding of acquired concepts, by thinking of real-life issues relevant to the field of sport psychology.</p> <p>Topics to be discussed may include the following:</p> <ul style="list-style-type: none"> History of Sport Psychology, 				

	<ul style="list-style-type: none"> • Learning, Motivation and Effective Leadership, • The Sport Team as an Effective Group, • Communicating Effectively, • Psychological Characteristics of Peak Performance, • Goal Setting for Peak Performance, • Arousal-Performance Relationships, • Understanding and Using Imagery in Sport, • Cognitive techniques for Building Confidence and Enhancing Performance, • Concentration and Attention Control Training, • Implementing Training Programs, • Psychological Issues: Referral, Drug Abuse, Burnout, Injury, • Termination from Athletics/Sport life • The role of the sport psychologist 								
Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p> <p>In class theory: 39 hours</p> <p>Midterm assessment preparation: 31hours</p> <p>Final assessment Preparation: 40 hours</p> <p>Independent study: 40 hours</p> <p>Total: 150 hours</p>								
Bibliography	<ol style="list-style-type: none"> 1. Θεοδωράκης, Γ., Γούδας, Μ., & Παπαϊωάννου, Α. Ψυχολογική Υπεροχή στον Αθλητισμό. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2001). ISBN: 960-8183-16-2. 2. Θεοδωράκης, Γ. Άσκηση, ψυχική υγεία και ποιότητα ζωής. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2010). ISBN: 978-960-8183-81-0. 3. Burton, D. & Raedeke, T. Sport Psychology for Coaches. Human Kinetics Publishers, Champaign, Illinois, USA, (2008). ISBN: 0-7360-3986-4. 4. Anshel, M. Sport Psychology (2011). From theory to practice. USA: Benjamin Cummings. ISBN 13: 9780321732491 5. Cox, R.H. (2002): SPORT PSYCHOLOGY: Concepts and Applications Latest Edition, Colombus, Ohio. 6. J, M. Williams. (2015): Applied Sport Psychology, Personal Growth to Peak Performance. (4/e.). USA. Mayfield, Latest edition. 								
Assessment	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">Exams</td> <td style="width: 40%;">70%</td> </tr> <tr> <td>Assignments</td> <td>20%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Exams	70%	Assignments	20%	Class Participation and Attendance	10%		100%
Exams	70%								
Assignments	20%								
Class Participation and Attendance	10%								
	100%								
Language	Greek								

Course Title	Exercise Biochemistry				
Course Code	SPE305				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3 rd Year / 5 th Semester				
Teacher's Name	Dr. Theodorou Anastasios				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	This course aims to provide students the knowledge to understand the biochemical processes that occur in the human biological systems during exercise.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • explain the fundamentals concepts of sport and exercise biochemistry • describe the basic biochemical changes that occur in human metabolism during exercise, • recognize the effect of exercise characteristics (i.e. intensity and duration) on the choice of energy sources during exercise, • analyze the biochemical changes that occur in the muscle after exercise-induced muscle injury, • recognize the biochemical procedures for achieving muscle recovery after exercise-induced muscle injury, • explain the aims and scope of the biochemical assessment of athletes. 				
Prerequisites	SPE110	Co-requisites	None		
Course Content	The course includes the following topics: biochemical concepts, fundamentals of sport and exercise biochemistry, metabolic regulation in sport and exercise, four classes of energy sources in exercise compounds of high phosphoryl transfer potential, metabolism of carbohydrates, the importance of carbohydrates for sport and exercise, metabolism of lipids, lipids for sport and exercise, metabolism of proteins, proteins for sport and exercise, interconnections of metabolic pathways (ATP, carbohydrates, lipids, proteins), choice of energy sources during exercise (effect of				

	intensity, duration, age, sex, environmental factors, carbohydrates intake), biochemistry of muscle damage and muscle repair, biochemical assessment of exercising persons (iron status metabolites, enzymes and hormones).		
Teaching Methodology	Face- to- face Student workload: In class theory: 39 hours Midterm assessment preparation: 31hours Final assessment Preparation: 40 hours Independent study: 40 hours Total: 150 hours		
Bibliography	<ol style="list-style-type: none"> 1. Μούγιος Β. Βιοχημεία της Άσκησης, Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα. (2008) ISBN: 9789603996989. 2. Mougios, V. Exercise Biochemistry, 2nd ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9781492529040. 3. Tiidus, P. Tupling, R. & Houston M. Biochemistry Primer for Exercise Science. 4th ed. Human Kinetics Publishers, Champaign, Illinois, USA, (2012). ISBN: 9780736096058 4. Jeukendrup, A and Gleeson, M. Sport Nutrition 3rd ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9781492567288. 5. Maughan, R., Greenhaff, P. & Gleeson, M. Biochemistry of Exercise and Training. Oxford Medical Publications, Oxford, (2011). ISBN: 0192627414. 6. MacLaren, D. & Morton, J. Biochemistry for Sport and Exercise Metabolism. Willey Publishers, Hoboken, New Jersey, (2011). ISBN: 978-0470091845. 		
Assessment	Examination	70%	
	Assignments	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		

Course Title	Theory and Techniques for Strength Development				
Course Code	SPE310				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3 rd Year / 5 th Semester				
Teacher's Name	Dr. Theodorou Anastasios				
ECTS	6	Lectures / week	2 Hours/14 weeks	Laboratories / week	1 Hour/14 weeks
Course Purpose and Objectives	The aim of this course is to describe to students the theory, techniques and teaching methodology of resistance exercises for muscle growth.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> describe the characteristics and peculiarities of resistance exercises, explain the technical execution and the teaching methodology of resistance exercises, explain the resistance training systems for muscular strength, demonstrate the technical execution of resistance training, organize and plan resistance training programs. 				
Prerequisites	None		Co-requisites	None	
Course Content	<p>This course aims at introducing the student to the following topics: Resistance training characteristics and types of equipment, equipment choice, the organisation of the gym, safety principles in resistance training, designing the place for resistance training, categorizing exercises for resistance training, exercise selection criteria, technical execution of resistance exercises, basic concepts and methodology of teaching exercises with weights, basic resistance training systems for strength, advanced training strategies, designing workouts for muscle strengthening.</p>				
Teaching Methodology	<p>Face- to- face and practical at the athletic center.</p> <p>Student workload:</p> <p>In class theory: 28 hours</p> <p>Lab/performance center: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical training at the performance center: 12 hours</p>				

	Total: 150 hours									
Bibliography	<ol style="list-style-type: none"> 1. Φατούρος, Ι. & Χατζηνικολάου, Α. Προπόνηση με Βάρη - Εκτέλεση, διδασκαλία, ασφάλεια και οργάνωση των ασκήσεων Εκδόσεις Τελέθριον, Αθήνα, (2011). ISBN: 9789608410978. 2. Fleck S and Kraemer W. Designing Resistance Training Programs. 4th ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2014). ISBN: 9780736081702. 3. Delavier F and Gundill M. The Strength Training Anatomy Workout III. Publisher: Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9781492588511. 4. McGuigan M. Monitoring Training and Performance in Athletes. Publisher: Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9781492535201. 5. Bomba T. Periodization: Theory and Methodology of Training. 6th ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2018). ISBN: 1492544809 6. Delavier F. Strength Training Anatomy. 3rd ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2010). ISBN: 9780736092265. 									
Assessment	<table border="1"> <tr> <td>Examination</td> <td>70%</td> </tr> <tr> <td>Assignments</td> <td>20%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Examination	70%	Assignments	20%	Class Participation and Attendance	10%		100%	
Examination	70%									
Assignments	20%									
Class Participation and Attendance	10%									
	100%									
Language	Greek									

Course Title	Sports Management and Administration				
Course Code	SPE315				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3 rd Year / 5 th Semester				
Teacher's Name	Dr. Antonis Alexopoulos				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	This Course aims to provide the students general of Sport Management and to cultivate the perspective of sport as and industry and as products and services provision				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> Describe the management and marketing principles applied to sport and develop an understanding of the functional areas of planning, organizing, leading and controlling. Understand the main areas of event and facility management (such as event sponsoring, broadcasting, and risk management) and apply these concepts in the sport context Describe the objectives and benefits of sponsorship as applied in the sports sector Provide a description of the structure of European and International sports Explain the main functions performed by sports agencies in a sporting context Demonstrate that they can identify the ethical, governance and legal problems associated with sports organizations 				
Prerequisites	None	Co-requisites	None		
Course Content	<p>This Course includes, among others, the following topics:</p> <ul style="list-style-type: none"> basic sport management principles, namely, planning, organizing, leading and controlling the role of commercialization in sport and the creation of sport industry and sport products/services Sport Marketing and its 4Ps Sports sponsorship and the aims of sponsors The structure and organization of European and national sports Principles of good governances and problems deriving from the lack of it Sports events and facilities management Legal and ethical issues within sport organizations 				

Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p> <p>In class theory: 39 hours</p> <p>Midterm assessment preparation: 31hours</p> <p>Final assessment Preparation: 40 hours</p> <p>Independent study: 40 hours</p> <p>Total: 150 hours</p>						
Bibliography	<ol style="list-style-type: none"> 1. Αλεξανδρής, Κ. Αρχές Μάνατζμεντ Και Μάρκετινγκ Οργανισμών και Επιχειρήσεων Αθλητισμού και Αναψυχής. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2011). ISBN: 978-960-8183-84-1. 2. Ελληνική Εταιρεία Διοίκησης Αθλητισμού. Αθλητικό Μάνατζμεντ - Διεπιστημονική προσέγγιση. Εκδόσεις University Studio Press, Θεσσαλονίκη, (2005) ISBN: 978-960-121-027-8. 3. Παπαδημητρίου, Δ. Διοίκηση Αθλητικών Οργανισμών και Επιχειρήσεων. Εκδόσεις Κλειδάριθμος, Αθήνα, (2005). ISBN: 960-209-819-8. 						
Assessment	<p>Examination</p> <p>Assignments</p> <p>Class Participation and Attendance</p>	<table border="1"> <tr> <td>70%</td> </tr> <tr> <td>20%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>100%</td> </tr> </table>	70%	20%	10%	100%	
70%							
20%							
10%							
100%							
Language	Greek						

Course Title	Volleyball Teaching				
Course Code	SPE320				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3 rd Year / 5 th Semester				
Teacher's Name	Dr. Avgerinos Andreas				
ECTS	6	Lectures / week	1 Hour/14 weeks	Laboratories / week	2 hours/14 weeks (practice)
Course Purpose and Objectives	The course aims to provide students with the necessary theoretical knowledge and practical skills to be able to teach the basic technical, tactical and physical conditioning of volleyball at the level of school education and novice athletes.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the historical revolution of volleyball, • Explain and apply the game's rules and terminology of volleyball, • Describe the fitness, tactics and techniques required in volleyball, • Demonstrate competency in the basic volleyball skills, • Teach effectively the volleyball as part of the physical education course in the elementary and secondary education at school, • Assess the needs of young players in skill and physical fitness. 				
Prerequisites	None		Co-requisites	None	
Course Content	<p>The module includes the following topics:</p> <ol style="list-style-type: none"> 1. Basic theoretical elements of the volleyball game: historical revolution, basic characteristics and peculiarities, terminology and game rules, 2. Methods of teaching individual and team skills in volleyball, 3. Methodology of teaching tactical skills in volleyball, 4. The composition of the team in volleyball and mini-volleyball, the roles of the players, the particularities of volleyball as a team sport, 5. Basics of physical fitness/conditioning and training in volleyball. 				
Teaching Methodology	<p>Face- to- face class instructions and practical at the Athletic Centre of the University</p> <p>Student workload:</p>				

	<p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p> <p>Face- to- face and practical at the athletic center.</p>		
Bibliography	<ol style="list-style-type: none"> 1. The American Volleyball Coaches Association, Reynaud, C. (2015). The Volleyball Coaching Bible: Volume II. Human Kinetics Publishers, Champaign, IL, United States. ISBN13: 9781450491983 2. Kroeger, C. (2014). Volleyball Drills. Meyer & Meyer Sport (UK) Ltd, Garsington, United Kingdom, ISBN13: 9781782550242. 3. Ζέτου, Ε. & Κασαμπαλής, Θ. (2006). Πετοσφαίριση. Εκδόσεις Τελέθριον, Αθήνα. ISBN: 960-8410-45-2. 4. Reynaud, C. Coaching Volleyball Technical and Tactical Skills. Human Kinetics Publishers, Champaign, Illinois, USA, (2009). ISBN: 9781450414708. 5. Reeser, J. & Bahr, R. Πετοσφαίριση. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα, (2009). ISBN: 9789603998853. 6. Παπαγεωργίου, Α. & Czimek, V. Πετοσφαίριση - Μαθαίνω παίζοντας. Εκδόσεις University Studio Press, Θεσσαλονίκη, (2009). ISBN: 978-960-12-1779-6. 		
Assessment	Exams	70%	
	Assignments	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		

Course Title	History and Philosophy of Physical Education and Sports				
Course Code	SPE325				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3 rd Year / 6 th Semester				
Teacher's Name	Dr. Alexopoulos Antonis				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	This Course aims to provide the student the theoretical knowledge regarding the history and philosophy of sports and Physical Education from the ancient civilizations of the planet until the present day. It is intended to instigate the critical evaluation of historical aspects of sport and physical activity in way that will help the students understand the roots of modern sports and collective behaviors around it.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the historical evolution of physical activities and sports • Understand how philosophical positions influence them • Analyze the concepts of fair play as a long last value • Recognize the social impact of sports and sports events throughout history • Apply critical thinking on the different historical versions of sport and question the different philosophical approached in relation the body, physical activities and competitions • Adopt the knowledge gathered from this Course to understand the historical relationship between sports and politics/state, socio-economic class, religion and metaphysics, cheating and doping and other social dimensions 				
Prerequisites	None	Co-requisites	None		
Course Content	The Course focuses on the historical evolution of sports, from the ancient times till post-modernity and the age of globalization, as well as the philosophical questions related to physical activity, physical education and sport and the ethical issues that emerge. Within this course several topics are included, such as physical education and sports as a historical analysis of body culture, physical education in ancient civilizations (Sumerians, Egyptian, Chinese, Mayas etc), ancient Greece and the ancient Olympic Games, spectacles in ancient Rome, physical activities in the Middle Ages and Renaissance and sport and physical education during the Industrial Revolution and Modern Times. While examining each period, an analysis of who and how could participate will occur.				

Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p> <p>In class theory: 39 hours</p> <p>Midterm assessment preparation: 31hours</p> <p>Final assessment Preparation: 40 hours</p> <p>Independent study: 40 hours</p> <p>Total: 150 hours</p>						
Bibliography	<ol style="list-style-type: none"> 1. Μουρατίδης, Ι. Ιστορία Φυσικής Αγωγής και Αθλητισμού του Αρχαίου Κόσμου. Τόμος Ι. Έκδοση Μουρατίδης Ι, Θεσσαλονίκη, (2009). ISBN: 960-7924-05-6. 2. Μουρατίδης, Ι. Εισαγωγή στην Αρχαία Ελληνική Φιλοσοφία. Θέματα Φιλοσοφίας Φυσικής Αγωγής και Αθλητισμού. Τόμος Ι. Έκδοση Μουρατίδης Ι, Θεσσαλονίκη, (2009). ISBN: 978-960-7924-04-9. 3. Mechikoff, Robert A and Estes, Steven G. History and Philosophy of Sport and Physical Education (3rd Edition). McGraw-Hill (2004). ISBN: 0-07-297302-1 4. Guttmann, A. From Ritual to Record. Columbia University Press, (1978). ISBN: 0-231-133441-3 						
Assessment	Examination Assignments Class Participation and Attendance	<table border="1"> <tr> <td>70%</td> </tr> <tr> <td>20%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>100%</td> </tr> </table>	70%	20%	10%	100%	
70%							
20%							
10%							
100%							
Language	Greek						

Course Title	Sports Medicine				
Course Code	SPE330				
Course Type	Compulsory				
Level	Bachelor (1 st cycle)				
Year / Semester	3 rd Year/ 6 th Semester				
Teacher's Name	Dr. Beneka Anastasia				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	<p>The aim of this course is to present the application of medicine into sport practice in conjunction with sport performance promotion. In addition, its purpose is to describe the procedures and methods which prevention and rehabilitation of injuries and diseases in athletes can be achieved. Moreover, there is an introduction into planning and management concepts of medical support in sport.</p>				
Learning Outcomes	<p>By the end of this course students are expected to:</p> <ul style="list-style-type: none"> • Identify the measures taken for prevention of injuries and diseases during sports • Identify and explain the most common musculoskeletal, cardiovascular, respiratory and gastrointestinal symptoms during exercise. • Present the stages of medical check as well as the stage of evaluation and management of injuries and diseases related to sport • Identify the most common musculoskeletal and visceral injuries and their prevalence in sporting activities • Promote the use of apparatus that can be used as protective equipment for injury risk reduction • Compare the special needs of special populations during exercise such as young athletes, female athletes, older individuals and people with disabilities. 				
Prerequisites	HEA110	Required	None		
Course Content	<p>Introduction: Prevalence of sport injuries, athletes' medical issues, sports medicine in sports, diagnostic procedures, therapy and rehabilitation</p> <p>Common sport injuries: Cranio-facial, eyes, ear, orolarynx, spine, shoulder girdle, arm, elbow, forearm, wrist, pelvis, hip, thigh, knee, leg and ankle.</p> <p>Other injuries: Gastrointestinal injuries, renal and skin injuries</p> <p>Special populations: Young athletes, female athletes, older individuals and people disabilities</p> <p>Special sports medicine issues: Overuse syndrome, pre-participation screening, team and individual sports injuries, injury healing, legal and</p>				

	<p>ethical issues in sports medicine, medication in athletes, doping, and protective equipment.</p> <p>: medical prevention during athletic events, team medical support, medical care during trips abroad, health issues, incident management during events, musculoskeletal, cardiovascular, respiratory and gastrointestinal symptoms during exercise</p>		
Teaching Methodology	<p>Face to Face</p> <p>Student workload:</p> <p>In class theory: 39 hours</p> <p>Midterm assessment preparation: 31hours</p> <p>Final assessment Preparation: 40 hours</p> <p>Independent study: 40 hours</p> <p>Total: 150 hours</p>		
Bibliography	<ol style="list-style-type: none"> 1. Δεληγιάννης Α.Π. Ιατρική της Άθλησης (3^η Εκδ.). University Studio Press, Θεσσαλονίκη, Ελλάδα, (2016). ISBN: 978-9-6012-2291-2 2. Richard, I., Duane, I. & Steven, R. Αθλητικοί τραυματισμοί: Πρόληψη και αποκατάσταση. Εκδόσεις Τελέθριον, Αθήνα, Ελλάδα, (2007). ISBN: 978-9-6084-1051-0 3. Sherry, E. & Wilson, S. Oxford Εγχειρίδιο Αθλητιατρικής. Ιατρικές εκδόσεις Πασχαλίδης, Αθήνα, Ελλάδα, (2007). ISBN: 978-960-399-411-1 4. Μπαλτόπουλος, Π. Αθλητιατρική. Τόμος Ι. Ιατρικές εκδόσεις Πασχαλίδης, Αθήνα, Ελλάδα, (2002). ISBN: 960-399-929-4 5. Μπαλτόπουλος, Π. Αθλητιατρική. Τόμος ΙΙ. Ιατρικές εκδόσεις Πασχαλίδης, Αθήνα, Ελλάδα, (2002). ISBN: 960-399-930-0 6. Brukner, P., Khan, K., Clarsen, B., Cook, J., Crossley, K., Bahr, R., Hutchinson, M. & Mccrory, P. Bruncker & Khans Clinical Sports Medicine Injuries Vol 1. (5th Ed.) McGraw-Hill, Australia, (2017). ISBN: 978-1-7604-2166-3 7. Brukner, P. & Khan, K. Clinical Sports Medicine: The Medicine of Exercise, Vol 2. (5th Ed.) McGraw-Hill, Australia, (2019). ISBN: 978-1-7604-2051-2 8. Miller, M.D. & Thompson. S.R. DeLee, Drez and Miller's Orthopaedic Sports Medicine: Principles and practice (5th Ed.). Saunders Elsevier, Philadelphia, USA, (2019). ISBN: 978-0-3235-4473-3 		
Assessment	Exams	70%	
	Assignments	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		

Course Title	Sports Nutrition				
Course Code	SPE335				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3 rd Year / 6 th Semester				
Teacher's Name	Dr. Theodorou Anastasios				
ECTS	6	Lectures / week	2 hours/14 weeks	Laboratories / week	1 hour/14 weeks
Course Purpose and Objectives	The course aims to provide students with the necessary knowledge regarding the effect of nutrition on athletic performance.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> describe the basic principles of sports nutrition, explain the athletes' needs for nutritional elements depending on the sport and the training periodization, explain the effect of nutrients on athletic performance. define the importance of nutrient timing, recognize the efficacy and safety of nutritional supplement use for athletes 				
Prerequisites	None	Co-requisites	None		
Course Content	The course includes the following topics: introduction to sports nutrition, the importance of nutrition for a healthy lifestyle and athletic performance, basic principles of athletic nutrition, nutrition for endurance and ultra-endurance training, nutrition for middle-distance and speed-endurance training, nutrition for technical and skill-based training, nutrition for resistance training, nutrition for power and sprint training, nutrition for team sports training, periodization and nutrition planning, nutrient timing, competition nutrition, nutritional supplements and sport performance, losing, gaining and making weight for athletes, weight loss nutritional supplements, fat burner efficacy and safety.				
Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p>				

	<p>In class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>		
Bibliography	<ol style="list-style-type: none"> 1. Maughan, R. & Burke, M.L. Αθλητική Διατροφή. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα, (2006). ISBN: 9789603993094 2. Jeukendrup, A and Gleeson, M. Sport Nutrition 3rd ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9781492567288. 3. McArdle W, Katch F, Katch V. Sports and Exercise Nutrition. Publisher: Lippincott Williams & Wilkins. (2019). ISBN: 1975106733 4. Spano M and Kruskall LD. Travis Thomas. Nutrition for Sport, Exercise, and Health. 1st ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2017). ISBN: 9781450414876. 5. Mougios, V. Exercise Biochemistry, 2nd ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9781492529040. 6. Manore, M., Meyer, N. & Thompson, J. Sport Nutrition for Health and Performance. 2η έκδοση. Human Kinetics Publishers, Champaign, Illinois, USA, (2009). ISBN: 9780736052955. 		
Assessment	Examination	70%	
	Assignments	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		

Course Title	Research Methodology and Biostatistics				
Course Code	HEA115				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	3 rd Year / 6 th Semester				
Teacher's Name	Dr. Mamais Ioannis				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	<p>The purpose of this lesson is to make students able to find scientific information and knowledge of the basic principles of organizing and conducting scientific research in the field of life sciences. Also through this course, students should develop skills in the methods of evaluating articles and understand the importance of ethics in conducting an research study. By finishing the course, students should understand the value of research methodology using evidence-based practice in the field of life science.</p>				
Learning Outcomes	<p>Upon successful completion of the course students should be able to:</p> <ul style="list-style-type: none"> • Identify and interpret the value of research methodology in the application of documented practice in the field of life sciences. • Asks research questions and assumptions and plans to collect data • Apply descriptive statistics and process of a statistical hypothesis testing. • Interpret results in both quantitative and qualitative studies. • Describe, Recognize and analyze steps of the research design - protocol and collection of data in both quantitative and qualitative studies • Demonstrate the ability to critically read and evaluate the quality of published scientific articles in the field of life sciences • Explain results of systematic reviews in the field of life sciences 				
Prerequisites	None	Required	None		
Course Content	<p>At the end of the course the students will be able to know the content of Research Methodology and Biostatistics course with an emphasis on research in the field of life sciences. The course describes the concepts and forms of scientific research, ethics in research as well as scientific ways of solving problems in field of life sciences. Training will be provided to find information with advanced techniques and search strategies across a variety of electronical medical databases. The concepts of the research problem, research cases and protocols as well as pilot research will be explained and clarified. The various sampling methods and the concepts of reliability and validity will be taught. It will analyze the various threats that may affect the internal and external validity of an experiment and how to</p>				

	deal with them. Students will be taught the various data collection tools as well as data handling according to the variables and scales that belong to them. Particular emphasis will be given to systematic review and meta-analysis. Finally, student will learn to apply appropriate statistically ways to investigate their research question and interpret outcomes using statistical significance.		
Teaching Methodology	Face-to-face Student workload: In class theory: 39 hours Midterm assessment preparation: 31hours Final assessment Preparation: 40 hours Independent study: 40 hours Total: 150 hours		
Bibliography	<ol style="list-style-type: none"> Higgins JPT, Green S. (2011) Cochrane Handbook for Systematic Reviews of Interventions Version 5.1.0 . The Cochrane Collaboration Larry Christensen, R. Burke Johnson, Lisa A. Turner. (2010) Research Methods, Design, and Analysis, 11th Edition, Allyn and Bacon Padgett DK. (2011) Qualitative and Mixed Methods in Public Health. SAGE Publications Ltd, London Saks M Allsop J. (2012) Researching Health Qualitative, Quantitative and Mixed Methods, Second Edition. SAGE Publications Ltd, London Picardi CA, Masick KD. (2013) Research Methods Designing and Conducting Research with a Real-World Focus. SAGE Publications Ltd, London Marder P. Michael, (2011) Research Methods for Science. Cambridge University 		
Assessment	Exams	70%	
	Assignments	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		

Course Title	Teaching of Rhythm and Dance Skills
Course Code	SPE340
Course Type	Compulsory
Level	Bachelor (1st Cycle)

Year / Semester	3 rd Year / 6 th Semester				
Teacher's Name	Dr. Konstantina Hatzieftchiou				
ECTS	6	Lectures / week	1 hour/14 weeks	Laboratories / week	2 hours (practical)
Course Purpose and Objectives	The course aims at familiarizing the student with the methodology of teaching rhythm and dancing skills. In addition, the course aims to provide students with information about folklore, tradition and the historical origin and sociology of dance.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Define the concepts of tradition and folklore, • Explain the historical and cultural elements of the main Greek and Cypriot dances, • Demonstrate the main Greek and Cypriot traditional dances, • Analyze the motion motif and the kinetic content of the dances, • Organize the teaching of the main Greek and Cypriot traditional dances at school, • Evaluate the skills and technique of individuals in dances. 				
Prerequisites	None	Co-requisites	None		
Course Content	The course includes the following topics: Introduction to folklore and tradition, teaching methodology of rhythm, sociological aspects of the traditional dance, customs, dance morphology, dance teaching methodology, learning Greek traditional dances (Kalamatian, Tsamikos, pidozalis, folk zeibekiko), learning Cypriot traditional dances (male face, Cypriot zeibekiko, female karsilamas, syrtos), historical and cultural elements of the learned dances, modern dances.				
Teaching Methodology	<p>Face- to- face class instructions and practical at the Athletic Centre of the University</p> <p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p>				
Bibliography	<p>1. Karfis, V. & Ziaka, M. (2009). The Greek traditional dance in education. Vivliodiaplous, Athens-Greece. ISBN: 960-687-300-3.</p>				

	<ol style="list-style-type: none"> 2. Vavritsas, N. (2008). Teaching traditional dance. Vavritsas, Thessaloniki-Greece. ISBN: 960-930-750-5. 3. Adshead, J., Hodgens, P., Briginshaw, V. & Huxley, M. (2007). Dance analysis: Theory & Practice. Medical Publications, P.X. Pashalides, Π. Χ. ISBN: 9789603995371. 4. Averof, G. (1989). Traditional songs and dance of Cyprus. Nicosia, Bank of Cyprus Cultural Foundation. 		
Assessment	Exams	70%	
	Assignments	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		

Course Title	Undergraduate Thesis I				
Course Code	HLS400				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Dr. Antonia Sofokleous & Dr. Eleni Moushi				
ECTS	6	Lectures / week	None	Laboratories / week	None
Course Purpose and Objectives	The purpose of this course is to provide students with all the necessary tools needed to design, organize and implement a scientific study as well as on adequate analysis, documentation and presentation of its content. The ultimate goal of the course is to complete a scientific protocol of either bibliographic review or primary research work.				
Learning Outcomes	<p>Upon successful completion of the course students should be able to:</p> <ul style="list-style-type: none"> List in a logical sequence the steps needed to organize and implement a literature/narrative review or/and experimental research work (Level 1 & 2 : Knowledge & Understanding). Identify and recognize scientific sources relevant to the subject under negotiation by searching printed and electronic scientific databases and to critically approach the scientific information extracted (see. Undergraduate Thesis Writing Guide page: 9) (Level 1 & 2 : Knowledge & Understanding). Evaluate and discuss issues related to research bioethics and ethics in case of an experimental research work (see. Undergraduate Thesis Writing Guide page: 11 & http://www.bioethics.gov.cy/) (Level 2 & 3 : Understanding & Apply). Design, organize, compile and implement the proposal of a descriptive type of bibliographic review (see. Undergraduate Thesis Writing Guide pages: 12-16) and / or experimental study (see. Undergraduate Thesis Writing Guide pages: 9-11) of health sciences subjects in accordance with international standards and using validated bibliographic systems (Level 3 & 5 : Apply, Analysis, Composition). Clearly present the problem, purpose, and methodology obtained from the findings of previous studies (Current Knowledge) (Level 3 & 5 : Apply, Analysis, Composition). Organize and complete the presentation of a proposal through a printed project (Level 4 & 6 : Analysis, Composition, Evaluation). 				

<p>Prerequisites</p>	<p>Prior to enrolling in the course, students must have earned a General Grade (GPA) 2, have completed their obligations in the Research Methodology and Biostatistics courses and have completed at least 150 ECTS for the four-year degree or 210 for the five-year degrees.</p>	<p>Co-requisites</p>	<p>None</p>
<p>Course Content</p>	<p>Description: The course includes lecture attendance, supervisory and mentoring meetings and writing a research proposal. Course attendance: The student participates in pre-defined lectures for the undergraduate thesis where specific topics are presented and analyzed, which relate mainly to the documentation of scientific information and the ability to summarize and present the content of the thesis according to the requirements set by the Development Guide. Undergraduate Thesis. Specifically, the 4 lectures present (1) the structure of thesis proposal - protocol, (2) Description of the search strategy and more specifically describe Databases - PubMed, EBSCO Medline Complete, Scopus, Cochrane & Science Direct. There is also (3) a presentation of the program for inserting reports in both the text and the bibliographic list and (4) an online service for the prevention of plagiarism. Supervision and guidance: On a regular weekly basis, meetings are held between the student and the supervisor to provide guidance, organize work progress and receive feedback on the progress of the work. Preparing and presenting a research proposal: The students, with the guidance of their supervisor, are preparing a research proposal on the subject that they have undertaken and will be negotiating. The topic is finalized after students have sufficiently supported their research proposal / protocol on paper in the Department of Health Sciences and orally in the Department of Life Sciences. A detailed description of the course content and conditions is provided in the Undergraduate Thesis Guide</p>		
<p>Teaching Methodology</p>	<p>Face to face: 12 hours (4 lectures X 3 hours) Searching for sources: 6 hours Guidance: 24 hours Independent study: 108 hours</p>		
<p>Bibliography</p>	<p>1. Guide to the Graduate Work. Library of the European University of Cyprus, Nicosia.</p>		

	2. Panagiotakos D., Methodology of Research and Data Analysis for Health Sciences, Athens, VG Publications. Costakis, 2006.		
Assessment	Written Project	60%	
	Oral Presentation	40%	
		100%	
Language	Greek		

Course Title	Assessment and Evaluation of Functional Capacity				
Course Code	SPE400				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3 rd Year / 7 th Semester				
Teacher's Name	Dr. Panayiotou George				
ECTS	6	Lectures / week	None	Laboratories / week	3 hours/14 weeks
Course Purpose and Objectives	The main objective of this course is to provide students with the necessary knowledge in organizing and performing laboratory and field exercise testing about physical condition and body composition, in order to utilize these results for exercise program design.				
Learning Outcomes	<p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> Record all parameters assessed for each sport, based on physical skills that contribute to athletic performance Describe and explain all units of measurement during field testing Present and interpret results that derive from exercise testing Categorize and compare the results with normative data tables Design, structure and implement fundamental training programs based on results that derive from exercise testing Assess the level of body composition and fitness through the use of kinanthropometric techniques and submaximal exercise testing respectively 				
Prerequisites	None	Required	None		
Course Content	<p>Introduction: Terminology, units of measure, data collection, pre-testing medical screening, exercise testing contraindications, termination criteria, laboratory and field testing, basic ergometers, maximal and sub-maximal testing protocols.</p> <p>Strength: Isotonic, isometric and isokinetic strength</p> <p>Anaerobic capacity-power: Speed, jumping ability, anaerobic peak bike, anaerobic stair flight and treadmill anaerobic tests.</p> <p>Aerobic capacity: Aerobic walking and running, aerobic step test, aerobic bike testing, maximal oxygen consumption.</p> <p>Cardiovascular testing: Resting and exercise blood pressure, Resting and exercise ECG.</p> <p>Pulmonary function tests: Resting and dynamic lung volumes, spirometry, ergospirometry.</p>				

	<p>Range of motion: Main joints range of motion assessment</p> <p>Body composition: Body mass index, circumferences, skinfolds, hydrostatic weighing.</p>		
Teaching Methodology	<p>Face to Face</p> <p>Student workload:</p> <p>Lab: 42 hours</p> <p>Midterm assessment preparation: 24 hours</p> <p>Final assessment preparation: 33 hours</p> <p>Independent study: 15 hours</p> <p>Practical laboratory training: 36 hours</p> <p>Total: 150 hours</p>		
Bibliography	<ol style="list-style-type: none"> 1. Κλεισούρας, Β. Εργομετρία, Μέτρηση της μυϊκής προσπάθειας. Εκδόσεις Συμμετρία. Αθήνα, (1991). Ελλάδα, ISBN: 978-0-7360-6565-8 2. Αμερικανική Αθλητιατρική Εταιρεία Κατευθύνσεις σχεδιασμού προγραμμάτων άσκησης και αξιολόγησης. Αθήνα: Εκδόσεις Αθλότυπο, Αθήνα, Ελλάδα, (2007). ISBN: 978-960-7378-78-1 3. Beam, W.C. & Adams, G.M. Exercise Physiology Laboratory Manual 6th Ed. McGraw-Hill, Columbus, OH, USA, (2011). ISBN: 978-007-337-659-2 4. Eston, R. & Reily, T. Kinanthropometry and Exercise Physiology Laboratory Manual. Tests, Procedures and Data: Anthropometry. 3rd Ed. Routledge, New York, USA, (2009). ISBN: 978-0-415-43720-2 5. Eston, R. & Reily, T. Kinanthropometry and Exercise Physiology Laboratory Manual. Tests, Procedures and Data: Physiology. 3rd Ed. Routledge, New York, USA, (2009). ISBN: 978-0-415-43723-3 6. Haff, G.G. & Dumke, C. Laboratory Manual for Exercise Physiology. Human Kinetics. Champaign, Illinois, USA, (2012). ISBN: 978-0-7360-8413-0 7. Κέλλης, Ε. Νευρο-μηχανικές αρχές αξιολόγησης της μυϊκής δύναμης. Εκδόσεις Τελέθριον, Αθήνα, Ελλάδα, (2009). ISBN: 960-8410-56-8 		
Assessment	Exams	40%	
	Assignments	20%	
	Class Participation and Attendance	10%	
	Portfolio	30%	
		100%	
Language	Greek		

Course Title	Sports Physiotherapy and Injury Prevention				
Course Code	SPE405				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Dr. Pamboris George				
ECTS	6	Lectures / week	2 Hours/14 weeks	Laboratories / week	1 Hour/14 weeks
Course Purpose and Objectives	This course aims to provide a comprehensive, applied and research-based background regarding topics related to sports rehabilitation and injury prevention. The course covers every stage of rehabilitation, from initial evaluation, diagnosis and treatment to restoration of functions at pre-injury levels, including methods and interventions for the prevention of sports injuries.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Determine terminologies such as; sports injury, overuse injury and epidemiology of injuries in various sports • Determine all the parameters regarding evaluation and restoration to levels prior to injury • Identify the necessity of muscle function restoration after an injury for an athlete • Explain the pathophysiology of sports musculoskeletal injuries and the principles and stages of rehabilitation of upper and lower extremities • Recognise the necessity of sports injury prevention and the role of a sports scientist in pre-game evaluation of an athlete 				
Prerequisites	None	Co-requisites	None		
Course Content	The course includes the following units: Introduction to sports rehabilitation (principles, aims, team roles), prevention of sports injuries and musculoskeletal evaluation (the necessity of prevention, steps and systematic approach to prevention, prevention measures and their application), pathophysiology of musculoskeletal injuries, management of acute sports injuries, systematic and progressive restoration and criteria for the decision for an athlete to return to sport activities, nutritional aspects of rehabilitation, injuries of the shoulder, elbow-wrist-hand injuries, pelvic-hip injuries, knee-ankle-foot injuries, common injuries in various sports.				

Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p> <p>In class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>							
Bibliography	<ol style="list-style-type: none"> 1. Iversen, R.S. & Richard, D.I. Αθλητικοί τραυματισμοί. Πρόληψη και αποκατάσταση. Εκδόσεις Τελέθριον, Αθήνα, Ελλάδα, (2007). ISBN: 960-8410-51-7. 2. Prentice, W. Τεχνικές Αποκατάστασης Αθλητικών Κακώσεων. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα, (2004). ISBN: 960-394-449-1. 3. Paul, C. & Earle, A. “Sports Rehabilitation and Injury Prevention” Willey-Blackwell, U.K., (2010). ISBN: 978-0-470-98563-2. 4. Brukner, P. & Khan, K. Clinical Sports Medicine – 4th Edition McGraw-Hill, Australia, (2012). ISBN: 9780070998131. 5. Hudson, Z. & Small, C. Managing the Injured Athlete, Churchill Livingstone, (2011). ISBN: 978-0-7020-3004-8. 6. Prentice, W. Rehabilitation Techniques for Sports Medicine and Athletic Training’, McGraw-Hill, Columbus, OH, USA, (2011). ISBN: 978-007-128953-5. 7. Andrews, J., Harrelson, G. & Wilk, K. Physical rehabilitation of the Injured Athlete. 4th Ed. Saunders Elsevier, PA, USA, (2012). ISBN: 9781437724110. 8. Bahr, R. & Maehlum, S. Clinical Guide to Sports Injuries. Human Kinetics Publishers, Champaign, Illinois, USA, (2004). ISBN: 0-7360-4117-6. 							
Assessment	<p>Examination</p> <p>Assignments</p> <p>Class Participation and Attendance</p> <p>Portfolio</p>	<table border="1"> <tr> <td>40%</td> </tr> <tr> <td>20%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>30%</td> </tr> <tr> <td>100%</td> </tr> </table>	40%	20%	10%	30%	100%	
40%								
20%								
10%								
30%								
100%								
Language	Greek							

Course Title	Physical Fitness Development in Children and Adolescents				
Course Code	SPE410				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Dr. Antoniadou Orestis				
ECTS	6	Lectures / week	2 Hours/14 weeks	Laboratories / week	1 Hour/14 weeks
Course Purpose and Objectives	The purpose of the course is to provide to the students the knowledge to design and organize physical fitness training programs for children and adolescents.				
Learning Outcomes	<p>Upon completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> • Explain the physiological changes occurring in the body of children and adolescents during their developmental stages • Analyze the needs of children and adolescents in physical fitness (endurance, strength, speed, agility). • Design individualized exercise programs to improve physical fitness of children and adolescents. • Apply the appropriate training methods and training models to develop the physical fitness of children and adolescents. • Compose annual training plans base on the needs of children and adolescent athletes and according to their sport. 				
Prerequisites	SPE110	Co-requisites	None		
Course Content	<p>The lesson includes theoretical lectures and application through laboratory classes, in order to offer targeted knowledge of the training adaptations during the developmental stages of life and focuses on the modern approaches for designing exercise programs for children and adolescents. The course covers the training methods and models, the progressive loading principles, training session design and structure the training cycles and periodization.</p> <p>Additionally, the course covers training models for strength, endurance, speed, agility, and flexibility, as well as motor coordination in childhood and adolescence. As a part of the course, applied examples are provided regarding physical fitness parameters' assessment in various individual and team sports in order to evaluate the performance of athletes and individuals during their developmental stages.</p>				

Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p> <p>In class theory: 28 hours</p> <p>Teaching practice: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Teaching Practice: 12 hours</p> <p>Total: 150 hours</p>										
Bibliography	<ol style="list-style-type: none"> 1. Grosser, M. & Starischka, S. (2007). <i>Προπόνηση Φυσικής Κατάστασης σε όλα τα Αθλήματα και τις Ηλικίες</i>. 2η έκδοση. Εκδόσεις Salto, Θεσσαλονίκη, ISBN: 978-960-278-170-8. 2. Delavier, F. (2012). <i>Προπόνηση για Αύξηση της Μυϊκής Δύναμης</i>. 4η έκδοση. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα, (2012). ISBN: 9789603997405. 3. Fleck, S.J. & Kraemer, W.J. (2006). <i>Σχεδιασμός προγραμμάτων άσκησης με αντίσταση</i>. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα, ISBN: 960399-453-7. 4. American College of Sport Medicine (2007). <i>Κατευθύνσεις Σχεδιασμού Προγραμμάτων Άσκησης και Αξιολόγησης</i>. 7η έκδοση. Εκδόσεις Αθλότυπο, Αθήνα. ISBN: 978-960-7378-78-1. 5. American Sport Education Program (2008). <i>Coaching Youth Track & Field</i>. Human Kinetics Publishers, Champaign, Illinois, USA. ISBN: 0736069143. 6. Bompa T., Carrera M. (2010). <i>Periodization Training for Sports</i>. 2nd Ed. Human Kinetics Publishers, Champaign, Illinois, USA. ISBN-13: 9780736055598. 										
Assessment	<table border="1" style="width: 100%;"> <tr> <td>Examination</td> <td style="text-align: center;">70%</td> </tr> <tr> <td>Assignments</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td style="text-align: center;">10%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Examination	70%	Assignments	20%	Class Participation and Attendance	10%		100%		
Examination	70%										
Assignments	20%										
Class Participation and Attendance	10%										
	100%										
Language	Greek										

Course Title	Undergraduate Thesis II
Course Code	HLS420

Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Dr. Antonia Sofokleous & Dr. Eleni Moushi				
ECTS	6	Lectures / week	None	Laboratories / week	None
Course Purpose and Objectives	<p>The purpose of this course is to provide students with all the necessary tools needed to design, organize and implement a scientific study as well as on adequate analysis, documentation and presentation of its content.</p> <p>The ultimate goal of the course is to complete a scientific paper as well as to support it through an oral presentation under the guidance and supervision of a two-member advisory committee as well as by the person in charge of the course.</p>				
Learning Outcomes	<p>Upon successful completion of the course students should be able to:</p> <ul style="list-style-type: none"> Identify and recognize scientific sources relevant to the subject under negotiation by searching printed and electronic scientific databases and critically approach the extracted scientific information (Level 1 & 2 : Knowledge & Understanding). Describe and explain the structure of scientific articles, clearly summarize their content and compile it into a single text (see. Undergraduate Thesis Writing Guide pages: 25-32 - Level 1 & 2 : Knowledge & Understanding). Clearly present the problem, purpose, methodology and results obtained from the analysis of the data either of an experimental study (see. Undergraduate Thesis Writing Guide pages: 33-38) or a descriptive narrative review (see. Undergraduate Thesis Writing Guide pages: 33-38 - Level 3 - 5 : Apply, Analysis, Composition). Document the findings and contrast them critically with findings of other studies (see. Undergraduate Thesis Writing Guide pages: 38 or 46-47 - Level 3 - 5 : Apply, Analysis, Composition). Design, organize, compile and implement a descriptive type of narrative review and / or experimental study of health sciences subjects in accordance with international standards and using validated bibliographic systems (Level 4 & 6 : Analysis, Composition, Evaluation). Organize and complete the presentation of a scientific work through a printed textbook as well as an oral presentation to the general public (Level 4 & 6 : Analysis, Composition, Evaluation). 				
Prerequisites	Thesis I	Co-requisites	None		
Course Content	Description:				

	<p>The course includes lecture attendance, supervision and mentoring meetings, writing and presentation of the thesis.</p> <p>Course attendance: The student participates in pre-defined lectures for the undergraduate thesis where specific topics are presented and analyzed, which relate mainly to the documentation of scientific information and the ability to summarize and present the content of the thesis according to the requirements set by the Development Guide. Undergraduate Thesis. Specifically in the 2 lectures is presented (1) the Structure of the Undergraduate thesis and (2) ways and techniques of oral presentation as well as examples.</p> <p>Supervision and guidance: On a regular weekly basis, meetings are held between the student and the supervisor to provide guidance, organize work progress and receive feedback on the progress of the work.</p> <p>Research project presentation: Upon completion of the scientific research, the student writes his / her work according to the instructions provided in the Undergraduate Thesis Guide. Upon acceptance of the final text by the two-member committee, the student receives the date of presentation of his / her work in front of the two-member committee. Upon acceptance of the project and evaluation by the Selection Board, the student submits the final text to the Secretary of the Department in order to receive the final grade of the course.</p> <p>A detailed description of the course content and conditions is provided in the Undergraduate Thesis Guide</p>						
Teaching Methodology	<p>Face to face: 6 hours</p> <p>Searching for sources: 12 hours</p> <p>Guidance: 24 hours</p> <p>Independent study: 108 hours</p>						
Bibliography	<ol style="list-style-type: none"> 3. Guide to the Graduate Work. Library of the European University of Cyprus, Nicosia. 4. Panagiotakos D., Methodology of Research and Data Analysis for Health Sciences, Athens, VG Publications. Costakis, 2006. 						
Assessment	<table border="1" style="width: 100%;"> <tr> <td style="width: 60%;">Written Project</td> <td style="width: 40%; text-align: center;">60%</td> </tr> <tr> <td>Oral Presentation</td> <td style="text-align: center;">40%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Written Project	60%	Oral Presentation	40%		100%
Written Project	60%						
Oral Presentation	40%						
	100%						
Language	Greek						

Course Title	Exercise in Adverse Environmental Conditions				
Course Code	SPE420				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year /Semester	4 th Year / 8 th Semester				
Teacher's Name	Dr. Maragaritelis Nikolaos				
ECTS	6	Διαλέξεις / εβδομάδα	3 hours/14 weeks	Εργαστήρια / εβδομάδα	None
Course Purpose and Objectives	The main objective of this course is to provide students with a complete perspective concerning the adaptations and reactions of the human body when exposed to extreme environmental conditions. Particular focus will be given to exercise under hot and humid conditions, which is more likely to encountered in Cyprus.				
Learning outcomes	<p>By the end of this course students are expected to:</p> <ul style="list-style-type: none"> • Describe the terms related to environmental stress, • Describe the physiological and biochemical adaptations that occur when exposed in extreme environmental conditions, • Predict possible health issues that may arise due to exposure in extreme environment, • Apply the necessary safety measures to protect athletes during exercise in extreme environmental conditions, • Explain the impact of environment on biorhythm. 				
Prerequisites	None	Required	None		
Course Content	<p>The course includes the following contents:</p> <p>Environmental stress, adaptations to extreme environment, acclimatisation to hot environment, exercise in hot and humid environment, thermal stress, hot environment parameters, hot environment markers, temperature and humidity assessment, exercise in cold air and submersion in water, exercise in high dust levels, chronic altitude exposure, exercise and adaptations of altitude training, training protocols in high altitude, training in hyperbaric environment, diving in earth's hyperbaric environment, exercise in polluted environment, environmental effects on biorhythm, nutritional recommendations for exercise in extreme environments.</p>				
Training Methodology	<p>Face to Face</p> <p>Student workload:</p> <p>In class theory: 42 hours</p> <p>Midterm assessment preparation: 30hours</p> <p>Final assessment Preparation: 39 hours</p>				

	Independent study: 39 hours		
	Total: 150 hours		
Bibliography	<ol style="list-style-type: none"> 1. Armstrong L. (Επιμέλεια: Καρατζαφέρη Χ). Απόδοση σε αντίξοες περιβαλλοντικές συνθήκες. Εκδόσεις Τελέθριον, Αθήνα, (2011). ISBN:9789608410930. 2. Parsons K. 3rd ed. Human Thermal Environments: The Effects of Hot, Moderate, and Cold Environments on Human Health, Comfort, and Performance. Publisher: Taylor and Francis Group. (2014). ISBN: 9781466595996. 3. Kenney WL, Wilmore JH and Costill DL. 6th ed. Physiology of Sport and Exercise. Publisher: Human Kinetics, Champaign, Illinois, USA, (2015). ISBN: 9781450477673. 4. Ehrman J, Kerrigan D, Keteyian S. Advanced Exercise Physiology. Publisher: Human Kinetics, Champaign, Illinois, USA, (2018). ISBN: 978149250571. 		
Assessment	Exams	70%	
	Projects	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		

Course Title	Evaluation and Development of Elite Physical Performance				
Course Code	SPE425				
Course Type	Compulsory				
Level	Bachelor (1st cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Dr. Panayiotou Georgios				
ECTS	6	Lectures / week	None	Laboratories / week	3 hours
Course Purpose and Objectives	Course objective is to prepare students to carry out both field and laboratory testing, interpretation and analysis of results as well as provide individualised exercise training programmes.				
Learning Outcomes	<p>By the end of this course students are expected to be able to:</p> <ul style="list-style-type: none"> • Describe the principles, use and purpose of exercise testing and biochemical evaluation of athletes • Organise fundamental exercise testing procedures and biochemical analyses in the laboratory • Analysis and interpretation of results of exercise testing • Plan, develop and supervise the application of specialised training programs for performance improvement • Reassess and evaluate the effectiveness of training interventions and proceed in re-establishment of exercise components 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> • Resting energy expenditure • Exercise energy expenditure • VO_{2max} • Lactic threshold • Anaerobic threshold • O₂ debt and EPOC • VO_{2max} predictions-Submaximal testing • Aerobic capacity field testing • Anaerobic Power • Anaerobic capacity • Anaerobic power and capacity field testing • Musculoskeletal evaluation 				

Teaching Methodology	<p>Face to Face</p> <p>Student workload:</p> <p>Lab: 42 hours</p> <p>Midterm assessment preparation: 24 hours</p> <p>Final assessment preparation: 33 hours</p> <p>Independent study: 15 hours</p> <p>Practical laboratory training: 36 hours</p> <p>Total: 150 hours</p>							
Bibliography	<ol style="list-style-type: none"> 1. Κλεισούρας, Β., Γελαδάς, Ν. & Κοσκολού. Εργομετρία, (3^η Έκδοση). Broken Hill Publishers Ltd, Λευκωσία, Κύπρος (2015). ISBN: 978-996-325-803-1 2. Haff, G.G. & Dumke, C. Laboratory Manual for Exercise Physiology, 2nd Ed. Human Kinetics. Champaign, Illinois, USA, (2019). ISBN: 978-1-4925-3694-9 3. Bayles, M.P. & Swank, A.M. ACSM's Exercise Testing and Prescription 7th Ed. Wolters Kluwer, Philadelphia USA, (2018), ISBN: 978-1-4963-3879-2 4. Gibson, A.L., Wagner, D.R. & Heyward, V. Advanced Fitness Assessment and Exercise Prescription, 8th Ed. Human Kinetics Publishers, Champaign, Illinois, USA, (2018). ISBN: 978-1-4925-6134-7. 5. ACSM. ACSM's Guidelines for Exercise Testing and Prescription 10th Ed. Wolters Kluwer, Philadelphia, USA, (2017). ISBN: 978-1-4963-3906-5 6. Morrow, J., Mood, D., Disch, J. & Kang, M. Measurement and Evaluation in Human Performance, 5th Ed. Human Kinetics Publishers, Champaign, Illinois, USA, (2015). ISBN: 978-1-4504-7043-8. 							
Assessment	<p>Exams</p> <p>Assignments</p> <p>Class Participation and Attendance</p> <p>Portfolio</p>	<table border="1"> <tr><td>40%</td></tr> <tr><td>20%</td></tr> <tr><td>10%</td></tr> <tr><td>30%</td></tr> <tr><td>100%</td></tr> </table>	40%	20%	10%	30%	100%	
40%								
20%								
10%								
30%								
100%								
Language	Greek							

Course Title	Internship				
Course Code	SPE430				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Dr. Avgerinos Andreas				
ECTS	6	Lectures / week	None	Practical Hours / week	None
Course Purpose and Objectives	This Course aims to provide the students the teaching and professional experience through placement in selected organizations in the fitness and educational sectors and to offer the first contact with employers. The students through this Course will be able to apply the knowledge from the Courses of the previous years of their studies into real-life situations.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • define the working reality of the Sport Science and Physical Education professional • Understand the multi-disciplinary approach to exercise and cooperate with other professionals (doctors, physiotherapists, nutritionists) in order to provide a holistic service to athletes and general population • apply in practice the knowledge and abilities gathered throughout the previous semesters • apply the necessary practical skills and knowledge based on market and context needs • Have the initial experiences needed to enter the workforce upon completing his/her studies 				
Prerequisites	75% of the Program's ECTS	Co-requisites	None		
Course Content	Teaching Practice and work placement happens in public or private sport organizations depending with the students' direction and specialization. Supervision is made by a member of the academic staff of the European University Cyprus, together with a supervisor from the sport organization where the placement takes place. The supervisor from the sport organization must be a Physical Education and Sport Sciences graduate (or equivalent degree) and must have at least a 5-year experience in the field. Supervision is made based on specific criteria and learning outcomes. Upon the completion of the practice the student must deliver a report that includes training and lesson plans and an outline of the overall experience. The student must complete 225 hours of teaching/training practice combined in two semesters, without remuneration.				

Teaching Methodology	225 hours of teaching/training practice in sport organizations in the public and private sector		
Bibliography	N/A		
Assessment	Evaluation by supervisor	50%	
	Portfolio	50%	
		100%	
Language	Greek		

Course Title	Football I				
Course Code	SPE431				
Course Type	Compulsory (Specialization Elective Course)				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Andronikou Nicos Dr. Panayiotou George				
ECTS	6	Lectures / week	1 Hour/14 weeks	Laboratories / week	2 hours/14 weeks (practical)
Course Purpose and Objectives	This course aims at providing students with the necessary theoretical knowledge and practical skills in order to be able to professionally teach the basics of the technical, tactical and physical components of the sport of football and successfully perform the role of the coach in developmental ages				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the physical and physiological age differences of childhood and adolescence in football • Identify the needs of children and young football players in regards with their technical and physical conditions and based on this organize appropriate training programs • Evaluate the performance of children and young football players depending on their age through ergometric and biochemical monitoring • Analyze and apply individual and team tactics in football for children and young football players • Identify the athletic talent • Describe the rules of a 'Fair Game', the referee rules and the referee's role in enforcing the laws of the game 				
Prerequisites	SPE240	Co-requisites	None		
Course Content	The course includes the following topics: child and football, teaching and education of football skills in children, football pedagogy, identifying athletic talent, organization of football tournaments for children, anatomy and physiology in adolescence, coaching and biological age in different ages, particularities when coaching and training young professional players (favorable and critical phases of development) training risks for young elite athletes during developmental ages, aerobic training programs in adolescence, strength and agility training programs in adolescence, flexibility and neuromuscular training programs, football specific tests for youth, coaching individual and team tactics for children and teenagers, teaching tactics in children using a pedagogy approach,				

	'fair game' and ethical issues and code of conduct in football, referee laws, and the role of the football referee.		
Teaching Methodology	<p>Face- to- face class instructions and practical at the Athletic Centre of the University</p> <p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p>		
Bibliography	<ol style="list-style-type: none"> 1. Αμαραντίδης, Α. Η διδασκαλία του ποδοσφαίρου για παιδιά και εφήβους. Εκδόσεις SportBook, Θεσσαλονίκη, (2010). ISBN: 978-960-98258-6-3. 2. Ekblom, Β. Ποδόσφαιρο. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα, (2009). ISBN: 9789603998747. 3. Bangsbo, J. Προπόνηση φυσικής κατάστασης στο ποδόσφαιρο. Έκδοση Κων/νος Μανδρούκας, Αθήνα, (1994). ISBN: 87-983350-7-3. 4. Weineck, J. Προπονητική ποδοσφαίρου - Φυσική κατάσταση. Εκδόσεις Salto, Θεσσαλονίκη, (1997). ISBN: 960-278-072-X. 5. Snow, S. Coaching youth soccer. Human Kinetics Publishers, Champaign, Illinois, USA, (2011). ISBN13: 9780736092173. 6. Memmert, D. & Peter Breihofer, P. Διδακτική ποδοσφαίρου για παιδιά και εφήβους. Εκδόσεις SportBook, Θεσσαλονίκη, (2008). ISBN: 978-960-98258-2-5 7. Zauli, Α. Τακτική στο σύγχρονο ποδόσφαιρο. Εκδόσεις Αθλότυπο, Αθήνα, (2003). ISBN: 960-7378-49-0. 		
Assessment	Examination	70%	
	Assignments	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		

Course Title	Handball I				
Course Code	SPE432				
Course Type	Compulsory (Specialisation Elective Course)				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Andreou Andreas – Dr. Theodorou Anastasios				
ECTS	6	Lectures / week	1 Hour/14 weeks	Laboratories / week	2 Hours/14 weeks (practical)
Course Purpose and Objectives	The aim of the course is to familiarize students with the philosophy and principles of team defensive tactics, advanced defense types and decay modes. Students will also learn how they can perform organized defenses and offenses. The purpose of the course is also to present the physical characteristics and demands of handball players as well as the presentation of the peculiarities of handball training.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the physical demands of handball • Identify the needs of handball players in regards with their technical and physical condition • Implement technical and physical improvement programs for handball players • Explain the specifics of defensive and offensive combinations in handball • Analyse individual and team tactics both during the defensive and offensive phase in handball • Organize the annual handball training program • Evaluate the performance of handball players based on their physical condition 				
Prerequisites	SPE115	Co-requisites	None		
Course Content	The course includes the following topics: Team defense – offense tactics, Zone Defense system 6:0 description, analysis, goals, advantages and disadvantages. Characteristics – defense movements. Various Systems. Methodical teaching. Defense Penetration 6:0. Man to man. Team offense: supporting positions, fast break situations, fake run movements, quick returns/give –and-go. Physical characteristics of handball demands. Introduction to physical conditioning and coaching. Strength training, endurance and agility in handball. Periodicity of training in handball. Organising training and physical conditioning in handball. Handball coaching and development ages. Handball with children.				

Teaching Methodology	<p>Face- to- face class instructions and practical at the Athletic Centre of the University</p> <p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p>						
Bibliography	<ol style="list-style-type: none"> 1. Νάτσης, Π., Παππάς, Α. & Γιάκας, Γ. Χειροσφαίριση: Βήματα για την επιτυχία. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2006). ISBN: 960-8183-60-Χ. 2. Μπάγιος, Ι. Η τεχνική και τακτική της χειροσφαίρισης. Εκδότης Μπαγιός Ι, Αθήνα, (2011). ISBN: 978-960-91152-4-7. 3. Κοτζαμανίδης, Χ. Αθλητική προπόνηση στο χάντμπολ. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2002). ISBN: 960-754-709-4. 4. Phillips, B.E. Fundamental Handball. Kessinger Publishing, MT, USA, (2010). ISBN: 97811438286952. 5. Deshong, M.W. Handball and How To Play It. Nabu Press, Carolina, USA, (2011). ISBN: 1175846422. 6. Καρράς, Δ. Παράκτια χειροσφαίριση. Εκδόσεις Τελέθριον, Αθήνα, Ελλάδα, (2000). ISBN: 960-8410-20-7. 						
Assessment	<p>Examination</p> <p>Assignments</p> <p>Class Participation and Attendance</p>	<table border="1"> <tr> <td>70%</td> </tr> <tr> <td>20%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>100%</td> </tr> </table>	70%	20%	10%	100%	
70%							
20%							
10%							
100%							
Language	Greek						

Course Title	Swimming I				
Course Code	SPE433				
Course Type	Compulsory (Specialization Elective Course)				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Dr. Dajani Joumana				
ECTS	6	Lectures / week	1 Hour/14 weeks	Laboratories / week	2 Hours /14 weeks (practice)
Course Purpose and Objectives	The purpose of this course is to teach the basic principles of swimming, swimming strokes to developmental age groups and practice in swimming teaching. At the same time, the course will enable students' familiarisation with training principles, training aims and training techniques in young swimmers.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> Recall teaching principles for the optimal organisation of coaching programmes. Organize daily swimming lessons using dryland exercises. Describe each swimming stroke technique. Identify individual strengths of swimmers. Recall principles/training techniques for their optimal application. Evaluate a swimmer's needs in terms of their technique and swimming abilities. Prescribe certain exercises for dryland training, for swimmers at competitive level. 				
Prerequisites	SPE215	Co-requisites	None		
Course Content	The course contains the following units: Water familiarisation for children, dryland exercises, arms and legs movements, exercises at small and big pools, exercises using supportive equipment, basic swimming technique at young age (front crawl, backstroke, butterfly, breaststroke), starts and turns, developmental biology, characteristics for each age group, training aims per age group, strength, endurance, speed and flexibility for developmental age groups, initiation of basic training.				
Teaching Methodology	<p>Face- to- face class instructions and practical at the swimming pool</p> <p>Student workload:</p> <p>In class theory: 14</p>				

	Practical classes: 28 Practical Assessment preparation: 25 hours Final Assessment preparation: 35 hours Independent study: 24 hours Practical application at the swimming pool: 24 Total: 150 hours					
Bibliography	<p>6. Ελένη Αυλωνίτου. Αθλητικές Επιδόσεις στην Κολύμβηση – 3^η εκδ. Εκδόσεις: Α.Α Λιβανή, Αθήνα, (2018). ISBN: 978-960-14-3332-5.</p> <p>7. Maglisco, E. Αγωνιστική Κολύμβηση. Ο απαραίτητος οδηγός τεχνικής, προπονητικής και σχεδιασμού προγραμμάτων. Εκδόσεις: Ελένη Σουλτανάκη, Αθήνα, (2010). ISBN: 978-960-931630-9.</p> <p>8. Γ.Α.Νικολόπουλος. Κολύμβηση .Τεχνική-Διδακτική-Προπονητική. Εκδόσεις : Γ. Τζιωρτζής , Αθήνα, (2006). ISBN : 960-87995-4-6</p> <p>9. Montgomery, J. & Chambers, M. Mastering Swimming. Human Kinetics Publishers, Champaign, Illinois, USA, (2009). ISBN: 9780736074537.</p>					
Assessment	Examination Assignments/Lab Class Participation and Attendance	<table border="1"> <tr> <td>70</td> </tr> <tr> <td>20</td> </tr> <tr> <td>10</td> </tr> <tr> <td>100%</td> </tr> </table>	70	20	10	100%
70						
20						
10						
100%						
Language	Greek					

Course Title	Basketball I				
Course Code	SPE434				
Course Type	Compulsory (Specialization Elective Course)				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 1 st Semester				
Teacher's Name	Dr. Alexopoulos Antonis				
ECTS	6	Lectures / week	1 Hour/14 weeks	Laboratories / week	2 Hours/14 weeks (practical)
Course Purpose and Objectives	This course aims at providing students with the necessary theoretical and practical knowledge enabling them to proficiently teach the basics of technical, tactical and physical aspects of the sport of basketball across a range of developmental ages.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the physical and physiological differences of childhood and adolescence in basketball • Identify the needs of young basketball players in regards with their technical and physical condition • Implement technical and physical improvement programmes for young basketball players • Analyse in depth the team technical and tactical skills of the sport with emphasis on the developmental ages • Organize the basketball coaching across developmental age ranges • Evaluate the performance of young basketball players based on their physical condition depending on their age 				
Prerequisites	SPE120	Co-requisites	None		
Course Content	The course includes the following topics: expanding on the theoretical and practical skills taught to students in the Didactic of Basketball course, Mini-basket, long-term planning, design, implementation and guidance programmes for the development of strength, mobility, agility and endurance based on the developmental ages, athletic talent, physiological and anatomical distinctiveness in developmental ages, coaching and biological age based on different age groups, the special conditions during the training of young basketball players (favorable and critical stages of development), training risks for young elite athletes during their development				
Teaching Methodology	<p>Face- to- face class instructions and practical at the Athletic Centre of the University</p> <p>Student workload:</p>				

	<p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p>		
Bibliography	<ol style="list-style-type: none"> 1. Τσίσκαρης, Γ., Χατζηαθανασίου, Π., Λέφας, Α. & Γαλαζούλας, Χ. Basketball. Οι τεχνικές δεξιότητες στη διδασκαλία των αναπτυξιακών ηλικιών. Εκδόσεις Salto, Θεσσαλονίκη, (2010). ISBN: 978-960-278-173-9. 2. Τσίσκαρης, Γ., Λέφας, Α., Γαλαζούλας, Χ., Καραμουσαλίδης, Γ., Θωμαΐδης, Α. & Δημητρίου, Ν. Basketball: Η διδασκαλία της τακτικής στις αναπτυξιακές ηλικίες. Εκδόσεις Salto, Θεσσαλονίκη, (2010). ISBN: 978-960-278-175-3. 3. Γαβριηλίδης, Α. Εκμάθηση της Καλαθοσφαίρισης. Εκδόσεις Τελέθριον, Αθήνα, (2010). ISBN: 960-8410-88-6. 4. Τσίσκαρης, Γ., Λέφας, Α. & Γαλαζούλας, Χ. Basketball: Κανόνες διαιτησίας, διεξαγωγή αγώνων, ορολογία. Εκδόσεις SALTO, Θεσσαλονίκη, (2011). ISBN: 978-960-275-174-9. 5. Hai, W. Καλαθοσφαίριση: Βήματα για την Επιτυχία. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2007). ISBN: 978-960-8183-68-1. 		
Assessment	Examination	70%	
	Assignments	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		

Course Title	Volleyball I				
Course Code	SPE435				
Course Type	Compulsory (Specialization Elective Course)				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Dr. Avgerinos Andreas				
ECTS	6	Lectures / week	1 Hour/14 weeks	Laboratories / week	2 Hours/14 weeks (practical)
Course Purpose and Objectives	The course aims to provide students with the necessary theoretical knowledge and practical skills to be able to effectively teach technical, tactical and physical elements of volleyball in the developmental ages.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Describes the physical and physiological differences of childhood and adolescence in volleyball, 2. Identifies the needs of young players in technical and physical condition, 3. Implements programs for improving the technical and physical condition of young players, 4. Analyzes tactics in volleyball game, 5. Organizes pedagogic and adapted games for children for volleyball, 6. Evaluates the performance and needs of young players in physical condition according to their age. 				
Prerequisites	SPE320		Co-requisites	None	
Course Content	The course includes the following topics: Strategies and methods of effective teaching in volleyball, methodology of teaching advanced skills on young players, fitness training methods and programs in developmental ages in volleyball, teaching tactic in volleyball for children and adolescents, the strategy of the volleyball block, defense, planning of the volleyball practice, the personality and the character of the coach in volleyball.				
Teaching Methodology	<p>Face- to- face class instructions and practical at the Athletic Centre of the University</p> <p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 24</p> <p>Practical Assessment preparation: 25 hours</p>				

	Final Assessment preparation: 35 hours Independent study: 24 hours Practical application at the gym centre: 24 Total: 150 hours		
Bibliography	<ol style="list-style-type: none"> 1. Reeser, J. & Bahr, R. Πετοσφαίριση. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα, (2009). ISBN: 9789603998853. 2. The American Volleyball Coaches Association, Reynaud, C. The Volleyball Coaching Bible: Volume II. Human Kinetics Publishers, Champaign, IL, United States, (2015). ISBN13: 9781450491983 3. Kroeger, C. Volleyball Drills. Meyer & Meyer Sport (UK) Ltd, Garsington, United Kingdom, (2014). ISBN13: 9781782550242. 4. Ζέτου, Ε. & Κασαμπαλής, Θ. Πετοσφαίριση. Εκδόσεις Τελέθριον, Αθήνα, (2006). ISBN: 960-8410-45-2. 5. Παπαγεωργίου, Α. & Czimek, V. Πετοσφαίριση - Μαθαίνω παίζοντας. Εκδόσεις University Studio Press, Θεσσαλονίκη, (2009). ISBN: 978-960-12-1779-6. 6. Reynaud, C. Coaching Volleyball Technical and Tactical Skills. Human Kinetics Publishers, Champaign, Illinois, USA, (2009). ISBN: 9781450414708. 		
Assessment	Exams	70%	
	Assignments	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		

Course Title	Track and Field I				
Course Code	SPE436				
Course Type	Compulsory (Specialization Elective Course)				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Dr. Antoniadis Orestis				
ECTS	6	Lectures / week	1 hour/14 weeks	Laboratories / week	2 hours/14 weeks (practical)
Course Purpose and Objectives	<p>The purpose of the course is to provide the students:</p> <ul style="list-style-type: none"> the technical elements of Track events, namely sprints, middle-distances, long- distances, hurdling and relays the teaching methodology for Track events the design, implementation and coaching of training programs for children and adolescent athletes, as well as high-level athletes 				
Learning Outcomes	<p>Upon completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> recall in detail the technical elements of the running events included in Track and Field define and provide the appropriate exercises to teach a certain technique or movement provide the teaching method of running events select fundamental and specialized exercises, recognize movement errors and suggest solutions for correcting them design a teaching unit for Track events within the context of school Physical Education design training programs for both children and teenager athletes as well as high-level athletes regarding running events 				
Prerequisites	SPE135	Co-requisites	None		
Course Content	<p>The course includes the following units:</p> <ul style="list-style-type: none"> Biomechanics stages of the technique, structure of running phases and description of the technique of the various running events, depending on distances Instruction for technique improvement, error identification, feedback and correction solutions Detailed teaching methodology of running events (sprints, endurance, hurdling, relays) for Physical Education and performance training 				

	<ul style="list-style-type: none"> Design, implementation and training of training programs for the various running events based on the needs analysis of each of them
Teaching Methodology	<p>Face- to- face class instructions and practical at the Athletic Centre of the University</p> <p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p>
Bibliography	<ol style="list-style-type: none"> Κέλλης Σπ. Κοντονάσιος Ι., Μάνου Β., Πυλιανίδης Θ., Σαρασλανίδης Πλ., Σούλας Δ. (2009). <i>Κλασικός Αθλητισμός στην Εκπαίδευση και τον Αθλητισμό</i>. Εκδόσεις Σάλτο: Θεσσαλονίκη. ISBN 978-960-278-172-2. Βεληγκέκας Π. & Μπογδάνης Γ. (2017). <i>Θεωρία και Μεθοδολογία Προπονητικής Αλμάτων Κλασικού Αθλητισμού</i>, 2η έκδοση. Εκδόσεις BROKEN HILL PUBLISHERS LTD, ISBN: 9789963274796 Καντζίδης, Δ. & Παπαϊακώβου, Γ. (2017). <i>Κλασικός Αθλητισμός για το Σχολείο και το Σύλλογο</i>. ΤΣΙΑΡΤΣΙΑΝΗΣ ΑΘ. & ΣΙΑ Ο.Ε., Θεσσαλονίκη, ISBN: 978-960-8237-42-1 Marinier, Eric. <i>100 Ασκήσεις κλασικού αθλητισμού</i>. Θεσσαλονίκη: Σάλτο, (2008). ISBN: 960-278-167-X American Sport Education Program. <i>Coaching Youth Track & Field</i>. Human Kinetics Publishers, Champaign, Illinois, USA, (2008). ISBN: 0736069143.

Assessment	Examination	70%
	Assignments	20%
	Class Participation	10%
		100%
Language	Greek	

Course Title	Gymnastics I				
Course Code	SPE437				
Course Type	Compulsory (Specialization Elective Course)				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Dr. Michael Elpida				
ECTS	6	Lectures / week	1 Hour/14 weeks	Laboratories / week	2 Hours/14 weeks (practical)
Course Purpose and Objectives	This course aims to provide students with the necessary theoretical, practical and methodological knowledge to be able to teach the sport of artistic gymnastics as coaches both in women and men young gymnasts.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the historical elements of artistic gymnastics • Explain the axes, levels and movements of the main joints of the human body in the gymnastics • Describe basic skills required in artistic gymnastics analysing their technique and their practical application • Develop the methodology of exercises (static exercises, swings, jumps, spins, supports, balances, mounts and dismounts) in apparatus including drills, assistances and exercise variations. • Design routines and choreographies in the apparatus of artistic gymnastic • Interpret and analyse the regulations of the sport • Evaluate and judge the gymnastics routines • Organize trainings sessions for beginners and organize general gymnastics programs 				
Prerequisites	None	Co-requisites	None		
Course Content	<p>The lesson includes the following topics:</p> <ul style="list-style-type: none"> • Artistic gymnastics field of play, apparatus, athletic equipment, competition schedule/program, exercise terminology, regulations, scoring code • Gymnastics at all levels of training • Body axes during exercises • Pre-exercises in gymnastics 				

	<ul style="list-style-type: none"> • Methodology and biomechanics of basic floor exercises (rolls, handstands, cartwheels); • Variations of exercises • Assistance models in gymnastics • Methodology for jumps, swings, exercises with support, balance exercises • Introduction exercises to develop the methodology of exercises (static exercises, swings, jumps, spins, supports, balances, mounts and dismounts) in apparatus including drills, assistances and exercise variations. • Organization of trainings sessions for beginners and organize general gymnastics programs • Organizing and presenting programs in the apparatus of artistic gymnastics.
<p>Teaching Methodology</p>	<p>Face- to- face class instructions and practical at the Athletic Centre of the University</p> <p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p>
<p>Bibliography</p>	<ol style="list-style-type: none"> 1. Ντάλας, Γ. Ενόργανη Γυμναστική Ανδρών και Γυναικών - Μηχανική/ Τεχνική/ Μεθοδολογία. Εκδόσεις Τελέθριον, Αθήνα, Ελλάδα, (2012). ISBN: 978-960-8410-62-6. 2. Καϊμακάμης, Β. Ενόργανη Γυμναστική. Εκδόσεις Μαϊάνδρος, Θεσσαλονίκη, (2003). ISBN: 960-7434-14-5. 3. Σιάτρας, Θ. Ενόργανη Γυμναστική - Η Μηχανική των Ασκήσεων. Εκδόσεις University Studio Press, Θεσσαλονίκη, (2003). ISBN: 960-12-0970-0. 4. Καμπιώτης, Σ.Ι. Αρχές και στοιχεία της ενόργανης γυμναστικής. Θεωρία και πράξη: μια πολυεπίπεδη προσέγγιση. Εκδόσεις Τελέθριον, Αθήνα, Ελλάδα, (2010). ISBN: 960-8410-74-6 5. Στεφανίδης, Π. & Μισιρλίδης, Ι. Βαθμολογικός κώδικας ενόργανης γυμναστικής ανδρών-γυναικών Δ.Ο.Γ. Εκδόσεις University Studio Press, Θεσσαλονίκη, (2008). ISBN: 978-960-12-1681-2. 6. Readhead, L. Gymnastics: Skills-Techniques-Training (Crowood Sports Guides). The Crowood Press, Ramsbury, Marlborough, Wiltshire, (2011). ISBN: 978-184797-2477.

Assessment	Examination	70%
	Assignments	20%
	Class Participation and Attendance	10%
		100%
Language	Greek	

Course Title	Football II				
Course Code	SPE438				
Course Type	Compulsory (Specialisation Elective Course)				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Andronikou Nicos – Dr. Panayiotou George				
ECTS	6	Lectures / week	1 Hour/14 weeks	Laboratories / week	2 Hours/14 weeks (practical)
Course Purpose and Objectives	This course aims at providing students with the necessary theoretical knowledge and practical skills in order to be able to professionally guide football teams as well as be able to organize the physical training program at a professional football level.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the physical demands of football players (nutrition, ergogenic nutritional supplements, pre-game meal, nutritional needs during training/competition etc.) • Identify the technical and physical conditioning needs of football players (strength, endurance, agility, neuromuscular assembly and flexibility) and design training improvement programs • Analyze and apply individual and team tactics in football • Organize the annual training football program • Evaluate the performance of football players based the period of the training cycle using ergometric and biochemical monitoring • Analyze the role of the football coach during the competition and the basic coaching strategies 				
Prerequisites	SPE431	Co-requisites	None		
Course Content	The course includes the following topics: Basic physiology and energetic demands of football, special football topics (replenish energy stores, nutrition before and during training/competition, ergogenic nutritional supplements, psychological support before and during the competition, psychological support for players with injuries, return to play following absence, aerobic endurance in football, aerobic endurance training, strength training, agility training, neuromuscular conditioning and training, flexibility, design and structure of the training sessions in football, technical training in football, design of annual training plans, field test, football tactics (defense-offense-team systems), goalkeeper training, combinations of tactical and physical conditioning programs, the role of the football coach.				

Teaching Methodology	<p>Face- to- face class instructions and practical at the Athletic Centre of the University</p> <p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p>						
Bibliography	<ol style="list-style-type: none"> 1. Weineck, J. Προπονητική ποδοσφαίρου - Φυσική κατάσταση. Εκδόσεις Salto, Θεσσαλονίκη, (1997). ISBN:960-278-072-X. 2. Zauli, A. Τακτική στο σύγχρονο ποδόσφαιρο. Εκδόσεις Αθλότυπο, Αθήνα, (2003). ISBN: 960-7378-49-0. 3. Ekblom, B. Ποδόσφαιρο. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα, (2009). ISBN: 9789603998747. 4. Reilly, T. The science of training - soccer. Routledge Publishers, Abingdon, Oxford, (2007). ISBN: 978-0-415-38446-9. 5. Mayer, R. & Mayer, T. Προπόνηση αντοχής στο ποδόσφαιρο. Εκδόσεις Salto, Θεσσαλονίκη, Ελλάδα, (2006). ISBN: 960-278-140-8 6. Gatz, G. Complete Conditioning for Soccer. Human Kinetics Publishers, Champaign, Illinois, USA, (2009). ISBN: 9780736077132. 7. Bangsbo, J. & Peitersen, B. Soccer Systems & Strategies. Human Kinetics Publishers, Champaign, Illinois, USA, (2000). ISBN13: 9780736003001. 8. Steffen, B., Rayfield, J. & Lennox, J. Ποδόσφαιρο. Προπόνηση τεχνικών δεξιοτήτων. Εκδόσεις Τελέθριον, Αθήνα, Ελλάδα, (2010). ISBN: 960-8410-57-6 						
Assessment	<p>Examination</p> <p>Assignments</p> <p>Class Participation and Attendance</p>	<table border="1"> <tr> <td>70%</td> </tr> <tr> <td>20%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>100%</td> </tr> </table>	70%	20%	10%	100%	
70%							
20%							
10%							
100%							
Language	Greek						

Course Title	Handball II				
Course Code	SPE439				
Course Type	Compulsory (Specialisation Elective Course)				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Andreas Andreou – Dr. Theodorou Anastasios				
ECTS	3	Lectures / week	1 Hour/14 weeks	Laboratories / week	2 Hours/14 weeks (practical)
Course Purpose and Objectives	The aim of this course is to teach students the principles of team offensive tactics against organized defensive formations, how to manage specific situations in handball and how to organise and address fast break situations/counterattacks. Also the aim of the course is to introduce students to issues of leadership and nutrition for handball athletes.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the special elements of team offense and defense • Identify offensive and defensive combinations • Implement technical and physical improvement programs for handball players • Apply special offensive and defensive skills such as fast break and return phase (quick retreat) • Explain the specific elements of defensive and offensive combinations in handball • Analyse individual and team tactics both during the defense and offense phase in handball • Recognize the special circumstances that handball players face during tournaments and competitive seasons • Evaluate the nutritional habits of handball players during training as well as during competition 				
Prerequisites	SPE432	Co-requisites	None		
Course Content	The course includes the following topics: Team defense – offense tactics, defensive help triangle, taking over passing on procedure, switching, defensive combinations, limiting factors for success, circle runners (pivot) 3 against 2, how to attack the 6:0 defense zone system using one pivot. Special situation in defense with less players. Basic techniques in defense formations – fast break situations. Assignment: Methodical exercise routing for fast break situations. Handball player nutrition during training, during the competitive season, during the transitional period and for special circumstances (i.e. tournaments). Beach Handball.				

Teaching Methodology	<p>Face- to- face class instructions and practical at the Athletic Centre of the University</p> <p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p>						
Bibliography	<ol style="list-style-type: none"> 1. Νάτσης, Π., Παππάς, Α. & Γιάκας, Γ. Χειροσφαίριση: Βήματα για την επιτυχία. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2006). ISBN: 960-8183-60-X. 2. Μπάγιος, Ι. Η τεχνική και τακτική της χειροσφαίρισης. Εκδότης Μπαγιός Ι, Αθήνα, (2011). ISBN: 978-960-91152-4-7. 3. Κοτζαμανίδης, Χ. Αθλητική προπόνηση στο χάντμπολ. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2002). ISBN: 960-754-709-4. 4. Phillips, B.E. Fundamental Handball. Kessinger Publishing, MT, USA, (2010). ISBN: 97811438286952. 5. Deshong, M.W. Handball and How to Play It. Nabu Press, Carolina, USA, (2011). ISBN: 1175846422. 6. Καρράς, Δ. Παράκτια χειροσφαίριση. Εκδόσεις Τελέθριον, Αθήνα, Ελλάδα, (2000). ISBN: 960-8410-20-7. 						
Assessment	<p>Examination</p> <p>Assignments</p> <p>Class Participation and Attendance</p>	<table border="1"> <tr> <td>70%</td> </tr> <tr> <td>20%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>100%</td> </tr> </table>	70%	20%	10%	100%	
70%							
20%							
10%							
100%							
Language	Greek						

Course Title	Swimming II				
Course Code	SPE440				
Course Type	Compulsory (Specialization Elective Course)				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Dr. Dajani Joumanna				
ECTS	6	Lectures / week	1 hour/14 weeks	Laboratories / week	2 hours/14 weeks (practice)
Course Purpose and Objectives	The course will offer a contemporary analysis of technique and teaching of various coaching aspects at competitive level, as well as teaching aspects of coaching programmes for competitive swimming.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe swimming techniques for optimal forward propelling motion • Organize daily lessons based on specified training load • Demonstrate standard training plans • Design appropriate training sessions to improve endurance, speed, strength and flexibility • Recognize the individual needs for each swimming sport and the distance needed to be covered by each swimmer • Develop specific tapers according to the sport and the individual needs of each swimmer • Evaluate athletes' needs in terms of swimming technique and performance • Design dryland training sessions for competitive level athletes 				
Prerequisites	SPE433	Co-requisites	None		
Course Content	The course contains the following units: swimming technique analysis, observation and assessment of athletes, principles of swimming training, training for endurance and speed, training for a game and recovery training, theories of training plans in swimming, daily, weekly and yearly training plans, training for strength, endurance, speed and flexibility for different swimming strokes (backstroke, butterfly, breaststroke and front crawl), tapering in swimming, game pace and tactics, special topics in swimming (i.e. injuries, women and swimming, overtraining, diet at competitive levels).				
Teaching Methodology	Face- to- face class instructions and practical at the Athletic Centre of the University				

	<p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p>		
Bibliography	<ol style="list-style-type: none"> 1. Ελένη Αυλωνίτου. Αθλητικές Επιδόσεις στην Κολύμβηση – 3η εκδ. Εκδόσεις: Α.Α Λιβανή, Αθήνα, (2018). ISBN: 978-960-14-3332-5. 2. Maglisco, E. Αγωνιστική Κολύμβηση. Ο απαραίτητος οδηγός τεχνικής, προπονητικής και σχεδιασμού προγραμμάτων. Εκδόσεις: Ελένη Σουλτανάκη, Αθήνα, (2010). ISBN: 978-960-931630-9. 3. Lepore, M, Columna L and Litzner LF. Assessments and Activities for Teaching Swimming. Human Kinetics Publishers, Champaign, Illinois, USA, (2015). ISBN: 9781450444729. 4. Bay S. Swimming. Human Kinetics Publishers, Champaign, Illinois, USA, (2016). ISBN: 9781450444729.. 5. Montgomery, J. & Chambers, M. Mastering Swimming. Human Kinetics Publishers, Champaign, Illinois, USA, (2009). ISBN: 9780736074537. 		
Assessment	Examination	70%	
	Assignments/Lab	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		

Course Title	Basketball II				
Course Code	SPE441				
Course Type	Compulsory (Specialization Elective Course)				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Dr. Alexopoulos Antonis				
ECTS	6	Lectures / week	1 hour/14 weeks	Laboratories / week	2 hours/14 weeks (practical)
Course Purpose and Objectives	This course aims at providing students with the necessary theoretical and practical knowledge enabling them to proficiently teach the basics of the technical, tactical and physical aspects of the sport of basketball and coaching professional basketball players.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the physiological demands of basketball • Analyse in depth the individual and team technical and tactical basketball skills in professional athletes • Classify the needs of basketball players based on their technique, tactic and physical condition and apply specialized training programs to improve them • Organize the annual basketball training programme for a professional level • Identify the physiological demands of the sport of basketball during the competition • Recognize and prevent major injuries in basketball 				
Prerequisites	SPE434	Co-requisites	None		
Course Content	The course includes the following topics: refinement of the theoretical and practical skills taught to students in the course of basketball I, man-to-man offence, Defense zone (2-1-2, 1-3-1, 1-2-2, simple-with traps), offence tactics against zone, combined defense tactics, offence tactics against combined defenses, fast break situations, pressing personal defense and recovery, pressing defense zone tactics and recovery, scouting in basketball, tournament organization in basketball, annual programming: design, implementation and guided training programs during the preseason, the competitive season and transition period for professional basketball players, epidemiology and injuries prevention in basketball, basketball physiology, nutrition, psychological preparation of athletes, the role of the coach, peculiarities of female basketball.				
Teaching Methodology	Face- to- face class instructions and practical at the Athletic Centre of the University				

	Student workload: In class theory: 14 Practical classes: 28 Practical Assessment preparation: 25 hours Final Assessment preparation: 35 hours Independent study: 24 hours Practical application at the gym centre: 24 Total: 150 hours					
Bibliography	<ol style="list-style-type: none"> McKeag. Καλαθοσφαίριση. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα, (2008). ISBN: 9789603997399. Sigmon, C. 52-Week Basketball Training. Human Kinetics Publishers, Champaign, Illinois, USA, (2003). ISBN: 9780736045148. Γρηγορούδης, Γ. & Θωμαΐδης, Α. Επίθεση εναντίον Ζώνης. Θεσσαλονίκη. Εκδόσεις, SALTO, Θεσσαλονίκη, (2003). ISBN: 960-278-118-1. Hal, W. Καλαθοσφαίριση: Βήματα για την Επιτυχία. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2007). ISBN: 978-960-8183-68-1. Τσίτσκαρης, Γ., Λέφας, Α. & Γαλαζούλας, Χ. Basketball: Κανόνες διαίτησας, διεξαγωγή αγώνων, ορολογία. Εκδόσεις SALTO, Θεσσαλονίκη, (2011). ISBN: 978-960-275-174-9. 					
Assessment	Examination Assignments Class Participation	<table border="1"> <tr> <td>70%</td> </tr> <tr> <td>20%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>100%</td> </tr> </table>	70%	20%	10%	100%
70%						
20%						
10%						
100%						
Language	Greek					

Course Title	Volleyball II				
Course Code	SPE442				
Course Type	Compulsory (Specialization Elective Course)				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Dr. Avgerinos Andreas				
ECTS	6	Lectures / week	1 Hour/14 weeks	Laboratories / week	2 Hours/14 weeks (practical)
Course Purpose and Objectives	The course aims to give students the necessary theoretical knowledge and practical skills to be able to develop athletes of high level technical, tactical and physical fitness of the sport.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the physiological requirements of volleyball, • Identify the needs of the players in technical and physical condition, • Apply programs to improve the technical and fitness of high-level players, • Analyze individual and team tactics in volleyball, • Organize annual training sessions in volleyball, • Evaluate the fitness performance of the high level players. • Describe the sport of beach volleyball. 				
Prerequisites	SPE435	Co-requisites	None		
Course Content	<p>The module includes the following topics:</p> <ol style="list-style-type: none"> 1. basic physiology and energy requirements in volleyball, 2. special volleyball topics (pre and race nutrition, psychological support before the volleyball game); 3. aerobic training in volleyball, 4. strength training in volleyball, 5. Neuromuscular junction training and flexibility in volleyball, 6. planning and periodicity of training in volleyball, 7. advanced issues in tactics in volleyball, 8. combination of tactical and physical training sessions, 9. beach volleyball. 				
Teaching Methodology	<p>Face- to- face class instructions and practical at the Athletic Centre of the University</p> <p>Student workload:</p> <p>In class theory: 14</p>				

	<p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p>		
Bibliography	<ol style="list-style-type: none"> 1. Reeser, J. & Bahr, R. Πετοσφαίριση. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα, (2009). ISBN: 9789603998853. 2. Παπαγεωργίου, Α. & Czimek, V. Πετοσφαίριση - Μαθαίνω παίζοντας. Εκδόσεις University Studio Press, Θεσσαλονίκη, (2009). ISBN: 978-960-12-1779-6. 3. Reynaud, C. Coaching Volleyball Technical and Tactical Skills. Human Kinetics Publishers, Champaign, Illinois, USA, (2009). ISBN: 9781450414708. 4. Ζέτου, Ε. Ψυχολογική προετοιμασία στην πετοσφαίριση. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2011). ISBN: 978-960-8183-83-4. 5. The American Volleyball Coaches Association, Reynaud, C. The Volleyball Coaching Bible: Volume II. Human Kinetics Publishers, Champaign, IL, United States, (2015). ISBN13: 9781450491983 6. Kroeger, C. Volleyball Drills. Meyer & Meyer Sport (UK) Ltd, Garsington, United Kingdom, (2014). ISBN13: 9781782550242. 		
Assessment	Exams	70%	
	Assignments	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		

Course Title	Track and Field II				
Course Code	SPE443				
Course Type	Compulsory (Specialization Elective Course)				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Dr. Antoniadou Orestis				
ECTS	6	Lectures / week	1 hour/14 weeks	Laboratories / week	2 hours /14 weeks (practical)
Course Purpose and Objectives	<p>This Course aims to provide the students:</p> <ul style="list-style-type: none"> the technical elements of Track and Field Events, namely, jumping and throwing events. The teaching methodology for jumping and throwing events the design, implementation and coaching of training programs for children and adolescent athletes, as well as high-level athletes. 				
Learning Outcomes	<p>Upon completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> recall in detail the technical elements of jumping and throwing events identify the appropriate exercise selection and progression for the optimal teaching of the Field events identifies the method and stages of learning and teaching of the Field (jumping and throwing) events select general and specialized exercises to develop the technique and ability needed for Field events and to recognize technical mistakes, their reasons and provide methods and exercises to correct them plan a Track and Field teaching unit within the school Physical Education context design training programs for children and teenagers, as well as high-level athletes in jumping and throwing events. 				
Prerequisites	SPE443	Co-requisites	None		
Course Content	<p>The course includes the following units:</p> <ul style="list-style-type: none"> Biomechanics of the technique, analysis of the phases of the execution and description of technique in jumping and throwing events Instruction for technique improvement, identification of mistakes, methods of feedback and correction 				

	<ul style="list-style-type: none"> Detailed methodology for teaching Field events (jumps, throws) in the context of school Physical Education and for young athletes Design, implementation and coaching of training programs for jumping and throwing events 								
Teaching Methodology	<p>Face- to- face class instructions and practical at the Athletic Centre of the University</p> <p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p>								
Bibliography	<ol style="list-style-type: none"> Κέλλης Σπ. Κοντονάσιος Ι., Μάνου Β., Πυλιανίδης Θ., Σαρασλανίδης Πλ., Σούλας Δ. (2009). <i>Κλασικός Αθλητισμός στην Εκπαίδευση και τον Αθλητισμό</i>. Εκδόσεις Σάλτο: Θεσσαλονίκη. ISBN 978-960-278-172-2. Βεληγκέκας Π. & Μπογδάνης Γ. (2017). <i>Θεωρία και Μεθοδολογία Προπονητικής Αλμάτων Κλασικού Αθλητισμού</i>, 2η έκδοση. Εκδόσεις BROKEN HILL PUBLISHERS LTD, ISBN: 9789963274796 Καντζίδης, Δ. & Παπαϊακώβου, Γ. (2017). <i>Κλασικός Αθλητισμός για το Σχολείο και το Σύλλογο</i>. ΤΣΙΑΡΤΣΙΑΝΗΣ ΑΘ. & ΣΙΑ Ο.Ε., Θεσσαλονίκη, ISBN: 978-960-8237-42-1 Marinier, Eric. <i>100 Ασκήσεις κλασικού αθλητισμού</i>. Θεσσαλονίκη: Σάλτο, (2008). ISBN: 960-278-167-X American Sport Education Program. <i>Coaching Youth Track & Field</i>. Human Kinetics Publishers, Champaign, Illinois, USA, (2008). ISBN: 0736069143. 								
Assessment	<table border="1"> <tr> <td>Examination</td> <td>70%</td> </tr> <tr> <td>Assignments</td> <td>20%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Examination	70%	Assignments	20%	Class Participation and Attendance	10%		100%
Examination	70%								
Assignments	20%								
Class Participation and Attendance	10%								
	100%								
Language	Greek								

Course Title	Gymnastics II				
Course Code	SPS444				
Course Type	Compulsory (Specialization Elective Course)				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Dr Michael Elpida				
ECTS	6	Lectures / week	1 hour/14 weeks	Laboratories / week	2 hours/14 weeks (practical)
Course Purpose and Objectives	This course aims to provide students with the necessary theoretical knowledge and practical skills in order to be able to teach gymnastics and professionally train individuals by applying appropriate techniques and physical fitness in artistic gymnastics. Students should be able to train athletes in competitive sports and individuals in mass sports. They should also be able to evaluate and assess the performance of gymnastics athletes.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • present effective teaching exercises (for all groups) of gymnastics both in mass sports and competitive sports • analyse the physiological requirements and the anthropometric characteristics of gymnastics athletes • plan programs to improve the technique and physical fitness of gymnastics athletes for competitive level • discuss issues about psychology and nutrition for gymnastics athletes • synthesize and develop training plans for gymnastics athletes for competitive and national levels • evaluate and interpret the performance of gymnastics athletes based on the scoring code • develop and implement training programs for gymnastics • present, interpret and explain the research work in the sport. 				
Prerequisites	SPE437		Co-requisites	None	
Course Content	This course includes to the following topics: teaching methodology (satisfactory level) jumps, swings, landing, support and balance exercises, teaching methodology (satisfactory level) apparatus, exercises (jump, pommel horse, floor, uneven bars, piked tsukahara vault, balance beam, parallel bars, horizontal bar, vault) including exercises for static exercises (with support, flip, half and full turn midair, rotation, push off, pull over, press hand stand, dismount) choreography (complex) floor and balance beam, basic physiology, anthropometric characteristics and energy demands in gymnastics, developing				

	physical condition in gymnastics, psychology and nutrition, planning gymnastics training for competition, regulations and evaluation of the athletes' performance based on the scoring code, organisation and presentation of the apparatus used in gymnastics (satisfactory level), structure and composition of the scientific paper on gymnastics – Research Methods for Gymnastics, organising gymnastic competitions.		
Teaching Methodology	<p>Face- to- face class instructions and practical at the Athletic Centre of the University</p> <p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p>		
Bibliography	<ol style="list-style-type: none"> 1. Ντάλας, Γ. Ενόργανη Γυμναστική Ανδρών και Γυναικών - Μηχανική/Τεχνική/Μεθοδολογία. Εκδόσεις Τελέθριον, Αθήνα, Ελλάδα, (2012). ISBN: 978-960-8410-62-6. 2. Werner P, Williams L, and Tina J Hall. Teaching Children Gymnastics. 3rd ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2011). ISBN: 1450410928. 3. Καμπιώτης, Σ.Ι. Αρχές και στοιχεία της ενόργανης γυμναστικής. Θεωρία και πράξη: μια πολυεπίπεδη προσέγγιση. Εκδόσεις Τελέθριον, Αθήνα, Ελλάδα, (2010). ISBN: 960-8410-74-6 4. Στεφανίδης, Π. & Μισιρλίδης, Ι. Βαθμολογικός κώδικας ενόργανης γυμναστικής ανδρών-γυναικών Δ.Ο.Γ. Εκδόσεις University Studio Press, Θεσσαλονίκη, (2008). ISBN: 978-960-12-1681-2. 5. Readhead, L. Gymnastics: Skills-Techniques-Training (Crowood Sports Guides). The Crowood Press, Ramsbury, Marlborough, Wiltshire, (2011). ISBN: 978-184797-2477. 6. Arkaev, L., Suchilin, N. & Suchilin, N.G. Gymnastics-How to create champions. Meyer & Meyer Sport (UK) Ltd. (2004). ISBN: 978-184126-141-6. 		
Assessment	Examination	70%	
	Assignments	20%	
	Class Participation	10%	
		100%	
Language	Greek		

Course Title	Management and Operation of Sports Infrastructures				
Course Code	SPE460				
Course Type	Compulsory (Concentration Exercise and Health)				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Dr. Alexopoulos Antonis				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	This Course aims to provide the students the necessary Health and Fitness Management knowledge. In addition, the Course offers strategic management for fitness organizations, Marketing and Sales, Human Resources Management for fitness centers and centers for special populations.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Apply strategic plans based on the management principles of Health and Fitness Management for general population, as well as special populations facilities • Define the requirements for Health and Fitness Facilities based on the targeted audience • Develop plans to cope with potential dangers in the fitness industry and the exploitation of fitness trends • Apply sound marketing strategies and plans in order to develop products and services, price them, provide them and promote them • Organize the operations plan of fitness facilities • Evaluate the quality and effectiveness of the services and understand customer satisfaction 				
Prerequisites	None	Co-requisites	None		
Course Content	The Course includes the following topics: basic principles of Health and Fitness Management, practices and operational requirements of fitness facilities, health and safety requirements of fitness and sport facilities for general and special populations, marketing within fitness organizations, analysis of the fitness industry and target groups, risk management and emergency policies, promotions methods and social media marketing for fitness organizations, sponsorships, aspects of structure and facility designs, human resources issues (personnel attraction and selection, personnel training), legal and policy issues for fitness organizations.				

Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p> <p>In class theory: 42 hours</p> <p>Midterm assessment preparation: 30hours</p> <p>Final assessment Preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>						
Bibliography	<ol style="list-style-type: none"> 1. Αλεξανδρής, Κ. Αρχές Μάνατζμεντ Και Μάρκετινγκ Οργανισμών και Επιχειρήσεων Αθλητισμού και Αναψυχής. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2011). ISBN: 978-960-8183-84-1. 2. Bates, M. Health Fitness Management. A Comprehensive Resource for Managing and Operating Programs and Facilities- 2nd Edition. Human Kinetics (2008) 3. By American College of Sports Medicine. ACSM's Health/Fitness Facility Standards and Guidelines. 4η έκδοση. Human Kinetics Publishers, Champaign, Illinois, USA, (2012). ISBN: 9780736096003 4. Παπαδημητρίου, Δ. Διοίκηση Αθλητικών Οργανισμών και Επιχειρήσεων. Εκδόσεις Κλειδάριθμος, Αθήνα, (2005). ISBN: 960-209-819-8. 						
Assessment	<p>Examination</p> <p>Assignments</p> <p>Class Participation and Attendance</p>	<table border="1"> <tr> <td>70%</td> </tr> <tr> <td>20%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>100%</td> </tr> </table>	70%	20%	10%	100%	
70%							
20%							
10%							
100%							
Language	Greek						

Course Title	Alternative Methods for Exercise				
Course Code	SPE465				
Course Type	Compulsory (Concentration Exercise and health)				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Georgia Georgiou				
ECTS	6	Lectures / week	1 hour/14 weeks	Laboratories / week	2 hours /14 weeks (practice)
Course Purpose and Objectives	This course aims firstly, to provide a description of contemporary forms of exercise as well as trends regarding inclusive exercise programmes and secondly, to analyse the efficacy and necessity of these forms of exercise.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe trends and needs regarding contemporary, inclusive fitness programmes • Explain the philosophy behind contemporary forms of exercise • Demonstrate contemporary modes of exercise • Analyse the advantages regarding each contemporary method of exercise • Design exercise programmes based on contemporary methods of exercise • Evaluate the efficacy and necessity of new forms of exercise 				
Prerequisites	None	Co-requisites	None		
Course Content	<p>The course contains the following units: Characteristics of contemporary lifestyle, requirements of a contemporary exercise programme, contemporary exercise trends and programmes' characteristics, isokinetic training, eccentric exercise, benefits of eccentric exercise for health, whole body vibration, efficacy of the method of whole body vibration, efficacy of the method of "Pilates", the method of "Power Yoga", the method of "Ashtanga Yoga", efficacy of the method of "Power Yoga", training with the methods of "CrossFit", training with the method of "TRX" (suspension training), training at the gym with pulleys and elastic bands, Zumba, tabata training, Zumatoning, exercise programmes based on martial arts, wall climbing, exercising in the water, exercising at home, exercise at the office.</p>				
Teaching Methodology	<p>Face-to-face teaching and practice at the athletic center.</p> <p>Student workload:</p>				

	<p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p>									
Bibliography	<ol style="list-style-type: none"> 1. Bishop, J.G. Φυσική Κατάσταση μέσω του Αερόμπικ. Εκδόσεις Τελέθριον, Αθήνα, (2010). ISBN: 9789608410-96. 2. Armbruster C and Yoke M. Methods of Group Exercise Instruction. 3rd ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2012). ISBN: 9781450421898. 3. Siller, B. Pilates και Σώμα. 3η έκδοση. Εκδόσεις Πατάκη, Αθήνα, ISBN: 960-16-1490-7. 4. Διαμαντής, Δ. & Τσαουσίδης, Λ. Προπόνηση Δόνησης. Εκδόσεις Gymnastika, Αθήνα, (2008). ISBN: 960-87283-4-7. 5. Siller, B. Pilates και Σώμα. 3η έκδοση. Εκδόσεις Πατάκη, Αθήνα, ISBN: 960-16-1490-7. 6. Buchbauer, J. Μυϊκή ενδυνάμωση - Με τροχαλίες και μηχανήματα στο γυμναστήριο. Εκδόσεις Salto, Θεσσαλονίκη, (2005). ISBN: 978-960-278-136-4. 									
Assessment	<table border="1"> <tr> <td>Examination</td> <td>70%</td> </tr> <tr> <td>Assignments/Lab</td> <td>20%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Examination	70%	Assignments/Lab	20%	Class Participation and Attendance	10%		100%	
Examination	70%									
Assignments/Lab	20%									
Class Participation and Attendance	10%									
	100%									
Language	Greek									

Course Title	Exercise for Special Populations				
Course Code	SPS470				
Course Type	Compulsory (Concentration Exercise and Health)				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Dr Veloudi Panagiota				
ECTS	6	Lectures / week	2 hours/14 weeks	Laboratories / week	1 hour/14 weeks
Course Purpose and Objectives	This course is intended to give the student a broad overview of aspects related to pregnancy, childhood development and elderly to enable students to organize and apply effective and safe exercise programmes for the prevention of conditions and the promotion of a healthier lifestyle.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the physiology of ageing and discuss the effect on health and performance • Explain the effect of exercise on older people • Design exercise programmes targeting older people • Describe the physiological changes which could affect the participation in physical activities during pregnancy • Explain the effect of exercise on pregnant women • Design exercise programmes targeting pregnant women • Describe the physiological and psychosomatic changes that could affect participation in physical activity during childhood and adolescence 				
Prerequisites	None	Co-requisites	None		
Course Content	<p>Students will familiarize themselves with the following:</p> <p>A. Exercise programming for older people: introduction to ageing, physiology of ageing, effect of ageing on exercise responses, exercise for prevention, principles of safe exercising in older people, common drugs and side-effects affecting exercise.</p> <p>B. Exercise programming for pregnant women: effects of pregnancy and birth, changes in posture during and after pregnancy, gestational diabetes mellitus, pregnancy hypertension, protective exercise and exercise for birth preparation, adapted exercises for the pregnant women and for infant.</p> <p>C. Exercise programming for children: psychosomatic development during childhood and adolescence, movement experience from infancy to adolescence to promote motor development, childhood obesity and physical activity, exercises for children and adolescents</p>				

Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p> <p>In class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>							
Bibliography	<ol style="list-style-type: none"> 1. Brill P.A. (2006). Σωστή άσκηση στην τρίτη ηλικία (επιμέλεια Τσούρλου Θ.). SALTO. ISBN: 9602781483. 2. Ross J., Zbirkova A. (1990). Γυμναστική για την έγκυο και το βρέφος (επιμέλεια: Α. Τσιλιγκίρογλου - Φαχαντίδου, Αικ. Μπολώτα – Ζυγούρη). SALTO. (Κωδικός: 34662) 3. Αμερικανική Αθλητιατρική Εταιρεία Κατευθύνσεις σχεδιασμού προγραμμάτων άσκησης και αξιολόγησης. Αθήνα: Εκδόσεις Αθλότυπο, Αθήνα, Ελλάδα, (2007). ISBN: 978-960-7378-78-1. 4. Τοκμακίδης, Σ. Άσκηση και Χρόνιες Παθήσεις. Ιατρικές εκδόσεις Πασχαλίδης, Αθήνα, Ελλάδα, (2003). ISBN: 978-960-399-079-6. 5. Mottola, MF. 2016. Components of exercise prescription and pregnancy. Clinical Obstet Gynecol 59(3):552-558 6. Mottola MF, Artal R. 2016. Fetal and maternal metabolic responses to exercise during pregnancy. Early Hum Dev. 94:33–41. 							
Assessment	<p>Examination</p> <p>Assignments</p> <p>Class Participation and Attendance</p> <p>Portfolio</p>	<table border="1"> <tr> <td>40</td> </tr> <tr> <td>20</td> </tr> <tr> <td>10</td> </tr> <tr> <td>30%</td> </tr> <tr> <td>100%</td> </tr> </table>	40	20	10	30%	100%	
40								
20								
10								
30%								
100%								
Language	Greek							

Course Title	Personalized Exercise Prescription and Programing				
Course Code	SPE480				
Course type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year/Semester	4 th Year / 8 th Semester				
Teacher's name	Dr. Veloudi Panayiota				
ECTS	6	Leactures/weeks	1 hour/14 weeks	Laboratories/ week	2 Hours /14 weeks
Course Purpose and Objectives	The main objective of this course is to prepare students in planning, designing and implementing individualised training programs according to client's needs. Moreover, through this course students will understand the importance of exercise in health promotion and well-being.				
Learning Outcomes	<p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> • Define the behavioural principles and characteristics of a personal trainer, • Explain to clients the importance of exercise for health promotion and improvement, • Describe the principles that govern individualised training programs design, • Design individualised training programs for health promotion and fitness improvements of clients. • Use technology to promote physical activity 				
Prerequisites	None	Required	None		
Course content	<p>The course includes but not limited to:</p> <ul style="list-style-type: none"> • Fundamental characteristics of a personal trainer • Client-centred training program • Participation incentives in physical activity • Client adherence and maintenance in exercise program • Client-trainer trust development • Gathering, management and protection of client personal data • Fundamental principles of fitness assessment • Individualised exercise prescription • Program design principles for apparently healthy clientele • Individualised exercise programming for fitness improvements, • Training program effectiveness assessment • Use of technology in program design and implementation. 				
Teaching Methodology	<p>Face to Face</p> <p>Student workload:</p>				

	<p>In class theory: 14hours</p> <p>Lab: 28 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical laboratory training: 24 hours</p> <p>Total: 150 hours</p>		
Bibliography	<ol style="list-style-type: none"> 1. American College of Sports Medicine. (Επιμέλεια: Κώστα Γ, Φατούρος Ι, Τριγώνης Ι). Το εγχειρίδιο του προσωπικού Γυμναστή. Εκδότης: Αθλότυπο Αθήνα. (2008) ISBN: 9789607378828. 2. Gibson A, Wagner D, Heyward V. Advanced Fitness Assessment and Exercise Prescription. 8th ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9781492561347. 3. Griffin CJ. Client-Centered Exercise Prescription. 3rd ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2015). ISBN: 9781492579311. 4. Ehrman J, Kerrigan D, Keteyian S. Advanced Exercise Physiology. Publisher: Human Kinetics, Champaign, Illinois, USA, (2018). ISBN: 978149250571. 		
Assessment	Exams	40%	
	Projects	20%	
	Class Participation and Attendance	10%	
	Portfolio	30%	
		100%	
Language	Greek		

Course Title	Outdoor Exercise and Recreational Activities				
Course Code	SPE485				
Course Type	Compulsory (Concentration Exercise and Health)				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Georgiou Georgia				
ECTS	6	Lectures / week	1 Hours/14 weeks	Laboratories / week	2 Hour/14 weeks (practice)
Course Purpose and Objectives	The course aims to familiarise students with theoretical and practical concepts of outdoor exercise and recreational activities, as well as to enable them to organise and manage such activities.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Define the principles regarding leisure activities • Describe technical characteristics of outdoor exercise activities • Organise and manage outdoor exercise and adventurous activities • Explain the basic survival outdoor skills • Define safety measures related to exercising in outdoor spaces 				
Prerequisites	None	Co-requisites	None		
Course Content	<p>The course includes the following units: Introduction to outdoor exercise, adventure and recreational activities, benefits and principles of outdoor leisure activities, incentives to participate in outdoor exercise and recreational activities, motivation for participation in outdoor exercise and recreational activities, basic mountain skills (survival, orientation, map reading, weather conditions, fire lighting), outdoor exercise activities (hiking, biking, mountain running, climbing, free camping), practicing the above-mentioned activities, safety measures during outdoor exercise activities, children games and activities (mountains and outdoor spaces).</p>				
Teaching Methodology	<p>Face-to-face teaching and practice (outdoors)</p> <p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p>				

	Independent study: 24 hours Practical application outdoors: 24									
Bibliography	<ol style="list-style-type: none"> 1. Ewert, A., McLaughlin, T., Bates, T. & Gilberston, K. Υπαίθριες δραστηριότητες αθλητικής αναψυχής. Μέθοδοι και στρατηγικές. Εκδόσεις Τελέθριον, Αθήνα, (2010). ISBN: 960-8410-95-9. 2. Κουθούρης, Χ. Υπαίθριες δραστηριότητες αναψυχής, ακραία αθλήματα. Μάνατζμεντ υπηρεσιών & εκπαίδευση στελεχών. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2009). ISBN: 978-960-8183-73-5. 3. Harisson G. Outdoor Program Administration: Principles and Practices. 1st ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2012). ISBN: 0736075372. 4. Pierce M and Musnick D. 2nd ed. Conditioning for Outdoor Fitness. Publisher: Mountaineers Books, Seattle, WA USA (2012). ISBN: 0898867568. 5. Hattingh, G. Οδηγός Επιβίωσης. Εκδόσεις Lector, Αθήνα, (2004). ISBN 960-88192-1-0. 									
Assessment	<table border="1"> <tr> <td>Examination</td> <td>70%</td> </tr> <tr> <td>Assignments/Lab</td> <td>20%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Examination	70%	Assignments/Lab	20%	Class Participation and Attendance	10%		100%	
Examination	70%									
Assignments/Lab	20%									
Class Participation and Attendance	10%									
	100%									
Language	Greek									

Course Title	Clinical Exercise Physiology				
Course Code	SPE490				
Course Type	Compulsory (Concentration Exercise and Health)				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Dr. Panayiotou Georgios				
ECTS	6	Lectures / week	2 hours/14 weeks	Laboratories / week	1 hour/14 weeks
Course Purpose and Objectives	The purpose of this course is to provide fundamental knowledge on issues related to chronic diseases and its impact on functional capacity and exercise of special populations including but not limited to: older individuals, people with cardiovascular, respiratory and metabolic diseases. In addition, it aims to inform about the impact of exercise on disease symptoms, morbidity reduction and quality of life improvement.				
Learning Outcomes	<p>By the end of this course students are expected to:</p> <ul style="list-style-type: none"> • Identify the limitations to exercise as a consequence of the disease • Describe the pathophysiology of diseases that limit functional capacity • Present and interpret results that derive from functional and exercise assessment of chronic diseases • State the impact of exercise and physical activity on chronic diseases • Design, structure and implement exercise programs for special populations • Assess risk level of each training program on each disease state/stage 				
Prerequisites	SPE225	Co-requisites	None		
Course Content	<ul style="list-style-type: none"> • Exercise, Health and well-being <ul style="list-style-type: none"> ○ Guidance-training procedures ○ Aerobic capacity ○ Power ○ Mobility ○ Coordination ○ Speed • Exercise in special populations <ul style="list-style-type: none"> ○ Children ○ Geriatrics • Cardiovascular diseases 				

	<ul style="list-style-type: none"> ○ Coronary artery disease ○ Heart failure ○ Valve diseases ○ Hypertension ○ Hyperlipidaemia/Dyslipidaemia ● Exercise and chronic Respiratory Diseases ○ Chronic obstructive pulmonary disease ○ Asthma ● Metabolic diseases ○ Diabetes ○ Obesity ○ Metabolic syndrome ● Exercise and renal diseases ● Skeletal conditions ○ Osteoporosis ○ Arthritis ○ Rheumatoid arthritis ● Immune system diseases ○ Cancer ○ Acquired Immune Deficiency Syndrome (AIDS) ● Neuromuscular Diseases ○ Multiple Sclerosis ○ Cerebral Palsy ○ Alzheimer ○ Parkinson's ● Exercise, Anxiety and Stress ● Exercise and depression
Teaching Methodology	<p>Face to face</p> <p>Student workload:</p> <p>In class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p>

	Practical laboratory training: 12 hours	
	Total: 150 hours	
Bibliography	<ol style="list-style-type: none"> 1. Συμμαχία Άσκησης για την Υγεία. Η άσκηση ως μέσο πρόληψης και αποκατάστασης χρόνιων παθήσεων. (2013). http://www.exerciseforhealth.gr 2. Dustine, J. & Moore, G. "ACMS's Άσκηση Χρόνιες Παθήσεις & Αναπηρίες". Ιατρικές εκδόσεις Πασχαλίδης, Αθήνα, Ελλάδα, (2005). ISBN: 960-399-329-8. 3. Thompson, W.R. ACSM's Clinical Exercise Physiology. Human Kinetics Champaign Illinois, USA (2019). ISBN: 9-781-4963-8780-6 4. Taylor, A. & Johnson, M. Physiology of Exercise and Healthy Aging. Human Kinetics Champaign Illinois, USA (2019). ISBN: 9-780-7360-5838-4 5. Ehrman, J., Gordon, P., Visich, P. & Keteyian, S. Clinical Exercise Physiology. 4th Edition. Human Kinetics Champaign Illinois, USA (2018). ISBN: 978-1-4925-8849-8 6. Coast, J.R., & Oden, G. Clinical Exercise Physiology: Physiological Assessments in Health Disease and Sport Performance, 3rd Ed. Kendall Hunt Publishing Company Dubuque, IA, USA (2017). ISBN: 978-1-5249-0159-2 7. Moore, G.E., Durstine, J.L & Painter, P.L. ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities. Human Kinetics Champaign Illinois, USA (2016). ISBN: 978-1-4504-3414-0 8. Scott, A. & Gidlow, C. Clinical Exercise Science. Routledge, Abingdon, UK and New York, (2016). ISBN: 9-781-1346-1784-5 	
Assessment	Exams	40%
	Assignments	20%
	Class Participation and Attendance	10%
	Portfolio	30%
		100%
Language	Greek	

Course Title	Information Technology for Health Sciences				
Course Code	HEA170				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	To be announced				
ECTS	6	Lectures / week	2 Hours/14 weeks	Laboratories / week	1 hour/14 weeks
Course Purpose and Objectives	The course provides a better understanding of computer systems and their applications in the health sector. It presents the basic concepts, terminology and theory of computers such as "Computer hardware and software", "Health Information Systems", and other computer systems used in the health sector. The course also offers the student the experience of using the various Microsoft Office programs.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> recognize and describe the Computer Based Management Information Systems explain and analyze Health Information Systems explain and analyze the patient's medical file describe and define the concepts of Database Systems identifies the applications of a Hospital Information System describe the role of Experienced Systems and Decision Making Systems in Medical Practice identify Classification and Coding Systems in Health Care describe Virtual Reality Systems and telemedicine applications and systems <p>Upon completion of the laboratory part of the course, the student is expected to be able to:</p> <ul style="list-style-type: none"> Apply an operating system eg. Windows Implement an Internet and e-mail program eg. Microsoft Internet and Microsoft Email Apply the Windows Word program Apply the Windows Excel program Apply the Microsoft Power Point program Use the Windows Access program 				
Prerequisites	None	Co-requisites	None		
Course Content	Theory Basic principles of Information Systems Management Information Systems for Health Patient medical file Protocols systems in health care				

	<p>Classification and coding systems in health care Health communication systems Internet and health services Technical Intelligence and Medicine / Decision Making Systems Medical Decision Support Systems Telemedicine Medical Information Retrieval Systems Virtual Reality Systems, Medical Imaging New Technologies and Education for Health Professionals Society of Information and Knowledge – general, public interest, security Privacy and individuality in an e-Health environment Protection and Security in Health Information Systems</p> <p>Laboratory Microsoft Windows Internet, e-mail Microsoft Word Microsoft Excel Microsoft Power Point Microsoft Access</p>
Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p> <p>In class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>
Bibliography	<p>Antonis Kaniklides, ECDL 5: Complete Success Guide (2nd Edition), A1 Plus publisher, 2013.</p> <p>Apostolakis, G., 2002. Information Systems of Health. Athens: Papazisis Publications.</p> <p>Mantas, J. and Hasman, A., 2007. Health informatics. Athens: Paschalides Publications.</p> <p>Hygiene Informatics, Halkiotis S., Botsis T., Publishing House :, Publications DIAVLOS Athens, 2005</p> <p>Gkantzas, G. and Kamaras, I., 2000. Digital Communication. London: Zeno Publications. Toki, I. and Toki, E., 2006. Informatics of Health. Thessaloniki: Giola Publications.</p>

	<p>Asimakopoulos, D. and Aramatzis, G., 2002. Data Analysis and Decision Making Techniques Using Microsoft Excel. Athens: Papatirou</p> <p>Damianakis, AK, 1998. Introduction to Computers: Programming Process, Mechanical Equipment, Computer Networks, Modern Applications. Athens: Pataki Publications.</p> <p>Coiera. E., 2003. Guide to Health Informatics. London: Arnold Publishing.</p> <p>Shortliffe. E. and Perreault, L., 1990. Medical Informatics. Addison-Wesley Publishing Company, 1990.</p> <p>Behrouz Forouzan, Firouz Mosharraf, Introduction to Computer Science - 2nd English edition, Kleidarithmos Publications.</p> <p>Sullivan, D., 2000. Using Internet Explorer to browse the Internet. Boston: AP Professional.</p>					
Assessment	<p>Exams</p> <p>Assignments</p> <p>Class Participation and Attendance</p>	<table border="1"> <tr> <td data-bbox="906 831 991 869">70%</td> </tr> <tr> <td data-bbox="906 869 991 907">20%</td> </tr> <tr> <td data-bbox="906 907 991 969">10%</td> </tr> <tr> <td data-bbox="906 969 991 1093">100%</td> </tr> </table>	70%	20%	10%	100%
70%						
20%						
10%						
100%						
Language	Greek					

Course Title	Gymnastics Teaching				
Course Code	SPE446				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Dr. Michael Elpida				
ECTS	6	Lectures / week	1 hour/14 weeks	Laboratories / week	2 hours /14 weeks (practical)
Course Purpose and Objectives	This course aims to provide students with the necessary theoretical, practical and methodological knowledge to be able to teach the basic skills and elements of artistic gymnastics at school.				
Learning Outcomes	<p>The successful completion of this course will enable students:</p> <ul style="list-style-type: none"> • To describe the historical elements of artistic gymnastics. • To explain the rules in the gymnastics according to the code of points • To demonstrate the basic skills required in the gymnastics • To analyze the technique in various exercises in both men's and women's artistic gymnastics • To organize a physical gymnastics/education lesson in the context of teaching physical education at school • To evaluate the needs of the children in gymnastics 				
Prerequisites	None	Co-requisites	None		
Course Content	<ul style="list-style-type: none"> • Introduction to the Artistic gymnastics events/apparatuses (evolution of Artistic gymnastics, terminology) • How we provide help and safety in gymnastics • Artistic gymnastics at school • Types of warm ups • Exercise around the body's axes. • Basic positions and postures of the body (for the gymnast and the coach) • Pre-exercises and assistant models • Floor exercise apparatus (teaching: forward and backward rolls, cartwheels, handstands) • Teaching jumps (type of jump elements, technical requirements) • High bar, parallel bars, uneven bars, rings (teaching: swings, kips, dismounts) • Beam exercise (teaching: mounts, dismounts, turns) • Pommel horse (teaching: swings) • General rules and general judging 				

<p>Teaching Methodology</p>	<p>Face- to- face class instructions and practical at the Athletic Centre of the University</p> <p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 28</p> <p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p>						
<p>Bibliography</p>	<ol style="list-style-type: none"> 1. Dallas, G. Men's and Women's Artistic gymnastics - Mechanics/Technique/Methodology. Publication: Telethron, Athens, (2012). ISBN: 978-960-8410-62-6. 2. Kaimakakis, V. Artistic gymnastics. Publication: Maiandros, Thessaloniki, (2003). ISBN: 960-7434-14-5. 3. Siatras, T. Artistic gymnastics - The mechanics of the exercises. Publication: University Studio Press, (2003).). ISBN: 960-12-0970-0. 4. Kampiotis S.I. Principles and elements of Artistic gymnastics. Theory and practical. A multilevel approach. Publication: Telethron, Athens, Greece (2010). ISBN: 960-8410-74-6. 5. Interational Gymnastics Federation (F.I.G) Code of points of the current Olympic Cycle 						
<p>Assessment</p>	<p>Exams</p> <p>Assignments</p> <p>Class Participation and Attendance</p>	<table border="1"> <tr> <td>70%</td> </tr> <tr> <td>20%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>100%</td> </tr> </table>	70%	20%	10%	100%	
70%							
20%							
10%							
100%							
<p>Language</p>	<p>Greek</p>						

Course Title	Aerobics				
Course Code	SPE447				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Georgia Georgiou				
ECTS	6	Lectures / week	1 Hour/14 weeks	Laboratories / week	2 Hours/14 weeks (practice)
Course Purpose and Objectives	This course aims to familiarise the students with theoretical principles of aerobic exercise and enable them to organise, design and demonstrate aerobic exercise-based choreographies.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the characteristics and specific features of aerobic exercise • Explain the skills needed for aerobic exercise and related terminology • Demonstrate the basic movement skills necessary for aerobic exercise • Analyse the structure and rhythm of each aerobic choreography • Organise aerobic exercise programmes • Evaluate the aerobic endurance of participants 				
Prerequisites	None	Co-requisites	None		
Course Content	The course includes the following units: Introduction to aerobic exercise, physiology of each aerobic exercise session, aerobic exercise terminology, the role of music in aerobics, contents and structure of aerobic exercise sessions, basic aerobic exercise choreography, structure of choreography, choreography rhythm, choreography demonstration, design of aerobic exercise programmes, aerobic exercise using step, terminology related to exercise based on step, demonstration of aerobic exercise based on step, design of aerobic exercise programmes using step.				
Teaching Methodology	<p>Face- to- face teaching & practice (at the Sports Centre)</p> <p>Student workload:</p> <p>In class theory: 14</p> <p>Practical classes: 28</p>				

	<p>Practical Assessment preparation: 25 hours</p> <p>Final Assessment preparation: 35 hours</p> <p>Independent study: 24 hours</p> <p>Practical application at the gym centre: 24</p> <p>Total: 150 hours</p>									
Bibliography	<ol style="list-style-type: none"> 1. Bishop, J.G. Φυσική Κατάσταση μέσω του Αερόμπικ. Εκδόσεις Τελέθριον, Αθήνα, (2010). ISBN: 9789608410-96. 2. Bushman B. ACSM's Complete Guide to Fitness & Health-2nd ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2017). ISBN: 9781492533672. 3. Howley E and Thompson D. Fitness Professional's Handbook. 7th ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2016). ISBN: 1492523372. 4. Gimpson, T and Hoeger, W. Water aerobics for fitness and wellness. Wadsworth, USA, (2012). ISBN: 9780-840048134. 									
Assessment	<table border="1"> <tr> <td>Examination</td> <td>70%</td> </tr> <tr> <td>Assignments</td> <td>20%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Examination	70%	Assignments	20%	Class Participation and Attendance	10%		100%	
Examination	70%									
Assignments	20%									
Class Participation and Attendance	10%									
	100%									
Language	Greek									

Course Title	Paralympic Sports				
Course Code	SPE448				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 7 th Semester				
Teacher's Name	Michaella Spantiou				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	This Course aims to introduce and presents the students the sports included in the Paralympic Games Program				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the structure and nature of the Paralympic sports • Describe the categorization of disabilities per sport • Comprehend the particularities of Paralympic sports • Organize activities related to Paralympic sports within the context of school Physical Education • Organize sports and physical activities for people with disabilities 				
Prerequisites	Adapted Physical Education	Co-requisites	None		
Course Content	Introduction to Paralympic Sport, sociological framework and terminology, historical aspects, organizational issues and structures, adapted sports, categorization of athletes according to disability, relevant international sport organizations, legal issues, regulations, special equipment, introduction to Paralympic sports, basic teaching principles of Paralympic sports, adapting and modifying exercises for team sports for people with multiple disabilities, general physical conditioning development for people with disabilities.				
Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p> <p>In class theory: 42 hours</p> <p>Midterm assessment preparation: 30hours</p> <p>Final assessment Preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>				
Bibliography	<p>1. Κοκαρίδας, Δ., Πέρκος, Σ. Η Καλαθοσφαίριση με αμαξίδιο. Εκδόσεις Χριστοδουλίδη, (2005). ISBN: 960-8183-52-</p>				

	<ol style="list-style-type: none"> 2. Brittain, I.S. The Paralympic games explained. 2nd ed. Publisher: Taylor and Francis Group. (2016) ISBN: 9781138927186. 3. Yves C. Vanlandewijck, Walter R. Thompson. Training and Coaching the Paralympic Athlete (Handbook of Sports Medicine and Science) 1st ed. Publisher: Wiley-Blackwell, (2016). ISBN:9781119045144. 4. Wassong S, Baka R, Forsyth J. Olympic Perspectives. Publisher: Taylor and Francis Group. (2017) ISBN: 0415783801. 5. Kelly LE. Adapted Physical Education National Standards. 3rd ed. . Publisher: Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9781492589686. 6. Winnick J and Porretta D. Adapted Physical Education and Sport. 6th ed. Publisher: Human Kinetics, Champaign, Illinois, USA, (2019). ISBN: 9781492511533. 						
Assessment	Examination Assignments Class Participation and Attendance	<table border="1"> <tr><td>70%</td></tr> <tr><td>20%</td></tr> <tr><td>10%</td></tr> <tr><td>100%</td></tr> </table>	70%	20%	10%	100%	
70%							
20%							
10%							
100%							
Language	Greek						

Course Title	Legal, Bioethical and Deontological Issues in Sport				
Course Code	SPE450				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Prof. Kassimeris Christos				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	This Course intends to provide the necessary legal and deontological knowledge as well as, the ethical considerations and issue in sport organizations and their management.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the evolution and the role of rules and legislation in sport • Understand the significance of the White Book in Sport • Describe the ethical issues and the solutions on issue like, violence in sport, doping, racism, discrimination • Apply in an appropriate way sound ethical decision-making in sport • Analyze the basic ethical theories and sources and the moral values in sport • Develop strategic plans for solving and managing ethical and legal issues deriving from the operation of sport organizations • Recognize the various aspects and consequences of application of sport law in the operation of sport organizations • Develop and apply effective policies for the ethical and legal practice of the profession 				
Prerequisites	None	Co-requisites	None		
Course Content	This Course includes the following topics: legal issues in sport, ethical issues in sport, philosophical principles and ethical models in sport, analysis of the legal and ethical issues within sport and sport organizations, development of regulation and policies to manage issues and problems in sport, international, European and national sport law, supervision and regulation of sport organizations (through the National Olympic Committee, the Cyprus Sports Organization, Cyprus Antidoping Authority)				

Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p> <p>In class theory: 42 hours</p> <p>Midterm assessment preparation: 30hours</p> <p>Final assessment Preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>						
Bibliography	<ol style="list-style-type: none"> 1. Κώδικας Ηθικής Συμπεριφοράς. Κυπριακός Οργανισμός Αθλητισμού, Λευκωσία. (2005) 2. Πρώιος, Μ. & Αθαναηλίδης, Ι. Ηθική στα σπορ. Εκδόσεις Χριστοδουλίδη, (2004). ISBN: 960-8183-41-3. 3. Ευρωπαϊκή Επιτροπή. Λευκή Βίβλος για τον Αθλητισμό. Υπηρεσία Επισήμων Εκδόσεων των Ευρωπαϊκών Κοινοτήτων, Λουξεμβούργο, (2007). ISBN: 978-92-79-06551- 4. Καραδήμας, Τ. Αθλητική Ηθική - Οδηγός για Προπονητές, Γονείς, Αθλητές. Εκδόσεις Σ.Ι Ζαχαρόπουλος, (2012). ISBN: 978-960-208-840-1. 5. Παναγιωτόπουλος, Δ. Αθλητικό Δίκαιο Τόμος Ι - Συστηματική θεμελίωση – εφαρμογή. Εκδόσεις Νομική Βιβλιοθήκη, Αθήνα, (2005). ISBN: 960-272-335-1. 6. Οδηγός για την κατάταξη στο μητρώο των Ιδιωτικών Σχολών Γυμναστικής και Έκδοσης Άδειας Λειτουργίας. Κυπριακός Οργανισμός Αθλητισμού, Λευκωσία (2012) 						
Assessment	<p>Examination</p> <p>Assignments</p> <p>Class Participation and Attendance</p>	<table border="1"> <tr> <td>70%</td> </tr> <tr> <td>20%</td> </tr> <tr> <td>10%</td> </tr> <tr> <td>100%</td> </tr> </table>	70%	20%	10%	100%	
70%							
20%							
10%							
100%							
Language	Greek						

Course Title	Applied Psychology for Improving Sports Performance				
Course Code	SPE451				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Dr. Kouali Despoina				
ECTS	6	Lectures / week	2 Hours/14 weeks	Laboratories / week	1 Hour/14 weeks
Course Purpose and Objectives	The course aims to provide students with (a) the theoretical knowledge and psychological techniques for the psychological support of high-level athletes, (b) the skills required to apply psychological techniques to sport and develop psychological skills among athletes.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the basic characteristics of psychological support in competitive sports, • Identify the needs of athletes for psychological support, • Apply techniques for psychological support of athletes, • Analyze psychological techniques for the development of psychological skills in high level athletes, • Organize athletic support programs, • Evaluate athletes' behavior before, during and after the race. 				
Prerequisites	none	Co-requisites	None		
Course Content	<p>The course aims to introduce the student to the following topics:</p> <ul style="list-style-type: none"> • Introduction to athletic psychological support and guidance, • Psychological support in individual sports, • Psychological support for team sports, • Setting goals in competitive sports, • Relaxation techniques, mental training, self-regulation in competitive sports, self-confident in competitive sport, stress management, attention and concentration in competitive sports, techniques for dealing with stressful situations in competitive sport, • Psychology of injuries in competitive sports, • Weight control and nutritional disorders in competitive sports, • Planning, guidance and effectiveness of a psychological skills enhancement program. 				
Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p>				

	<p>In class theory: 28 hours</p> <p>Laboratory: 14 Hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment Preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical Laboratory training: 12 hours</p> <p>Total: 150 hours</p>		
Bibliography	<ol style="list-style-type: none"> Williams, J. & Krane, V. Applied Sport Psychology: Personal Growth to Peak Performance. McGraw-Hill Education (2014). ISBN: 9780078022708. Papaioannou, A. & Hackfort, D. Routledge Companion to Sport and Exercise Psychology: Global perspectives and fundamental concepts (Key Issues in Sport and Exercise Psychology). Routledge (2016). ISBN-13: 978-0415730327 Tenenbaum, G., Eklund, R. & Kamata, A. Measurement in Sport and Exercise Psychology. Human Kinetics Publishers, Champaign, Illinois, USA, (2012). ISBN: 9780736086813. Θεοδωράκης, Γ., Γούδας, Μ., Χρόνη, Σ. & Πέρκος, Σ. Ψυχολογική υποστήριξη ατομικών και ομαδικών αθλημάτων. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2003). ISBN: 978-960-8183-28-5. Burton, D. & Raedeke, T. Sport Psychology for Coaches. Human Kinetics Publishers, Champaign, Illinois, USA, (2008). ISBN: 0-7360-3986-4 		
Assessment	Exams	40%	
	Assignments	20%	
	Class Participation and Attendance	10%	
	Portfolio	30%	
		100%	
Language	Greek		

Course Title	Biomechanical assessment and guidance of athletes				
Course Code	SPE452				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Dr. Pamboris George				
ECTS	6	Lectures / week	2 Hours/14 weeks	Laboratories / week	1 Hour/14 weeks
Course Purpose and Objectives	The aim of this course is to enable students' familiarization with the basic equipment and laboratory methodologies used to record and analyse biomechanical data, as well as the application of these data to guide sports performance and to prevent musculoskeletal injuries.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Identify and apply biomechanical laboratory measurement techniques related to exercise and sports performance • Analyse and interpret basic biomechanical data • Organise and guide coaching programmes in individual and team sports based on biomechanical measures • Propose changes in technique aiming to improve performance and avoid injuries 				
Prerequisites	None		Co-requisites	None	
Course Content	The course contains the following units: anthropometry, direct kinematic measurement techniques (angular kinematics, accelerometry), optical measurement techniques (cinematography, video, optoelectronic analysis, 2-D and 3-D analysis of movement), kinematic data processing, dynamometry using elastic plates and piezoelectric materials, isokinetic dynamometry, electromyography, processing of biomechanical models, feedback on sports performance based on biomechanical data, walking, jumping and running analysis, analysis and evaluation of basic sports skills (shooting in football/handball/basketball, volleyball jump, throwing, swimming).				
Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p> <p>In class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p>				

	Final assessment preparation: 36 hours Independent study: 35 hours Practical laboratory training: 12 hours Total: 150 hours							
Bibliography	<ol style="list-style-type: none"> 1. Hamill, J. & Knutzen, K.M. Βασική-Βιομηχανική της Ανθρώπινης Κίνησης. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα, (2007). ISBN: 960-399-522-3. 2. Zatsiorsky, V. Biomechanics in Sport. Performance enhancement and injury prevention. Volume IX of the Encyclopedia of Sports Medicine. Blackwell Science Inc, USA, (2000). ISBN: 0-632-05392-5. 3. Payton, C.Z. & Bartlett, R.M. Biomechanical Evaluation of Movement in Sport and Exercise. The British Association of Sport and Exercise Sciences Guidelines. Rutledge, (2008). ISBN: 978-0-415-43468-3. 4. Robertson, G., Caldwell, G., Hamill, J., Kamen, G. & Whittlesey, S. Research Methods in Biomechanics. Human Kinetics, Champaign, Illinois, USA, (2004). ISBN: 9780736039666. 5. Winter, D.A. Biomechanics and Motor Control of Human Movement. 4th edition. John Wiley & Sons, Inc., MA, USA, (2009). ISBN: 978-0-470-39818-0. 							
Assessment	Examination Assignments Class Participation and Attendance Portfolio	<table border="1"> <tr><td>40%</td></tr> <tr><td>20%</td></tr> <tr><td>10%</td></tr> <tr><td>30%</td></tr> <tr><td>100%</td></tr> </table>	40%	20%	10%	30%	100%	
40%								
20%								
10%								
30%								
100%								
Language	Greek							

Course Title	Olympism				
Course Code	SPE453				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Dr. Kassimeris Christos				
ECTS	6	Lectures / week	3 Hours	Laboratories / week	None
Course Purpose and Objectives	This course aims at enabling students to understand the athletic, political, economic and socio-cultural framework of Olympic Games.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the ideology that governs Olympic Games • Define the political dimensions of Olympic Games • Recognize the contribution of Olympic Games for the peaceful coexistence of people from different cultures • Describe the economical and communicative dimensions of Olympic Games • Associate the socio-cultural dimensions of ancient Olympic Games with the modern Olympic Games. 				
Prerequisites	None	Co-requisites	None		
Course Content	The course includes the following topics: ideological basis of the Olympic Games (social philosophy), the Olympic Games as a means of communication, the significance of the Olympic Games ceremony, Olympics as a universal approach of peaceful co-existence, the political context and Olympic Sports, Nation, national identity, patriotism and Olympic Games, Olympic Games and economy, Mass Media and the commercialization of Olympic activity, social differentiation and Olympics, women's role in the Olympic Games, banned substances and the Olympic spirit.				
Teaching Methodology	<p>Face- to- face.</p> <p>Student workload:</p> <p>In class theory: 42 hours</p> <p>Midterm assessment preparation: 30hours</p> <p>Final assessment Preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>				

Bibliography	<ol style="list-style-type: none"> 1. Μουρατίδης, Ι. Εισαγωγή στην Ολυμπιακή Παιδεία. Έκδοση Μουρατίδης Ι, Θεσσαλονίκη. (2009). ISBN: 978-960-7924-06-3. 2. Παναγιωτόπουλος, Δ. Διεθνείς Αθλητικοί και Ολυμπιακοί Θεσμοί. Εκδόσεις Νομική Βιβλιοθήκη, Αθήνα, (2005). ISBN :960-272-446-3. 3. Πατσαντάρας, Ν. Το Ολυμπιακό Φαινόμενο. Εκδόσεις Νομική Βιβλιοθήκη, Αθήνα, (2007). ISBN: 978-960-272-483-5. 4. Φαράντος, Γ. Εισαγωγή στην Ολυμπιακή Παιδεία. Εκδότης Ζαχαρόπουλος, Αθήνα, (2004). ISBN: 960-208-706-4. 		
Assessment	Examination Assignments Class Participation and Attendance	70%	
		20%	
		10%	
		100%	
Language	Greek		

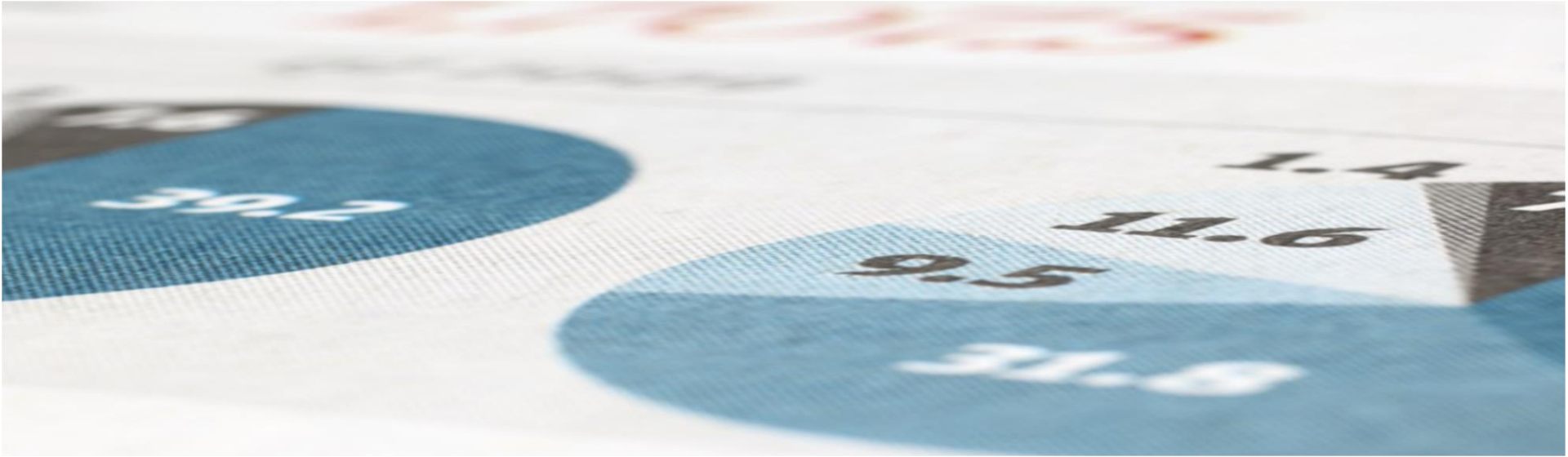
Course Title	Exercise, Mental Health and Life Quality				
Course Code	SPE456				
Course Type	Elective				
Level	Bachelor (1 st Cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Dr. Aristotelous Maria				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	None
Course Purpose and Objectives	The aim of the module is students to understand i) the relationship between exercise/physical activity and mental health, ii) the role of exercise in stress control, depression, and self-esteem, iii) the current trends in physical education for health, and the development of the basic knowledge and practical experience for the implementation of life skills programs.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describes issues related to the behavior of trainees in sports, • Proposes specialized health education and life skills programs for individuals, • Apply stress management, depression and weight control programs, • Demonstrates programs to increase self-esteem, • Explains health education and life skills programs in clinical populations, • Assess the behavior of trainees before, during and after the completion of an intervention program of health education. 				
Prerequisites	None	Co-requisites	None		
Course Content	<p>The course aims to introduce the student to the following topics:</p> <ol style="list-style-type: none"> 1. Exercise and mental health, 2. Psychological benefits of exercise, 3. Exercise and self-esteem, 4. Exercise and stress control, 5. Exercise and depression, 6. Psychological support in persons with reduced physical abilities in sport settings, 7. Exercise and alcohol, 8. Exercise and smoking, 9. Exercise and weight control, 10. Psychological support for the establishment of healthy habits such as exercise, 11. Effective strategies to promote exercise and health initiatives, 				

	12. Life skills and positive health behaviors, lifelong learning issues.		
Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p> <p>In class theory: 42 hours</p> <p>Midterm assessment preparation: 30hours</p> <p>Final assessment Preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>		
Bibliography	<ol style="list-style-type: none"> 1. Clow, A. & Edmunds, S. Physical Activity and Mental Health. Human Kinetics, (2013). ISBN-13: 978-1450434331 2. Acevedo, E. Exercise Psychology: Understanding the Mental Health Benefits of Physical Activity and the Public Health Challenges of Inactivity. The Oxford Handbook of Exercise Psychology, (2012). DOI: 10.1093/oxfordhb/9780195394313.013.000 3. Θεοδωράκης, Γ. Άσκηση, ψυχική υγεία και ποιότητα ζωής. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2010). ISBN: 978-960-8183-81-0. 4. Θεοδωράκης, Γ. & Χασσάνδρα, Μ. Σχεδιασμός προγραμμάτων αγωγής υγείας. Εκδόσεις Χριστοδουλίδη, Θεσσαλονίκη, (2006). ISBN: 960-8183-55-3. 		
Assessment	Exams	70%	
	Assignments	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION





European University Cyprus Employability Survey Results

April 2020

Contents

Topic	Topic	Topic
<u>Methodology</u>	<u>Comparison of Length of Time to Find Employment by Academic Year</u>	<u>Average Gross Monthly Salary by Occupation</u>
<u>Universe and Sample Size</u>	<u>Occupation Classification by Major Groups</u>	<u>Average Gross Monthly Salary by Degree</u>
<u>Sample Structure</u>	<u>Detailed Analysis of Occupation</u>	<u>Enrolment in Postgraduate Studies</u>
<u>Employment Status</u>	<u>Occupation Classification Level</u>	<u>Universities they are Currently Attending for Postgraduate Studies</u>
<u>Comparison of Employment Status by Academic Year</u>	<u>Duration of Employment in Current Position</u>	<u>Universities in which they Plan to Enrol for Postgraduate Studies</u>
<u>Analysis of Unemployment Rate</u>	<u>Relatedness of Occupation and Program of Study</u>	<u>Reasons for not Selecting EUC for Postgraduate Studies</u>
<u>Reasons for Not Currently Working and Real Unemployment Rate</u>	<u>Comparison of Relatedness of Occupation by Academic Year</u>	<u>Participation in a Start-Up</u>
<u>Employment Status by Program of Study</u>	<u>Employment by Major Sectors</u>	<u>Contacting the Career Centre for Assistance</u>
<u>Full and Part Time Employment</u>	<u>Employment by Economic Activity Classification</u>	<u>Getting the Support they were Looking for from the Career Centre</u>
<u>Comparison of Full and Part Time Employment by Academic Year</u>	<u>Breakdown of Employment by Economic Activity</u>	<u>Satisfaction with EUC</u>
<u>Self and Paid Employment</u>	<u>Gross Monthly Salary</u>	<u>Comparison of Satisfaction with EUC by Academic Year</u>
<u>Length of Time to Find Employment after they Started their Job Search</u>	<u>Average Gross Monthly Salary</u>	<u>Main Findings</u>

Time Frame

Data collection run through the 6/2 - to 16/3 2020. The survey was temporarily suspended due to the current crisis and will resume immediately after the Government withdraws the lockdown measures

Sample Size and Characteristics

A total of 462 effective interviews were conducted amongst 615¹ EUC's alumni who have consented to participate in surveys. The response rate is 75%.

Data Collection method

The interviews were conducted by telephone, using a structured questionnaire

Questionnaire

The structured questionnaire comprised 23 questions. The average length of interview was 11 minutes.

Confidence Interval

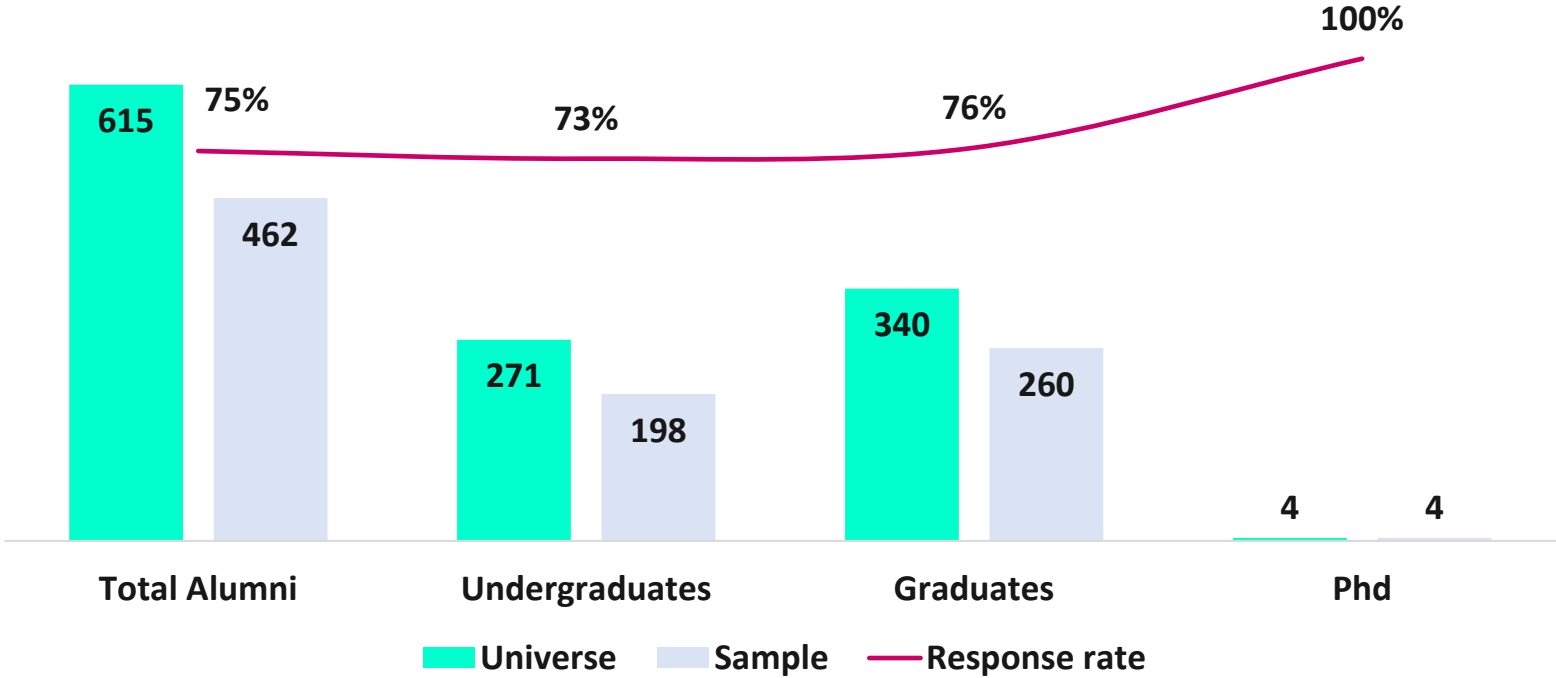
The sample error at the 95% confidence interval is +/- 2,3

Note 1: Includes alumni with valid contact details

Universe and Sample Size

N=462

Response Rate

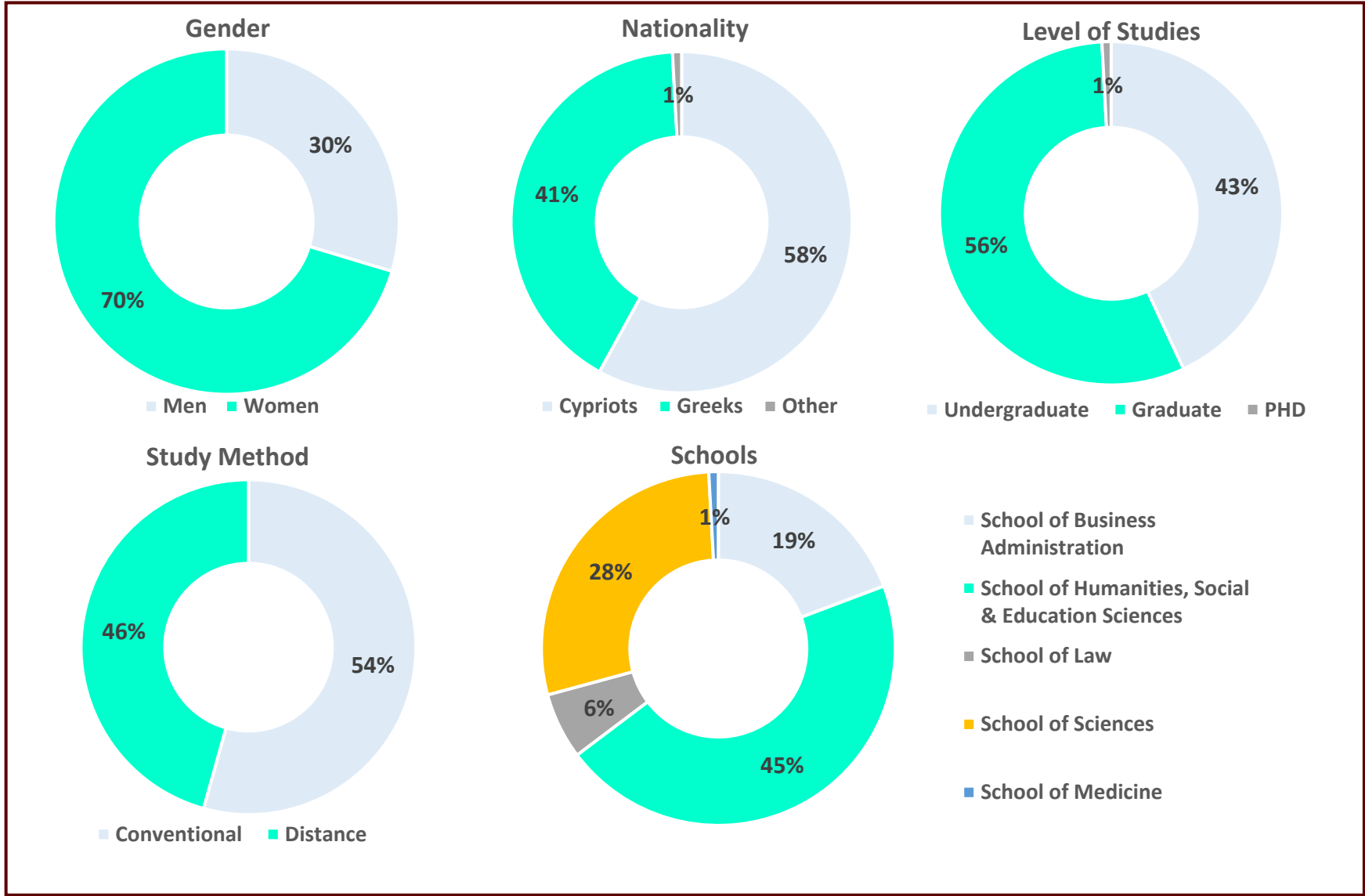


Analysis of Response/Non Response Rate

	Total Alumni	Undergraduates	Graduates	PhD
Response Rate	75%	73%	76%	100%
Refusals	9%	7%	10%	-
Temporarily out of scope units (ringed-no answer yet)	16%	20%	14%	-

Sample Structure

N=462



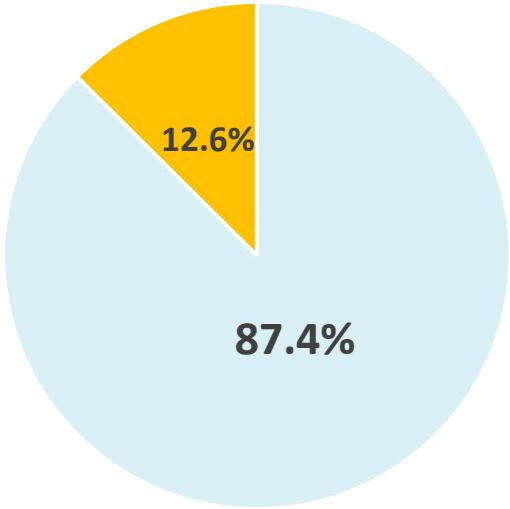
I. Employment and Unemployment Rate



Employment Status

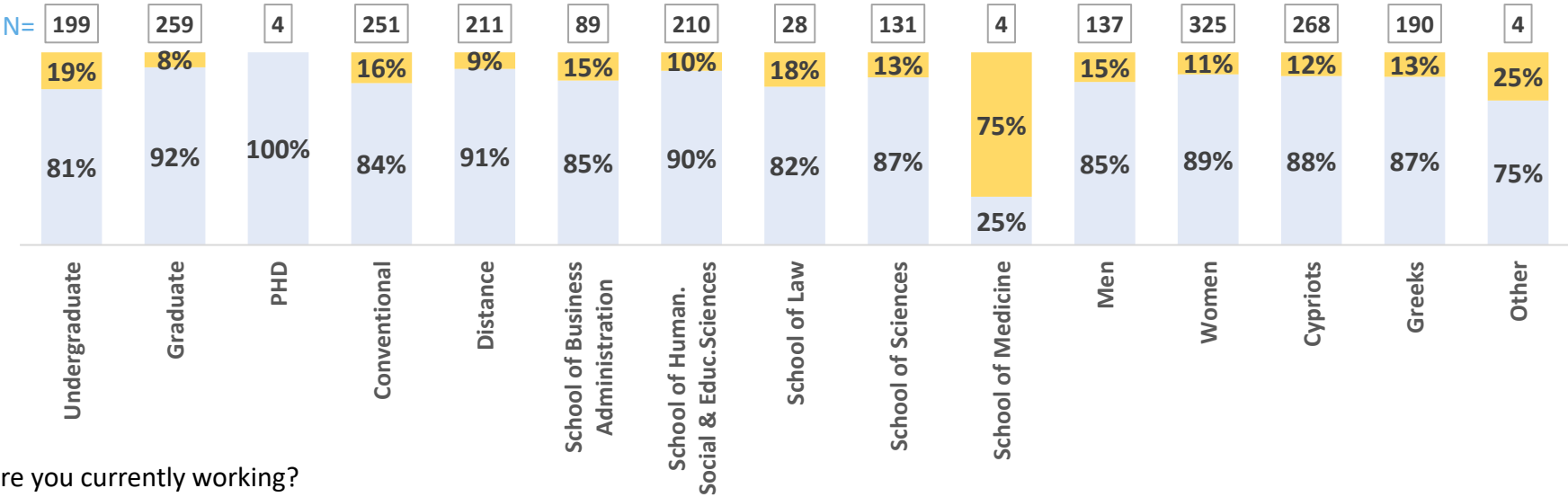
N=462

Total Alumni



Employment rate for EUC’s 2018-2019 alumni is 87%. A higher employment rate is observed among graduates (92%), distance learning graduates (91%), graduates of the School of Humanities, Social & Education Sciences (90%) and women (89%).

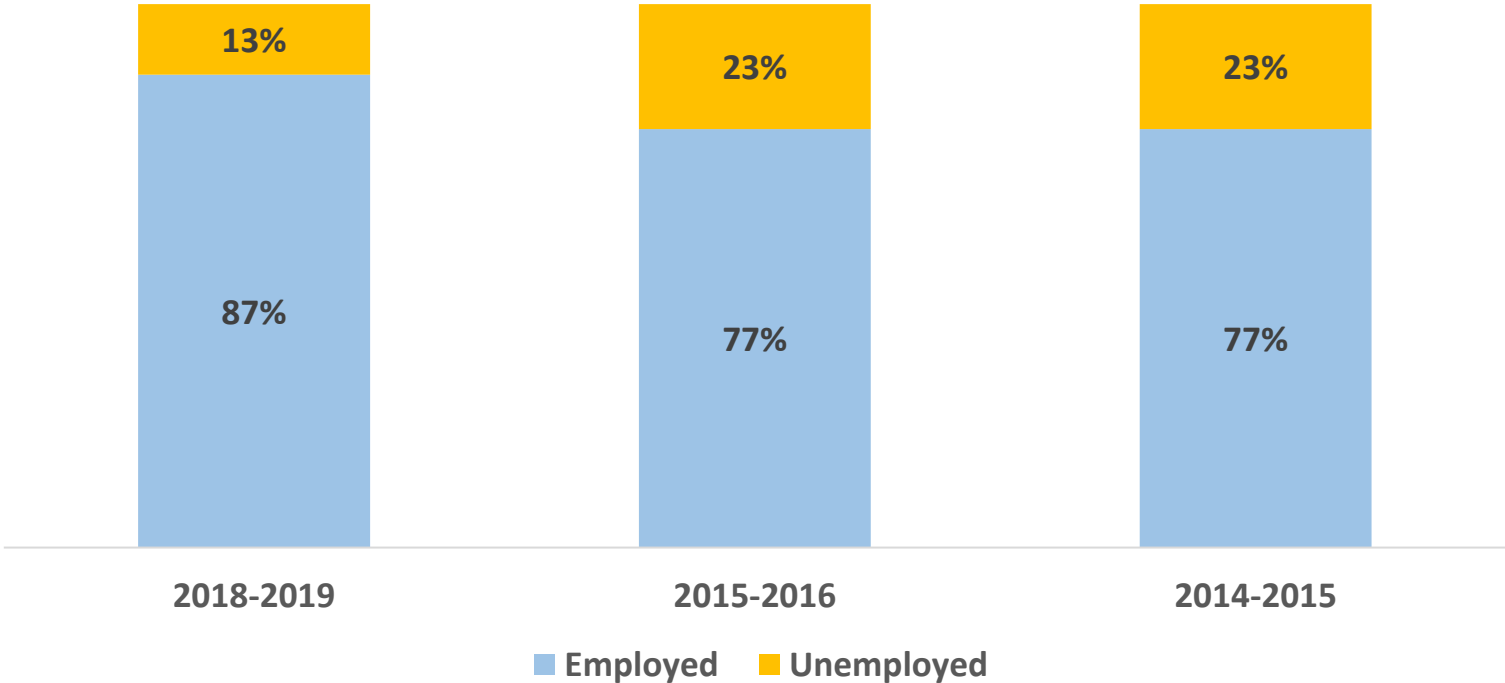
■ Employed ■ Unemployed



Are you currently working?

Comparison of Employment Status by Academic Year

Comparison of employment status by academic year

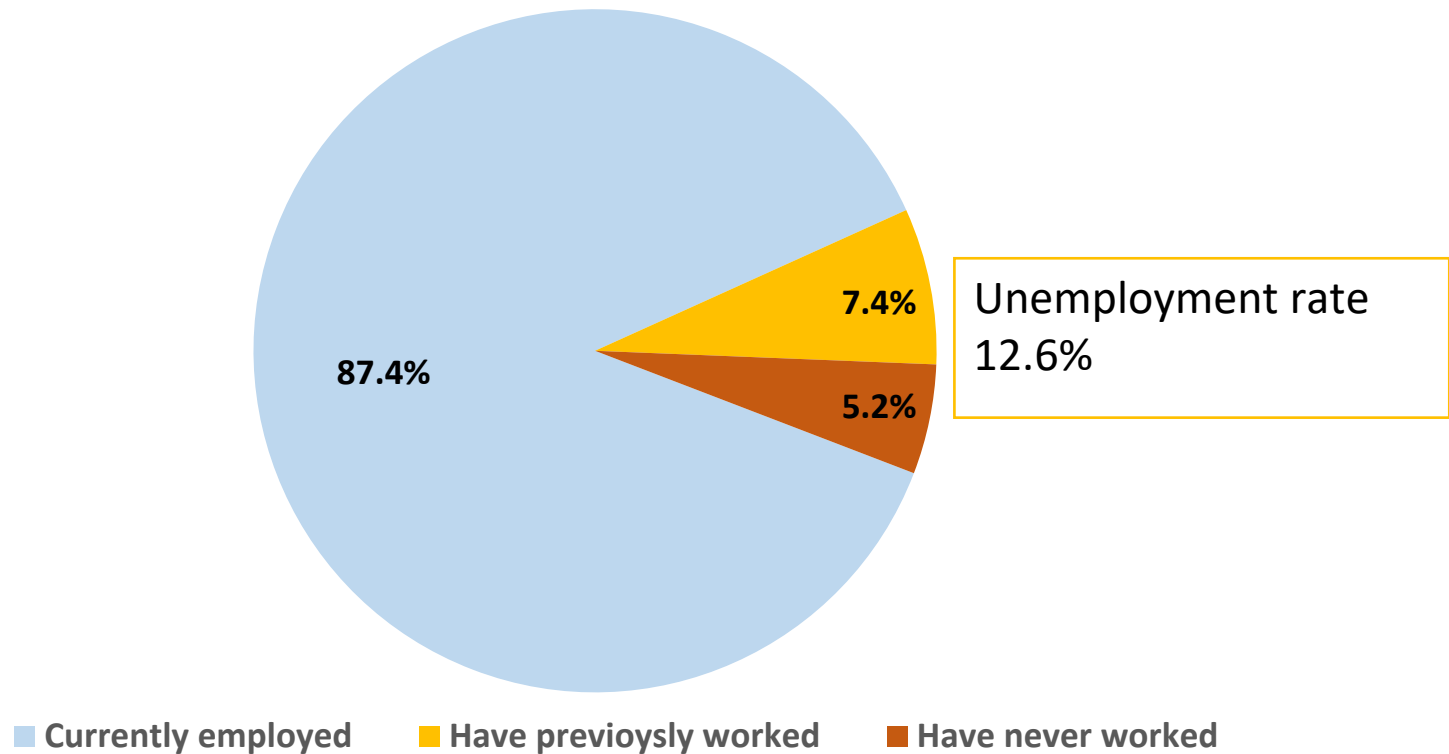


The employment rate for EUC alumni increased by ten points to 87% in 2018-2019, compared to 77% for 2015-16 and 2014-2015.

Analysis of Unemployment Rate

N=462

Analysis of unemployment Rate

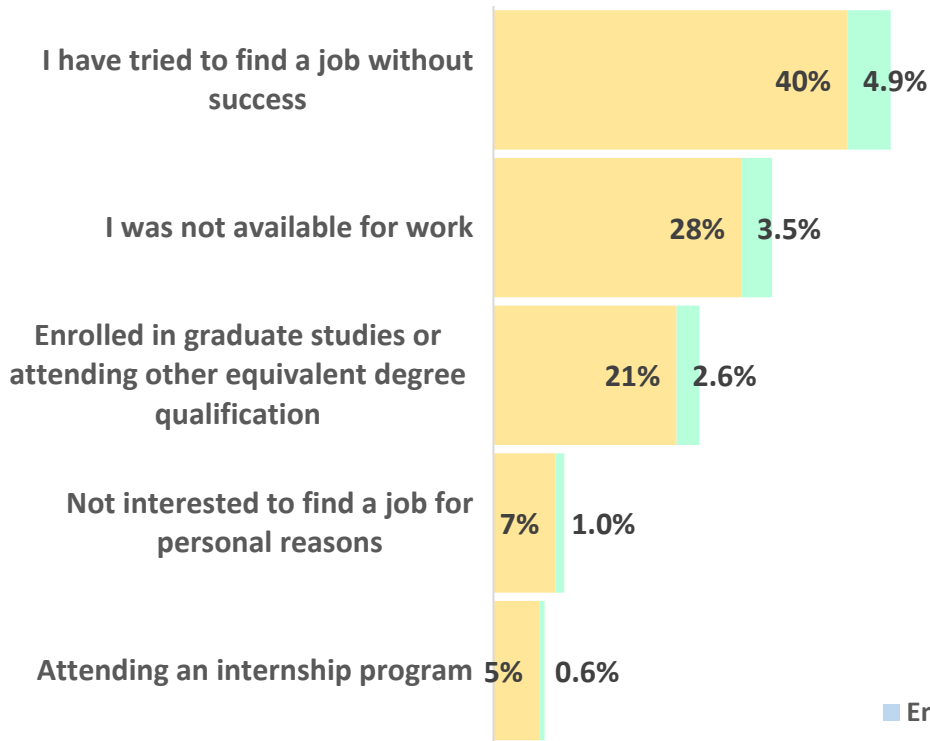


The employment rate of EUC graduates is 87.4%. The overall unemployment rate is 12.6%, distributed at 7.4% for those who have worked in the past and 5.2% for graduates who have never worked.

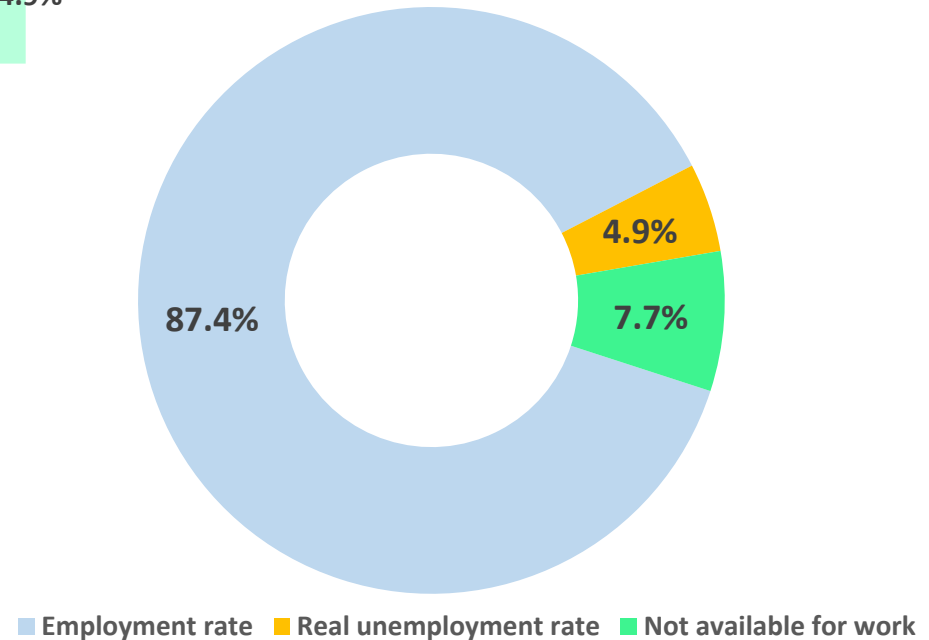
Did you work in the past?

Reasons for Not Currently Working and Real Unemployment Rate

Reasons for not currently working



Employment and real unemployment rate N=462



■ Currently unemployed (N=58) ■ % on total alumni (N=462)

Forty percent of EUC's unemployed graduates have tried to find a job without success. The corresponding figure for the total number of alumni is 4.9%, and this number represents the real unemployment rate among EUC's graduates. The remaining graduates who are not currently working do not fall into the unemployment category definition since they were not actively looking for work for various personal reasons or due to participation in postgraduate studies or internship programs.

Which of the following statement applies to you?

I. Employed Graduates



Employment Status by Program of Study



European
University Cyprus

N=462

Programs of Study	N	Employed	Not Employed
Accounting (4 years, Bachelor)	15	14	1
Business Studies (4 years, Bachelor)	11	10	1
Διοίκηση Επιχειρήσεων (4 Έτη, Πτυχίο)	14	10	4
Economics (4 years, Bachelor)	1	1	-
Energy Resources Management [Oil & Gas] (4 Years, Bachelor)	1	1	-
Hotel,Tourism&Events Mgt.(4 years,Bachelor)	5	3	2
Management (4 years, Bachelor)	1	-	1
Management and Leadership (4 years, Bachelor)	2	1	1
Marketing Communications & Social Media (4 years, Bachelor)	1	1	-
Sports Management(4 Years,Bachelor)	1	1	-
Business Administration (18 months,Master)	3	3	-
Business Administration (2 years,Master)	8	8	-
Διοίκηση Επιχειρήσεων (18 μήνες,Μεταπτ.)	1	1	-
Διοίκηση Επιχειρήσεων-Εξ Αποστάσεως (18 μήνες,Μεταπτυχιακό)	9	8	1
Master in Business Administration-Distance Education (18 months, Master)	6	5	1
(DEU) Business Administration-Distance Education (2 years,Master)	9	8	1
English Language & Literature(4 Years, Bachelor)	2	1	1
Graphic Design (4 years, Bachelor)	3	2	1
Νηπιαγωγικά (4 Έτη, Πτυχίο)	10	9	1
Music (4 Years, Bachelor)	2	2	-
Εικαστικές Τέχνες στην Εκπαίδευση (Μεταπτ.)	2	2	-
Επαγγελματικός Προσανατολισμός και Συμβουλευτική (18 Μήνες, Μεταπτυχιακό)	2	1	1
(DEU) Επαγγελματικός Προσανατολισμός και Συμβουλευτική-Εξ Αποστάσεως (18 Μήνες Μεταπτυχιακό)	10	10	-
Επιστήμες της Αγ.:Ειδική(Ενιαία) Εκπ.(Master)	2	2	-
ΕΠΙΣ.ΤΗΣ ΑΓΩΓΗΣ- ΕΙΔΙΚΗ (ΕΝΙΑΙΑ) ΕΚΠΑΙΔΕΥΣΗ-ΕΞ ΑΠΟΣΤΑΣΕΩΣ (18 ΜΗΝΕΣ ΜΕΤΑΠΤ)	96	86	10

Employment Status by Program of Study

N=462

Programs of Study	N	Employed	Not Employed
(DEU) Επιστ.της Αγωγής: Εκπαιδευτική διοίκηση & Ηγεσία-Εξ Αποστάσεως (18 Μήν.Μεταπτ)	3	3	-
ΕΠΙΣ.ΤΗΣ ΑΓΩΓΗΣ - ΕΚΠΑΙΔΕΥΤΙΚΗ ΗΓΕΣΙΑ - ΕΞ ΑΠΟΣΤΑΣΕΩΣ (18 ΜΗΝΕΣ, ΜΕΤΑΠΤΥΧΙΑΚΟ)	23	23	-
ΕΠΙΣ.ΤΗΣ ΑΓΩΓΗΣ - ΠΡΩΤΗ ΑΓΩΓΗ ΚΑΙ ΕΚΠΑΙΔΕΥΣΗ- ΕΞ ΑΠΟΣΤΑΣΕΩΣ (18 ΜΗΝ. ΜΕΤΑΠΤ.)	7	6	1
ΕΠΙΣ.ΤΗΣ ΑΓΩΓΗΣ - ΤΕΧΝΟΛΟΓΙΕΣ ΜΑΘΗΣΗΣ ΚΑΙ ΕΠΙΚΟΙΝΩΝΙΑΣ- ΕΞ ΑΠΟΣΤΑΣΕΩΣ (18 ΜΗΝΕΣ ΜΕΤΑΠΤΥΧΙΑΚΟ)	9	8	1
(DEU) English Language and Literature-Distance Education (18 months, Master)	1	1	-
(DEU) Music Education-Distance Education (18 Months, Master)	4	4	-
(DEU) Public Administration-Distance Education (18 Months,Master)	14	12	2
PhD Education Sciences	2	2	-
Ψυχολογία (4 Έτη, Πτυχίο)	9	7	2
(DEU) Ψυχολογία-Εξ Αποστάσεως (4 Έτη, Πτυχίο)	3	3	-
Clinical Psychology (2 years, Master)	3	3	-
Counseling Psychology (2 years, Master)	1	1	-
Law (LLB), (4 Years, Bachelor)	15	13	2
Νομική (LLB), Κατευθ. Ελληνικού Δικαίου (4 Έτη, Πτυχίο)	6	3	3
Δημόσιο Δίκαιο (18 Μήνες, LLM)	2	2	-
Διεθνές Εμπορικό Δίκαιο (18 Μήνες, LLM)	5	5	-
Medicine (6 years, Doctor of Medicine)	4	1	3
Αθλητική Επιστ. & Φυσική Αγωγή(4 Έτη,Πτυχίο)	12	11	1
Ακτινοδιαγνωστική-Ακτινοθερ. (4 Έτη,Πτυχίο)	7	4	3
Βιολογικές Επ.:Γενική Βιολογία(4 Έτη,Πτυχίο)	4	2	2
Βιολογ. Επιστ.:Γενική Μικροβιολογία(4 Έτη,Πτυχίο)	2	2	-
Computer Engineering (4 years, Bachelor)	3	2	1
Computer Science (4 years, Bachelor)	7	7	-
Information Syst. (Web Technol.) (4 years, Bachelor)	3	2	1
Computer Science (18 Months, Master)	1	1	-

Employment Status by Program of Study

N=462

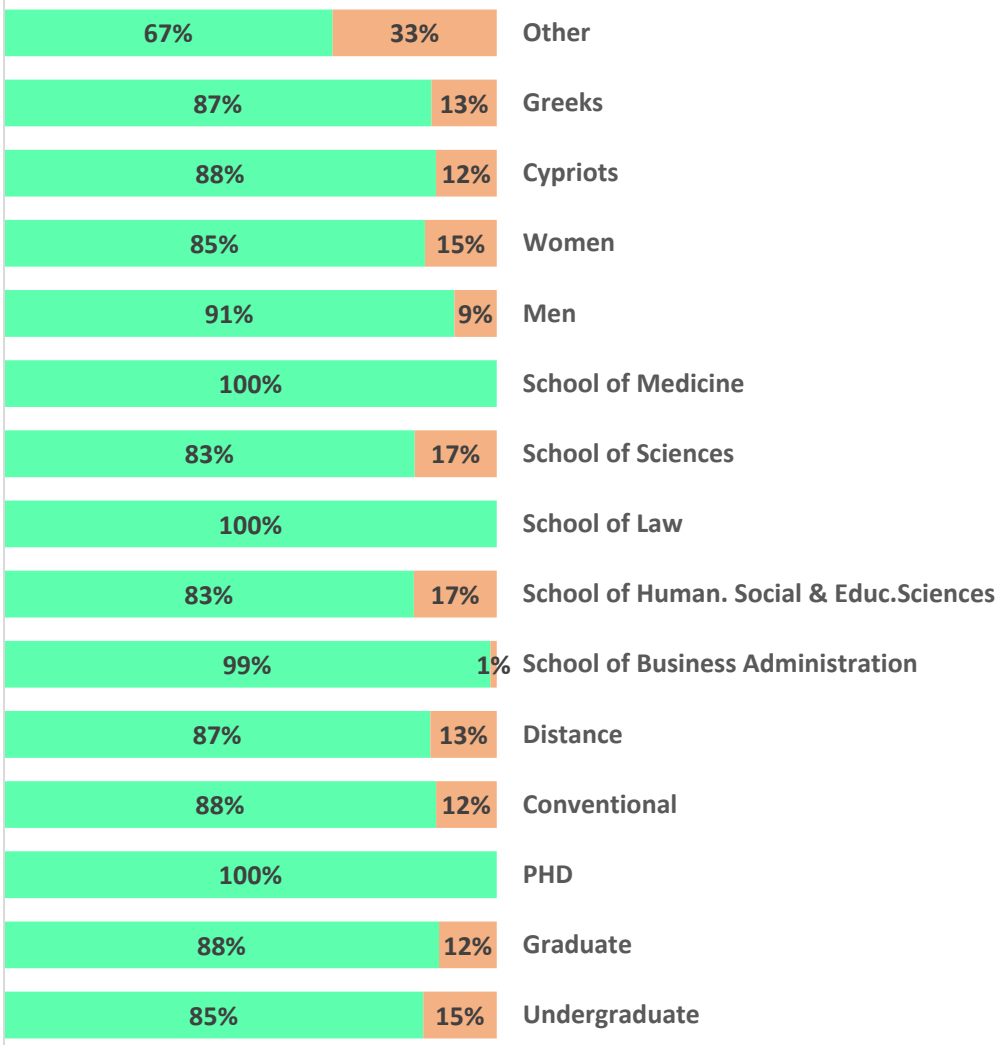
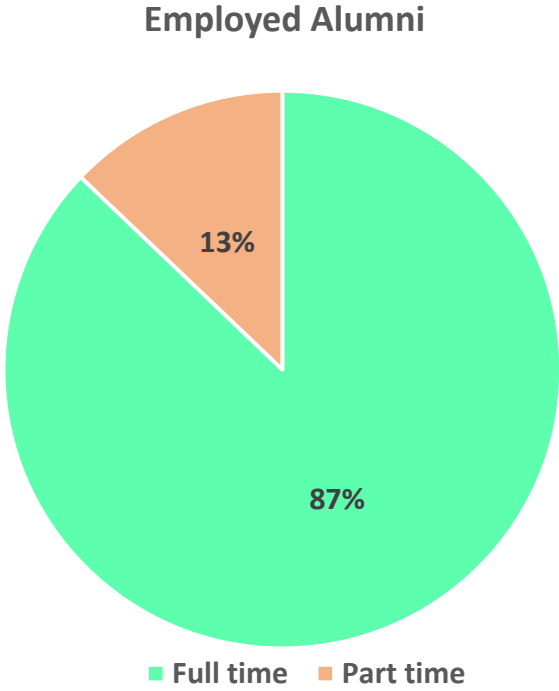


European
University Cyprus

Programs of Study	N	Employed	Not Employed
Cybersecurity (18 months, Master)	1	-	1
Information Systems (18 months, Master of Sciences)	1	1	-
(DEU) Information Systems-Distance Education (18 months, Master of Sciences)	1	1	-
Διατροφή & Διαιτολογία (4 Έτη, Πτυχίο)	5	4	1
Εφαρμοσμένη Διατροφή & Διαιτολογία (Διατροφή και Άσκηση) (18 Μήνες, Μεταπτυχιακό)	2	2	-
Εφαρμοσμένη Διατροφή & Διαιτολογία (Κλινική Διαιτολογία) (18 Μήνες, Μεταπτυχιακό)	4	4	-
Εργοθεραπεία (4 Έτη, Πτυχίο)	8	8	-
Λογοθεραπεία (4 Έτη, Πτυχίο)	11	7	4
Λογοπαθολογία (18 Μήνες, Μεταπτυχιακό)	1	1	-
Μαθηματικά (4 Έτη, Πτυχίο)	2	2	-
Νοσηλευτική (4 Έτη, Πτυχίο)	9	8	1
Νοσηλευτική (Κοινωνική) (18 Μήνες, Μεταπτυχιακό)	2	2	-
Νοσηλευτική (Ψυχιατρική- Ψυχική Υγεία) (18 Μήνες, Μεταπτυχιακό)	1	1	-
Μαιευτική (18 Μήνες, Μεταπτυχιακό)	1	1	-
(DEU) Δημόσια Υγεία-Εξ Αποστάσεως (18 Μήνες, Master)	16	15	1
PhD Public Health	1	1	-
Γεροντολογία (18 Μήνες, Μεταπτυχιακό)	1	1	-
Occupational Safety & Health (18 Months, Master)	5	5	-
PhD Occupational Safety & Health	1	1	-
Social Work (4 Years, Bachelor)	3	3	-
Φαρμακευτική (5 Έτη, Πτυχίο)	4	4	-
Φυσικοθεραπεία (4 Έτη, Πτυχίο)	12	11	1
Αθλητική Φυσικοθεραπεία (18 Months, Master)	2	2	-
Exomoiosis – Isotimia	1	1	-

Full and Part Time Employment

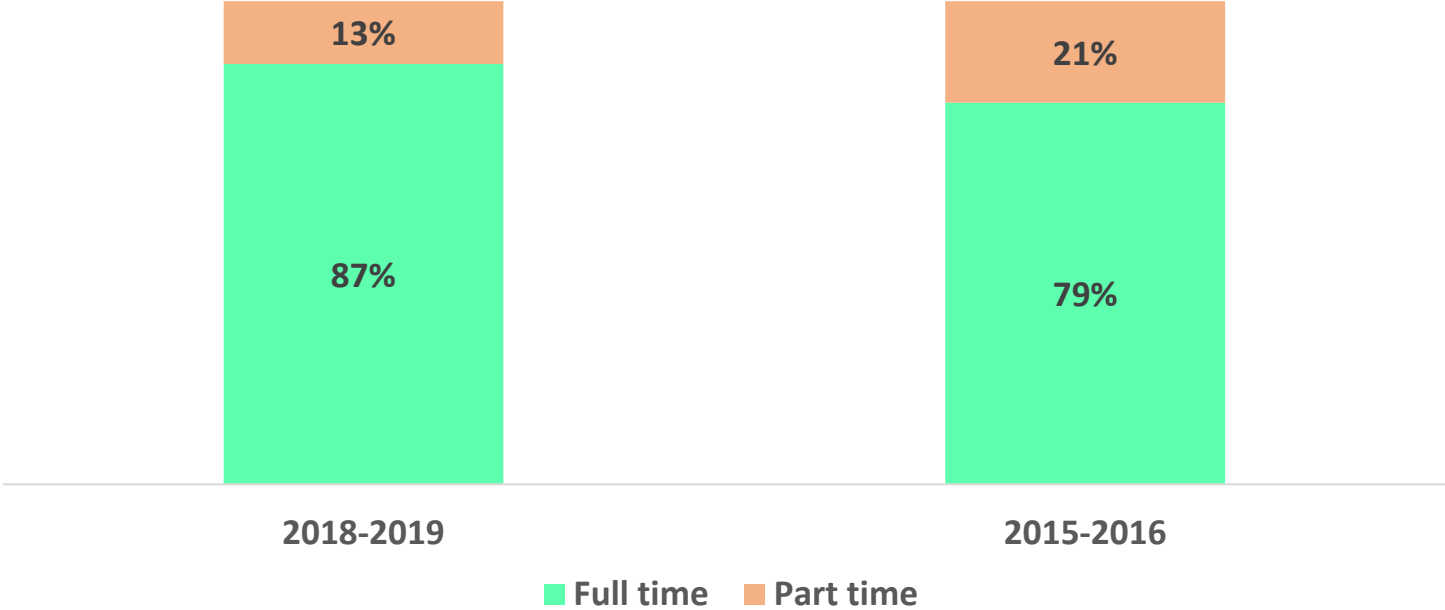
N=404



Are you in full or part time employment?

Comparison of Full and Part Time Employment by Academic Year

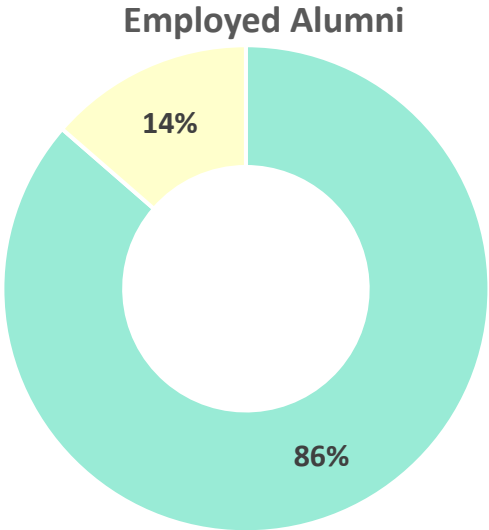
Comparison of full and part time employment by academic year



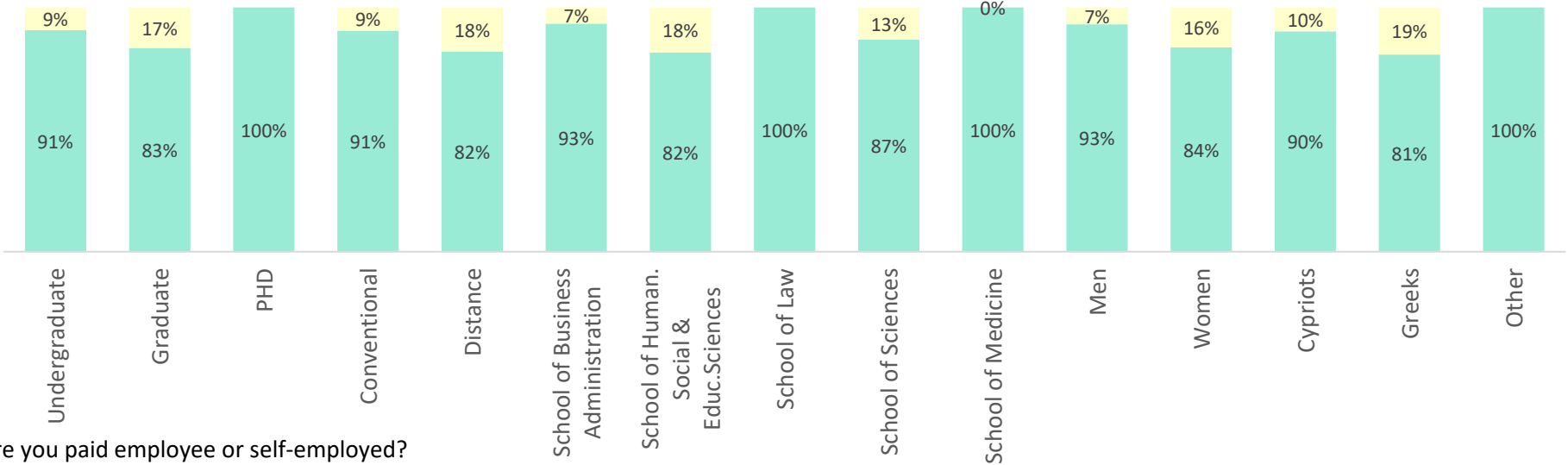
Full time employment for EUC graduates increased by eight points to 87% in 2018-2019, compared to 79% for 2015-16.

Self and Paid Employment

N=404



■ Paid employment ■ Self employment

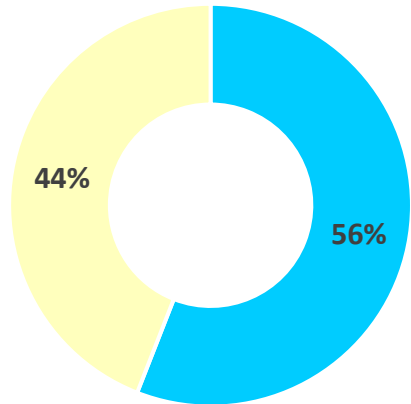


Are you paid employee or self-employed?

Length of Time to Find Employment after they Started their Job Search

N=404

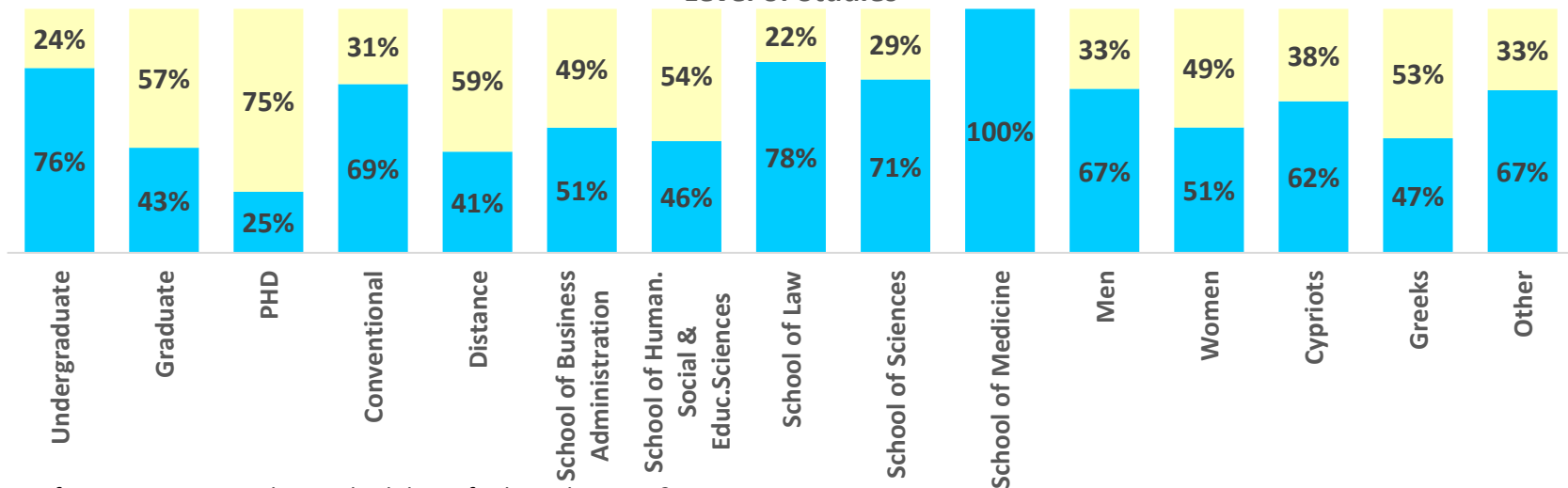
Employed Alumni



The majority 56%, found a job after their graduation, while 44% were working during their studies. The incidence of finding a job after graduation is significantly higher among undergraduates.

■ Found a job after graduation ■ Already working before graduation

Level of Studies

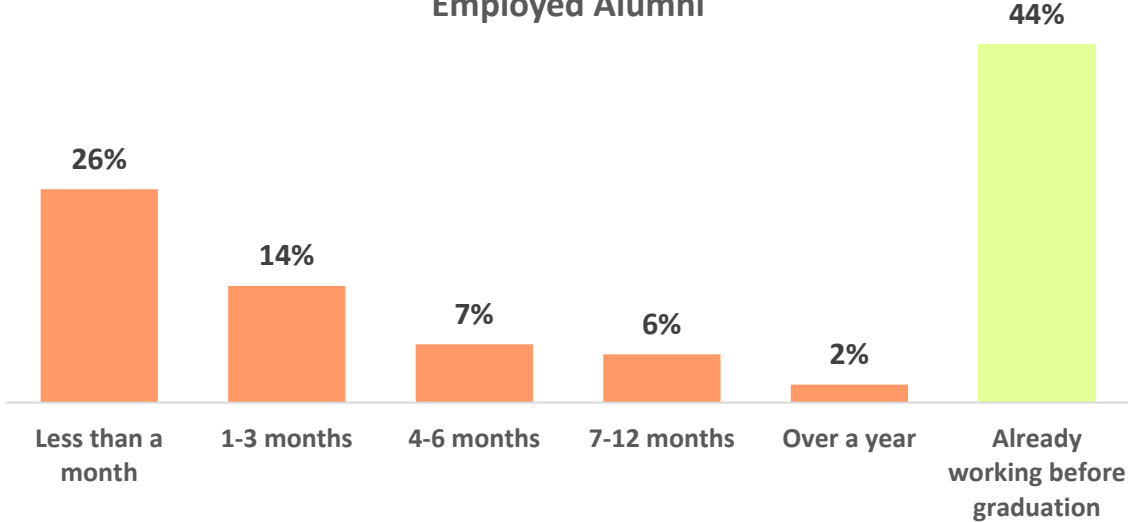


How long after starting your job search, did you find employment?

Length of Time to Find Employment after they Started their Job Search

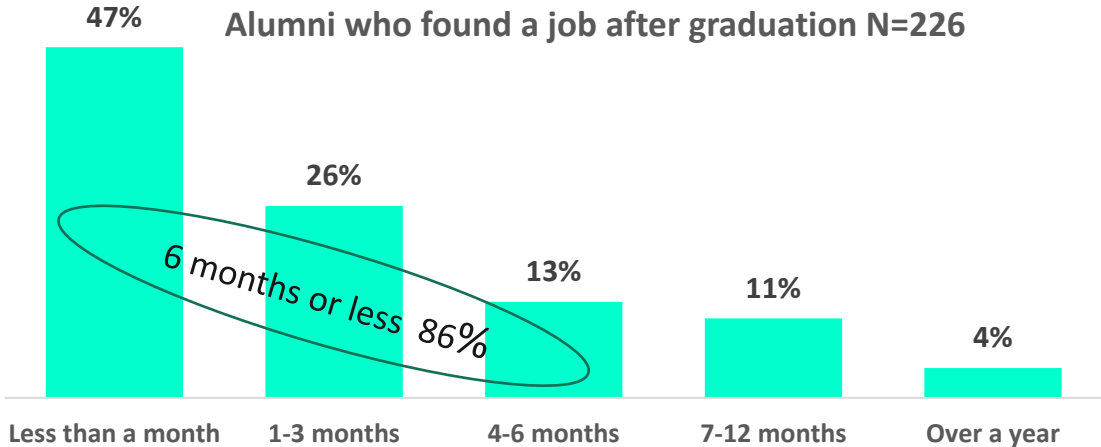
N=404

Employed Alumni



Twenty six percent of the alumni who are currently working, were employed in less than a month after graduation. Forty seven percent were employed within six months after graduation.

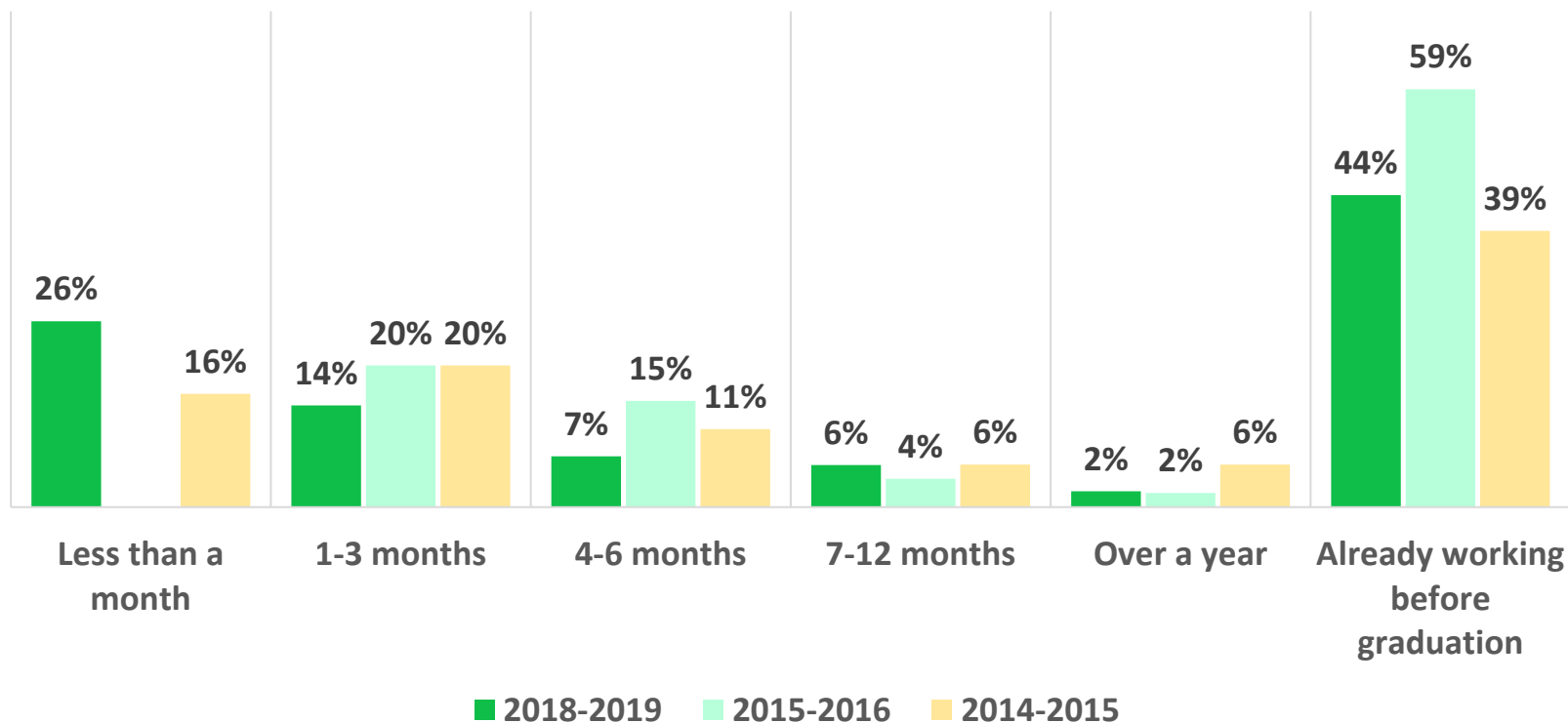
Alumni who found a job after graduation N=226



Forty seven percent of the alumni who were not working during their studies, were employed in less than a month after graduation. Overall, the percentage of alumni who found a job in six months or less after graduation is 86%.

Comparison of Length of Time to Find Employment by Academic Year

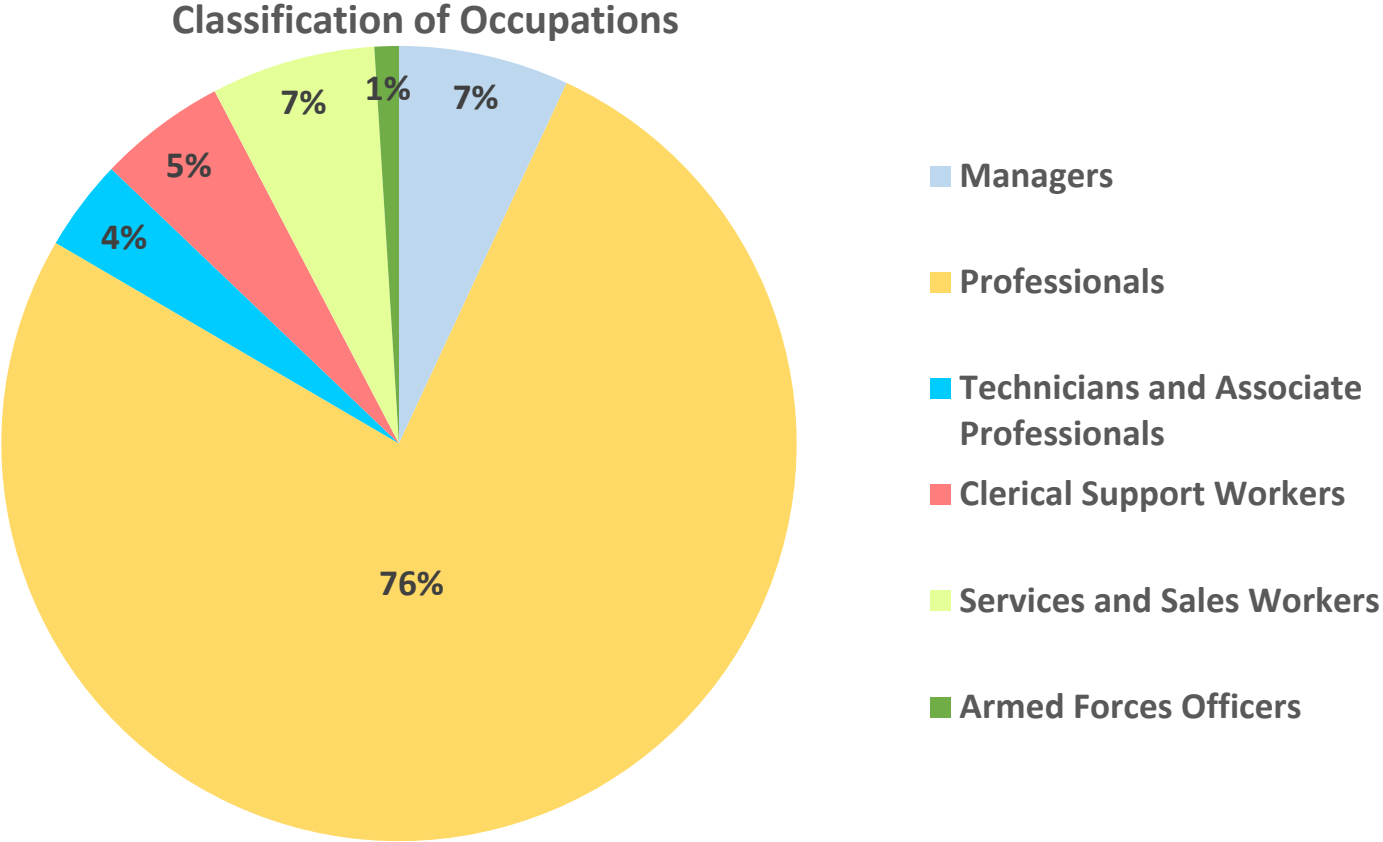
Comparison of length of time to find employment by academic year



The number of EUC's graduates who found employment in less than a month increased from 16% in 2014-2015 to 26% in 2018-2019.

Occupation Classification¹ by Major Groups

N=404

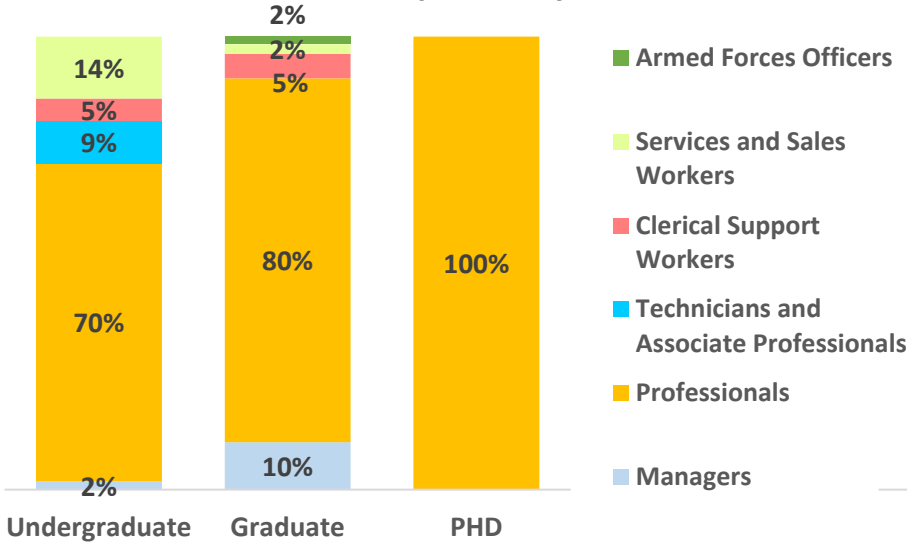


Managers account for 7% of alumni, while Professionals comprise the largest category with 76%. The other occupation groups are Technicians and Associate Professionals 4%, Clerical Support Workers 5%, Services and Sales Workers 7% and Armed Forces Officers 1%.

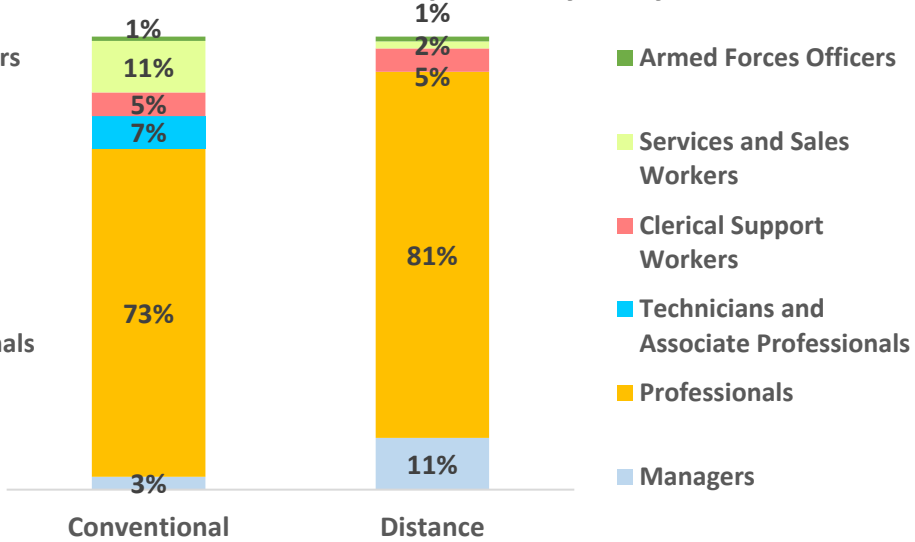
Occupation Classification¹ by Major Groups

N=404

Classification of occupations by level of studies



Classification of occupations by study method



	School of Business Administration	School of Human. Social & Education Sciences	School of Law	School of Sciences	School of Medicine	Cypriots	Greeks
Managers	7%	9%	9%	3%	-	5%	10%
Professionals	68%	80%	91%	73%	100%	71%	84%
Technicians and Associate Professionals	5%	-	-	10%	-	6%	1%
Clerical Support Workers	9%	5%	-	4%	-	6%	2%
Services and Sales Workers	7%	6%	-	10%	-	10%	2%
Armed Forces Officers	4%	-	-	1%	-	1%	1%

Note 1: Based on International Standard Classification of Occupations (ISCO)

Detailed Analysis of Occupation

N=404

Detailed Occupations by Level of Studies (Ranking 1-20)	Employed Alumni	Undergraduate	Graduate	PHD
Secondary Education Teacher	9%	-	16%	-
Primary Education Teacher	9%	2%	14%	25%
Special Education Teacher	4%	-	7%	-
Accountant	4%	6%	3%	-
Nursery Teacher	3%	3%	4%	-
Nurse	3%	4%	3%	-
Administrative Officer	3%	3%	3%	-
Lawyer Trainee	3%	6%	-	-
Fitness Instructor	3%	6%	-	-
Physiotherapist	2%	5%	0.4%	-
Sales Person	2%	4%	1%	-
Lawyer	2%	2%	2%	-
Psychologist	2%	2%	2%	-
Education Manager	2%	1%	2%	-
Music Teacher	2%	1%	2%	-
Occupational Therapist	2%	4%	-	-
Dietician	2%	2%	2%	-
IT Programmer, Developer	2%	3%	1%	-
Secretary	2%	-	3%	-
Barista/ Barman/ Waiter	2%	3%	0.4%	-

What is your current job position?

Detailed Analysis of Occupation

N=404

Detailed Occupations by Level of Studies (Ranking 21-40)	Employed Alumni	Undergraduate	Graduate	PHD
Office Clerk	1%	2%	1%	-
Public Administration Manager	1%	-	2%	-
Marketing, Sales Executive	1%	2%	1%	-
Speech Therapist	1%	2%	0.4%	-
Financial Advisor/Analyst	1%	2%	0.4%	-
Career Advisor	1%	1%	1%	-
School Principal	1%	-	2%	-
University & College Professor	1%	-	1%	25%
Medical Doctor	1%	1%	1%	-
Pharmacist	1%	2%	-	-
Biologist	1%	2%	0.4%	-
Armed Forces Officer	1%	-	2%	-
Retail & Wholesale Trade Manager	1%	-	1%	-
Vocational Training Teacher	1%	-	1%	-
Cashier	1%	2%	-	-
Bank Executive	1%	1%	1%	-
School Escort	1%	1%	0.4%	-
Legal Services Manager	0.4%	-	1%	-
Sales & Marketing Manager	0.4%	-	1%	-
Information & Communication Tech. Services Manager	0.4%	1%	0.4%	-

Detailed Analysis of Occupation

N=404

Detailed Occupations by Level of Studies (Ranking 41-60)	Employed Alumni	Undergraduate	Graduate	PHD
Hotel Supervisor	0.4%	1%	0.4%	-
Human Resources Executive	0.4%	1%	0.4%	-
Teacher/ Tutor other	0.4%	-	1%	-
Supervisor Nurse	0.4%	-	0.4%	25%
Radiologist Technician	0.4%	1%	-	-
Health Inspector	0.4%	-	1%	-
Health & Safety Officer	0.4%	-	1%	-
Computer Engineer	0.4%	1%	0.4%	-
Electrical Engineer	0.4%	-	1%	-
Customer Service	0.4%	1%	-	-
Receptionist	0.4%	1%	-	-
Bank Clerk	0.4%	1%	-	-
Insurance Agent	0.4%	1%	-	-
Security Guard	0.4%	-	1%	-
Hotel Manager	0.2%	1%	-	-
Personal Services Manager	0.2%	-	0.4%	-
Insurance Services Manager	0.2%	-	0.4%	-
Restaurant/Bar Supervisor	0.2%	1%	-	-
Political Office Supervisor	0.2%	1%	-	-
Retail Trade Supervisor	0.2%	1%	-	-

Detailed Analysis of Occupation

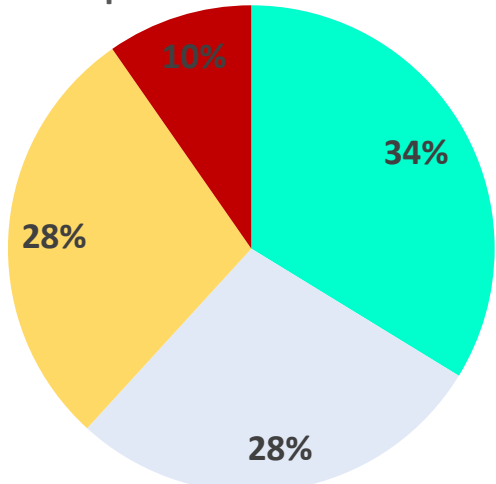
N=404

Detailed Occupations by Level of Studies (Ranking 61-82)	Employed Alumni	Undergraduate	Graduate	PHD
Construction Office Supervisor	0.2%	1%	-	-
Press Officer	0.2%	1%	-	-
Event Organizer	0.2%	1%	-	-
Procurement Officer	0.2%	-	0.4%	-
Compliance Officer	0.2%	-	0.4%	-
Graphic Designer	0.2%	1%	-	-
Scientific Associate	0.2%	-	-	25%
Social Worker	0.2%	-	0.4%	-
Clinical Monitoring	0.2%	-	0.4%	-
Veterinarian	0.2%	-	0.4%	-
Environmental Consultant	0.2%	-	0.4%	-
Agronomist	0.2%	-	0.4%	-
Data Analyst	0.2%	-	0.4%	-
Systems Administrator	0.2%	1%	-	-
Civil Engineer	0.2%	-	0.4%	-
Wind Turbine Engineer	0.2%	-	0.4%	-
Telephone Operator	0.2%	-	0.4%	-
Clearing & Forwarding Agent	0.2%	1%	-	-
Casino Operator	0.2%	-	0.4%	-
Visual Artist	0.2%	-	0.4%	-
Choreographer	0.2%	-	0.4%	-
Beautician	0.2%	1%	-	-

Occupation Classification¹ Level

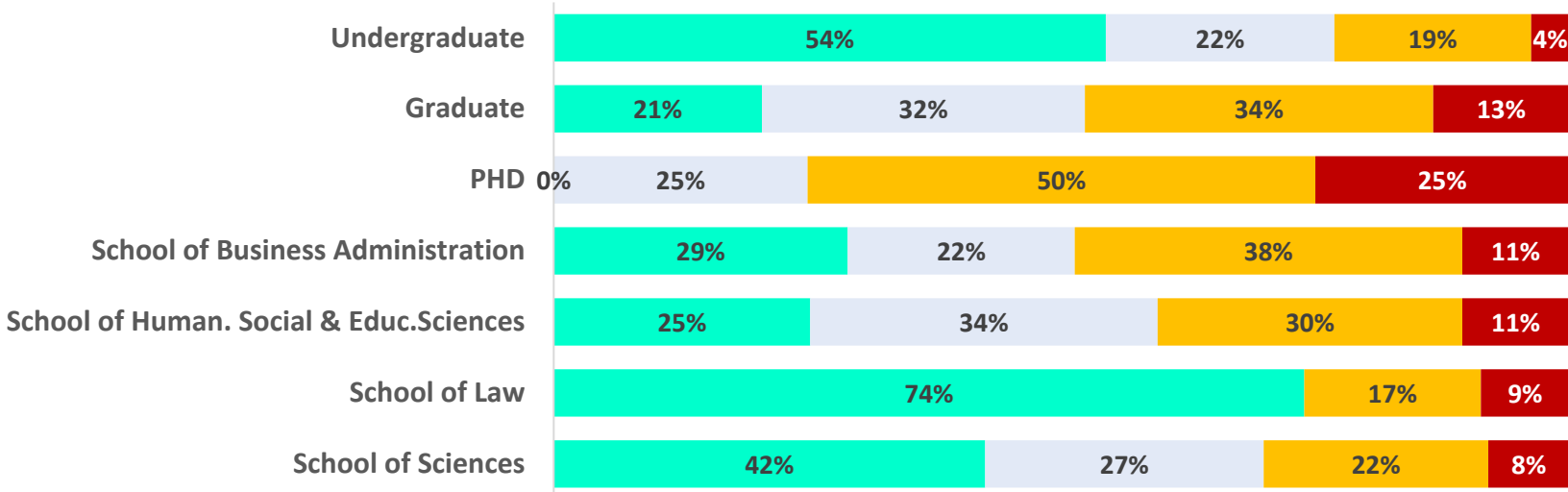
N=404

Occupation Classification Level



According to 34% of 2018-19 graduates, their job position falls into the entry level group. The corresponding percentage among undergraduates is 54%, while among alumni of the School of Law reaches 74%. Twenty eight percent respectively fall in the category of officers and middle level, while 10% said they hold a managerial position.

■ Entry level ■ Officer ■ Middle level ■ Managerial Level



What is your job position level

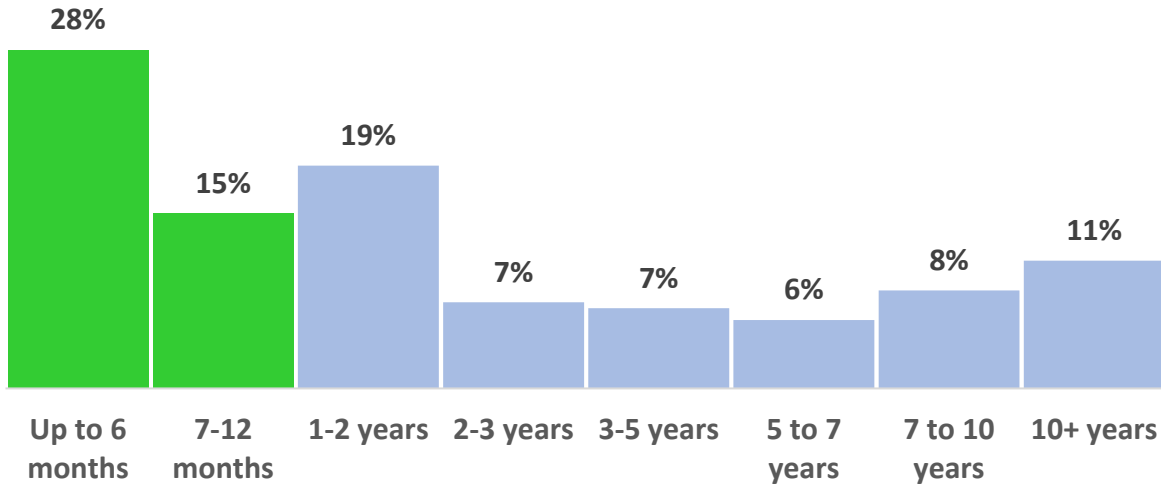
Note 1: As classified by respondents



Duration of Employment in Current Position

N=404

Duration of employment in current position



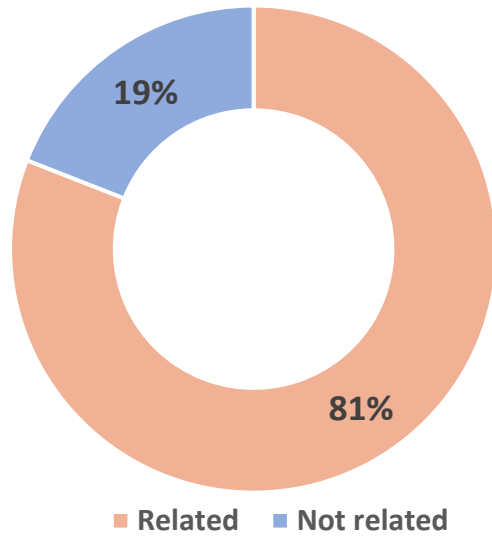
Forty three percent are employed 12 or less months in their current position while the duration of employment for 19% is one to two years. Fourteen percent are employed two to five years and an equal number are employed five to ten years. Eleven percent are holding their current position more than ten years.

	Undergraduate	Graduate	PHD	School of Business Administration	School of Human. Social & Education Sciences	School of Law	School of Sciences
Up to 6 months	43%	19%	-	21%	24%	48%	36%
7-12 months	23%	9%	-	11%	8%	30%	24%
1-2 years	22%	16%	50%	30%	16%	13%	16%
2-3 years	4%	9%	25%	8%	7%	-	8%
3-5 years	2%	10%	25%	8%	9%	-	4%
5 to 7 years	3%	8%	-	8%	7%	-	3%
7 to 10 years	2%	13%	-	7%	13%	4%	2%
10+ years	2%	17%	-	7%	14%	4%	9%

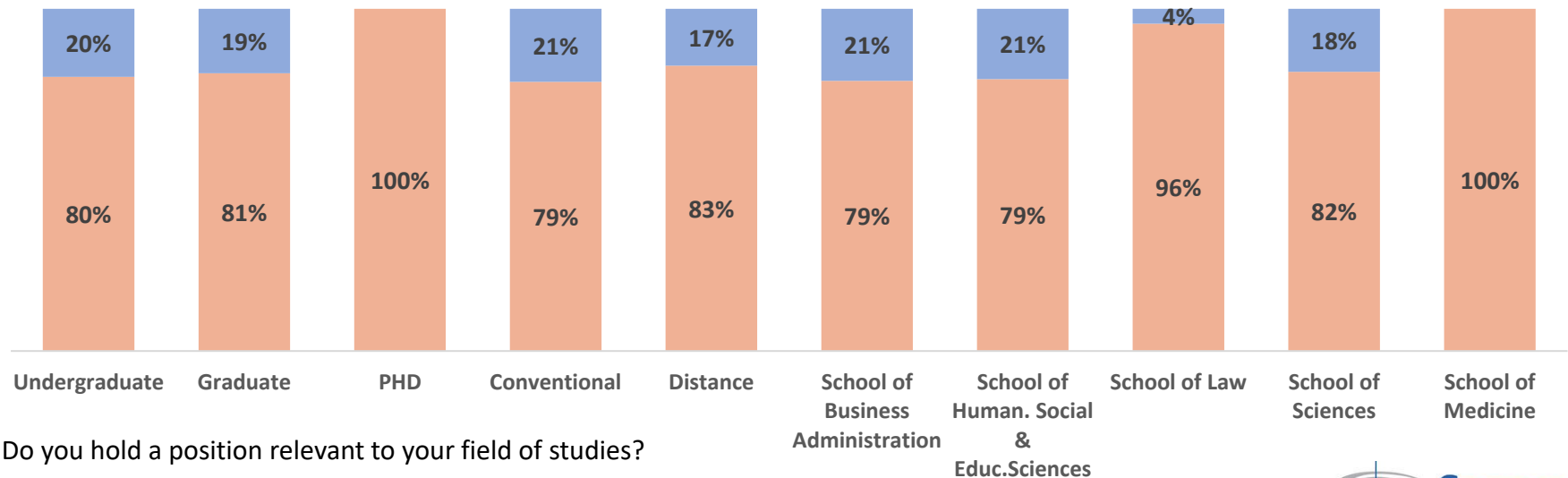
Relatedness of Occupation and Program of Study | European University Cyprus

N=404

Relatedness of program of study and occupation



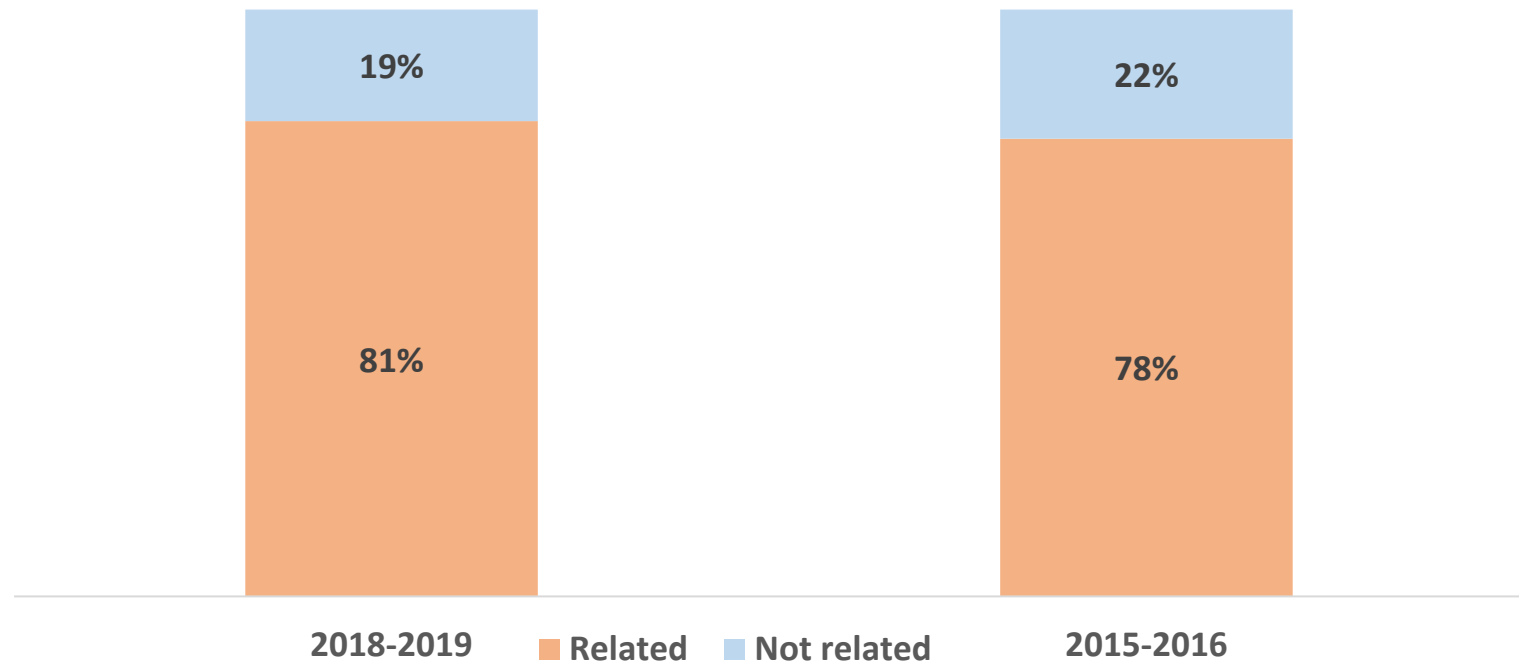
The majority 81% reported that their job relates to program of study. This view prevails across all alumni groups.



Do you hold a position relevant to your field of studies?

Comparison of Relatedness of Occupation and Program of Study by Academic Year

Comparison of relatedness of program of study and occupation by academic year

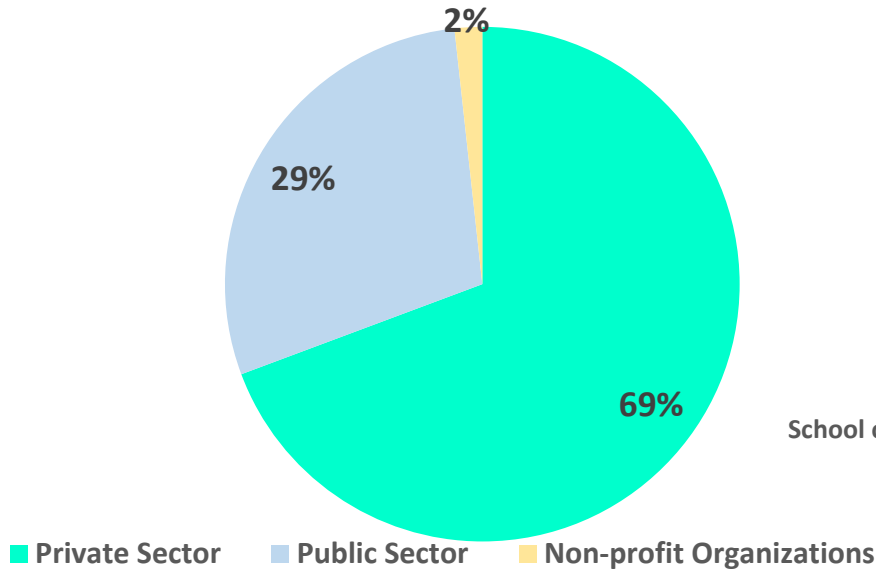


More graduates in 2018-2019 reported that their job relates to their program of study (81%), compared to 2015-2016 (78%).

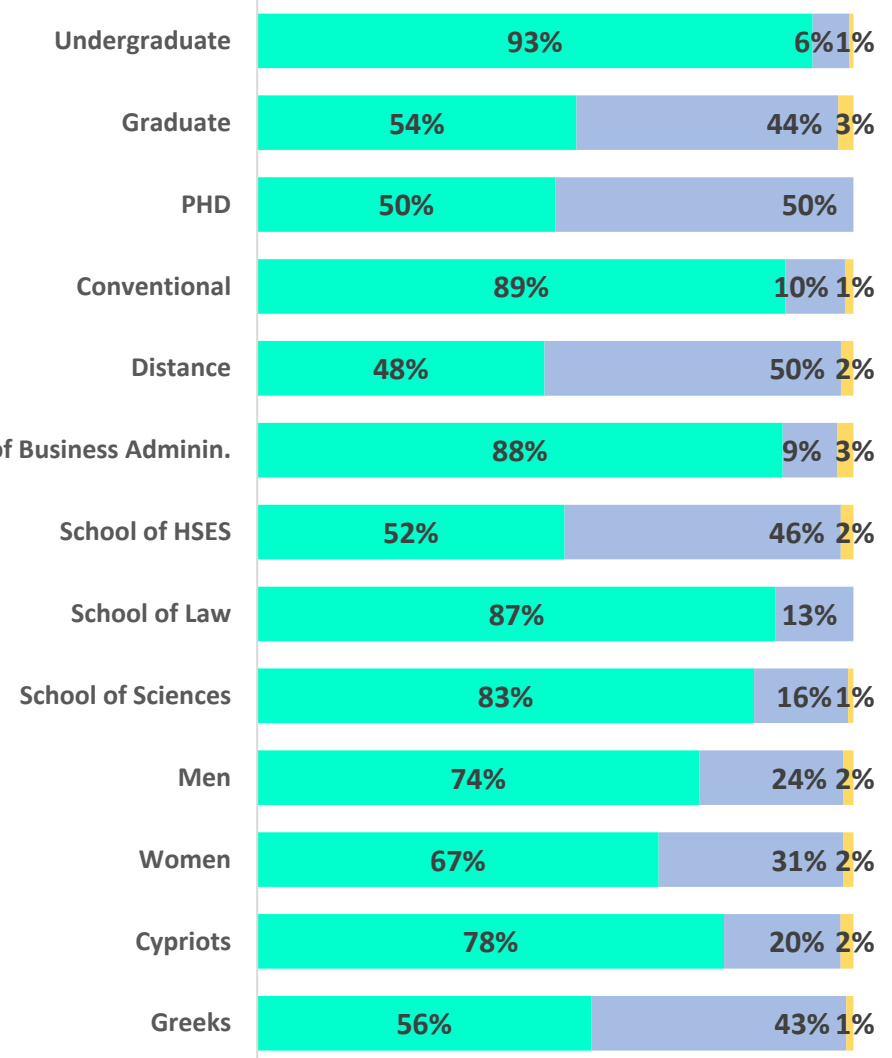
Employment by Major Sectors

N=404

Employment by major sectors



The majority 69% are employed in the private sector, 29% are public employees and 2% work in non-profit organizations. Employment in the public sector is higher among graduates, distance learning alumni, graduates of the School of Humanities, Social and Education Sciences and students from Greece.



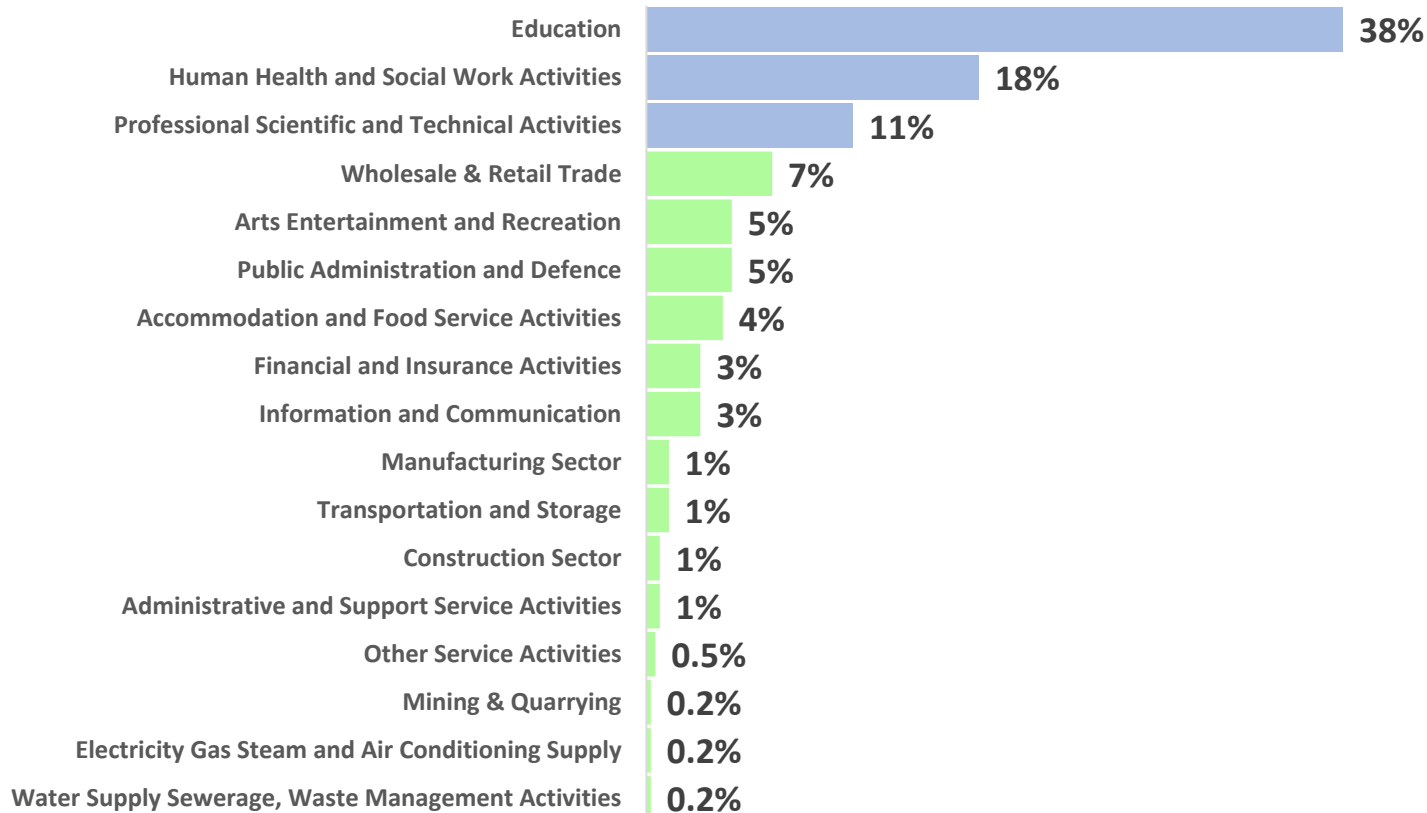
In which employment sector are you employed?

Employment by Economic Activity Classification¹



N=404

Employment by Economic Activity Classification



Most EUC graduates (38%) are employed in the Education sector, 18% are employed in the Human Health and Social Work Activities sector and 11% in the professional Scientific and Technical Activities sector. Other important sectors are Wholesale and Retail Trade 5%, Public Administration and Defence 5% and Accommodation and Food Service 4%.

In which sector of economic activity are you employed?

Note 1: Based on the Statistical Classification of Economic Activity (NACE Rev.2)

Employment by Economic Activity Classification¹

N=404

Economic Activity	Employed Alumni	School of Business Administration	School of Human. Social & Educ. Sciences	School of Law	School of Sciences	School of Medicine	Cypriots	Greeks
Education	38%	11%	72%	-	9%		23%	61%
Human Health and Social Work Activities	18%	1%	8%	-	50%	100%	23%	11%
Professional Scientific and Technical Activities	11%	24%	4%	83%	2%	-	13%	8%
Wholesale & Retail Trade	7%	16%	4%	-	7%	-	9%	4%
Arts Entertainment and Recreation	5%	4%	2%	-	11%	-	6%	4%
Public Administration and Defence	5%	8%	4%	9%	4%	-	5%	4%
Accommodation and Food Service Activities	4%	11%	2%	-	5%	-	5%	2%
Financial and Insurance Activities	3%	9%	1%	9%	1%	-	5%	1%
Information and Communication	3%	3%	1%	-	7%	-	4%	2%
Manufacturing Sector	1%	4%	1%	-	1%	-	2%	1%
Transportation and Storage	1%	4%	1%	-	1%	-	2%	1%
Construction Sector	1%	3%	1%	-	0.0%	-	1%	-
Administrative and Support Service Activities	1%	1%	-	-	2%	-	1%	1%
Other Service Activities	0.5%	-	1%	-	-	-	0.4%	1%
Mining & Quarrying	0.2%	1%	-	-	-	-	0.4%	-
Electricity Gas Steam and Air Conditioning Supply	0.2%	-	-	-	1%	-	0.4%	-
Water Supply Sewerage, Waste Management Activities	0.2%	-	1%	-	-	-	0.4%	-

Note 1: Based on the Statistical Classification of Economic Activity (NACE Rev.2)

Employment by Economic Activity Classification¹

N=404

Economic Activity	Employed Alumni	Undergraduate	Graduate	PHD	Conventional	Distance	Men	Women
Education	38%	12%	56%	75%	13%	66%	25%	44%
Human Health and Social Work Activities	18%	27%	13%	25%	27%	9%	16%	19%
Professional Scientific and Technical Activities	11%	18%	7%	-	18%	5%	14%	10%
Wholesale & Retail Trade	7%	11%	5%	-	9%	4%	9%	6%
Arts Entertainment and Recreation	5%	8%	3%	-	7%	2%	9%	3%
Public Administration and Defence	5%	-	8%	-	3%	7%	6%	4%
Accommodation and Food Service Activities	4%	8%	2%	-	8%	1%	5%	4%
Financial and Insurance Activities	3%	5%	2%	-	5%	1%	5%	2%
Information and Communication	3%	4%	2%	-	4%	2%	8%	1%
Manufacturing Sector	1%	2%	1%	-	1%	1%	2%	1%
Transportation and Storage	1%	2%	1%	-	1%	1%	-	2%
Construction Sector	1%	1%	1%	-	0.5%	1%	1%	1%
Administrative and Support Service Activities	1%	1%	0.4%	-	1%	1%	-	1%
Other Service Activities	0.5%	1%	0.4%	-	0.5%	1%	-	1%
Mining & Quarrying	0.2%	1%	-	-	0.5%	-	1%	-
Electricity Gas Steam and Air Conditioning Supply	0.2%	-	0.4%	-	0.5%	-	1%	-
Water Supply Sewerage, Waste Management Activities	0.2%	-	0.4%	-	0.5%	-	-	0.3%

Note 1: Based on the Statistical Classification of Economic Activity (NACE Rev.2)

Breakdown of Employment by Economic Activity



N=404

Economic Activity	Employed Alumni
Education	38.4%
Human Health and Social Work Activities	18.3%
Hospital and Medical Activities	15.6%
Psychological Services	1.2%
Social Services, Charity & Welfare	1.5%
Professional Scientific and Technical Activities	11.4%
Legal Activities	5.4%
Accounting & Auditing Activities	4.0%
Management Consultancy Activities	1.0%
Architectural & Engineering Activities	0.5%
Advertising Agencies	0.2%
Scientific Research & Development	0.2%
Wholesale & Retail Trade	7%
Arts Entertainment and Recreation	4.7%
Athletics Sports & Fitness Activities	3.5%
Creative arts & Entertainment	0.5%
Gambling and Betting Activities	0.5%
Museums, Galleries & Cultural Activities	0.2%

Breakdown of Employment by Economic Activity

N=404



European University Cyprus

Economic Activity	Employed Alumni
Public Administration and Defence	4.7%
Administration of the State and the Economic and Social Policy	3.5%
Armed Forces	1.2%
Accommodation and Food Service Activities	4.2%
Hotels and Similar Accommodation	2.2%
Food & Beverage Services	2.0%
Financial and Insurance Activities	3.0%
Banking & Financial Investments	2.2%
Insurance Sector	0.7%
Information and Communication	3.0%
Computer Programming, Consultancy and Related Activities	1.7%
Telecommunications	0.7%
Radio & TV Broadcasting	0.5%
Manufacturing Sector	1%

Breakdown of Employment by Economic Activity

N=404



European University Cyprus

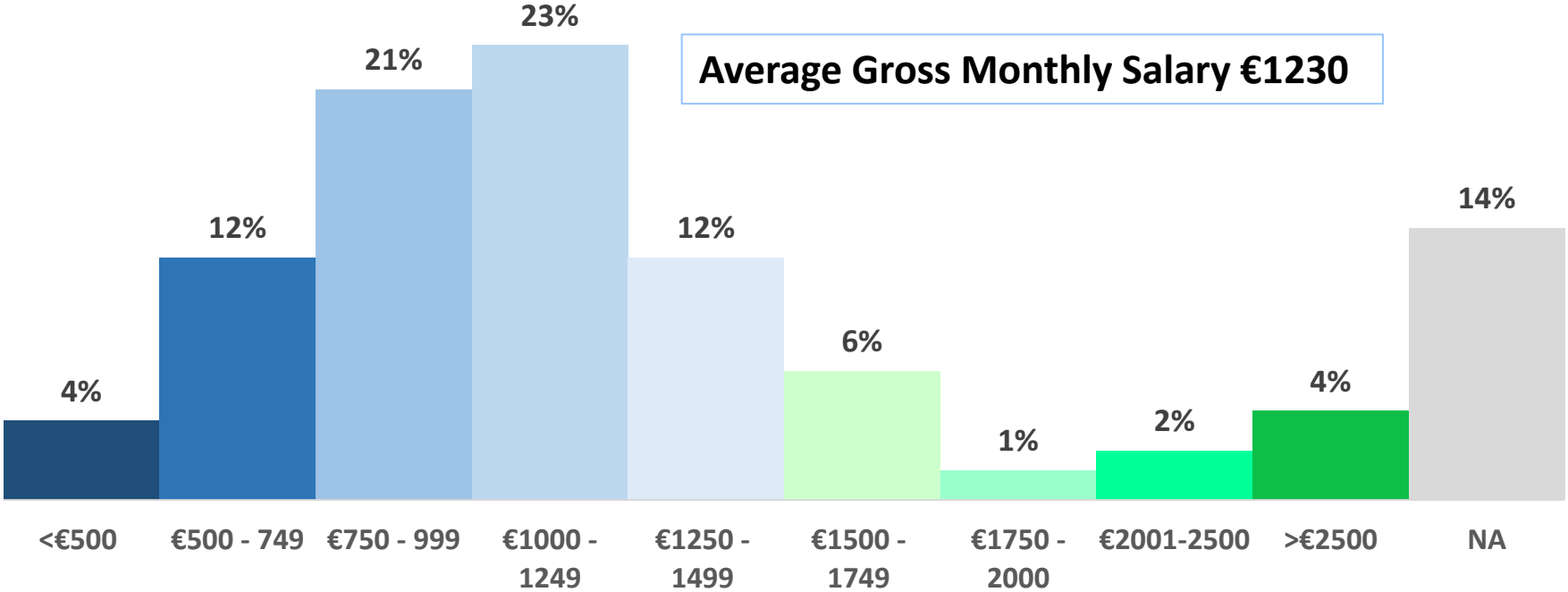
Economic Activity	Employed Alumni
Transportation and Storage	1%
Construction Sector	1%
Administrative and Support Service Activities	0.7%
Organisation of Events & Conventions	0.2%
Travel Agents	0.2%
Private Security Activities	0.2%
Other Service Activities	0.5%
Activities of Political Organisations	0.2%
Beauty Parlours and Spa	0.2%
Mining & Quarrying	0.2%
Electricity Gas Steam and Air Conditioning Supply	0.2%
Water Supply Sewerage, Waste Management Activities	0.2%

Gross Monthly Salary

N=404

Gross Monthly Salary

Average Gross Monthly Salary €1230



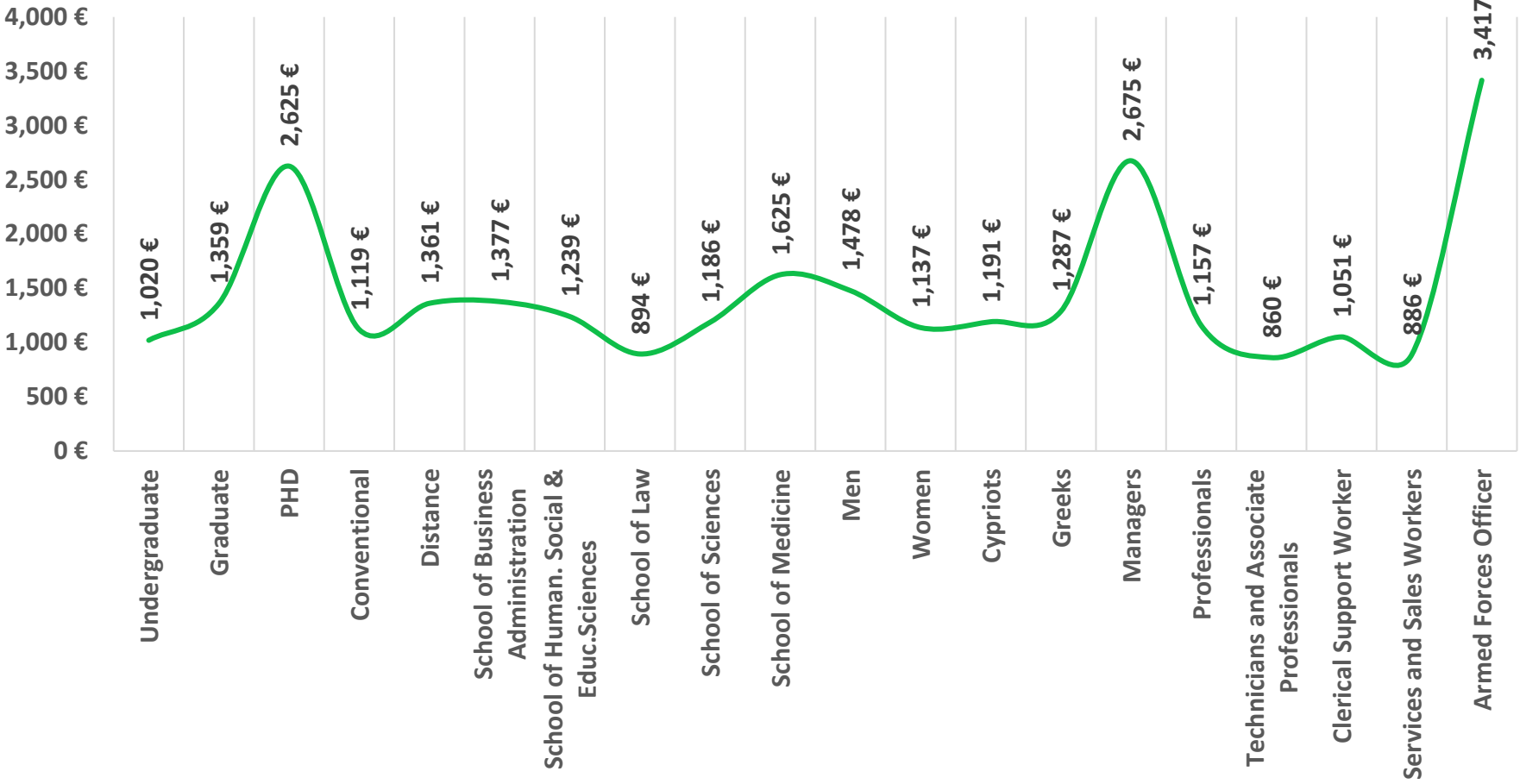
The average gross monthly salary is €1230. Thirty seven percent earn up to €1249, 18% earn €1250-1749, 3% are paid €1750-2500 and 4% earn more than €2500.

Can you please tell us what is your gross monthly income?

Average Gross Monthly Salary

N=404

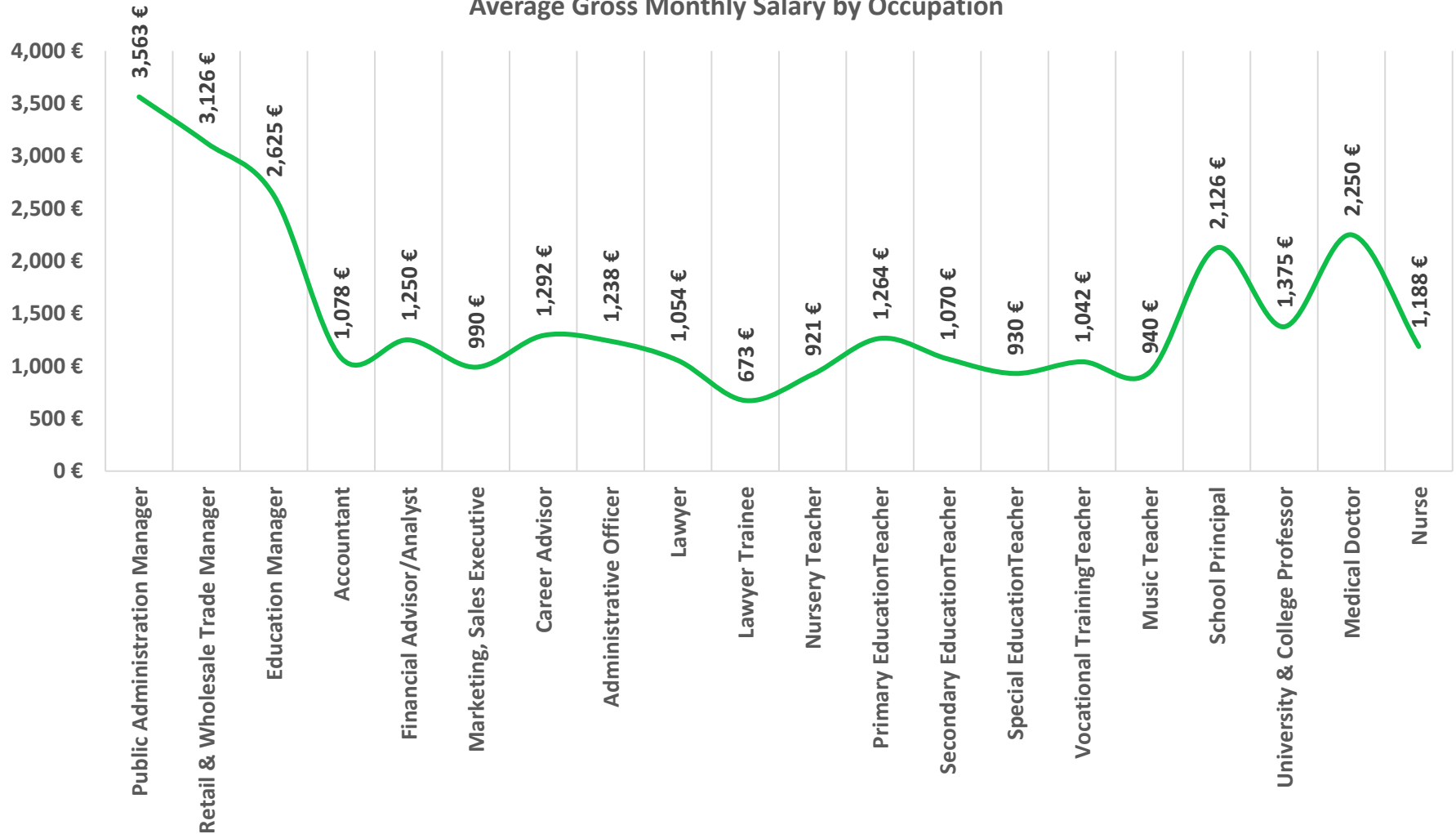
Average Gross Monthly Salary



Average Gross Monthly Salary by Occupation¹

N=404

Average Gross Monthly Salary by Occupation

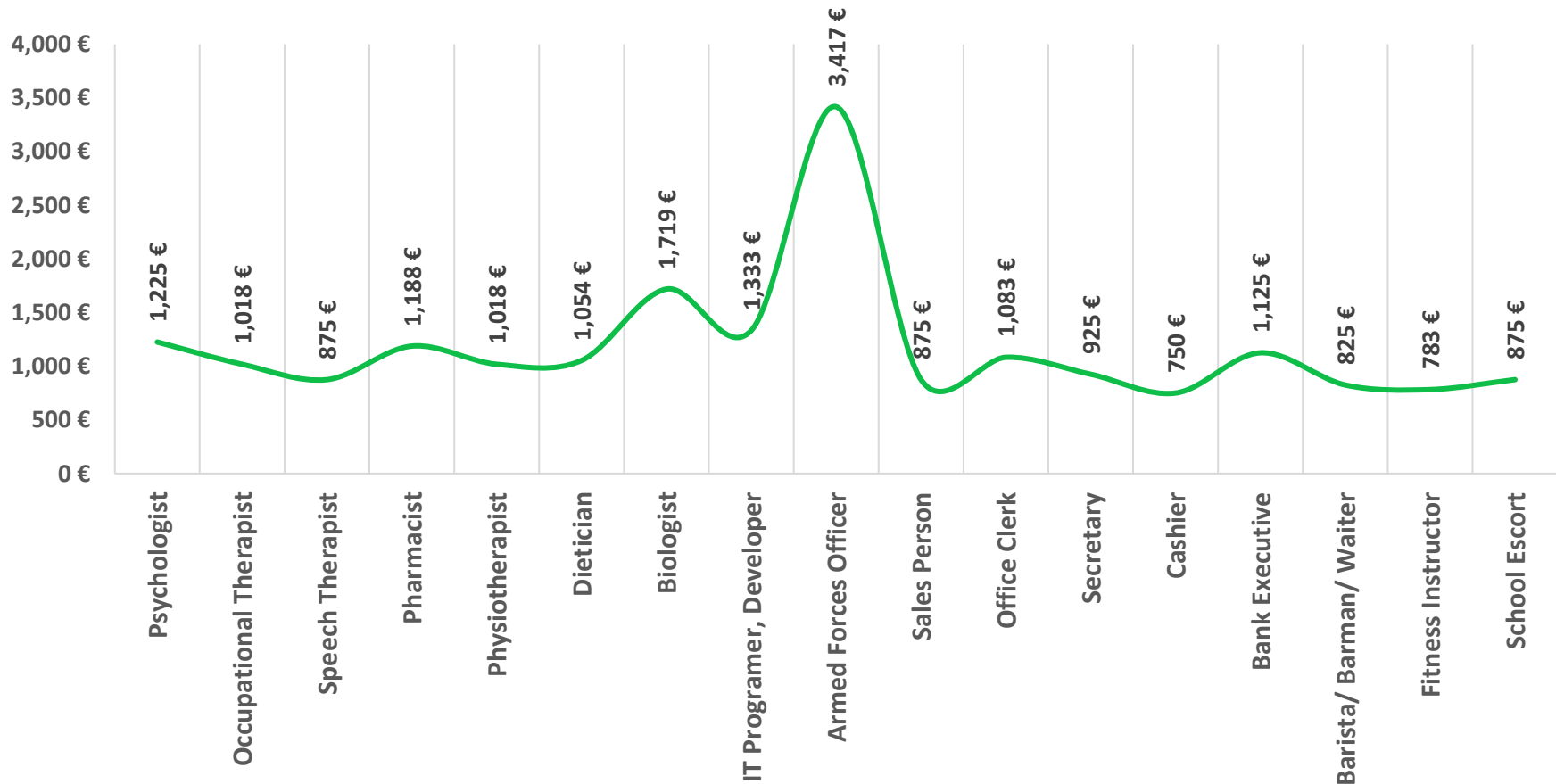


Note 1: Only occupations with 3 or more respondents are included

Average Gross Monthly Salary by Occupation¹

N=404

Average Gross Monthly Salary by Occupation



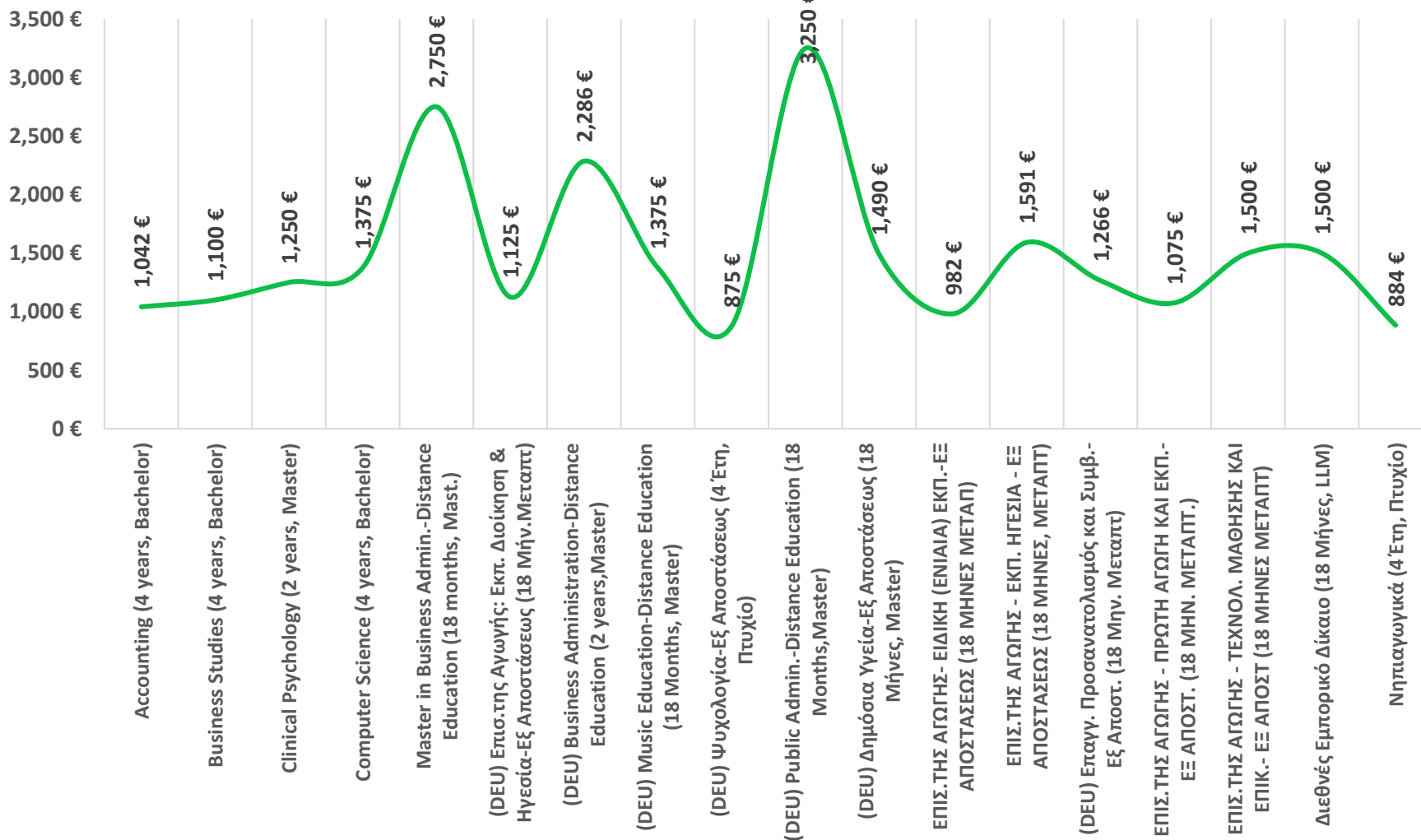
Note 1: Only occupations with 3 or more respondents are included

Average Gross Monthly Salary by Degree¹



N=404

Average Gross Monthly Salary by Degree



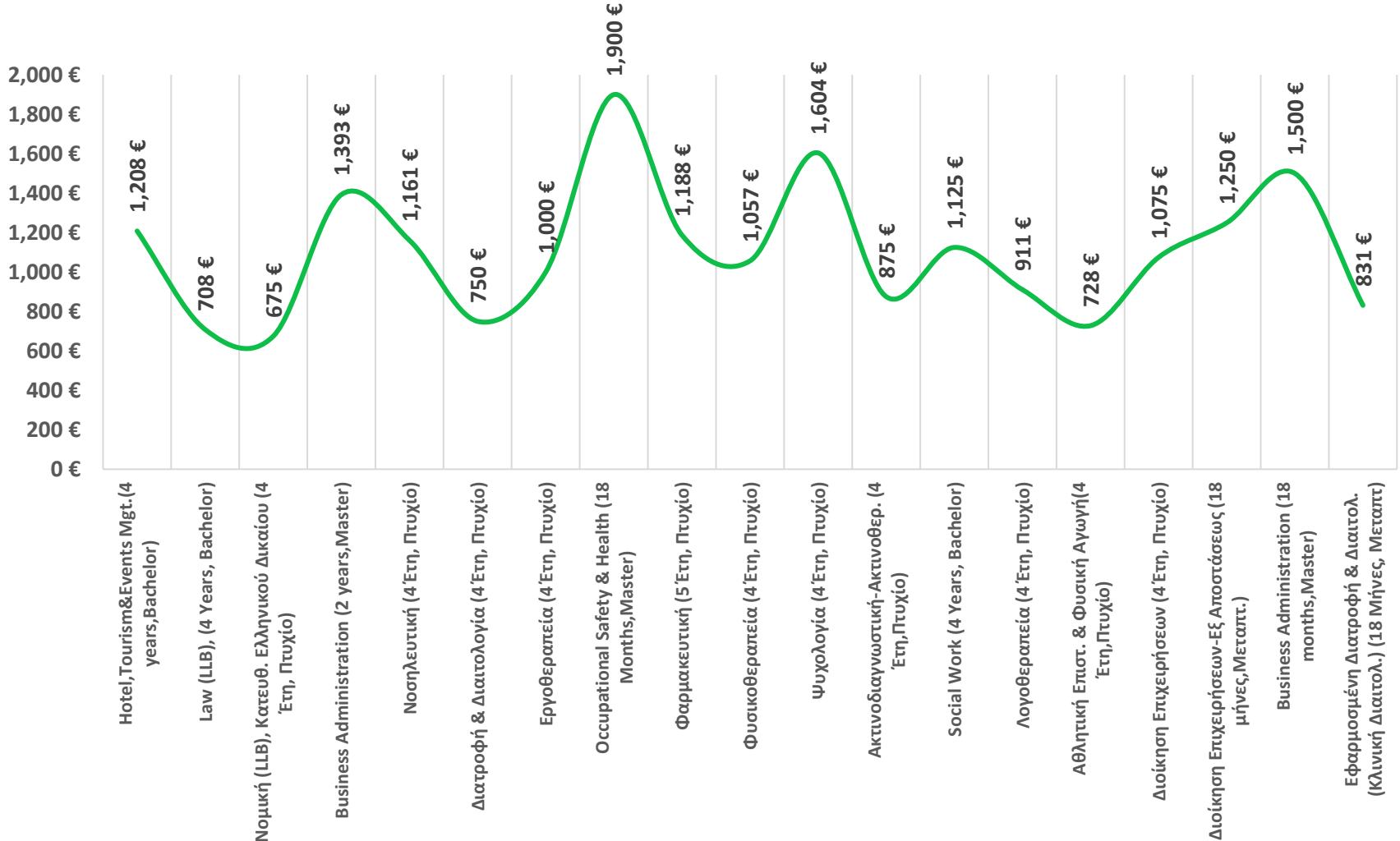
Note 1: Only Degrees with 3 or more respondents are included

Average Gross Monthly Salary by Degree¹

N=404



Average Gross Monthly Salary by Degree



Note 1: Only Degrees with 3 or more respondents are included

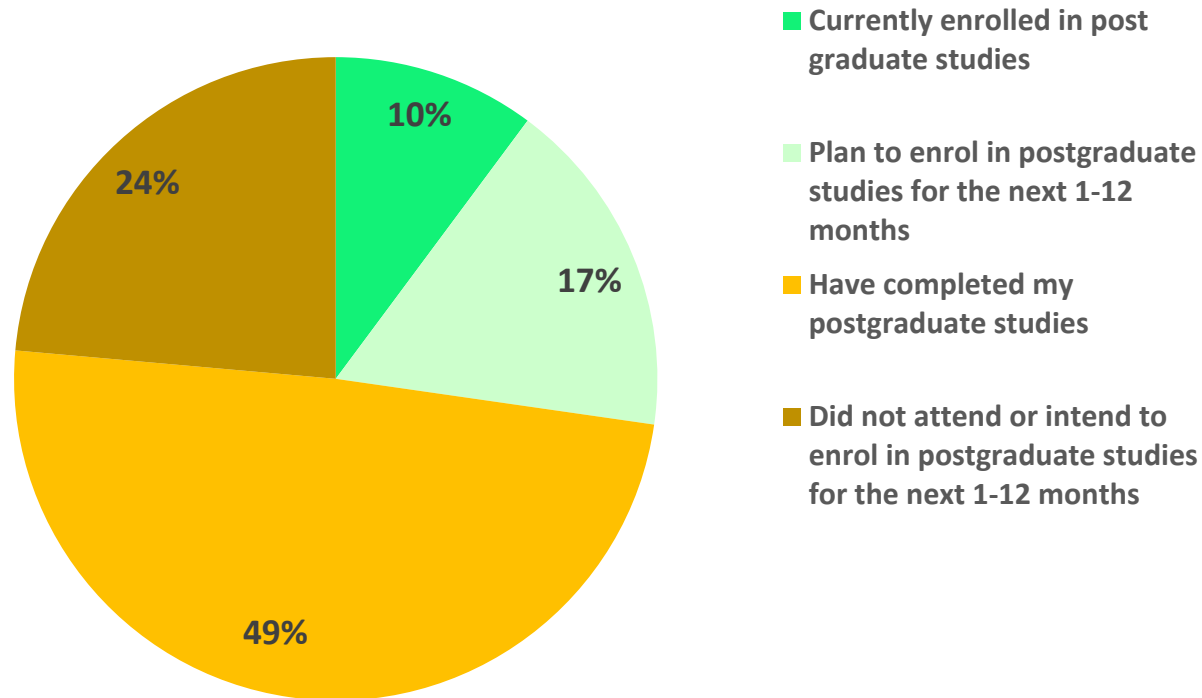
II. Postgraduate Studies



Enrolment in Postgraduate Studies

N=462

Enrolment in Postgraduate Studies



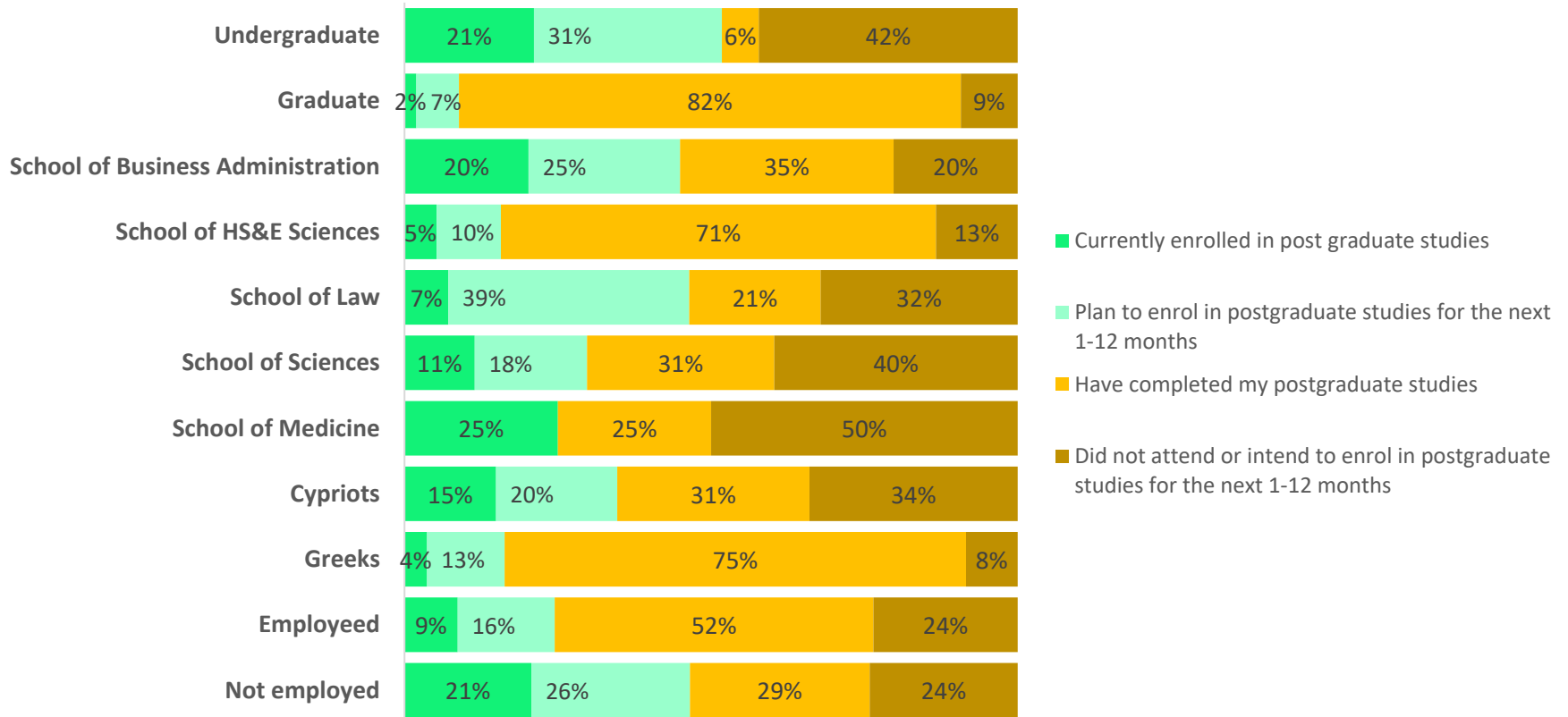
One out of ten EUC's alumni are currently enrolled in postgraduate studies, while a further 17% plan to enrol within the next 12 months. One out of two have completed their postgraduate studies and 24% did not enrol or intend to enrol within the next 1-12 months.

Regarding Postgraduate Studies which of the following is true for you?

Enrolment in Postgraduate Studies

N=462

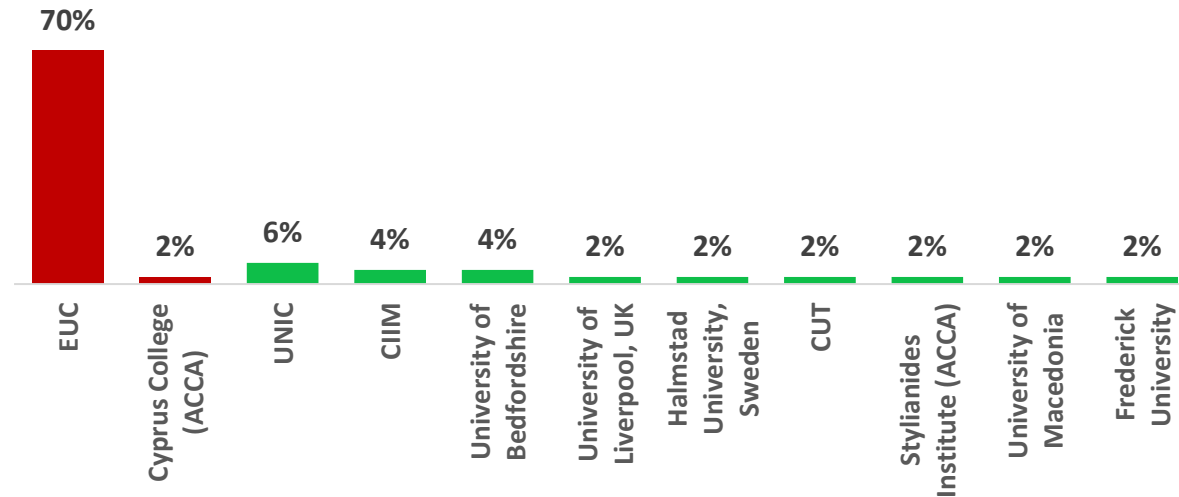
Enrolment in Postgraduate Studies -Analysis by groups



Current enrolment in postgraduates studies is higher among undergraduates 21%, alumni of the School of Business Administration 20%, School of Medicine graduates 25%, Cypriots 15% and alumni not currently employed 21%. A high propensity to enrol in postgraduate studies is observed among alumni of the School of Law.

Universities they are Currently Attending for Postgraduate Studies

Currently attending postgraduate studies (N=47)



Seventy percent of alumni who are currently attending postgraduate studies are enrolled in EUC and a further 2% are enrolled in Cyprus College for ACCA. UNIC was chosen by 6%, while 4% respectively chose CIIM and University of Bedfordshire.

Universities	Undergraduate	Graduate	School of Business Administration	School of HS &E Sciences	School of Law	School of Sciences	School of Medicine	Employed	Unemployed
Base:	42	5	18	11	2	15	1	35	12
EUC	67%	100%	67%	91%	50%	67%	-	77%	50%
Cyprus College (ACCA)	2%	-	6%	-	-	-	-	3%	-
UNIC	7%	-	6%	9%	-	7%	-	9%	-
CIIM	5%	-	11%	-	-	-	-	3%	8%
University of Bedfordshire	5%	-	6%	-	-	7%	-	-	17%
University of Liverpool, UK	2%	-	-	-	-	7%	-	-	8%
Halmstad University, Sweden	2%	-	-	-	-	7%	-	-	8%
CUT	2%	-	-	-	-	-	100%	-	8%
Stylianides Institute (ACCA)	2%	-	6%	-	-	-	-	3%	-
Frederick University	2%	-	-	-	-	7%	-	3%	-
University of Macedonia	2%	-	-	-	50%	-	-	3%	-

Universities in which they Plan to Enrol for Postgraduate Studies

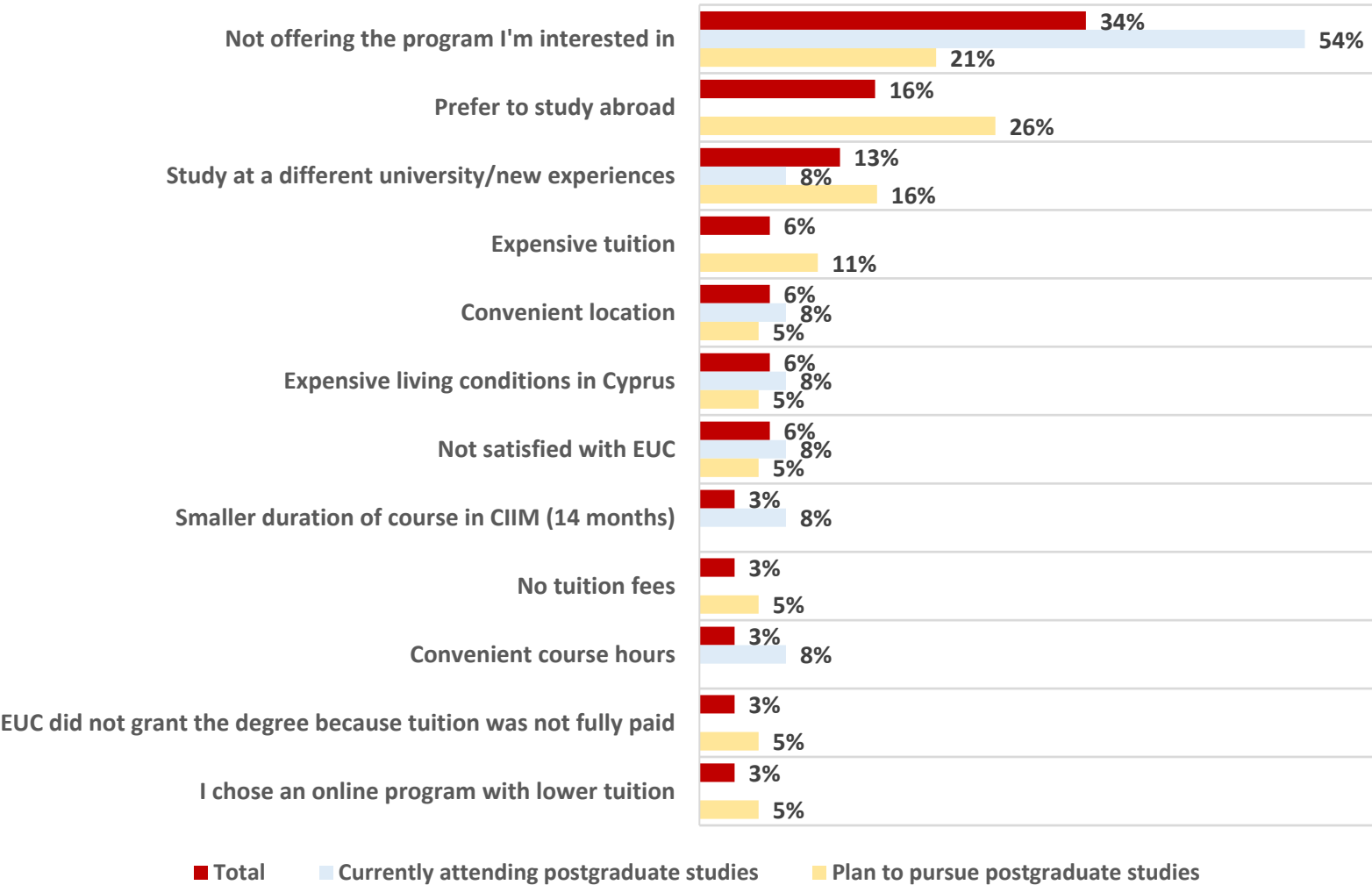
Universities	Total	Undergraduate	Graduate	School of Business Administration	School of HS&E Sciences	School of Law	School of Sciences	Cypriots	Greeks	Other
Base:	79	61	18	22	22	11	24	53	24	2
EUC	52%	48%	67%	45%	59%	45%	54%	49%	58%	50%
Cyprus College (ACCA)	1%	2%	-	5%	-	-	-	2%	-	-
UCY	3%	-	11%	5%	5%	-	-	4%	-	-
CIIM	1%	2%	-	5%	-	-	-	2%	-	-
Open University, Cyprus	1%	2%	-	-	-	-	4%	2%	-	-
Aristotelio University Thessaloniki	1%	2%	-	-	-	-	4%	-	4%	-
University of Peloponnese	1%	-	6%	-	5%	-	-	-	4%	-
University of Patra	1%	-	6%	-	5%	-	-	-	4%	-
University of Liverpool, UK	1%	2%	-	-	-	-	4%	2%	-	-
University of Edinburgh	1%	2%	-	5%	-	-	-	2%	-	-
Lund University Sweden	1%	2%	-	5%	-	-	-	2%	-	-
UK, haven't decided yet for University	3%	3%	-	5%	-	9%	-	2%	4%	-
Sweden, haven't decided yet for University	1%	2%	-	-	-	0%	4%	2%	-	-
Netherlands, haven't decided yet for University	1%	2%	-	-	-	9%	-	2%	-	-
Germany, haven't decided yet for University	1%	2%	-	-	-	9%	-	-	4%	-
Abroad, haven't decided yet for country	5%	7%	-	-	9%	9%	4%	6%	4%	-
Haven't decided yet	23%	26%	11%	27%	18%	18%	25%	25%	17%	50%

Fifty two percent of the alumni who plan to pursue postgraduate studies within the next 12 months, will enrol in EUC and a further 1% will choose Cyprus College (for ACCA).

Reasons for not Selecting EUC for Postgraduate Studies

N=32

Reasons for not selecting EUC for postgraduate studies

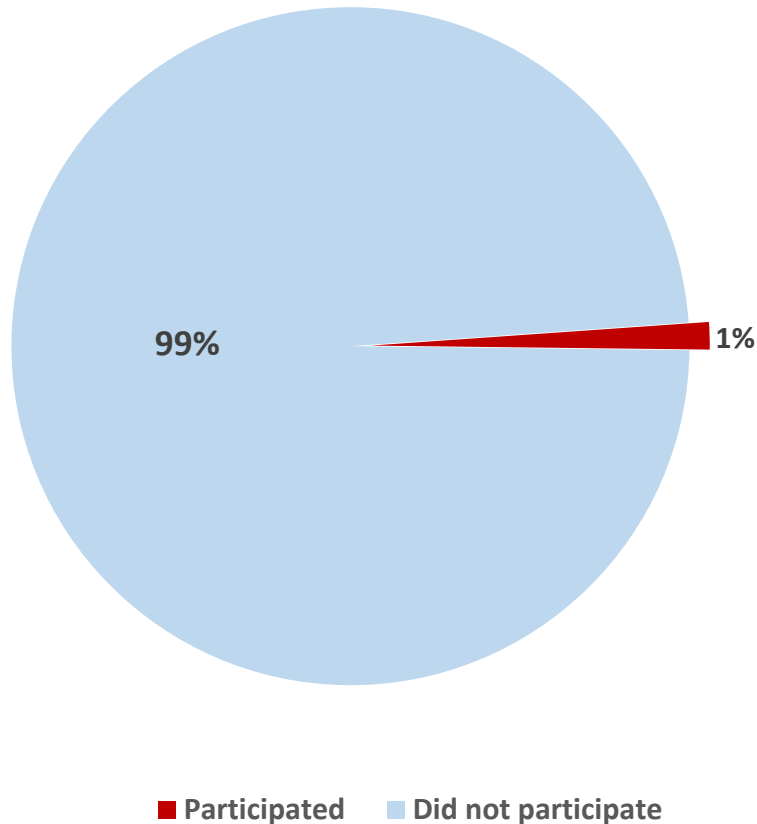


Can you please tell us why you didn't select EUC for postgraduate studies?

Participation in a Start-Up

N=462

Participation in a Start-up



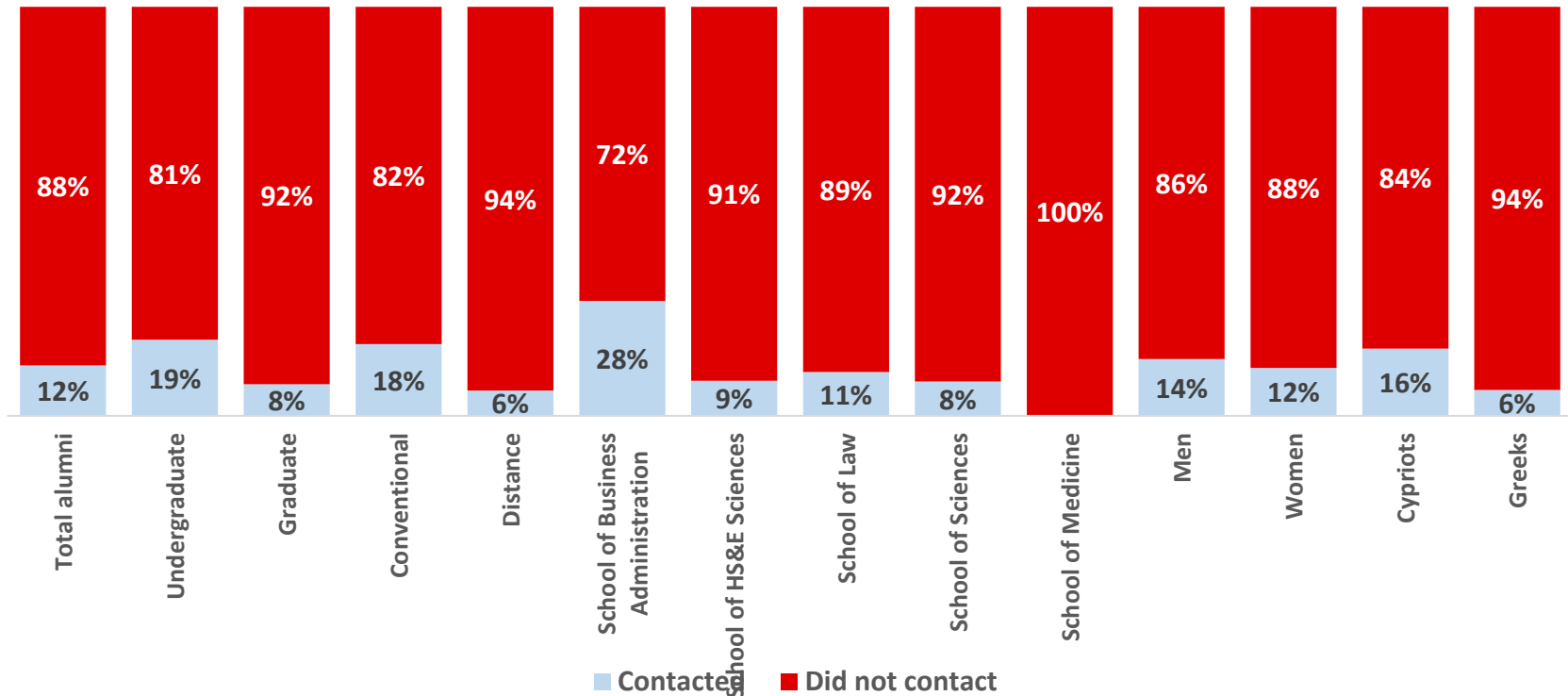
Six alumni reported participating in a Start-up. Two mentioned EUC's PEAK project, one participated in Battle net and three refused to name the Start-up.

Have you ever participated in a Start-Up?

Contacting the Career Centre for Assistance

N=462

Contacting the Career Centre for assistance



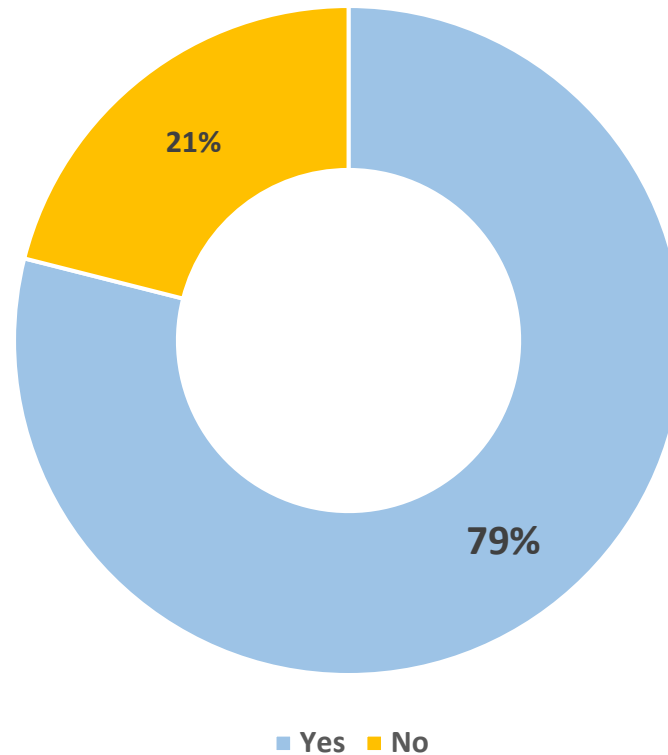
Twelve percent have used the services of EUC’s Career Centre for assistance. Among undergraduates the corresponding number is 19% and among graduates of the School of Business Administration reaches 28%.

Did you contact the Career Centre of EUC to ask for help?

Getting the Support they were Looking for from the Career Centre

N=57

Getting the support they were looking for from EUC's Career Centre

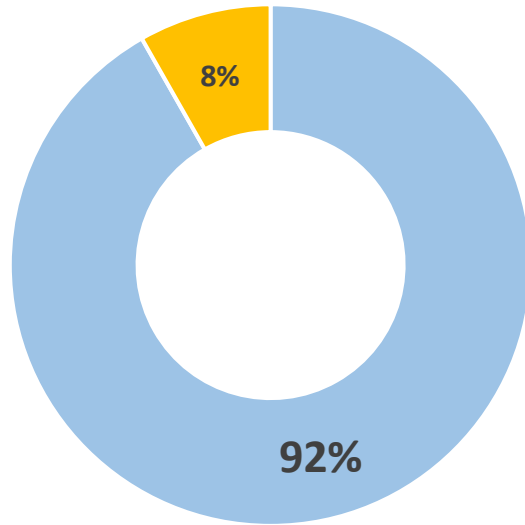


The majority 79% were satisfied with the services of EUC's Career Centre.

Satisfaction with EUC

N=462

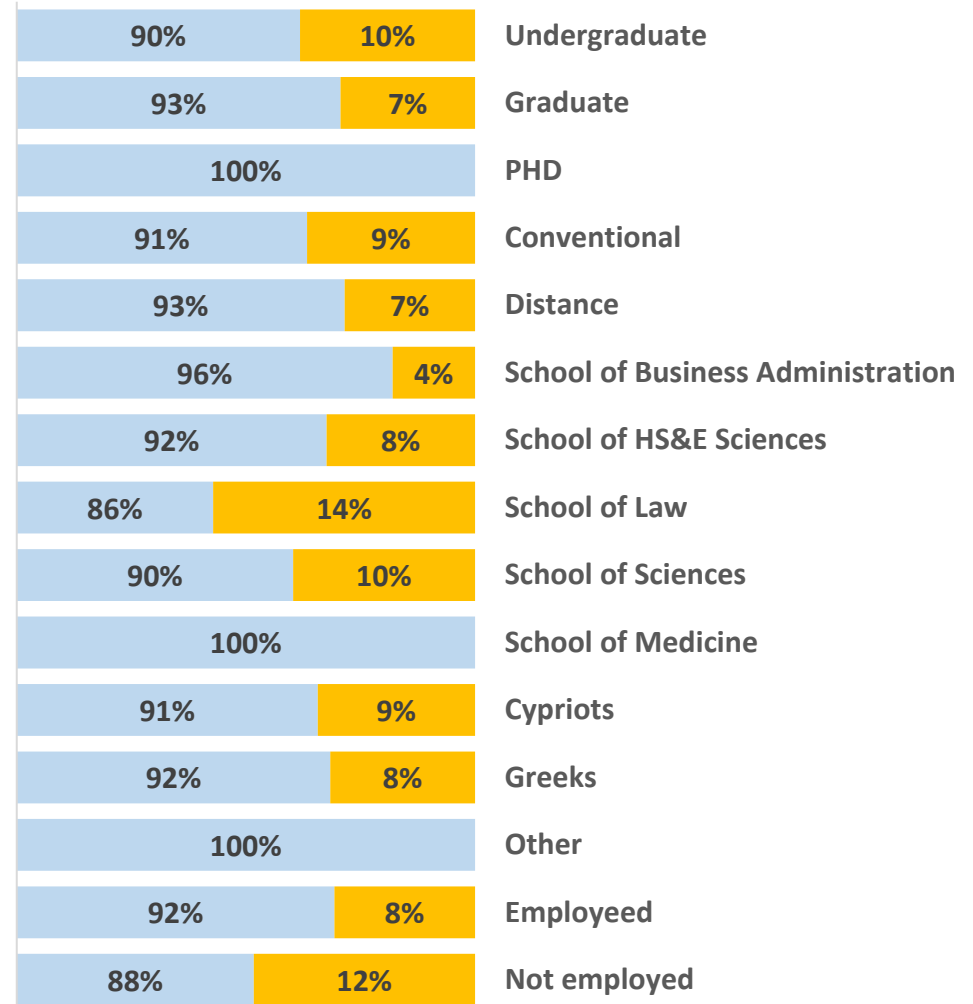
Satisfaction with EUC



■ Satisfied ■ Not Satisfied

The majority 92% are satisfied with their experience at EUC. The rate of satisfaction is consistently high across all alumni groups, with marginal discrepancies among graduates of the School of Law and graduates not currently employed.

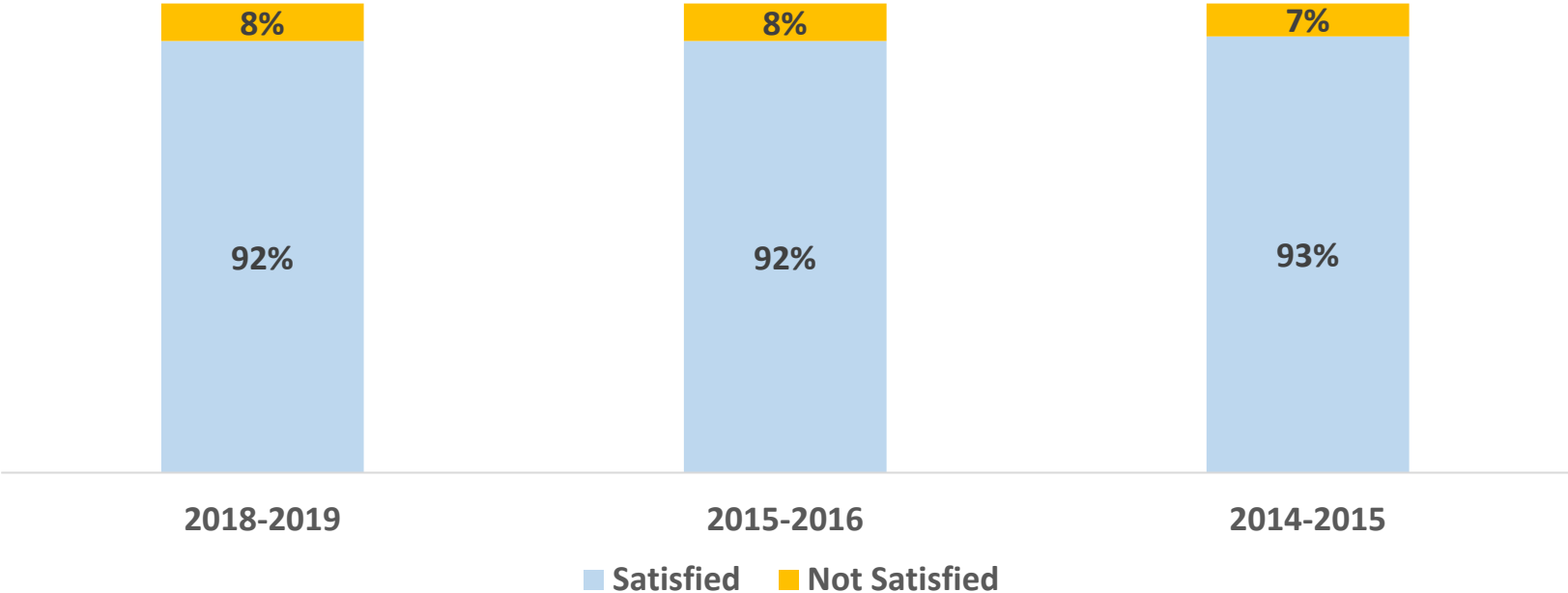
Satisfaction with EUC



How satisfied are you with your experience at EUC?

Comparison of Satisfaction with EUC by Academic Year

Comparison of satisfaction with EUC by academic year



Satisfaction rate has remained constant through 2014-2019, fluctuating around 92%-93%.

III. Main Findings



Main Findings

- Employment rate for EUC's 2018-2019 alumni is 87%. A higher employment rate is observed among graduates (92%), distance learning graduates (91%), graduates of the School of Humanities, Social & Education Sciences (90%) and women (89%).
- The employment rate for EUC alumni increased by ten points to 87% in 2018-2019, compared to 77% for 2015-16 and 2014-2015.
- The overall unemployment rate is 13%. However, the real unemployment rate among EUC's graduates is 5%, since approximately 8% of graduates are not actively looking for work for various personal reasons or due to participation in postgraduate studies or internship programs and therefore do not fall into the unemployment category.
- A relatively higher unemployment rate is observed among graduates of Business Administration (4 years Bachelor – Taught in Greek), Speech Therapy (4 years Bachelor), Psychology (4 years Bachelor) and Radiology (4 years Bachelor) . However, these results should be considered with caution because of the very small statistical base (<15) for each group.
- 87% of employed graduates are working full time and 13% part time. Full time employment for EUC graduates increased by eight points, compared to 2015-2016.
- 86% are working in paid employment and 14% are self employed.
- Twenty six percent of the alumni who are currently working, were employed in less than a month after graduation. Forty seven percent were employed within six months after graduation.

Main Findings

- Managers account for 7% of alumni, while Professionals comprise the largest category with 76%. The other occupation groups are Technicians and Associate Professionals 4%, Clerical Support Workers 5%, Services and Sales Workers 7% and Armed Forces Officers 1%.
- Forty three percent are employed 12 or less months in their current position while the duration of employment for 19% is one to two years. Fourteen percent are employed two to five years and an equal number are employed five to ten years. Eleven percent are holding their current position more than ten years.
- The majority 81% reported that their job relates to their program of study. This view prevails across all alumni groups.
- The majority 69% are employed in the private sector, 29% are public employees and 2% work in non-profit organizations. Employment in the public sector is higher among graduates, distance learning alumni, School of Humanities, Social and Education Sciences graduates and students from Greece.
- Most EUC graduates (38%) are employed in the Education sector, 18% are employed in the Human Health and Social Work Activities sector and 11% in the professional Scientific and Technical Activities sector. Other important sectors are Wholesale and Retail Trade 5%, Public Administration and Defence 5% and Accommodation and Food Service 4%. Financial and Insurance Activities sector as well as Information & Communication sector comprise 3% respectively, while 1% are employed in Manufacturing, Construction and Transportation & Storage.

Main Findings

- The average gross monthly salary is €1230. Thirty seven percent earn up to €1249, 18% earn €1250-1749, 3% are paid €1750-2500 and 4% earn more than €2500.
- One out of ten EUC's alumni are currently enrolled in postgraduate studies, while a further 17% plan to enrol within the next 12 months. One out of two have completed their postgraduate studies and 24% did not enrol or intend to enrol in postgraduate studies within the next 1-12 months.
- Seventy percent of alumni who are currently attending postgraduate studies are enrolled in EUC and a further 2% are enrolled in Cyprus College for ACCA. UNIC was chosen by 6%, while 4% respectively chose CIIM and the University of Bedfordshire.
- Twelve percent have used the services of EUC's Career Centre for assistance. Among undergraduates the corresponding number is 19% and among graduates of the School of Business Administration reaches 28%. The majority 79% were satisfied with the services of EUC's Career Centre.
- The majority 92% are satisfied with their experience at EUC. The rate of satisfaction is consistently high across all alumni groups. Satisfaction rate has remained constant through 2014-2019, fluctuating around 92%-93%.

APPENDIX IV Graduates Employment Data

Αθλητική Επιστ. & Φυσική Αγωγή(4 Έτη,Πτυχίο)	12	11	1
--	----	----	---

Full Name	Nationality		Department	Graduate/Undergraduate	Degree Earned Semester	GPA	Employment status	Analysis of unemployment	Reasons for not currently working	Full or part time employment	Self and paid employment	Length of time to find employment after they started their job search	Occupation	Gross monthly income	Enrolment in postgraduate studies	Universities currently enrolled or planning to enroll for your Graduate studies	Reasons for not selecting EUC for Graduate studies
VASSILIOU MICHALAKIS	CYP	Αθλητική Επιστ. & Φυσική Αγωγή(4 Έτη,Πτυχίο)	School of Sciences	Undergraduate	F2018	2.95	Not employed	Have previously worked	Enrolled in graduate studies or attending other equivalent degree qualification (ACCA etc.)						Currently enrolled in post graduate studies	University of Bedfordshire	Not offering the program I'm interested in
TIRIMOU MARIA	CYP	Αθλητική Επιστ. & Φυσική Αγωγή(4 Έτη,Πτυχίο)	School of Sciences	Undergraduate	S2018	2.73	Currently employed			Full time	Employee	Less than a month	Fitness Instructor	No answer	I did not enrol or intend to enrol in postgraduate studies for the next 6-12 months		
VLACHOS PANAGIOTIS	CYP	Αθλητική Επιστ. & Φυσική Αγωγή(4 Έτη,Πτυχίο)	School of Sciences	Undergraduate	S2019	3.83	Currently employed			Part time	Employee	Less than a month	Fitness Instructor	<500€	I did not enrol or intend to enrol in postgraduate studies for the next 6-12 months		
NIKOLAIDES CONSTANTINOS	CYP	Αθλητική Επιστ. & Φυσική Αγωγή(4 Έτη,Πτυχίο)	School of Sciences	Undergraduate	S2019	3.22	Currently employed			Full time	Employee	7-12 months	Fitness Instructor	750 - 999 €	I plan to enrol in postgraduate studies for the next 1-12 months	Haven't decided yet	
ANGELIS ATHANASIOS	CYP	Αθλητική Επιστήμη και Φυσική Αγωγή (4 Έτη, Πτυχίο)	School of Sciences	Undergraduate	S2018	3.92	Currently employed			Full time	Employee	Less than a month	Fitness Instructor	No answer	I plan to enrol in postgraduate studies for the next 1-12 months	EUC	
MODESTOU MANOUEL	CYP	Αθλητική Επιστ. & Φυσική Αγωγή(4 Έτη,Πτυχίο)	School of Sciences	Undergraduate	S2019	3.29	Currently employed			Full time	Employee	4-6 months	Fitness Instructor	500 - 749 €	I did not enrol or intend to enrol in postgraduate studies for the next 6-12 months		
KALAITSIDIS NODARIS	GRE	Αθλητική Επιστ. & Φυσική Αγωγή(4 Έτη,Πτυχίο)	School of Sciences	Undergraduate	F2018	2.69	Currently employed			Part time	Employee	Less than a month	Barista/Barman/Waiter	No answer	I plan to enrol in postgraduate studies for the next 1-12 months	Plan to study in Sweden - haven't decided yet for University	Prefer to study abroad
ELIA CHRISTOS	CYP	Αθλητική Επιστ. & Φυσική Αγωγή(4 Έτη,Πτυχίο)	School of Sciences	Undergraduate	S2019	2.61	Currently employed			Part time	Self employed	Less than a month	Fitness Instructor	750 - 999 €	I did not enrol or intend to enrol in postgraduate studies for the next 6-12 months		
ZENIOU ROXANNE	CYP	Αθλητική Επιστ. & Φυσική Αγωγή(4 Έτη,Πτυχίο)	School of Sciences	Undergraduate	S2019	2.91	Currently employed			Part time	Employee	1-3 months	Fitness Instructor	500 - 749 €	I did not enrol or intend to enrol in postgraduate studies for the next 6-12 months		
ΡΑΦΑΗΛΙΑ ΚΩΝΣΤΑΝΤΙΝΟΥ	CYP	Αθλητική Επιστήμη και Φυσική Αγωγή (4 Έτη, Πτυχίο)	School of Sciences	Undergraduate	S2019	3.49	Currently employed			Part time	Employee	1-3 months	Fitness Instructor	500 - 749 €	Currently enrolled in post graduate studies	EUC	
ΧΡΥΣΟΘΕΜΗ ΔΗΜΗΤΡΙΟΥ	CYP	Αθλητική Επιστήμη και Φυσική Αγωγή (4 Έτη, Πτυχίο)	School of Sciences	Undergraduate	S2019	3.08	Currently employed			Full time	Self employed	Already working	Fitness Instructor	750 - 999 €	I did not enrol or intend to enrol in postgraduate studies for the next 6-12 months		
ΤΕΥΚΡΟ ΣΑΒΒΙΔΗ	CYP	Αθλητική Επιστήμη και Φυσική Αγωγή (4 Έτη, Πτυχίο)	School of Sciences	Undergraduate	S2019	3.6	Currently employed			Full time	Employee	Already working	Fitness Instructor	750 - 999 €	I plan to enrol in postgraduate studies for the next 1-12 months	EUC	

APPENDIX V

TABLE 2: COURSE DISTRIBUTION PER SEMESTER

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
1st Semester (30 ECTS)								
1.	Compulsory	Teaching Methodology	SPE105	3	50	14	42	6
2.	Compulsory	Anatomy and Physiology I	HEA100	3	50	14	42	6
3.	Compulsory	Training Principles	SPE110	3	50	14	42	6
4.	Compulsory	Handball Teaching	SPE115	3	50	14	42	6
5.	Compulsory	Basketball Teaching	SPE120	3	50	14	42	6
2nd Semester (30 ECTS)								
6.	Compulsory	Anatomy and Physiology II	HEA110	3	50	14	42	6
7.	Compulsory	Motor Learning, Control and Development	SPE125	3	50	14	42	6

8.	Compulsory	Molecular Exercise Biology	SPE130	3	50	14	42	6
9.	Compulsory	English for Health Sciences I *	EHL100	3	50	14	42	6
10.	Compulsory	Track and Field Teaching	SPE135	3	50	14	42	6
3rd Semester (30 ECTS)								
11.	Compulsory	Adapted Physical Education	SPE200	3	50	14	42	6
12.	Compulsory	Exercise Physiology I	SPE205	3	50	14	42	6
13.	Compulsory	Teaching PE in Preschool and Primary Education	SPE210	3	50	14	42	6
14.	Compulsory	English for Health Sciences II*	EHL101	3	50	14	42	6
15.	Compulsory	Swimming Teaching	SPE215	3	50	14	42	6
<p>* The two English language courses (ENL100, ENL101) are selected after examining students' level of knowledge of the English language. If the students' level of English language is equivalent to the University's course ENL102 level, then the English language courses ENL100, ENL101 can be replaced by free-elective courses.</p>								
4th Semester (30 ECTS)								
16.	Compulsory	Sports Sociology	SPE220	3	50	14	42	6
17.	Compulsory	Exercise Physiology II	SPE225	3	50	14	42	6
18.	Compulsory	Teaching PE in Secondary Education	SPE230	3	50	14	42	6

19.	Compulsory	Kinesiology – Biomechanics	SPE235	3	50	14	42	6
20.	Compulsory	Football Teaching	SPE240	3	50	14	42	6
5th Semester (30 ECTS)								
21.	Compulsory	Sports Psychology	SPE300	3	50	14	42	6
22.	Compulsory	Exercise Biochemistry	SPE305	3	50	14	42	6
23.	Compulsory	Theory and Techniques for Strength Development	SPE310	3	50	14	42	6
24.	Compulsory	Sports Management and Organization	SPE315	3	50	14	42	6
25.	Compulsory	Volleyball Teaching	SPE320	3	50	14	42	6
6th Semester (30 ECTS)								
26.	Compulsory	History and Philosophy of Physical Education and Sports	SPE325	3	50	14	42	6
27.	Compulsory	Sports Medicine	SPE330	3	50	14	42	6
28.	Compulsory	Sports Nutrition	SPE335	3	50	14	42	6
29.	Compulsory	Research Methodology and Biostatistics	HEA115	3	50	14	42	6
30.	Compulsory	Teaching of Rhythm and Dance Skills	SPE340	3	50	14	42	6
Year 4								

- At this time-point, students have to choose a concentration of study between the concentrations “*Competitive Sports – Coaching*” and “*Exercise and Health*” following the corresponding fixed program of courses.
- Alternatively, students may not follow a concentration of study but make their own selection of courses they want to attend from each concentration in order to accomplish the required number of ECTS. Internship (SPE430) is compulsory for all students.
- Only students who will follow the concentration “Competitive Sports – Coaching” can select a specialization sport (Specialization courses I-II).

7th Semester (30 ECTS)

Concentration ‘Competitive Sports – Coaching’

31.	Compulsory	Undergraduate Thesis I*	HLS400	3	50	14	42	6
32.	Compulsory	Specialization Course I		3	50	14	42	6
33.	Compulsory	Assessment and Evaluation of Functional Capacity	SPE400	3	50	14	42	6
34.	Compulsory	Sports Physiotherapy and Injury Prevention	SPE405	3	50	14	42	6
35.	Compulsory	Physical Fitness Development in Children and Adolescents	SPE410	3	50	14	42	6

8th Semester (30 ECTS)

Concentration ‘Competitive Sports – Coaching’

36.	Compulsory	Undergraduate Thesis II*	HLS420	3	50	14	42	6
37.	Compulsory	Specialization Course II		3	50	14	42	6

38.	Compulsory	Exercise in Adverse Environmental Conditions	SPE420	3	50	14	42	6
39.	Compulsory	Evaluation and Development of Elite Physical Performance	SPE425	3	50	14	42	6
40.	Compulsory	Internship	SPE430	3	50	14	42	6

*Students can replace Undergraduate Thesis I (HLS400) and Undergraduate Thesis II (HLS420) with 2 Sports Science and Physical Education Electives.

--	--	--	--	--	--	--	--	--

Specialization Course I

- Only for the students who will follow the concentration “Competitive Sports – Coaching”.
- Students have to choose 1 from the following courses.

1.	Compulsory	Football I	SPE431	3	50	14	42	6
2.	Compulsory	Handball I	SPE432	3	50	14	42	6
3.	Compulsory	Swimming I	SPE433	3	50	14	42	6
4.	Compulsory	Basketball I	SPE434	3	50	14	42	6
5.	Compulsory	Volleyball I	SPE435	3	50	14	42	6
6.	Compulsory	Track and Field I	SPE436	3	50	14	42	6
7.	Compulsory	Gymnastics I	SPE437	3	50	14	42	6

Specialization Course II

- Only for the students who will follow the concentration “Competitive Sports – Coaching”.

• **Students have to choose 1 from the following courses.**

1.	Compulsory	Football II	SPE438	3	50	14	42	6
2.	Compulsory	Handball II	SPE439	3	50	14	42	6
3.	Compulsory	Swimming II	SPE440	3	50	14	42	6
4.	Compulsory	Basketball II	SPE441	3	50	14	42	6
5.	Compulsory	Volleyball II	SPE442	3	50	14	42	6
6.	Compulsory	Track and Field II	SPE443	3	50	14	42	6
7.	Compulsory	Gymnastics II	SPE444	3	50	14	42	6
		* or other specialization.						

7th Semester (30 ECTS)

Concentration 'Exercise and Health'

31.	Compulsory	Undergraduate Thesis I*	HLS400	3	50	14	42	6
32.	Compulsory	Management and Operation of Sports Infrastructures	SPE460	3	50	14	42	6
33.	Compulsory	Alternative Methods for Exercise	SPE465	3	50	14	42	6
34.	Compulsory	Exercise for Special Populations	SPE470	3	50	14	42	6
35.	Compulsory	Assessment and Evaluation of Functional Capacity	SPE400	3	50	14	42	6

8th Semester

Concentration 'Exercise and Health								
36.	Compulsory	Undergraduate Thesis II*	HLS420	3	50	14	42	6
37.	Compulsory	Personalized Exercise Prescription and Programing	SPE480	3	50	14	42	6
38.	Compulsory	Outdoor Exercise and Recreational Activities	SPE485	3	50	14	42	6
39.	Compulsory	Clinical Exercise Physiology	SPE490	3	50	14	42	6
40.	Compulsory	Internship	SPE430	3	50	14	42	6
*Students can replace Undergraduate Thesis I (HLS400) and Undergraduate Thesis II (HLS420) with 2 Sports Sciences and Physical Education Electives.								
Sports Sciences and Physical Education Electives								
1.	Elective	Computers for Health Sciences	HEA170	3	50	14	42	6
2.	Elective	Gymnastics Teaching	SPE446	3	50	14	42	6
3.	Elective	Aerobics	SPE447	3	50	14	42	6
4.	Elective	Paralympic Games	SPE448	3	50	14	42	6
5.	Elective	Legal, Bioethical and Ethical Issues in Sports	SPE450	3	50	14	42	6
6.	Elective	Applied Psychology for Improving Sports Performance	SPE451	3	50	14	42	6

7.	Elective	Biomechanical assessment and guidance of athletes	SPE452	3	50	14	42	6
8.	Elective	Olympism	SPE453	3	50	14	42	6
9.	Elective	Exercise, Mental Health and Life Quality	SPE456	3	50	14	42	6

APPENDIX VI Course Outline Template

SCHOOL:	SCIENCES
DEPARTMENT:	LIFE SCIENCES

COURSE OUTLINE

Course Information		
Course Title:		
Mode of Delivery: Conventional		
Course Code & Section:	Semester: SPRING 2021	
Day and Time:	Lecture Room No.:	Lab Room No.:
Prerequisite(s):	ECTS:	
Co-requisite(s):		
Level: Bachelor (1 st Cycle)	Lecture Hours per week:	Laboratory Hours per week:
Type of Course: Compulsory or Elective		
Instructor Information		
Name:		
Office Room No.:	Office Telephone Number:	
E-Mail:	Office Hours:	
Website Link:		
Website/Links		
University Website: www.euc.ac.cy		
EUC App: https://mobile.euc.ac.cy/		

COURSE DESCRIPTION:

From 'Course Description' of the latest approved version of the course syllabus.

LEARNING OUTCOMES:

From 'Learning Outcomes' of the latest approved version of the course syllabus.

SUGGESTED TEXTBOOK(S):**RECOMMENDED/ADDITIONAL READINGS:**

The Copyright Law on Data Protection in Cyprus and the European Union

'Copyright' is the legal term used to describe the rights given to an author to protect his/her original work. The Law protects this work from being copied without permission and upholds the author's right to derive an income from his/her work.

It is an offence to photocopy *more than 10% or one chapter* (whichever is the greater) of the course textbook or any other textbook, which is not less than 10 pages long. The photocopy must be for *personal* use only.

Possession of substantial photocopied material (such as a whole textbook) on the campus of the European University Cyprus can result in disciplinary measures by the institution and by the Law enforcement authorities.

Buy your course textbook and keep it forever!

It offers you a better deal in visual learning skills, course links, and online data bases.
and Cyprus can maintain a good name in the academic community!

WEEKLY BREAKDOWN (excluding Christmas and Easter Holidays):	
WEEK	TOPIC
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	FINAL EXAMS

GRADE DISTRIBUTION:	
DESCRIPTION:	PERCENTAGE
1. Midterm examination	%
2. Final examination	%
3.	%
4.	%
TOTAL	100%

ADDITIONAL NOTES:
1. The basic textbook(s) and/or the recommended/additional readings listed in this course outline are the responsibility of the student to purchase, as per instructed by the Course Instructor.
2. The final examination for this course will be taking place between 24/05-04/06/2021 . The final date and time will be provided at a later stage.
3. For a student who fails (one time) a course, see the 'Resit of the Final Examination' policy of European University Cyprus (EUC) at the EUC website here https://www.euc.ac.cy/en/current-students/academic-policies--regulations
4. Students with learning difficulties and disabilities are strongly encouraged to contact before the end of the third week of each academic semester the committee E.Φ.E.E.A. at [e] y.christofi@euc.ac.cy and [t]+357 22559509], in order to ensure that the appropriate academic accommodations and support will be provided to them throughout the semester, as well as during the final examination.
5. Please remember to evaluate this course electronically, always in alignment to the guidelines that will be provided. The evaluation period will be announced.

Attendance policy

Policy of class attendance and assignment submission

Undergraduate programs

The Department of Life Sciences of the European University Cyprus has determined the following policy with regard to the attendance and assignment submission in order to ensure that maximum teaching efficiency is achieved and actual learning is accomplished.

Absences limit:

1. **Theory:** up to 3 absences or up to 25% of teaching time
2. **Laboratories:** up to 2 absences or up to 16.7% of teaching time
3. **Practice (clinical and other):** The defined by Cyprus legislation and study guides number of hours.

Attendance:

In order to facilitate the smooth conduction of lectures during the semester, students should attend the class on time, otherwise they will not be accepted until the next teaching period (after the break) while their absence will be recorded accordingly.

The absences limit will be reached when the maximum allowed number of absences has been recorded. Indicatively, three (3) absences could correspond to either 3 absences on 3 different dates that a three-hour course is being taught or to absence from 9 teaching hours on different dates (including being late or leaving early).

Regarding the clinical or other practice, the respective study guides provide appropriate guidelines. In the unlikely event that a student does not attend his/her practice facility but his/her absence is properly justified and documented, he/she will be required to extend the practice period by the number of hours/days that were lost. Even during practice, students are expected to attend their placement facility on time and leave at the designated time. Failure to do so will result in absence, as described above.

Absence justification is allowed only in cases where the maximum number of absences (as defined by the respective study guide) is not reached. Otherwise, the student has to repeat the course.

Class participation:

Class participation and the respective grading, does not only correspond to the physical presence of students in class but rather to their active participation during the lecture. Asking and answering questions, making arguments, defending a view or articulating a thought and participating in the dialogue generated in class, are a few examples of what is considered as active participation. The instructor of each course is responsible to determine and evaluate each student's participation.

Absence justification:

In order to evaluate the justification provided for a student's absence in a lecture or exam, the following criteria must be met:

1. The instructor should have been informed of the prospective absence prior to it or 48h after it, the latest.
2. Proper documentation should be provided to the course instructor by e-mail along with a written explanation of the reasons that prevented him/her from attending class/exam. This documentation has to be received within one (1) week from the date when the student did not attend the class (the latest).

It goes without saying that failure to conform to one of the two criteria will result in denial to reconsider justification of the respective absence. Moreover, it should also be noted that presenting the documentation as described above does not by itself mean that the absence is justified as this has to be considered by the Departmental Council whose decisions will be made clear to the instructor and student.

The following are considered as possible reasons for justification of an absence following proper documentation:

1. Sickness /injury
2. Military service
3. Court service
4. Participation in an international sports event/race
5. Other significant reasons (to be judged by the Departmental Council)

Absence justification should, by no means, result in "loss" of more than **50%** of theory or **30%** of laboratory classes (regardless of the underlying reason).

Hybrid courses:

Attendance policy in hybrid courses (with regard to the distance learning part of the course) is determined by the instructor and is monitored through the respective electronic platform.

Submission of assignments/projects:

In order to ensure that no discrimination takes place among students, deadlines are strictly followed. Thus, late submission of an assignment/project will result in either its rejection (no grade given for it), or in grade reduction, as the instructor deems necessary.

6.

GRADING SYSTEM:							
UNDERGRADUATE				GRADUATE			
Letter Grade	Grade Meaning	Grade Points	Percentage Grade	Letter Grade	Grade Meaning	Grade Points	Percentage Grade
A	Excellent	4.0	90 and above	A	Excellent	4.0	90 and above
B+	Very Good	3.5	85-89	B+	Very Good	3.5	85-89
B	Good	3.0	80-84	B	Good	3.0	80-84
C+	Above Average	2.5	75-79	C+	Above Average	2.5	75-79
C	Average	2.0	70-74	C	Average	2.0	70-74
D+	Below Average	1.5	65-69				
D	Poor	1.0	60-64				
F	Failure	0		F	Failure	0	
I	Incomplete	0		I	Incomplete	0	
W	Withdrawal	0		W	Withdrawal	0	
P	Pass	0		P	Pass	0	
AU	Audit	0		AU	Audit	0	

(a) The grade "I" is awarded to a student who has maintained satisfactory performance in a course but was unable to complete a major portion of course work (e.g. assignment/paper or final exam) and the reasons given are acceptable to the instructor. It is the responsibility of the student to bring pertinent information to the instructor to justify the reasons for the missing work and to reach an agreement on the means by which the remaining course requirements will be satisfied. A student is responsible, after consulting with the instructor, for fulfilling the remaining course requirements within the first four weeks of the following semester for which an "I" was awarded. In very special cases, the instructor may extend the existing incomplete grade to the next semester. Failure of the student to complete work within this specific time-limit will result in an "F" which will be recorded as the final grade.

(b) The grade "W" indicates withdrawal from the course before the specified time as explained in the withdrawal policy.

(c) Grades of "P" will not be computed into a student's cumulative grade point average but will count towards graduation credits.

(d) Grades of "F" will be computed into the student's cumulative grade point average.

(e) Students enrolling for an Audit must designate their intent to enrol on an Audit basis at the time of registration. Students registering for a course on an Audit basis receive no credit.

UNIVERSITY EMAILS:

The University has taken the decision that all students, attending any University program of study, make use of the EUC email addresses when corresponding with EUC academic and administration staff, as well as all scientific collaborators and special scientists. It should be noted that the EUC staff will not be replying to any non-official EUC University email addresses.

UNIVERSITY EMAIL SUPPORT:

Kindly contact support@euc.ac.cy in case you do not know your University email address or face any difficulty in using it.

LIBRARY:

OpenAthens (<http://openathens.euc.ac.cy/>) is an Identity and Access Management System used to authenticate eligible students, faculty and staff to the electronic resources delivered by the library of the European University Cyprus. More importantly, OpenAthens provides the user with single sign-on access to both internal and external web-based resources. Student credentials are the same EUC email and password that is used to access the EUC student portal and library account.

Additionally, students and instructors can find the relevant **textbooks** used for their courses, in the **e-textbook list**, that is uploaded in the **EUC STUDENTS PORTAL**. The list includes the course number, the title and author of the suggested textbook, as well as the publisher's **link**. Students can click on the publisher's link and buy, if they wish, their textbook, either in print version or electronic, if available.

INTERNAL REGULATIONS ON ACADEMIC ETHICS AND STUDENTS' DISCIPLINE

1. PREAMBLE

E.U.C. European University - Cyprus is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University or with the rights of other members of the University cannot be tolerated. Students enrolling in the University assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the University

retains the power to maintain order within the University and to exclude those who are disruptive of the educational process.

2. POLICY AND PROVISIONS ON ACADEMIC ETHICS

The University has a responsibility to uphold and promote quality scholarship and to ensure that its students understand what academic integrity is. This section outlines the University's policy on dishonest academic performance by its students. Such offences carry penalties. Students should read carefully the Internal Regulations on Academic Ethics and Students' Discipline, and are encouraged to ask Faculty for help and guidance on honest academic practice, particularly in using source material from the Internet. In this way, they can avoid any unintentional dishonesty.

2.1. ORIGINALITY

For the purposes of this Policy on Academic Ethics 'original' work is work that is genuinely produced specifically for the particular assessment task by the student whose name is attached to it. Any use of the ideas or scholarship of others is acknowledged. 'Work' includes not only written material but also oral, audio, visual or other material submitted for assessment.

2.2. ACADEMIC DISHONESTY

Academic dishonesty is determined by the extent and the level of intent. In assessing the extent or scale of the dishonesty the instructor will evaluate how much of the work is the student's own after all unacknowledged source material has been removed. In no case can work that is plagiarized be taken into account in determining a grade. Intent to deceive is the single most significant aspect of academic dishonesty. Repeated instances of deception will incur heavy penalties for the student and the violation will be officially and permanently recorded in the student's record.

2.3. PLAGIARISM

Plagiarism is representing the work of somebody else as one's own. It includes the following:

- i. submission of another student's work as one's own;
- ii. paraphrasing or summarizing without acknowledgement of source material;
- iii. direct quoting or word copying of all or part of a work, ideas, or scholarship of another without identification or acknowledgement or reference;
- iv. submitting as one's own work purchased, borrowed or stolen research, papers, or projects.

2.4. CHEATING

Cheating is giving or receiving unauthorized help for unfair advantage before, during, or after examinations, tests, presentations or other assessments, such as:

- i. collaboration beforehand if it is specifically forbidden by the instructor
 - ii. verbal collaboration during the examination, unless specifically allowed by the instructor;
 - iii. the use of notes, books, or other written aids during the examination,
-

unless specifically allowed by the instructor;

- iv. the use of electronic devices and mobile telephony to store, transmit or photograph information to or from an external source;
- v. the use of codes or signals to communicate with other students in the examination room;
- vi. looking upon another student's papers and / or allowing another student to look upon one's own papers during the examination period;
- vii. passing on any examination information to students who have not yet taken the examination;
- viii. falsifying exam identification by arranging with another student to take an examination in their place or in one's own place;
- ix. pretending to take the exam but not submitting the paper, and later claiming that the instructor lost it.

2.5. COLLUSION

Collusion is false representation by groups of students who knowingly assist each other in order to achieve an unfair assessment advantage. It involves:

- i. representation of the work of several persons as the work of a single student with both parties knowingly involved in the arrangement;
- ii. representing the work of one student as the work of a group of students with both parties knowingly involved in the arrangement;
- iii. willing distribution of multiple copies of one's assignments, papers, projects to other students for submission after re-labeling the paper as their own original work.

2.6. FABRICATION

Fabrication is the false representation of research data or 'performance' material as original, authentic work for submission for assessment. Examples are:

- i. invention of data;
- ii. willfully omitting some data to falsely obtain desired results

2.7. PENALTIES AND PROCEDURES

A faculty member, after evaluating the extent of the dishonesty and the level of intent and proving academic dishonesty, may use one or a combination of the following penalties and procedures:

- i. requiring rewriting of a paper containing some plagiarized material;
- ii. lowering of a paper or project grade;
- iii. giving a failing grade on a paper;
- iv. lowering a course grade;
- v. giving a failing grade in a course;
- vi. referring the case to the Senate for further action that may include academic suspension or expulsion.

Instructors are expected to report in writing to the Registrar's Office (through their Chairperson of Department) all the penalties they impose, with a brief description of the incident, with copies sent to the Dean of the relevant School and the Rector. Should an

instructor announce a failing grade in the course because of academic dishonesty, the student under penalty shall not be permitted to withdraw from the course.

APPEALS PROCEDURE:

In the case where a student believes that the grade received in the Final Exam is different from what was expected, he/she must exhaust all possibilities of resolving the problem with the pertinent instructor first. If this does not lead to a resolution, the student may appeal against the Final Exam grade by filing a petition with the Office of the Registrar (Petition Fee €34).

The Registrar will forward a copy of the petition to the pertinent Chairperson of Department, who will first ascertain that no error was made by the instructor, and if so will assign an anonymous re-evaluation of the final examination/project to another instructor. In the case of major discrepancy between the instructor's evaluation and the re-evaluation that will require change of grade, the average of the two evaluations will be assigned as the final grade to the final examination/project. Changes of grades resulting from an appeal require the endorsement of the Dean of School.

For a petition to be reviewed, a student must appeal within four (4) weeks from the date the results are announced.

APPENDIX VII

Indicative Example of an Assessment Rubric for all the teaching and learning procedure components.

Criterion	4 A-level qualities (90–100)	3 B-level qualities (80–89)	2 C-level qualities (70–79)	1 or 0 D- or F-level qualities (60–69 or below 60)
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
Understanding	Demonstrates a sophisticated understanding of the topic(s) and issue(s)	Demonstrates an accomplished understanding of the topic(s) and issue(s)	Demonstrates an acceptable understanding of the topic(s) and issue(s)	Demonstrates an inadequate understanding of the topic(s) and issue(s)
Analysis, evaluation, and recommendations	Presents an insightful and thorough analysis of all issues identified	Presents a thorough analysis of most issues identified	Presents a superficial analysis of some of the issues identified	Presents an incomplete analysis of the issues identified
	Makes appropriate and powerful connections between the issues identified and the instructional strategies studied in class; demonstrates complete command of the strategic concepts and analytical tools studied	Makes appropriate connections between the issues identified and the instructional strategies studied in class; demonstrates good command of the strategic concepts and analytical tools studied	Makes appropriate but somewhat vague connections between the issues and the instructional strategies studied in class; demonstrates limited command of the strategic concepts and analytical tools studied	Makes little or no connection between the issues identified and the instructional strategies studied in class
	Supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective	Supports diagnosis and opinions with reasons and evidence; presents a fairly balanced view; interpretation is both reasonable and objective	Supports diagnosis and opinions with limited reasons and evidence; presents a somewhat one-sided argument	Supports diagnosis and opinions with few reasons and little evidence; argument is one-sided and not objective
	Presents detailed, realistic, and appropriate recommendations clearly supported by the information	Presents specific, realistic, and appropriate recommendations supported by the information	Presents realistic or appropriate recommendations supported by the information presented and	Presents realistic or appropriate recommendations with little, if any, support from the information presented and

APPENDIX VII

	presented and concepts from the reading	presented and concepts from the reading	concepts from the reading	concepts from the reading
Research	Supplements case study with relevant and extensive research into the issues; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the issues; documents all sources of information	Supplements case study with limited research into the issues; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized
APA guidelines	Uses APA guidelines accurately and consistently to cite sources	Uses APA guidelines with minor violations to cite sources	Reflects incomplete knowledge of APA guidelines	Does not use APA guidelines
Total:				

APPENDIX VIII

Undergraduate Thesis topics for Academic Year 2021-2022

"Sports Science and Physical Education" B.Sc.

Dr. Anastasios Theodorou

- The effect of acute citrulline supplementation on respiratory muscle oxygenation.
- The effect of acute citrulline supplementation on exercise muscle fatigue.
- Association between dietary cysteine intake and muscle strength.
- The effect of chronic eccentric exercise on blood lipids profile.

Dr. George Panayiotou

- Exercise related health insurance schemes
- Attitudes, perceptions and opinions of exercise professionals towards pre-exercise health screening
- Attitudes, perceptions and opinions of exercise professionals towards exercise testing and evaluation
- Validation of maximum heart rate estimation equations
- Validity and reliability of resting and exercise heart rate monitoring methods
- Validity and reliability of resting and exercise blood pressure monitoring methods
- Validity and reliability of maximal strength prediction methods
- Validity and reliability of power prediction methods

Dr. Andrea Tryfonos

- Examine childhood obesity and/or physical (in)activity level in Cyprus (or adolescences; measurements could take place in either school environment of afternoon activities i.e. football team etc.)
- Acute effects of high-intensity-interval exercise (HIIE) on endothelial function of young healthy males (or/and women)
- Acute effects of moderate-intensity-continuous exercise (MICE) on endothelial function of young healthy males (or/and women)
- Comparison between two different exercise protocols (high-intensity-interval exercise (HIIE) vs. moderate-intensity-continuous exercise (MICE)) on endothelial function of young healthy males (or/and women)

Dr. Antreas Avgerinos

- Physical activity of employees at the European University of Cyprus in the context of their work: a comparative study
- Does the use of different teaching styles affects the level of physical activity during the physical education lesson in primary school students?

- The role of 'activity breaks' on total physical activity level of elementary school students.
- The effectiveness of the digital game of the Erasmus + "SUGAPAS" research program in promoting physical activity and a healthy lifestyle in adolescents students in Cyprus.

Dr. Antonis Alexopoulos

- Policy framework for Sexual Harassment and Abuse in Sport of Sports Federations in Cyprus (Survey)
- Consumers' protection in the fitness industry: Knowledge and perceptions of consumer rights of commercial gyms customers (Survey)
- Consumers' protection in the fitness industry: Knowledge and perceptions of gym managers (Interviews-focus groups)
- Exercise and a supplementary therapy. Opinions and attitudes of medical professionals (survey)

Dr. Orestis Antoniadis

- Effects of strength training on muscle development in pubescent males.
- Muscular adaptations in response to three different resistance-training regimens: specificity mode of construction.

Dr. Nicolaos Margaritelis

- Acute nicotinamide riboside supplementation and exercise performance in old individuals.
- Evaluation of the effect of body composition on redox homeostasis in response to acute eccentric exercise.

INTERNAL REGULATION ON

EUC's PROGRAM EVALUATION REVIEW (P.E.R.) PROCEDURES AND TEMPLATE

62nd Senate Decision: 28 January 2019

Program Evaluation Review (PER) Procedures

1. Rationale and Scope

The Program Evaluation Review (PER) encourages excellence in academic programs by aligning teaching and learning, curriculum, and other academic processes and activities with the mission of individual programs. The process is an essential part of EUC's continued effort to ensure that its mission is met through the delivery of its programs, that EUC programs of study comply, on institutional level, with Standards and Guidelines in the European Higher Education Area, and that EUC programs' structure, content and delivery mode meet stakeholders expectations and needs.

More specifically, the PER's goal is to provide a framework for developing, implementing, and maintaining an ongoing effective program evaluation review process that will:

- Result in the improvement of the program experience of students;
- Follow the standards of the EUC policies and align to accreditation bodies' decisions (e.g. CY.Q.A.A. The Cyprus Agency of Quality Assurance and Accreditation in Higher Education/ΔΙ.Π.Α.Ε. Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης);
- Assess the quality and enhance the overall effectiveness of the Programs, Departments, Schools and University as a whole;
- Identify the strengths and weaknesses in each program under evaluation review and offer opportunities for improvement;
- Establish program action plans and strategies for continuous and ongoing improvement;
- Utilize the information collected through the PER process to better plan and set priorities at the University level.

2. Sources of Information

The aim of every program is to satisfy the needs and expectations of its stakeholders. As a result, continuous monitoring of needs and expectations is essential. The table below shows the way by which the PER process monitors and collects information from the program stakeholders.

STAKEHOLDER	SOURCES OF INFORMATION	DOCUMENTATION
Students	Course Evaluation Questionnaires	Full report of questionnaires output shall be available at the end of each semester
	Program Committee	Students' representation in the Program Committee. Minutes of meetings
Alumni	Alumni Questionnaires (e.g. Έρευνα Αποφοίτων)	Full report of questionnaires output should be available
	Advisory Board	Alumni representation on the Advisory Board. Minutes of meetings.
	Graduate Employment Reports	Reports
Faculty Members	Program Committee	All faculty members teaching in the program are members of the Committee. Minutes of meetings
		Students' representatives in the Committee. Minutes of meetings
Professionals – Industrialists	Advisory Board	Professional Bodies, Industrialists representation on the Advisory Board. Minutes of meetings
	National & International Professional Bodies Curriculum Guidelines	Established guidelines
	National & International Legislative Directives on Program Curricula	Directives on program curricula
University Management	University Strategic Plan	University strategic plan document
	School/Departmental Strategic Plan	School/Dept. Strategic Plan.
Other		

In order to facilitate the collection of information from the stakeholders and the development of the PER report, the following Committees/Bodies need to be in place (additional to those described in the EUC Charter):

(a) Program Committee:

The School Council appoints a Program Committee (as *EUC Charter: Annex 12, Article VII, Section 2,*) that monitors the academic and other issues of each program. The Program

Committee can appoint sub-committee(s) to handle specific thematic areas and/or collect information.

(i) Terms of reference: The Program Committee shall report to the Department and/or School Council accordingly. For the purposes of the PER procedure the Committee meets at least once per semester. It shall have the following specific responsibilities:

- To oversee and monitor the implementation of the Senate policies and guidelines;
- To monitor curriculum development, delivery and assessment; and make recommendations to the School Council for proposed changes in regulations through the development of the PER report;
- To monitor students' admission and progress;
- To monitor the career path of the Alumni and maintain strong ties between the Alumni and the University;
- To receive and consider the minutes of meetings of the Sub-Committee for the program;
- To receive and consider the summary results of students evaluation questionnaires, as available;
- To provide a forum for discussion of general matters relating to the program;
- To submit the PER report of the program to the Department and School Council through the program coordinator.

The Program Committee Chair comprises the following members:

- The Program Coordinator (*as EUC Charter: Annex 12, Appendix B*);
- The Program's full time teaching personnel, plus selective part time teaching personnel, if necessary;
- Representative of the Administration personnel according to the specific administrative needs, if required;
- Student representatives.

(b) School or Department or Program Advisory Board:

Each program sets up an Advisory Board with the following broad terms of reference and membership.

(a) Terms of reference: The aim of the Advisory Board is to support the Undergraduate and Postgraduate Programs of each Department and School of the European University Cyprus through an independent evaluation of its activities, feedback and constructive criticism. Overall, the Advisory Board will review and contribute in several areas, including the following:

1. Improvement(s) on academic teaching;
2. Evaluation and provision of suggestions regarding the Undergraduate and Postgraduate Programs of the Department and School structure and content; thus providing students with an enhanced learning experience and a high quality educational program;
3. Proposition of courses that link the Department's/School's programs with the needs of the local and global industries, promote internationalization, academic and professional qualification and foremost employability of graduates;

4. Develop mutually beneficial relationships between the faculty, the industry, stakeholders and authorities, aiming to facilitate constructive exchange of ideas, as well as strengthen the links between them;
5. Contribution of unique and innovative ideas for research and its implementation;
6. Promotion of the faculty's work profile outside the University.

(b) Membership: C/o School and Departments.

(c) Expert Review Panel (ERP):

The PER process refers to the evaluation of the report by an Experts' panel with the following terms of reference and membership:

(i) Membership

The Program Review Panel comprises of academic and subject experts, namely:

- Two External Faculty members who are experts on the program thematic areas.

The Program Coordinator (on behalf of the Program Committee) appoints the two external experts.

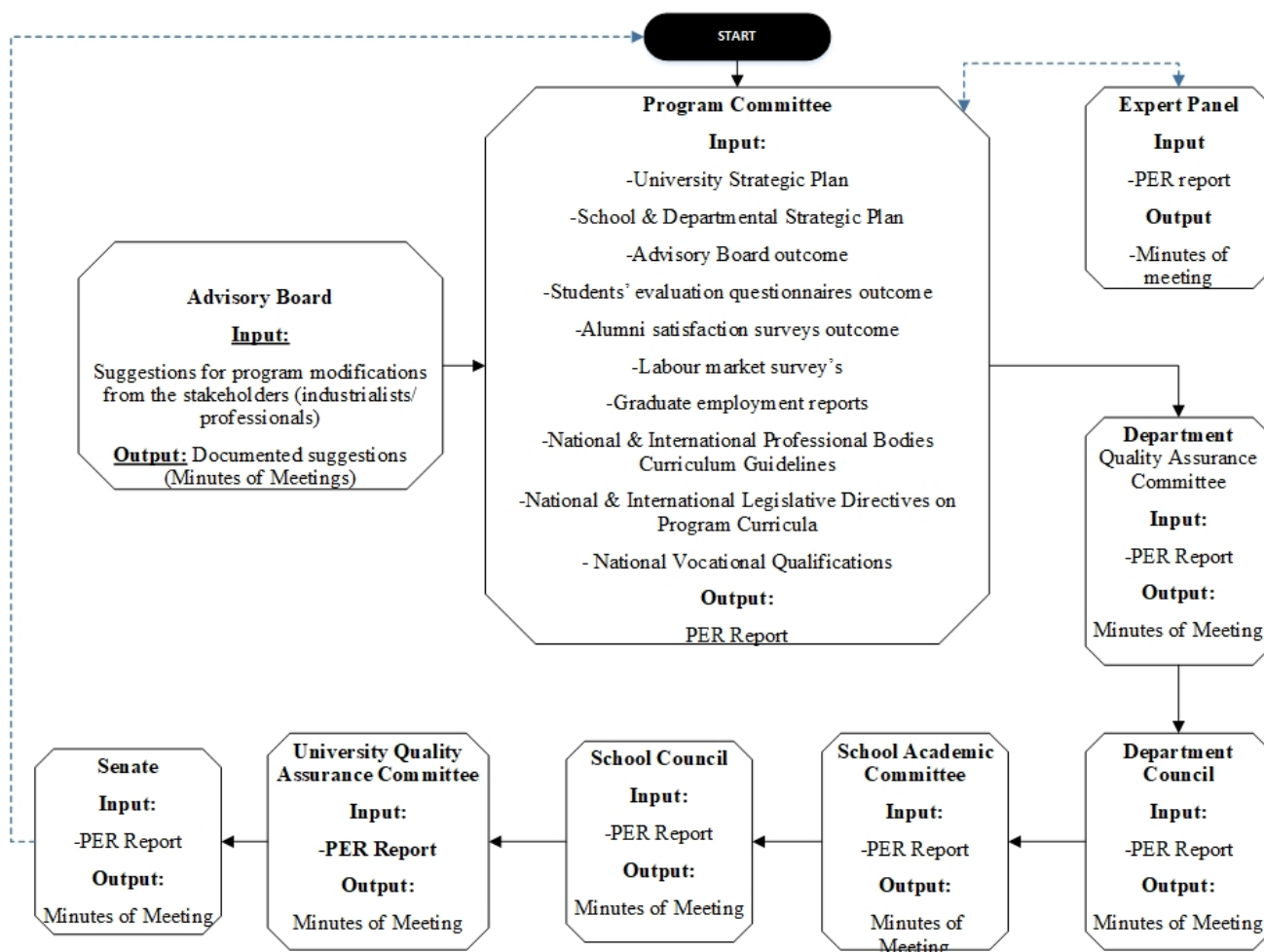
(ii) Terms of reference

The Expert Review Panel provides a written review report by commenting and evaluating the findings and implementation plan presented in the PER, as well as by providing relevant recommendations. The role of the Expert Review Panel is to provide feedback only on the academic elements of the Program Evaluation Review. Decisions about the viability and other aspects of the program remain within the remit of the School and University.

3. The PER Process

The PER process to be followed is illustrated in the diagram below. The PER process is a continuous process. It is expected that each Department implements the PER procedure and prepares the PER report (see Template attached) every five (5) years. The Program Committee can initiate a PER procedure at any time within the five year period suggesting documented program changes.

Diagram: PER Procedure



4. Timeframe

Program Evaluation Review is a continuous process. It is expected that every program should complete a PER process every five (5) years. However, the Program Committee is not restricted with regards to the exact time, as it can initiate a PER report at any time within the five year period suggesting documented program changes.

Schools with a program to be reviewed for the 5 years PER process will be notified by the Office of the Vice-Rector of Academic Affairs **in early July**. Since the review process is an ongoing process, the School shall follow all procedures so that the report with the associated documentation is approved by the Senate in its first meeting of the following calendar year.

Program Evaluation Review (PER) Template

“Program Title”

School of X
Department of X

Last Review Date: DD/MM/YY

1. Background/Contextual Information

Briefly describe the **status** of the Program in review (provide **headline** information in terms of student numbers, profiles and accreditations). Focus on any significant developments since the last program review.

Briefly present the actions taken since the **last Program Review**, and the progress of the suggested Program Action Plan (if any).

(Provide references wherever this is applicable / appropriate, see Section)

2. PER methodology

Briefly describe the **methodology** used for the implementation of this review. Refer to how this review is related to the overall University's QA process.

(Provide references wherever this is applicable/appropriate, see Section ...)

3. PER Data Sets & Other Sources of Information

List the **data sets** and **other sources of information**, which were used for the implementation of this review. Provide as appendix all the documentation.

4. Curriculum Structure, Objectives, and Learning Outcomes

Briefly describe and review the **general structure/content** and **rationale** of the Program Curriculum in Review. Possible review tasks, which may be undertaken, are the following:

- Review the relevance and adequacy of the **current Objectives / Learning Outcomes** of the Program in review in relation to the latest research, professional and technological developments (wherever applicable).
- Review how the Curriculum structure and content **satisfies the current Objectives and Learning Outcomes** of the Program in review (cross-reference matrices of 'Courses vs Learning Outcomes' can be designed / used for this purpose).
- Review how the Curriculum's structure / learning outcomes **satisfy the requirements of international standards and professional organisations, as well as any legislative requirements** (if applicable).
- Review how the Curriculum structure / learning outcomes **address stakeholders'** (students, alumni, professionals) **considerations and expectations**.

Feel free to implement any additional / alternative review task you consider appropriate for the Program in review.

(Provide references this is applicable / appropriate, see Section 2)

5. Teaching and Learning

Briefly describe and review the **teaching and learning methods, teaching and learning materials, academic personnel, resources, and academic support**, which are provided for the Program in review. Possible review tasks, which may be undertaken, are the following:

- Review the relevance and adequacy of the **current teaching, learning, and assessment methods followed**, in relation to international standards, stakeholders' feedback, and current educational trends.
- Review the adequacy of the **Program's current academic personnel** in relation to the teaching and learning needs of the Program Curriculum, international standards, stakeholders' feedback, School and University Strategy, and requirements from professional bodies.
- Review the relevance and adequacy of the Program's current teaching **resources and academic support** in relation to international standards, stakeholders' feedback, and current educational trends.

Feel free to implement any additional / alternative review task you might feel is appropriate for the Program in review.

(Provide references wherever this is applicable / appropriate, see Section 2)

6. Sustainability

Briefly describe and review the **Sustainability** aspects of the Program in review. Possible review tasks, which may be undertaken, are the following:

- Review the **student recruitment / retention policy**, which is followed for the Program in review, in relation to the latest enrolment, retention, and marketing data.
- Review the **employability dimension** of the Program in review, in relation to the latest alumni satisfaction and graduate employment reports, and in relation to the feedback provided by industrial stakeholders.
- Review how the Program in review fits and contributes to the satisfaction of **the School's and University's long-term strategic plans**.
- Review how the Program in review addresses the latest **national and international professional needs and trends**.

Feel free to implement any additional / alternative review task you consider as appropriate for the Program in review.

(Provide references wherever this is applicable / appropriate, see Section 2)

7. SWOT Analysis

Based on your review, please provide a Strengths/Weaknesses/Opportunity/ Threats Analysis for the Program in Review:

Strengths 1. Strength x 2. Strength y	Weaknesses 1. Weakness x 2. Weakness y
Opportunities 1. Opportunity x 2. Opportunity y	Threats 1. Threat x 2. Threat y

8. Proposed Program Modifications

Identify the proposed program modifications by providing the necessary documentation on the following areas:

I. Program modifications:

- (a) Title
- (b) Aim and Objectives
- (c) Learning Outcome(s)
- (d) Curriculum/Program structure
- (e) Entry requirements/criteria

II. Course(s) modifications

- (a) Title
- (b) Aim and Objectives
- (c) Learning Outcomes
- (d) Course Content
- (e) Teaching Methodology
- (f) Assessment Methods
- (g) Recommended Textbook(s)
- (h) Other (ECTS, hours, etc.)

III. Program quality control mechanisms

IV. Other (Specify)

9. Implementation Plan

Describe the proposed action plan for the proposed modifications/changes in a timetable or Gantt Chart.

APPENDIX X



**SCHOOL OF SCIENCES
DEPARTMENT OF LIFE SCIENCES**

BSC. SPORTS SCIENCE AND PHYSICAL EDUCATION

**UNDERGRADUATE THESIS WRITING
GUIDE**

3rd Version:
Nicosia, February 2021

In lieu of a Preface

The Undergraduate thesis contributes significantly to the development of the search and learning skills in the aspiring graduate's subject area. The drafting and completion of the undergraduate thesis gives a sense of accomplishment in developing and creating. Over time, other people, including students, teachers, researchers, etc. will go through and read the works previously prepared, in order to complete their own search and broaden their knowledge.

In the process of submitting an Undergraduate thesis in a University, elegant and accurate writing is as important as the comprehensiveness and originality of the research. This "Undergraduate Thesis Writing Guide" has been prepared by the academics of the Departments of Life Sciences to assist students in achieving an outstanding result.

This Undergraduate Guide is not an exhaustive manual, but can provide substantial assistance in preparing an acceptable Thesis. The faithful application of the rules of the Guide is essential and will offer quality support to the entire effort. Moreover, attention to the various details and suggestions will help save valuable time. Students are therefore urged to read this manual thoroughly before embarking on the process of preparing the Undergraduate Thesis.

We also recommend and wish to draw your attention to the fact that you should not use other templates which may be incorrect, or follow instructions that are in conflict with the provisions of this Guide. An older Undergraduate Thesis or a Thesis from other Institutions may not have been drafted according to the writing rules included in this manual.

We wish you all the best!

Table of Contents

INTRODUCTION	4
OBJECTIVE AND LEARNING OUTCOMES	6
OBJECTIVE	6
LEARNING OUTCOMES	6
THESES COMMITTEES	7
COMMITTEE OF UNDERGRADUATE THESIS OF THE DEPARTMENT (INFORMAL).....	7
COMMITTEES OF UNDERGRADUATE THESES (INFORMAL).....	7
RIGHT TO CONDUCT AN UNDERGRADUATE THESIS	7
CONDUCT OF UNDERGRADUATE THESIS THROUGH COLLABORATION.....	8
DETERMINATION OF THE THESIS TOPIC – UNDERGRADUATE THESIS SUPERVISION - STUDENT GUIDANCE	8
APPOINTMENT OF SUPERVISING PROFESSOR	8
CHANGE OF SUPERVISING PROFESSOR.....	8
SUPERVISION – EXECUTION OF THE UNDERGRADUATE THESIS.....	8
ANNOUNCEMENT – ALLOCATION OF THESIS TOPICS	9
APPLICATIONS FOR UNDERTAKING A THESIS TOPIC.....	9
CHOICE OF TOPICS	9
ALLOCATION OF A THESIS TOPIC.....	10
MODIFICATION – CHANGE OF THESIS TOPIC	10
FINALISATION OF THESIS TOPIC AND PROTOCOL ASSESSMENT	10
STRUCTURE OF THESIS PROPOSAL – PROTOCOL.....	11
STRUCTURE OF PROPOSAL – PROTOCOL FOR RESEARCH THESIS.....	11
Title (up to 20 words).....	11
Abstract (200-300 words).....	11
Introduction (2-4 pages).....	12
Purpose and specific objectives (0.5 page).....	12
Innovation of research proposal – Enhancement of existing knowledge – Added value and benefit (0.5 – 1 page).....	12
Methodology (2 – 4 pages).....	12
Ethical issues (1 paragraph).....	13
Bibliography	13
Time frame (Table).....	13
Annexes	14
STRUCTURE OF PROPOSAL – PROTOCOL FOR BIBLIOGRAPHICAL REVIEW.....	15
Title (up to 20 words).....	15
Abstract (200-300 words).....	15
Introduction	15
Type A - Introduction (2-4 pages).....	15
Purpose and specific objectives (0.5 page).....	16
Enhancement of existing knowledge – Added value and benefit (0.5 – 1 page)	16
Type B - Introduction (2-4 pages).....	16
Methodology.....	16
Type A - Methodology (2 – 4 pages)	16
Type B - Methodology (2 – 4 pages)	17
Bibliography	18

Time frame (Table).....	18
Annexes (Only in Types A).....	18
DURATION OF EXECUTION OF THE THESIS	20
ASSESSMENT OF THESIS	22
SUBMISSION OF THESIS FOR CORRECTIONS	23
PRESENTATION OF THE THESIS	24
APPOINTMENT OF TWO-MEMBER ASSESSMENT COMMITTEE	24
MARKING OF THE THESIS.....	24
WRITTEN TEXT.....	24
ORAL DEFENSE OF THE THESIS.....	25
OUTCOME OF THE THESIS.....	26
ENTRY OF COURSE GRADE.....	26
SUBMISSION OF GRADE TO THE SECRETARIAT	26
ISSUANCE OF GRADE	26
DESCRIPTION OF THE STRUCTURE OF THE DIFFERENT TYPES OF THESES	
.....	27
TYPES AND LENGTH OF THESES	27
FINAL LAYOUT OF RESEARCH THESIS	27
PRELIMINARY PAGES.....	30
COVER	30
TITLE PAGE.....	30
COPYRIGHT PAGE	30
ASSIGNMENT OF COPYRIGHT PAGE	30
ABSTRACT.....	31
PREFACE	31
TABLE OF CONTENTS.....	32
LIST OF TABLES	32
LIST OF FIGURES	32
LIST OF ILLUSTRATIONS	33
LIST OF PHOTOGRAPHS	33
RESEARCH TYPE THESIS	34
MAIN PART.....	34
INTRODUCTION.....	34
BIBLIOGRAPHY REVIEW.....	34
METHODOLOGY	36
RESULTS.....	38
DISCUSSION.....	38
CONCLUSIONS.....	39
RECOMMENDATIONS	39
BIBLIOGRAPHY LIST	39
BIBLIOGRAPHICAL REVIEW THESIS.....	40
MAIN PART.....	40
INTRODUCTION.....	40
INTRODUCTION (TYPE A).....	40
INTRODUCTION (TYPE B).....	41
METHODOLOGY	41
METHODOLOGY (TYPE A).....	41
METHODOLOGY (TYPE A).....	43
RESULTS.....	44
DISCUSSION.....	47
CONCLUSIONS.....	47

BIBLIOGRAPHY	47
ANNEXES	47
SYSTEMATIC REVIEW THESIS	49
MAIN PART	49
Title (up to 20 words).....	49
Abstract (200-300 words).....	49
Introduction	49
Methodology.....	50
Results	51
Discussion	51
Conclusions.....	52
Bibliography	52
GENERAL INSTRUCTIONS ON TEXT FORMATTING	56
TITLES OF CHAPTERS, SUB-CHAPTERS AND SECTIONS	56
NUMBERING	56
LETTER FONT.....	56
UNDERLININGS.....	56
PHOTOGRAPHS AND ILLUSTRATIONS.....	56
MARGINS	56
PRINTING, SPACING AND INDENTS.....	57
PAGINATION.....	57
OTHER PROVISIONS.....	58
COPYRIGHT.....	58
BIOETHICAL ASSESSMENT OF RESEARCH THESIS.....	58
AVOIDANCE OF PLAGIARISM	58
ANNEX.....	59
APPLICATION FOR DECLARATION OF THESIS TOPICS.....	60
APPLICATION TO CHANGE THESIS TITLE	61
APPLICATION TO CHANGE SUPERVISOR.....	62
WRITTEN TEXT ASSESSMENT CRITERIA.....	63
ORAL PRESENTATION ASSESSMENT CRITERIA	64
DECLARATION OF ASSIGNMENT OF THESIS RIGHTS	65
METHODOLOGICAL APPROACH TO SYSTEMATIC REVIEWS	66

INTRODUCTION

The Undergraduate Thesis is considered to be the capstone of the student's educational process, being a key prerequisite for completing the studies and obtaining the Bachelor Degree.

The Undergraduate Thesis has both a formal and substantial status and is distinguished for its contribution to scientific knowledge, as it enables the student to explore the subject of study in depth and apply a systematic and scientific approach towards achieving the goal, whilst reflecting the quality of the application of his/her Program of Study.

The Undergraduate Thesis is a creative, independent and scientific search. It is the outcome of the student's capability to analyse and synthesise and his/her ability to use the entire spectrum of knowledge and skills acquired throughout the Program of Study.

A high quality Undergraduate Thesis is a reflection of continuous study and assimilation, as well as the application of knowledge, on condition that it meets the requirements in order to verify the student's professional maturity in addressing sophisticated applications of greater complexity and developing the skill of assessing and making good use of bibliography sources. It provides the proof that the student has the ability to apply his/her knowledge and skills, whilst learning how to function and work in a methodical way, using combinatorial thinking and documentation.

This "Undergraduate Thesis Writing Guide" was prepared in order to thoroughly describe the process of writing the Thesis and the guidelines for its completion.

It describes in particular the process of choosing the subject, the specifications in terms of writing, the structure, content, special methodological instructions for writing the key parts of the Undergraduate Thesis, its scientific documentation, the time frames relating to the completion, submission, consideration and assessment, the assessment criteria and the student's obligations throughout the preparation of the Undergraduate Thesis.

Information which is not clearly covered by this Guide in relation to the writing of the Undergraduate Thesis, as well as any problems which may arise during the process, will be addressed by the Supervising Professor in collaboration with the person in charge of the Course and the competent committee of the Department of Life Sciences. It is also recommended to use manuals on the Methodology of Research and Statistics, where this is deemed useful by the Supervising Professor in collaboration with the student.

The ongoing collaboration between the student and the Supervisor becomes necessary and essential and the student must fulfill his/her obligations without fail. The preparation of the Undergraduate Thesis is an entirely interactive process between the student and the Supervisor throughout its duration, in the sense that the Supervisor provides ongoing and progressive feedback on the development of the Thesis.

Students must study the Guide carefully from the time they declare the Undergraduate Thesis through to its oral defense, in order to avoid any mistakes, omissions and delays.

The academic personnel guides and facilitates the ongoing collaboration with the students, with a view to completing the Thesis within the prescribed time frame.

OBJECTIVE AND LEARNING OUTCOMES

OBJECTIVE

The objective of the Undergraduate Thesis is to enable students to study in depth a topic within their chosen discipline, consisting of a dynamic combination of scientific significance and practical interest (connection with the student's main studies or his/her professional pursuits) through the mental process of analysis and synthesis and the use of critical thinking, as it derives from current scientifically and empirically documented knowledge.

LEARNING OUTCOMES

Learning outcomes are presented in detail in the syllabus of the Undergraduate thesis course 1 and 2, HLS400 & HLS420.

i.

THESES COMMITTEES

COMMITTEE OF UNDERGRADUATE THESIS OF THE DEPARTMENT (INFORMAL)

The “informal” Committee of Undergraduate Thesis of the Departments comprises the professor in charge of the course and one representative (member of the Teaching and Research Personnel – TRP) from each Program of Study. The purpose of the Committee is to address issues regarding the review of the “Thesis Writing Guide”, examine important issues arising from the execution of the Thesis by students, such as violation of academic ethics and morals (e.g. plagiarism) or other issues not foreseen or covered by this version of the Thesis Writing Guide, and inform students on current developments.

COMMITTEES OF UNDERGRADUATE THESES (INFORMAL)

There is a Two-member Undergraduate Theses Committee comprising from one to two members of TRP or members of the Teaching Personnel of the BSc Sports Science and Physical Education program and/or the professor in charge of the course. The purpose of these Committees is to coordinate and supervise the process of assigning undergraduate Theses and plan and organize the procedure for their presentation and assessment through to their final submission with the Secretariat of the Department. This Committee is also responsible for addressing and tackling issues of minor importance which may arise.

RIGHT TO CONDUCT AN UNDERGRADUATE THESIS

The right to conduct an undergraduate thesis have:

- i. students who have completed the courses up to semester 6 (3rd year of studies) or have complete 140 ECTS
- ii. students with a GPA greater than or equal to 2.00
- iii. students who have successfully completed the courses RES303, BIO282, ENH090

In addition, the right to apply for a Research Thesis have:

- i. students who have a total GPA greater than or equal to than 2.80 or**
- ii. Students who have a GPA between 2.0 - 2.8 if they work in groups of at least 2 or maximum 3 students or**
- iii. Students with a GPA greater than or equal to 3.00 in courses related to the specific research work**

CONDUCT OF UNDERGRADUATE THESIS THROUGH COLLABORATION

If they so wish, two students can undertake the same Undergraduate Thesis in collaboration. However, clear and distinct roles must be delegated to them by the proposer to enable the distinct assessment of the work conducted by each one of them. The aim is for each student to undertake a distinct role in each section of the Undergraduate Thesis and not write individual chapters entirely on their own, in order to enhance in this way collaboration between students in synthesising, linking and presenting the various parts of the Thesis.

DETERMINATION OF THE THESIS TOPIC – UNDERGRADUATE THESIS SUPERVISION - STUDENT GUIDANCE

The supervision of the Undergraduate Thesis is undertaken by the Department's teaching personnel amongst holders of PhD (members of the TRP or Scientific Associates) or PhD candidates (Special Teaching Personnel, Clinical Trainers, Laboratory Assistants) or holders of Master degrees upon the relevant approval of the Department's Committee of Undergraduate Theses. The responsibility for the allocation of the Theses per Supervisor lies with the Committees of Undergraduate and Graduate Theses of the Department of Life Sciences. Each member of the TRP undertakes the supervision of a maximum of five (5) Theses of the Program per academic year. The maximum number of Undergraduate Theses allocated per Supervisor is determined by the needs of the Program and of the Department in general and may vary.

APPOINTMENT OF SUPERVISING PROFESSOR

The Supervising Professor (proposer) is appointed by the Committee of Undergraduate Theses of the Program within 10 working days from the expiry of the deadline for the submission of applications. The criteria for the selection of the Supervising Professor are his subject area and research interests. Any preferences of the student for a specific supervisor are taken into consideration only in research and original topics and provided there is availability in the specific period of time. Following the announcement of the proposers by the Committee of Undergraduate Theses of the Program, students must contact the Supervising Professor in order to specify and analyse the topic of the Undergraduate Thesis they have undertaken and proceed to the preparation and presentation of their research proposal.

CHANGE OF SUPERVISING PROFESSOR

Once a Supervisor has been designated, he/she may not change without the prior submission of a justified request to the Committee of Undergraduate Theses of the BSc Sports Science and Physical Education program. In this case, if the Committee of Undergraduate Theses finds that the student is not at fault for the delay, it may extend the deadline for completing the Thesis by up to 2 months.

SUPERVISION – EXECUTION OF THE UNDERGRADUATE THESIS

STUDENT SUPERVISION – GUIDANCE

During the execution of the Undergraduate Thesis, the student has weekly 30-60 minute meetings with his/her Supervisor, as determined between them (either in person or by teleconference), in order to receive feedback on the progress of the Thesis, plan together the next stages of execution and verify his/her progress. They may also communicate through other electronic means or in any other way as determined by the Supervisor. At the initial meeting, the time frames for the progress of the Undergraduate Thesis are set and discussed and the skeleton to be followed by the student for the completion of the Undergraduate Thesis is defined.

Collaboration between the student and the Supervisor is essential and plays a key role in his/her final grade. In case, at any stage of the execution of the Thesis, more than three weeks elapse without any contact between the student and the proposer, the Supervising Professor reports the fact to the Committee of Undergraduate Theses of the respective Program and the student is called to justify this lack of contact in writing. If such justification is deemed inadequate, the Supervisor has the right to terminate the collaboration, in which case it is considered that the student has failed the course and receives an “**F**” (Fail) grade. Students have the obligation and must submit to their Supervisor parts of their Thesis at regular intervals in accordance with the set time frame. The delivery of the completed Thesis to the Supervisor, before or after the deadline for submission, without previous submission and correction by the Supervisor in parts, will not be accepted and the Undergraduate Thesis will be rejected, resulting in the student’s failure. Moreover, Supervisors are not obliged to hold meetings and make corrections during holidays (Christmas, Easter, August).

ANNOUNCEMENT – ALLOCATION OF THESIS TOPICS

The topics of the Undergraduate Theses are sent by the coordinator of the BSc Sports Science and Physical Education program to the professor in charge of the course for approval and are posted by the latter on the Moodle platform, together with the respective application forms. Once the topics are posted, the professor notifies the students using their University email address, they choose the topic that interests them and submit it online within the prescribed time frames announced at the same time as the topics.

APPLICATIONS FOR UNDERTAKING A THESIS TOPIC

During the summer of the semester preceding the semester in which the Undergraduate Thesis course is offered, applications are accepted on the Moodle platform (course HEA410 - DHS - at Senior Project Topic Application for the BSc Sports Science and Physical Education program - see Annex on page 60) by students who satisfy the criteria to conduct an Undergraduate Thesis, in view of undertaking a relevant topic.

CHOICE OF TOPICS

The Students state on the standardized form, on a priority basis (see Annex on page 59) up to 5 (five) Thesis titles from amongst the topics to be announced by the Program of Studies of the Departments of HEALTH or LIFE Sciences which they are attending. Students also have the right to submit up to one topic which interests them and is not included in the aforesaid list. It is noted that a proposed topic not included

in the list will be approved only in case of expression of interest to supervise the topic in question by a member of the Departments' academic personnel. **NO** application for a topic proposed by a student will be accepted unless the proposer sends his/her agreement in writing (mail) to the professor in charge of the course.

ALLOCATION OF A THESIS TOPIC

The determination and assignment of a topic to the student falls within the competence of the Committees of Undergraduate Theses of the Programs of the Departments of Health or Life Sciences. More specifically, after the expiry of the deadline for the submission of topics by the students, the respective Committee of Undergraduate Theses of each Program of Studies of the Departments of HEALTH or Life Sciences meets and examines the applications, allocating students to Supervising Professors. As a rule, for applications submitted within the deadline, topics and Supervisors are assigned on a priority basis in accordance with the following criteria:

- The overall grade of each student (GPA)
- The availability of Supervisors.

For example, in case 2 (two) or more students (who intend to work either individually or as a team) happen to have chosen the same topic, priority is given to the student who has submitted his/her application within the deadline. In case two or more students have chosen the same topic and have both submitted their application within the deadline, the topic is allocated to the student with the highest overall grade (GPA) up until the third year of studies (in the case of a group Thesis the GPA of all collaborating students is taken into consideration). Finally, topics proposed by a Supervisor are allocated to students up until the maximum number of Theses that he/she can supervise. When the said number is reached, interested students are obliged to choose any other topic from amongst those remaining available on the list. It is the Departments' intention to satisfy the interests of all students, however for various reasons (availability of infrastructure, personnel, topic covered by other students) this may not be possible. As a result, a new topic and type of Undergraduate Thesis may be assigned to students.

MODIFICATION – CHANGE OF THESIS TOPIC

Following the allocation of the Thesis topic, no modification thereof is permitted without the prior submission of a well-substantiated application to the Committee of Undergraduate Theses of the respective Program, on condition that serious reasons for doing so apply. Applications by students for the modification of topics are accepted within a period of up to **30 days** from the allocation of the Thesis topic and they must necessarily be signed by both the student and his/her Supervisor.

FINALISATION OF THESIS TOPIC AND PROTOCOL ASSESSMENT

Within two months from the announcement of the Supervising Professors and the finalization of the topic, students are obliged to submit before the Committee of Undergraduate Theses of the Program to which they belong the proposal of the Thesis as well as its final title for confirmation. If they fail to do so, the assignment is

cancelled and the student is marked with an “F” (fail) and submits a new application for Undergraduate Thesis in the following semester in which the course is available.

The Committee of Undergraduate Theses of the Sports Science and Physical Education program assesses the titles and the proposals of the Theses and if the proposed topic satisfies the requirements (relevant to the corresponding Program, in line with the scientific requirements of the Program and not executed in the past – at least 5 years must have elapsed from the approval of a similar topic) then the topic of the Undergraduate Thesis will be approved.

In case the Committee finds that the topic does not meet the requirements of the Sports Science and Physical Education program, it informs the student and the proposer accordingly and grants them an additional period of 10 working days to submit a new or modified title and a new proposal. If at the end of the foreseen time frame, the student has not submitted the title and the proposal, the topic is not allocated and the student fails the course. In case of disagreement in the Committee, the student’s proposer, being the expert on the said topic, has the final say.

The protocol is assessed and marked by the Committee of Undergraduate Theses of the Program.

The protocol is evaluated by the Undergraduate Committee of the BSc Sports Science and Physical Education program.

STRUCTURE OF THESIS PROPOSAL – PROTOCOL

As stated above, the primary concern of the Supervisor and the student is to submit to the Committee of Undergraduate Theses of the Program the final title and a brief proposal on the approach of the topic they intend to address.

The proposal will cover, as a minimum, the following sections:

STRUCTURE OF PROPOSAL – PROTOCOL FOR RESEARCH THESIS

Title (up to 20 words)

The title must be clear and concise and present the substance of the study to be pursued.

Abstract (200-300 words)

Brief summary of the purpose, significance and methodology of the study without including bibliographical references, illustrations and tables. It outlines all the main points of the study, allowing the reader to form a comprehensive view of the proposed work. Apart from the introduction, the abstract is drafted in the future tense as it describes something to be conducted in the future.

The abstract has the following structure:

Introduction: Summary of the bibliographical review of the topic in 2-3 sentences.

Purpose: It states the purpose of the research work in 1-2 sentences.

Sample and Method: Reference to the sample of the research and the place where it has been conducted (without disclosing the

identity of the location) as well as to the methodology used for data collection.

Keywords: 3-6 keywords which must correspond to the international lexicography terms used by Index Medicus (MeSH).

Introduction (2-4 pages)

Theoretical background

General and brief presentation of the topic. Concepts are clarified and relevant definitions are described.

Description of the problem

Description of the problem giving rise to the research questions.

Existing knowledge

Summary of the existing knowledge which is only **directly** related to the research questions and the variables of the study. References to general studies which do not support the hypotheses or the research design of the study are avoided. For each study, include 2-3 sentences on the design, key findings and main conclusions, without going into great detail or making extensive references to a specific study. Care is taken to link these studies both between them and with the question under investigation. At the end of this section, reference must be made to what previous studies have not answered, where lies the innovation of the specific study and what gap it aspires to fill.

Purpose and specific objectives (0.5 page)

Purpose

The general purpose is stated in one sentence. The next sentence offers an analysis of the purpose with reference to the specific variables and the research question to be approached.

Specific objectives

Brief reference to numbered specific objectives of the study, i.e. the specific hypotheses and research questions to be examined. Reference to the specific variables and the relations or differences to be studied.

Innovation of research proposal – Enhancement of existing knowledge – Added value and benefit (0.5 – 1 page)

This section states why the proposed study is important for the population under review, how it will contribute to the promotion of the discipline with new knowledge and its significance for the practice and/or theory of the discipline, with special reference to the specific subject area of the BSc Sports Science and Physical Education.

Methodology (2 – 4 pages)

This section includes a description of the methods and means to be used in order to achieve the study's purpose and objectives.

Research design

E.g. correlation study or prospective study or “patients-controls” study or randomised, experimental double-blind study.

Material

a. Location and Time of conduct of the study

Brief description of the characteristics of the location of the study, the mode of access and the time of conduct.

E.g. Nicosia General Hospital, Strovolos Health Centre, conducted in the period from January 2014 to December 2015. The Department’s head nurse and doctor have been informed and given their consent.

b. Sample of participants

Reference to the sampling strategy and the size of the sample, the method of approach and the process of informed consent. Criteria of inclusion to the protocol and exclusion from the study.

c. Tools

Description of the tools used for measuring the variables (e.g. questionnaires, scales, laboratory equipment), justification and psychometric features. Reference to the empirical evidence of their validity and reliability.

d. Data collection method

Brief but accurate description of all the procedures to be followed, from the commencement of the study to the completion of data collection. Special emphasis is given to ethical and moral issues, e.g. how the secrecy and anonymity of participants will be safeguarded.

e. Statistical analysis and data processing

Brief but accurate description of all the statistical tests to be used with reference to the specific hypotheses and/or research questions.

f. Limitations and weaknesses of the study

Brief description of any problems in the design, the hypotheses, the sampling and the methods which cannot be improved due to practical reasons (limited time or financial resources).

Ethical issues (1 paragraph)

Possible benefits for the participants and process of informed consent. A protocol will be submitted to the National Bioethics Committee, the Office of the Commissioner for Personal Data Protection and the Research Promotion Committee of the Ministry of Health.

Bibliography

List of the bibliographical references used in the drafting of the protocol in accordance with the referencing system of Harvard Anglia Ruskin University or of the American Psychological Association (APA – for Speech Therapy).

Time frame (Table)

The time sequence and the time frames within which the various activities of the research work will be conducted.

Annexes

- i. Informed consent form
- ii. Questionnaires/Scales
- iii. Approvals from competent organizations (if obtained)

(Attention: In drafting the protocol, the present and future tenses must be used).

STRUCTURE OF PROPOSAL – PROTOCOL FOR BIBLIOGRAPHICAL REVIEW

Title (up to 20 words)

The title must be clear and concise and present the substance of the study to be pursued. The words “bibliographical review” must be stated at the end.

Abstract (200-300 words)

Brief summary of the purpose, significance and methodology of the study without including bibliographical references, illustrations and tables. It outlines all the main points of the study, allowing the reader to form a comprehensive view of the proposed work. Apart from the introduction, the abstract is drafted in the future tense as it describes something to be conducted in the future.

The abstract has the following structure:

Introduction: Summary of the bibliographical review of the topic in 2-3 sentences.

Purpose: Purpose of the paper in 1-2 sentences

Methodology: Description of the search strategy and more specifically reference to the database(s) used in the search for articles, the keywords to be used in the search and also their combination. Finally, reference to the inclusion or exclusion criteria of a study from the review.

Keywords: 3-6 keywords which must correspond to the international lexicography terms used by Index Medicus (MeSH).

Introduction

The Introduction may follow the A or B type as directed by the supervisor. However, each student should follow only one type.

Type A - Introduction (2-4 pages)

Theoretical background

General and brief presentation of the topic. Concepts are clarified and relevant definitions are described.

Existing knowledge

Summary of existing knowledge (since at this stage no comprehensive analysis of the bibliography has been conducted) and presentation of what is generally known from studying the bibliography to this day on the topic in question. For each study, include 2-3 sentences on the design, key findings and main conclusions, without going into great detail or making extensive references to a specific study. Care is taken to link these studies both between them and with the question under investigation.

Description of the problem

Explanation of the need to conduct a review of the research bibliography on the specific topic (e.g. summary of existing scientific

knowledge, identification of contradictions or gaps in the bibliography).

Purpose and specific objectives (0.5 page)

Clear statement of the purpose and specific objectives of the review.

Enhancement of existing knowledge – Added value and benefit (0.5 – 1 page)

This section states why the proposed study is important for the population under review, how it will contribute to the promotion of the discipline with new knowledge and its significance for the practice and/or theory of the discipline, with special reference to the specific subject area of the BSc Sports Science and Physical Education program.

Type B - Introduction (2-4 pages)

General presentation of the subject. Concepts are clarified and definitions are described. Explains the need to conduct a review of the research literature on the subject (e.g. presenting existing scientific knowledge, identifying inconsistencies or gaps in the literature, lacking guidelines). The purpose and objectives of the review are clearly stated. The existing knowledge is described in detail and what is generally known from literature studies to date on the subject under discussion. Provision is made for interconnecting the reported studies both with each other and with the issue under investigation.

Methodology

The Introduction may follow the A or B type as directed by the supervisor. However, each student should follow only one type.

Type A - Methodology (2 – 4 pages)

This section includes a description of the methods and means to be used in order to achieve the study's purpose and objectives.

Description of the search strategy

Description of the search strategy, in other words:

- a. The database(s) in which the articles will be searched,
- b. The keywords to be used in the search, as well as their combination.

Your search strategy will be presented in a table (see Table 1 for a relevant example) – It is not necessary to include in the protocol the number of articles you have identified.

Points requiring attention:

- a. The bibliographical review must be conducted in valid online databases, e.g. MEDLINE, PubMed, Scopus, etc.
- b. In the keywords avoid the use of sentences.

Study inclusion – exclusion criteria

Presentation of the criteria for the inclusion or exclusion of a study from the review. These criteria may include the type of the study, the characteristics of the participants, the location where the study has been conducted, the variables under review, the measurement tools, etc.

The strategy to be followed for the number of studies which will be checked and assessed against the fulfillment of the inclusion criteria in order to be included in the review will be presented in an indicative flow chart (see Illustration 1).

Type B - Methodology (2 – 4 pages)

This section includes a description of the methods and means to be used in order to achieve the study's purpose and objectives.

Description of the search strategy

Description of the search strategy, in other words:

- c. The database(s) in which the articles will be searched,
- d. The keywords to be used in the search, as well as their combination.

Points requiring attention:

- c. The bibliographical review must be conducted in valid online databases, e.g. MEDLINE, PubMed, Scopus, etc.
- d. In the keywords avoid the use of sentences.

Study inclusion – exclusion criteria

Presentation of the criteria for the inclusion or exclusion of a study from the review. These criteria may include the type of the study, the characteristics of the participants, the location where the study has been conducted, the variables under review, the measurement tools, etc.

Bibliography

List of the bibliographical references which have been used in the drafting of the protocol in accordance with the referencing system of the Harvard Anglia Ruskin University or of the American Psychological Association (APA – for Speech Therapy).

Time frame (Table)

Presentation of the time sequence and the time frames within which the specific activities of the research will be conducted.

Annexes (Only in Types A)

Table with the search strategy and the keywords to be used and flow chart presenting the results of the search strategy.

(Attention: In drafting the protocol, the present and the future tenses must be used. In case the student wishes to carry out a systematic review, consult the separate file titled Structure of systematic review).

Table 1: Search strategy and keywords to be used in the identification of studies investigating the relationship between central obesity and dementia

	Keywords	Number of identified articles
Central obesity – Exposure	1. central obes*	
	2. visceral obes*	
	3. abdominal obes*	
	4. waist circumference	
	5. waist to hip ratio	
	6. waist-to-hip	
	7. waist-to-hip-ratio	
	8. WHR	
	9. Sagittal Abdominal Diameter	
10.#1 OR #2 OR #3 OR #4 OR #5 OR #6 OR #7 OR #9		
Dementia – Outcome	11. Alzheimer’s disease	
	12. Alzheimer disease	
	13. vascular dementia	
	14. dementia	
15.#11 OR #12 OR #13 OR #14		
Research design of the study	16. cohort	
	17. prospective	
	18. longitudinal	
	19. follow-up	
	20. incidence	
	21. risk	
22. rate		
23.#16 OR #17 OR #18 OR #19 OR #20 OR #21 OR #22		
24.#10 AND # 15 AND # 23		

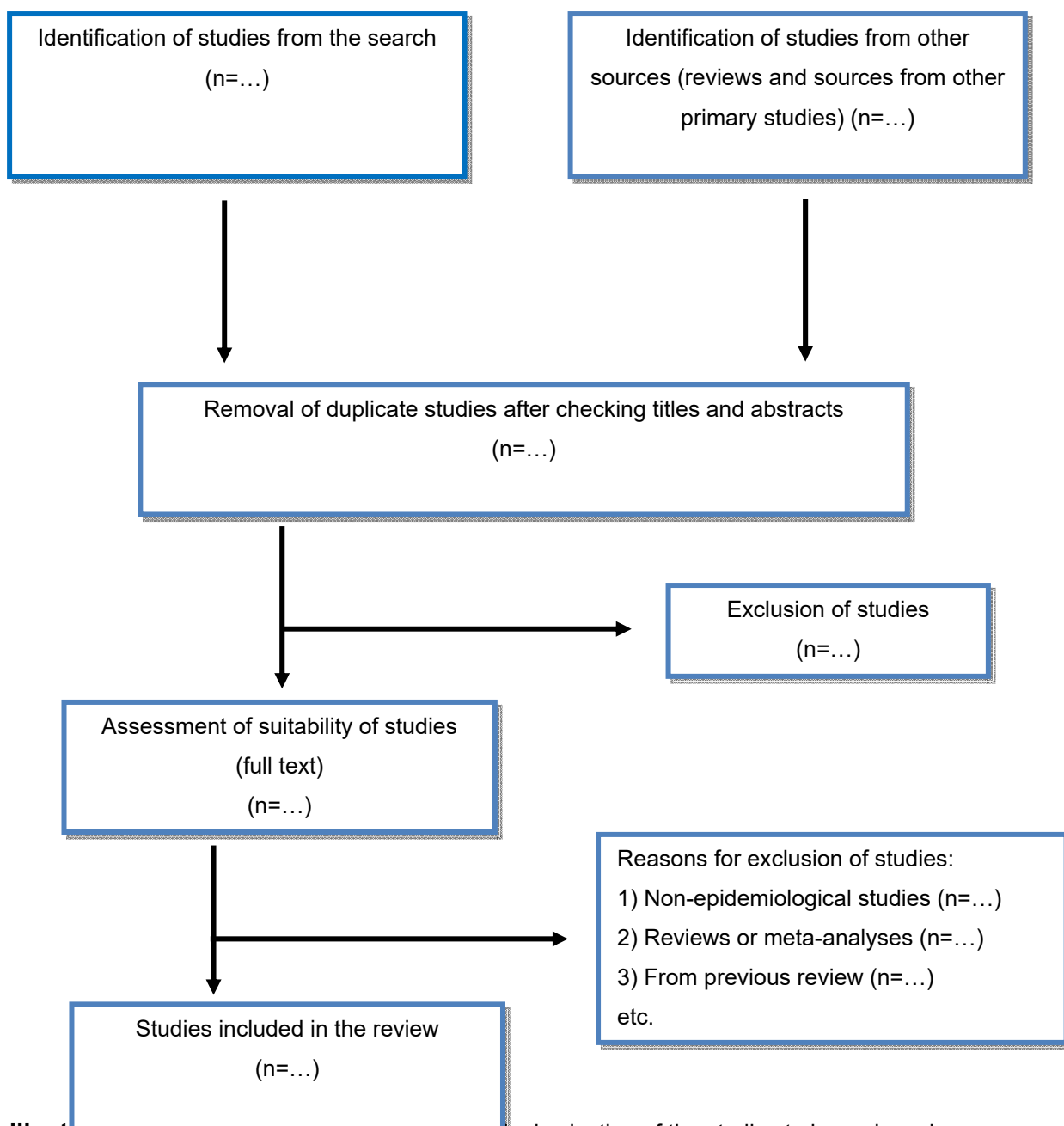


Illustration of methodology to be used for the final selection of the studies to be reviewed.

PROCESS OF PROTOCOL SUBMISSION

Here follow the steps and time frame for the preparation, submission and defense of the Undergraduate Thesis protocol:

Following the finalization of the topics, the proposer confirms the commencement of his/her collaboration with the students, in order to launch the drafting of the protocol. The first student-supervisor or supervisor-student communication takes place. The protocol is prepared, submitted by the student in the first of the two semesters during which the Undergraduate Thesis is conducted (7th semester).

As soon as the student and the supervisor finalize the text of the protocol, they submit it via the e-learning platform, Moodle, within the deadline granted for the semester in question, usually in the first week of December.

Following the submission, the Undergraduate Theses Committee of the BSc Sports Science and Physical Education Program confirms that it has received the file and that it satisfies the specifications of these. A two-member committee is appointed, comprising one or two members of the TRP / an Associate of the Program and/or the professor in charge. The professor in charge gives the final grade for the protocol.

Follow the submission, the Undergraduate Theses Committee of the BSc Sports Science and Physical Education confirms that it has received the file, and that it satisfies the specifications of these, and sets a support date, which is usually the last week before Christmas break. A Bilateral Committee is appointed consisting of 1 or 2 faculty members / Program Partner and / or the professor in charge. Wherever possible, efforts are made to involve the supervisor of each proposal. At the time of the oral presentation, the student presents the main points of his / her protocol for 7-10 minutes, then receives clarification questions and suggestions from the committee.

Thereafter, (in both Departments) in case of major revisions, a new deadline is granted for the re-submission of the protocol (usually after the following exam period), otherwise the student adopts the recommended suggestions / amendments to the protocol, provided the proposer is in agreement. These are checked under the responsibility of the supervisor and immediately afterwards the student can begin to work on the Undergraduate Thesis.

DURATION OF EXECUTION OF THE THESIS

As a rule, the total duration of the execution of the Undergraduate Thesis is two (2) academic semesters.

In the BSc Sports Science and Physical Education program the Undergraduate thesis is presented as two different courses (Undergraduate Thesis 1 & Undergraduate Thesis 2) during the first semester students prepare and submit (and present only in Department of Life Sciences) the protocol and is graded as a regular course. Upon successful completion on the protocol, students enroll in Undergraduate Thesis 2, where the thesis is being written. This can be extended up to 2 additional academic semesters, in case it is not completed. In this case, the student receives an "I" (Incomplete). If, after the end of the two subsequent

semesters, the Undergraduate Thesis has not been completed, the student receives an “F” (Fail) and enrolls again for the course in the next semester in which it is offered.

The ECTS academic units for the declaration of the Thesis are granted to the student in one semester only, and specifically in the semester in which the Undergraduate Thesis is declared. In case of failure, the student must enroll again in the course and will be granted the ECTS units again. The student is also granted the credit units corresponding to the course. The ECTS credits are described in the syllabus of the course. For the BSc Sports Science and Physical Education the ECTS credits are 6 and 6 for the HLS400 and HLS420, respectively.

ASSESSMENT OF THESIS

The final deadline for the submission of the Final Undergraduate Thesis to the proposer for preliminary check, and provided the corrections of the various sections have been made during the supervision of the Undergraduate Thesis in the semester of execution, is set at two weeks before the end of the normal duration of semester courses (Fall, Spring) and one week before the end of the normal duration of Summer semester. The process preceding the presentation is set out in the time frame below.

	Time frame	Prior to the Presentation *		
		Round 1	Round 2	Round 3
		Spring	Fall	Summer
1	Dispatch of Final Thesis by the student to the Supervisor	5 weeks	5 weeks	4 weeks
2	Dispatch of the Thesis back to the student and final corrections.	4 weeks	4 weeks	3 weeks
3	Submission of Thesis via the Moodle platform (HEA410 – DHS) by the student	3 weeks	3 weeks	2 weeks
4	<p>Corrections and marking by Member 2 (Chair of the Committee for each Thesis) and dispatch of comments and grade to the proposer and the professor in charge</p> <p>1. If the Chair of the Committee fails to send comments, this amounts to positive acceptance of the Thesis as is (without this releasing the Chair from the obligation to send a grade)</p>	2 weeks	2 weeks	1 week
5	<p>The student makes any changes and corrections to the Thesis based on the feedback and thereafter submits the final text to the proposer for purposes of final confirmation.</p> <p>1. If the student fails to make any changes / corrections / improvements, the supervisor may decide either to accept the Thesis as is or reject it with an F grade (Fail).</p>	10 days	10 days	5 days

6	The Supervisor reads the final text, marks it and grants the student the final approval that the Thesis is ready.	7 days	7 days	3 days
7	The student completes the Thesis (if necessary) and submits it to Moodle for archiving.	5 days	5 days	2 days
8	The student proceeds to the oral defense of his/her Thesis.	Day of the presentation	Day of the presentation	Day of the presentation

* Public holidays are not taken into consideration in the above time frame.

As a rule, the Undergraduate Theses are presented in the week following the end of the final June examinations (for submission in the Spring Semester) or the week after the end of the final January examinations (for submission in the Winter Semester) or the week after the end of the final July examinations (for submission in the Summer Semester).

SUBMISSION OF THESIS FOR CORRECTIONS

In case the Undergraduate Thesis is not delivered within the set time frame, the process of assessment and presentation is postponed, automatically and without derogations, until the next academic semester (Fall, Spring or Summer), again subject to the set time frames.

The Undergraduate Thesis is delivered online (MSWord<20Mb file) and via the online platform. It is pointed out that the student can **in no case submit** the text in print form as this does not facilitate the follow-up of the corrections and comments, whilst resulting in unnecessary and needless financial cost.

The correction and marking of the single text of the Undergraduate Thesis by the members of the Committee will take place as follows:

- i. **Member A (Chair of the Committee):** Within 1 week from receiving the Thesis.
- ii. **Member B (Proposer):** Within 2 days from receiving the Thesis.

The written text of the Undergraduate Thesis is corrected electronically using the “Review/Track Changes” option in MS Word where corrections are made and any comments are inserted using the “New Comment” option. Once corrections are completed, the electronic file is forwarded by the Supervisor to the student for the necessary adjustments after explaining to him/her orally the full range of the corrections/remarks.

If the above time frame is respected, the preliminary corrections to the Thesis by Member 2 will have been completed precisely at the end of the exam period of the academic semester in question, and thereafter the student will be granted 10 days (in the Fall and Spring period) to make the corrections received in order to submit his/her text for marking to the proposer, and then proceed to the final submission via Moodle and to the oral defense of his/her Undergraduate Thesis.

PRESENTATION OF THE THESIS

Once the check has been completed and the Supervisor verifies that the modifications to the text have been made, the student prepares for the oral defense on the set date.

Theses which, according to the Committee of Undergraduate Theses of the BSc Sports Science and Physical Education program, do not satisfy the requirements for oral defense, will be returned to the Supervisor with comments and their defense will be postponed until the next period of presentations within the following academic semester, provided all requirements have been satisfied.

APPOINTMENT OF TWO-MEMBER ASSESSMENT COMMITTEE

The Committee of Undergraduate Theses of the BSc Sports Science and Physical Education program appoints the Two-member Assessment Committees which comprise the Supervising Professor (as member) and 1 independent examiner, who is a member of the Program's teaching personnel and will act as chair of the Committee. For purposes of consistency in the marking of the Theses and the assigned grades, where feasible, the Assessment Committees of the Theses will be chaired only by members of the Theses or the Professor in charge, in the context of which the Undergraduate Theses are conducted, and on condition that they will not act as chairs for Undergraduate Theses which they supervise.

The assessment of the Undergraduate Thesis comprises two stages. The first one regards the assessment of the written text and is carried out before the presentation and the second regards the oral defense of the Thesis and is carried out at the time of the presentation. The marking forms are prepared by the supervisor together with the remuneration forms (for both Members) and are placed in the locker of the Professor in charge of the course for approval, who will in turn verify and send the student's grade to the Secretariat.

MARKING OF THE THESIS

WRITTEN TEXT

The assessment and marking of the written text is a key prerequisite for the oral defense of the Undergraduate Thesis. Only when the Thesis is considered adequate, even with recommendations for minor corrections by the Two-member Assessment Committee and provided it receives a minimum pass grade (30/60), will the student be given permission to proceed to the oral defense of the Thesis. The written text of the Thesis is assessed using the "Review / Track Changes" option in MS Word, where corrections are made to the text, whilst any comments are inserted using the "New Comment" option. The assessment is based on clearly defined criteria laid down in the relevant form (see Annex on page 62).

The grade assigned by each member of the Two-member Assessment Committee to the written text of the Undergraduate Thesis has a different weight and is allocated as follows:

- i. Member B Chair of the Committee: 40/60**
- ii. Member A (Proposer): 20/60**

On completion of the assessment of the written text, the relevant marking forms are collected by the Proposer who brings them to the oral presentation for completion and signing. Three (3) working days before the oral presentation, the Committee of Undergraduate Theses of the Program determines the time and place of the oral defense of the Thesis and makes all necessary arrangements (reservation of room, provision for electronic means and technical support). He/she then informs accordingly by email the members of the Two-member Assessment Committee and the student who, under the responsibility of his/her Supervisor, has the obligation to post a relevant announcement on the Department's announcement board. The program of presentations of the Theses will also be posted on the page of the course on the Moodle platform under the responsibility of the Professor in charge of the course.

ORAL DEFENSE OF THE THESIS

The defense of the Undergraduate Thesis through an oral presentation by the student is carried out using "powerpoint" or a similar software program. The presentation takes place in a University room, as arranged by the Committee of Undergraduate Theses of the Program, and lasts **7-10 min.** in case the Thesis has been conducted by one person and **12-15 min.** in case it is the result of collaboration. After the presentation, students are examined by the Two-member Assessment Committee for not more than **20 min.** On completion of the examination, the Committee meets in the absence of the student to determine the final grade as it arises from the presentation, whilst making relevant comments/remarks on the presentation which are announced to the student forthwith.

The guidance and supervision of the preparation of the Thesis presentation by the student are part of the Supervisor's obligations. The process of presentation and examination of the Undergraduate Theses are open to the public and anyone wishing to attend is welcome to do so, but has no right to comment, unless the Chair of the Two-member Assessment Committee decides otherwise. In any case, comments made by the public follow the examination and marking by the members of the Two-member Assessment Committee and are therefore not taken into consideration in determining the grade. The oral defense of the Undergraduate Thesis is assessed based on clearly defined criteria laid down in the relevant form (see Annex on page 63).

The grade assigned by each member of the Two-member Assessment Committee during the oral defense of the Thesis is of equal weight and is allocated as follows:

- i. Chair of the Committee: 20/40**
- ii. Member A: 20/40**

Each member of the Two-member Assessment Committee must attend the defense of the Thesis, either as Proposer or as Examiner. In case the Proposer or the Chair of the Committee is prevented from attending, the Committee of Undergraduate Theses of the BSc Sports Science and Physical Education program must be notified

in writing at least 5 days prior to the date of the examination in order to be able to set a new date.

OUTCOME OF THE THESIS

The Two-member Assessment Committee of the Thesis assesses and accepts or rejects the student's Thesis in accordance with the criteria stated in the form of assessment of the written text, as laid down in the Annex (page 62). The Committee has the right:

- i. To accept the Thesis as is and proceed with the presentation;
- ii. To accept the Thesis after recommending to the student minor corrections and modifications, to be made in fixed short period of time (10 days) and checked by the Supervising Professor and proceed with the presentation;
- iii. Not to accept the Thesis as is, but recommend broad modifications and corrections. Once these are completed within a fixed period of time (30 days), the Thesis will be submitted again for defense and assessment by the same Committee, at a time set by the Committee of Undergraduate Theses of the Program;
- iv. Not to accept the Thesis, but recommend substantial modifications and improvements to be made within a fixed period of time (60 days), followed by a new submission for assessment by the same Committee;
- v. To reject the Thesis and consider that the student has failed the course ("F": Fail), in which case the student must repeat the process from the beginning.

ENTRY OF COURSE GRADE

SUBMISSION OF GRADE TO THE SECRETARIAT

Once the examination is complete, the Proposer places within 3 (three) working days in the locker of the Professor in charge of the course, the marking forms relating to the written text and the oral defense of the Thesis as well as the remuneration forms (Member A and Member B) for further processing.

ISSUANCE OF GRADE

On completion of the above process, it is considered that the student has fulfilled his/her obligations in relation to the course and therefore the Professor in charge checks and forwards the markings forms to the Secretariat for the issuance of the grade and the remuneration forms to the Chair of the Department.

DESCRIPTION OF THE STRUCTURE OF THE DIFFERENT TYPES OF THESES

TYPES AND LENGTH OF THESES

The Thesis may be in the form of a “**Bibliographical Review**” (Type A or Type B) (Narrative or Critical), a “**Systematic Review**”, or a complete “**Research Thesis**” with collection and processing of data. **Up to two (2) students can undertake the same topic in a Bibliographic Review thesis. One (1), two (2) or a group of students consisting 2 or 3 people can undertake the same topic in a Research thesis. In the latter case, students will have to submit their own research thesis, which will be evaluated independently.**

The length of the Thesis, which relates only to the Main Part of a Thesis is determined as follows:

For programs where Syllabus designates ECTS credits equal to 12:

- 1. Bibliographical Review (Type A or Type B):**
 - i. One person: 8,000 – 11,000 words.
 - ii. Two persons: 12,000 – 15,000 words.
- 2. Systematic Review:**
 - i. One person or two persons: 8,000 – 11,000 words.
- 3. Research Thesis**
 - i. One person: 8,000 – 11,000 words.
 - ii. Two persons: 12,000 – 15,000 words.

For programs where Syllabus designates ECTS credits equal to 6:

- 4. Bibliographical Review (Type A or Type B):**
 - iii. One person: 6,000 – 9,000 words.
 - iv. Two persons: 10,000 – 13,000 words.
- 5. Systematic Review:**
 - ii. One person or two persons: 6,000 – 9,000 words.
- 6. Research Thesis**
 - iii. One person: 6,000 – 9,000 words.
 - iv. Two persons: 10,000 – 13,000 words.

Once completed, the Thesis must respect the specific structure analysed in detail here below depending on its type.

FINAL LAYOUT OF RESEARCH THESIS

Once the Thesis is completed and before its submission to the Supervisor for corrections, great care must be taken by students to ensure that it complies with the proper structure and development and is easy to read and accurate. The pagination of the Thesis must follow the order below:

Cover

Preliminary Pages

Title Page

Copyright Page

Assignment of Copyright Page

→given by the Professor in charge at the relevant moodle course under the name Front_Pages.docx

Abstract

Preface (optional)

Acknowledgements Section

Dedication Section

Table of Contents, with reference pages

List of Tables, with titles and reference page

List of Figures, with titles and reference page

List of Illustrations, with titles and reference page

List of Photographs, with titles and reference page

Main Part of the Thesis

Introduction Chapter

Brief presentation of bibliography and articles

Purpose

Objectives

Research and statistical hypotheses

Key requirements

Limitations

Theoretical and functional definitions

Abbreviations

Symbols

Bibliography and Article Review Chapter

Methodology Chapter

Research design

Material (Location and time of conduct of the study, Sample, Tools)

Data collection method

Statistical analysis and processing of data

Ethical issues

Results Chapter

Discussion Chapter

Conclusions Chapter

Bibliography (referencing system of Harvard Anglia Ruskin University or of the American Psychological Association (APA – for Speech Therapy))

Annexes (if any).

FINAL LAYOUT OF REVIEW THESIS

Once the Thesis is completed and before its submission to the Supervisor for corrections, great care must be taken by students to ensure that it complies with the proper structure and development and is easy to read and accurate. The pagination of the Thesis must follow the order below:

Cover

Preliminary Pages

Title Page

Copyright Page

Assignment of Copyright Page

→given by the Professor in charge at relevant moodle course under the name Front_Pages.docx

Abstract

Preface (optional)

Acknowledgements Section

Dedication Section

Table of Contents, with reference pages

List of Tables, with titles and reference page

List of Figures, with titles and reference page

List of Illustrations, with titles and reference page

List of Photographs, with titles and reference page

Main Part of the Thesis

Introduction Chapter

Introduction Chapter (Type A)

Theoretical background

Existing knowledge

Description of the problem

Purpose and specific objectives

Enhancement of existing knowledge – Added value and benefit

Or Introduction Chapter (Type B)

Methodology Chapter

Methodology Chapter (Type A)

Description of search strategy

Study inclusion – exclusion criteria

Final selection of studies of the review

Assessment of the quality of the studies (optional)

Or Methodology Chapter (Type B)

Results Chapter¹

Discussion Chapter

Conclusions Chapter

Bibliography (referencing system of Harvard Anglia Ruskin University or of the American Psychological Association (APA – for Speech Therapy).

In particular, for each specific part of the Thesis the following apply.

PRELIMINARY PAGES

It is noted that the preliminary pages have the same structure irrespective of the type of the Thesis.

COVER

The cover includes:

- the logo of the University,
- the School, the Department and the student's Program of Study,
- the title of the Thesis,
- the name of the student or students and their University registration number,
- the name and title of the Supervising Professor,
- the place where the thesis was conducted and the date of acceptance.

TITLE PAGE

The title page of the Undergraduate Thesis must contain the following:

The title of the Thesis, positioned in the centre, 5 cm from the top of the page. The title must be clear and concise and present the substance of the study pursued. In case the Thesis is a bibliographical review, the two words "bibliographical review" must be stated at the end.

The name of the student, positioned in the centre, 2.5 cm under the title.

The following statement, inside full margins, positioned 2.5 cm under the author's name: Thesis submitted to the body of professors in partial fulfillment of the requirements for the BSc Degree of the Program... (enter the respective name of the Program, e.g. Nursing) of the Department of Life Sciences, of the School of Sciences of European University Cyprus.

The following words are positioned in the lower half of the page, in the centre: Nicosia? 20... (The year on the title page must refer to the location where the study was conducted and the year of acceptance of the Thesis).

The following words are stated on the right: Approved by: ...The names of the Two member Examining Committee are stated in the lines below.

COPYRIGHT PAGE

In case the student wishes to copyright the Undergraduate Thesis, the copyright page must be included, after the title page, with the following information written in the center, in the lower half of the page:

**© Year, Full Name
ALL RIGHTS RESERVED**

ASSIGNMENT OF COPYRIGHT PAGE

With this page, European University Cyprus is granted permission to use the Thesis for purposes of the University, as well as to print and make copies available to the public on a non-profit making basis, in case copies are not available in any other way.

ABSTRACT

The abstract will follow the title page (and the copyright page, if any) and must be included in the Table of Contents.

The word “ABSTRACT” of the Thesis is typed in 1½ line spacing, Arial 12 font, in fully justified formatting. It is positioned centrally, at a distance of 5 (five) cm from the top of the page. It is followed by the name of the student and the title of the Thesis. In brackets, in the centre under the title, follows the phrase (Under the supervision of

_____) which states the name of the Supervising Professor. This is followed by an empty line and the text of the abstract, in 1½ line spacing. The abstract must be printed on one side of the page only and in one single paragraph. The margins of the abstract must comply with the relevant instructions stated in the Annex to this Guide. The abstract of the Thesis must not exceed 300 words. It is written in Greek and optionally in English.

The title of the abstract must follow the same formatting as that of the title page. In general, the inclusion of mathematical formulas, diagrams and illustrations in the abstract is avoided. The abstract is a brief description of the Thesis and must be accurate and comprehensive so as to reflect the purpose and the content of the research, whilst lengthy explanations and personal views must be avoided. Also, the abstract must be self-contained, i.e. it must describe all the parts of the research. The abstract must help the reader understand in a few sentences what has been studied, the reason why it has been studied and the conclusions that arise. The abstract is structured and contains the following sections:

- Introduction
- Purpose
- Methodology
- Results
- Conclusions.

At the end of the abstract the keywords are stated (up to 6), which offer a more general description of the Thesis topic. In the case of a review, the keywords do not refer to the keywords to be used in the bibliography search.

PREFACE

The preface follows the abstract and is typed in 1½ line spacing, Arial 12 font, in fully justified formatting. The heading is titled “PREFACE” and is positioned in the centre, 5 (five) cm from the top of the page. The preface is an optional part of the Thesis and consists in a general reference to what is included in each chapter of the Thesis in relation to the topic addressed. This part also contains separate pages for dedication and acknowledgments, if any.

TABLE OF CONTENTS

The table of contents follows the abstract (and the preface, if any). The heading is titled “TABLE OF CONTENTS” and is positioned in the centre, five (5) cm from the top of the page.

The table of contents must include all the parts of the Thesis, including the preliminary pages (title page, abstract, preface, copyright page, acknowledgments page, dedication page). In the table of contents, the preliminary pages are numbered in Latin numerals while the pages of the main part of the Thesis are numbered in Arabic numerals. It also includes the bibliography section and all the annexes to the Thesis.

If the Thesis contains sub-titles of one and/or more levels, these must be included in the table of contents. The sub-title(s) must begin in a paragraph 3 (three) to 5 (five) tabs to the right of the margin for the titles of the chapters. The titles set out in the table of contents referring to the various chapters must accurately reflect the titles of the chapters contained in the body of the Thesis.

The page numbers in the table of contents must be positioned in the right margin, while the empty space between the title or the sub-title and the page number must be covered by a straight continuous or dotted line.

The spacing between two chapters must be double, the sub-titles within a chapter must have a 1½ line spacing and if the reference to the corresponding sub-title extends to more than one line, it is interrupted at three quarters of the line and continues on the following line but with a single space.

LIST OF TABLES

Each table of the Thesis is defined with an Arabic numeral (for example Table 1, Table 2, etc.) or is defined with two parts of an Arabic numeral where the first digit refers to the chapter in which it is included, followed by a full stop, and the second digit indicates its sequence in the chapter (for example Table 3.2 refers to the second table of the third chapter).

The heading for the list of tables must be positioned at a distance of 2.5 cm from the top of the page, in the centre, and the phrase “LIST OF TABLES” must be written in capitals. Between the heading and the first title there must be an empty line. The line spacing between the titles must be double.

The number of each table (Arabic) and its title must be positioned in the left margin. The numbers of the pages (Arabic) are positioned exactly inside the right margin. The space between the tab and the page number is covered with a stippled line. The space between the table and its title is single while the space between the titles is double. If the title requires more than one line, this is interrupted at three quarters and continues below on a second line, with a single space. The number of the table and its title in the list of tables must accurately reflect those contained in the body of the Thesis.

LIST OF FIGURES

The heading for the list of figures must be positioned at a distance of 2.5 cm from the top of the page, in the centre, and the phrase “LIST OF FIGURES” must be written in

capitals. The instructions set out above on the list of tables also apply to the list of figures.

LIST OF ILLUSTRATIONS

The heading for the list of illustrations must be positioned at a distance of 2.5 cm from the top of the page, in the centre, and the phrase “LIST OF ILLUSTRATIONS” must be written in capitals. The instructions set out above on the list of tables also apply to the list of illustrations.

LIST OF PHOTOGRAPHS

The heading for the list of photographs must be positioned at a distance of 2.5 cm from the top of the page, in the centre, and the phrase “LIST OF PHOTOGRAPHS” must be written in capitals. The instructions given above on the list of tables also apply to the list of photographs.

RESEARCH TYPE THESIS

MAIN PART

The main part of the Thesis is typed in 1½ line spacing, Arial 12 font, in fully justified formatting. It must include the following sections.

INTRODUCTION

The text begins with the word “Introduction” and the title of the research as title of the first chapter written in bold letters. In the introduction, the student guides the reader towards an understanding of the topic, taking a shortcut. This chapter briefly describes any information regarding the topic and acquaints and prepares the reader for the more clarifying information that will follow in the main body of the Thesis. More specifically, the Introduction presents the problem whose resolution will be later attempted through the research, presents the purpose, the specific objectives, the research hypotheses (if any), states the requirements, the boundaries and the limitations of the research, which may be related to the sampling, the research design, the tools used for the collection of the data and, in general, the adopted methodology which may affect the generalization of the results. Finally, it sets out the functional definitions and explains the abbreviations and symbols (where necessary).

In brief, the Introduction:

- Presents the problem and the research approach;
- Provides a short overview and presentation of the bibliography related to the problem;
- States the most relevant research on the topic of the Thesis;
- Refers to the importance of the research;
- Presents the purpose of the research;
- Accurately states, in 4-5 lines, the objectives of the specific research;
- Sets out the research and null hypotheses of the research (applies only to research protocols and experimental studies),
- States the key requirements, the limitations and the boundaries of the research;
- Also states the theoretical and functional definitions of key terms;
- Finally, it sets out the abbreviations and explains the symbols which may be included in the Thesis.

BIBLIOGRAPHY REVIEW

The review of the bibliography includes an extensive reference to relevant contemporary bibliography. The number of bibliography sources analysed in the Bibliography Review chapter varies depending on the type of the Thesis as follows:

- i. **Research Thesis:** ≥ 8 - 12 (1 person) - ≥ 15 - 20 (2 persons) primary research sources - ≥ 12 - 15 (working in a group but each person submitting their own thesis) primary research sources.

It is noted that the above sources **do not include the material deriving from secondary sources** (books, review articles) usually used to present basic knowledge, e.g. anatomical information, physiological information, etc.

The Bibliography Review represents a complex mental processing of primary data and its usefulness lies in the ability to inform the student on recent research developments in his/her field of study and enhance pre-existing knowledge related to the theory and exercise of evidence-based practice. Through the bibliography and article review, the student is called to study and analyse all contemporary developments on the topic under investigation, present comparisons and differences between them and recompose the existing knowledge, in order to present an original written work which will bear his/her personal stamp. In essence, a bibliography review is a form of organising information on a subject area, of systematic recording and drawing conclusions.

In the bibliography review, special care must be taken to focus on the topic under investigation and limit the inclusion of studies with more general conclusions. In analysing bibliography sources, insignificant details must be avoided whilst emphasis must be given to the relevant findings, the relevant methodological issues and the most important conclusions. The progression of the text follows a logical sequence between the older and more recent research, as well as between research with a different theoretical and conceptual basis. The problem is developed in such a way that it can be understood by the broader scientific public and not only by experts in the field under investigation. It is desirable to approach the research in question from a critical point of view and to address controversial conclusions fairly.

Primary sources must be analysed extensively (whilst secondary sources are only listed), in stand-alone paragraphs of approximately 8-12 lines, forming part of homogeneous sections. The stand-alone descriptions of the experimental research must be linked between them and, at the end of each section, a critical summary of the conclusions arising therefrom must be set out. At the same time, irrespective of the type of the Thesis, the main sources must be grouped in the form of tables briefly stating the following in columns

- Study (source),
- Country (where the research was conducted)
- Study Population (number, gender, age, characteristics)
- Intervention Type (what they were subjected to, what was administered to the participants),
- Intervention Setting (e.g. hospital, institution, workplace)
- Duration (the exact duration of the intervention)
- Efficacy (main results - conclusions)

In particular, the development and presentation of the primary sources must take into consideration the following:

- Recording of information in chronological order
- Classification based on their thematic sections
- Classification based on the years publication
- Classification based on convergent or divergent views.

It is noted in particular that:

- The evidence set out must be valid and supported by evidence-based research.
- Information is strictly selected based on its relevance to the topic and publications of questionable origin and information from research involving corporate interests etc. are not included.
- Quotation marks must be used whenever information is copied or set out verbatim or paraphrased, although it is recommended that the student carries out the processing and systematic synthesizing of the information himself/herself. In case a piece of information is paraphrased, the student must be absolutely certain that he/she has reproduced precisely what the researcher meant in the relevant work.
- The third person must compulsorily be used in developing the texts. Nouns should not become subjects (for example instead of the phrase “the study showed that....” It is preferable to say “it was shown by the study that....”).
- In all types of research, the bibliography review is written in the past tense.
- Both genders must be used (for example “he/she”).
- Each section begins with a brief presentation of the topic to follow and ends with a summary of the information previously presented, focusing on the most important points.

METHODOLOGY

The title of the chapter is written in the middle of the page. The text begins below with a tab and usually includes the following sub-chapters which are written in small bold and italic letters, using one tab, and justified to the left. In this part, the student justifies his/her decisions relating to the methodology used and also states how he/she has addressed ethical issues of concern in the execution of the Thesis (permission from the Department’s Committee of Ethics and Morals, permission from specific services, consent of participants in the research).

This part states the criteria and the mode of selection of the sample, the means and the equipment used, the procedures and the method followed and the statistical analysis. A detailed description allows other scholars-researchers to understand the entire process, verify the results and reproduce them if they wish.

Research design

The research design used in the Thesis, e.g. correlation study or prospective study or “patients-controls” study or randomised, experimental double-blind study is stated.

Material

a) Location and Time of conduct of the study

Brief description of the characteristics of the location of the study, its accessibility and the time of conduct. In case the study was conducted in a General Hospital, reference must be made to the necessary approvals obtained from the Research Promotion Committee of the Ministry of Health.

b) Patient sample

Sampling strategy and sample size, method of approach and process of informed consent. Criteria of inclusion in the protocol and exclusion from the study.

c) Tools

Description of tools used for measuring the variables (e.g. questionnaires, scales, lab equipment), justification and psychometric characteristics. Reference to the empirical evidence of their validity and reliability.

Data collection method

Brief but accurate description of all the procedures followed from the beginning of the study until the completion of data collection.

Statistical analysis and data processing

Brief but accurate description of the statistical tests used with reference to the specific hypotheses and/or research questions.

Ethical issues

After the end of the methodology, it is very important to state how the rights and anonymity of the subjects will be protected as well as the process of their written consent. In case the study required approval in terms of bioethical issues, the authority which has granted the approval must be mentioned (e.g. National Bioethics Committee, Office of the Commissioner for Personal Data Protection).

RESULTS

The title is positioned in the centre of the page like in the previous chapters. The results are then classified and written in a clear and comprehensible manner. Graphs, summary tables and mathematical formulas are set out in all detail. The illustration of a statistically or non-statistically significant difference allows the person studying the Thesis to identify what is being addressed. When the presentation of the results includes tables, the word “Table”, justified to the left and in bold letters, must appear above the table, e.g. **Table 3.1**, followed by the title of the table (not in bold). In the case of figures, there must be a sub-title under the illustration, justified to the left, indicating the number of the figure and its explanation, e.g. **Figure 3.1** Blood pressure variation rates following the administration of hypertension medication. Illustrations are marked in the same way as the figures. **Attention: Both the text and the tables / figures / illustrations must be understandable to the reader and present the finding that you consider important. For this reason, the text must describe every table / figure / illustration and its main finding. On the other hand, each table / figure / illustration must be presented in such a way that the text is not necessary in order for the reader to be fully informed. In other words, the title must be explanatory and the structure and content must be understandable. Therefore, if a reader does not read the text, he/she should be able to understand the main finding from the table / figure / illustration alone. The table / figure / illustration are used when they serve the scientific presentation of the results, otherwise their use is not meaningful.** It is also possible to set out the annexes at the end of the Thesis, if the tables or the graphs take up a lot of space in the flow of the text.

More specifically, this chapter includes the following:

- i. Presentation of the demographic characteristics of the sample (e.g. gender, age, educational level) in a table and description thereof within the text.
- ii. Description of the statistical analyses for each one of the null hypotheses (e.g. the ANOVA analysis of variance was used to reject or accept null hypothesis No. 3).
- iii. Presentation of the statistical results. In case the results of statistical tests are presented (e.g. t-test for independent samples, ANOVA test, χ^2 test) the reader must be provided with the relevant information on the degree or value of the statistical test, the degrees of freedom and the level of statistical significance. For example, the results of the ANOVA statistical test are presented in the text as follows: $F_{(5,150)} = 5.75, p > 0.05$. If a table presents evidence of a statistical analysis, the necessary statistical evidence must be set out under the table so that the reader can assess the test used. Tables of results from a statistical package are not acceptable for presentation in your Thesis unless they are properly processed. The appropriate results from these tables must be collected and presented in a new table written in Greek, which must bear an explanatory title and its structure and content must be understandable to the reader.

DISCUSSION

This chapter examines, interprets and classifies the results and sets out in brief the main results. Particular emphasis is given to the theoretical repercussions of the

results, but also to the validity of the conclusions. The discussion begins with a rewording of the purpose of the research and the research hypotheses, whilst stating clearly whether the results support the original hypotheses or not. Then follows a description of how the data support the answer(s) to the research question(s). Any similarities or differences between the results and other research clarify and confirm the conclusions. By comparing the findings of this study with those of other researchers, new and important elements are highlighted. The strengths and limitations of the study are presented (based on the methodology followed). The section ends with a clear statement (for example the consequences of the findings of the research) or with reflections based on the answer(s) to the research hypothesis(es).

CONCLUSIONS

The title is positioned in the middle of the page and the following must be included:

- I. One conclusion for each hypothesis,
- II. A brief correlation of the results with the results of other research,
- III. Recommendations for practical implementation,
- IV. Recommendations for future research.

RECOMMENDATIONS

The recommendations identify omissions, record deficiencies, suggest ideas, set out both the weak and firm views of the review whilst also recommending new aspects for investigation arising from the findings of the research approach which has been applied.

BIBLIOGRAPHY LIST

It sets out the list of bibliographical references used in drafting the Thesis in accordance with the referencing system of Harvard Anglia Ruskin University or of the American Psychological Association (APA – for Speech Therapy).

BIBLIOGRAPHICAL REVIEW THESIS

MAIN PART

The main part of the Thesis is typed in 1½ line spacing, Arial 12 font, in fully justified formatting. It must include the following sections:

INTRODUCTION

INTRODUCTION (TYPE A)

The text begins with the word “Introduction” and the title of the research as title of the first chapter written in bold letters. In the introduction, the student guides the reader towards an understanding of the topic, taking a shortcut. This chapter briefly describes any information regarding the topic and acquaints and prepares the reader for the more clarifying information that will follow in the main body of the Thesis. The introduction comprises the following sections:

i. Theoretical background

This section includes a presentation of the topic based on international bibliography. Moreover, relevant definitions are briefly described, concepts are clarified and epidemiological data is presented (where applicable).

ii. Existing knowledge

Description of what is generally known from studying the bibliography on the topic to this day, without going into great detail and without merely listing a number of articles. An effort is made to group conclusions from previous studies (primary or reviews), with references to the corresponding articles of the researchers.

iii. Description of the problem

Explanation of the need to conduct a bibliographical review of the research bibliography on the specific topic (e.g. summary of existing scientific knowledge, identification of contradictions or gaps in the bibliography, absence of guidelines).

iv. Purpose and specific objectives

The purpose and the specific objectives of the bibliographical review are clearly stated.

v. Enhancement of existing knowledge – Added value and benefit

The reason for which the specific study for the specific population is innovative and how it will contribute through new knowledge to the promotion of the discipline as well as its significance for the practice and/or theory of the discipline are clearly stated.

INTRODUCTION (TYPE B)

The text begins with the word “Introduction” written in bold letters. In the introduction, the student guides the reader towards an understanding of the topic, taking a shortcut. This chapter briefly describes any information regarding the topic and acquaints and prepares the reader for the more clarifying information that will follow in the main body of the Undergraduate Thesis. The introduction comprises the following sections:

The subject is presented on the basis of international literature. It also describes relevant definitions, clarifies concepts and presents epidemiological data (where applicable).

The purpose and objectives of the bibliographic review are clearly stated.

This explains the need for a bibliographic review of the research literature on the subject (eg description of existing scientific knowledge, identification of contradictions or gaps in the literature, lack of guidelines).

It describes what is known from literature studies to date on this subject. An attempt is made to group conclusions from previous studies (primary or review), referring to the relevant research articles.

METHODOLOGY METHODOLOGY (TYPE A)

This section describes the method and the means which have been used to achieve the purpose and the objectives of the study.

I. Description of search strategy

Description of the search strategy, in other words the following will be stated:

- a) The database(s) used in the article search;
- b) The keywords used in the search, as well as their combination.

The search strategy must be presented in a table (see Table 2 below for a relevant example).

Table 2: Search strategy and keywords to be used in the identification of studies investigating the relationship between central obesity and dementia

	Keywords	Search Number	Number of identified studies
Central obesity – Exposure	central obes* OR visceral obes* OR abdominal obes* OR waist circumference OR waist to hip ratio OR waist-to-hip OR waist-to-hip-ratio OR WHR OR Sagittal Abdominal Diameter	#1	22 458
Dementia – Outcome	Alzheimer’s disease OR Alzheimer disease OR vascular dementia OR dementia OR cognitive OR cognition	#2	298 435
Research design of the study	cohort OR prospective OR longitudinal OR follow-up OR incidence OR risk OR rate	#3	48 73483

#1 AND #2 AND #3	#4	217
------------------	----	-----

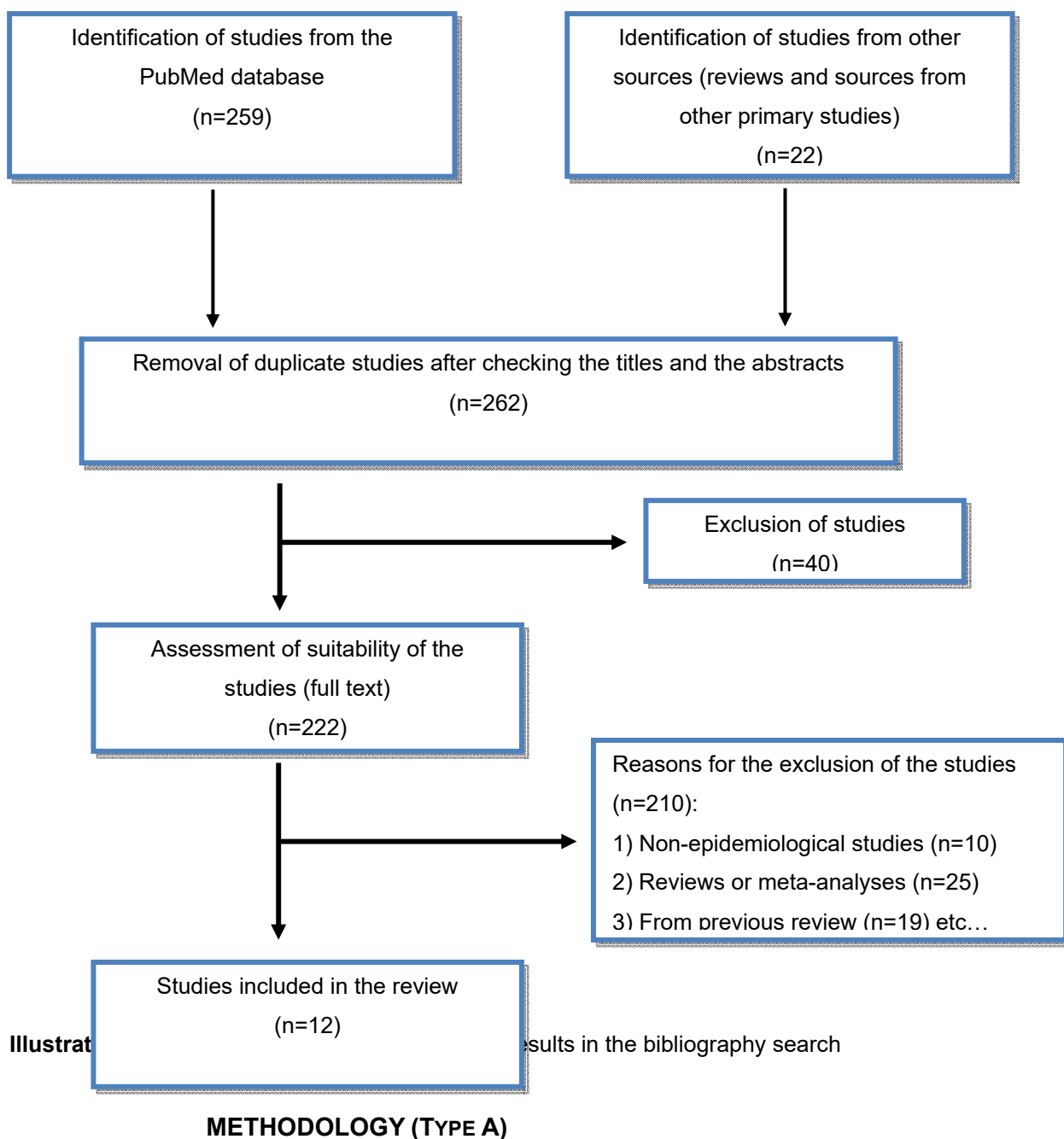
II. Study inclusion – exclusion criteria

The inclusion or exclusion criteria of a study from the review in terms of the following:

- a) Type of studies
- b) Characteristics of participants
- c) Place of conduct
- d) Type of intervention
- e) Other general criteria

III. Final selection of studies of bibliographical review

The number of studies which have been checked and assessed in terms of fulfillment of the inclusion criteria in each stage and the final number of studies included in the review. It would also be advisable to justify in brief the reasons for which studies have been excluded from the review. This information will be presented in brief in a flow chart (see example in Illustration 2).



This section describes the method and the means which have been used to achieve the purpose and the objectives of the study.

I. Description of search strategy

Description of the search strategy, in other words the following will be stated:

- The database(s) used in the article search;
- The keywords used in the search, as well as their combination.

II. Study inclusion – exclusion criteria

The inclusion or exclusion criteria of a study from the review in terms of the following:

- Type of studies

- b) Characteristics of participants
- c) Place of conduct
- d) Type of intervention
- e) Other general criteria

RESULTS

Presentation of the results of the research studies which have been reviewed. This section usually begins with a general description of the results of the search.

The review of the bibliography includes an extensive reference to relevant contemporary bibliography. The number of bibliography sources analysed in the results chapter varies depending on the type of the Thesis as follows:

- i. **Bibliographical review (Type A or Type B) :** ≥ 20 - 25 (1 person) - ≥ 35 - 40 (2 persons) primary research sources.

It is noted that the above sources do not include the material deriving from secondary sources (books, review articles) which is usually used to present basic knowledge, e.g. anatomical information, physiological information, etc.

Example – The 12 epidemiological studies included in this review were conducted in several countries situated in Europe and America. More specifically, 7 studies were conducted in Europe (Germany, France, Netherlands, Sweden and Finland respectively) while the remaining 5 studies were conducted in America (USA and Canada respectively).

Table 3: Characteristics of the studies

STUDY	COUNTRY	STUDY POPULATION NUMBER (N) GENDER (G) AGE (A) Characteristics (Char.)	TYPE OF INTERVENTION	INTERVENTION SETTING (HOSPITAL, INSTITUTION, WORKPLACE)	DURATION	EFFICACY	
						CLINICAL SYMPTOMS	NEUROPHYSIOLOGICAL PARAMETRES
Harter, et al. (1992) Retrospective study	USA	N: 265 G: 43%M / 57%F (114F / 151A) A (median and range): 45 yrs (20-90) S: 49 yrs (median) C: 42 yrs (median)	Surgery (77) (95 wrists) Vs Conservative treatment with various interventions ¹ (188)	N/A	54 months	S: Yes C: Yes ²	S: Yes C: We don't know
Seror (1992) Prospective observational study	France	N: 125 wrists G: S: 76%F / 24%M C: 81%F / 19%M N.T.: 79%F / 21%M A (median and range) in years: S: 57,5 (30-88) C: 58,6 (28-87) N.T.: 57,6 (28-87)	Surgery (33 wrists) Vs 1-3 doses of steroid injections (56 wrists) Vs No treatment (N.T.) (36 wrists)	Investigation laboratory	52 months	N/A	S: Yes C: No N.T.: slow deterioration

		Char.: Duration of symptoms (months) S: 23,3 C: 22,9 N.T.: 20,9					
--	--	--	--	--	--	--	--

S= Surgical intervention, C= Conservative treatment, N.T.= No treatment, N/A= Not Stated

In general, the results must include the following:

Type A

- i. One table (and/or more, depending on the thematic presentation) presenting in brief, and usually in chronological order, the main characteristics of the studies (e.g. year of publication and country where the study was conducted, type of the study, population – characteristics of participants, assessment of exposure and outcome, key findings, etc.) which are described in detail in the text (see example in Table 3 above).
- ii. Detailed presentation and description of the studies in the text, attempting a combination of the indications from different research. This can be done grouping research results or types of studies.

Type B

- i. Detailed presentation and description of the studies in the text, attempting a combination of the indications from different research. This can be done grouping research results or types of studies.

In general, the Bibliographical Review represents a complex mental processing of primary data and its usefulness lies in the ability to inform the student on recent research developments in his field of study and enhance pre-existing knowledge related to the theory and exercise of evidence-based practice. Through the bibliography and article review, the student is called to study and analyse all contemporary developments on the topic under investigation, present comparisons and differences between them and recompose existing knowledge, in order to present an original written work which will bear his/her personal stamp. In essence, a bibliographical review is a form of organising information on a subject area, of systematic recording and drawing conclusions.

In the review, special care must be taken to focus on the topic under investigation and limit the inclusion of studies with more general conclusions. In analysing bibliography sources, insignificant details must be avoided whilst emphasis must be given to the relevant findings, the relevant methodological issues and the most important conclusions. The progression of the texts follows a logical sequence between the older and more recent research, as well as between research with a different theoretical and conceptual basis. The problem is developed in such a way that it can be understood by the broader scientific public and not only by experts in the field under

investigation. It is desirable to approach the research in question from a critical point of view and to address controversial conclusions fairly.

Primary sources must be analysed extensively (whilst secondary sources are only listed), in stand-alone paragraphs of approximately 8-12 lines, forming part of homogeneous sections. The stand-alone descriptions of the experimental research must be linked between them and, at the end of each section, a critical summary of the conclusions arising therefrom must be set out. At the same time (except for type B Review), irrespective of the type of the Thesis, the main sources must be grouped in the form of tables briefly stating the following in columns

- Study** (source),
- Country** (where the study was conducted)
- Study Population** (number, age, age, characteristics)
- Type of Intervention** (what they were subjected to, what was administered to the participants),
- Intervention Setting** (e.g. hospital, institution, workplace)
- Duration** (the exact duration of the intervention)
- Efficacy** (main results – conclusions)

In particular, the development and presentation of the primary sources must take into consideration the following:

- Recording of information in chronological order
- Classification based on the thematic sections
- Classification based on the years of publication
- Classification based on convergent or divergent views.

In particular, it is noted that:

- The evidence set out must be valid and supported by evidence-based research.
- Information is strictly selected based on its relevance to the topic and publications of questionable origin and information from research involving corporate interests etc. are not included.
- Quotation marks must be used whenever information is copied or set out verbatim or paraphrased, although it is recommended that the student carries out the processing and systematic synthesising of the information himself/herself. In case a piece of information is paraphrased, the student must be absolutely certain that he/she has reproduced precisely what the researcher meant in the relevant work.
- The third person must compulsorily be used in developing the texts. Nouns should not become subjects (for example instead of the phrase “the study showed that....” it is preferable to say “it was shown by the study that....”).
- In all types of research, the bibliographical review is written in the past tense.
- Both genders must be used (for example “he/she”).

- Each section begins with a brief presentation of the topic to follow and ends with a summary of the information previously presented, focusing on the most important points.
- iii. The structure of the text in sections is always done based on the research question and the various specific issues, whilst each section begins with an introductory sentence and ends with a conclusion.

DISCUSSION

This section begins with a summary of the key findings, followed by comments, comparisons and interpretations of the results of the studies reviewed. In drawing conclusions, important issues that may relate to methodological problems of the research, contradictions in the findings and gaps that may have been identified, are addressed. The presentation can, again, be on a thematic basis, with regard to the main issues that require attention. It is noted that, contrary to the previous chapter where references are limited to the studies included in the review, here the discussion can extend to related matters to substantiate views, positions and conclusions, with references to the broader international and Greek bibliography, giving examples of research and other studies not included in the review. This section sets out the strengths and the limitations of the Thesis.

CONCLUSIONS

In general, the conclusions include the following:

- i. Research conclusions
- ii. Significance for the discipline
- iii. Orientation for future research, practice, dissemination of the results education, establishment of policies, clinical and other orientations
- iv. Recommendations for practical implementation
- v. Recommendations for future research.

BIBLIOGRAPHY

Bibliography forms an integral part of the Thesis. It sets out the list of bibliographical references which have been used in writing the Thesis in accordance with the referencing system of Harvard Anglia Ruskin University or of the American Psychological Association (APA – for Speech Therapy).

ANNEXES

The annexes are numbered and include items whose description is considered useful, but which should not be incorporated in the main text of the Thesis. For example, annexes set out questionnaire forms, descriptions of software programs, instructions, descriptions of complex tests, etc. The main body of the Thesis must include the proper references – where necessary – to the corresponding annexes to provide easier guidance to the reader. The annexes are always placed at the end of the Thesis. If there is more than one annex, the heading is a number or a letter or a letter and number combination (for example ANNEX IC, ANNEX ONE or ANNEX A)

as well as a descriptive title. In each annex, the heading and the title must be positioned in the centre of the page and reference thereto must be made in the table of contents. Photocopied material is acceptable in the annexes, provided it is legible. All the pages of the annexes must be numbered using Arabic numerals.

SYSTEMATIC REVIEW THESIS

MAIN PART

The main part of the Thesis is typed in 1½ line spacing, Arial 12 font, in fully justified formatting. It must include the following sections:

Title (up to 20 words)

The title must be clear and concise and present the substance of the study pursued. The words “systematic review” are stated at the end.

Abstract (200-300 words)

The abstract of your Thesis must help the reader understand in a few sentences what you have studied, the reason you have studied it and the conclusions you have reached. The abstract is structured and contains the following sections: **Introduction, Purpose, Methodology, Results, Conclusions**. At the end of the abstract the keywords are stated (up to 6), offering a more general description of the topic of the Thesis. The keywords do not refer to the keywords to be used in the bibliography search.

Introduction

i. Theoretical background

The topic is presented based on international bibliography. Also, relevant definitions are briefly described, concepts are clarified and epidemiological evidence is presented (where applicable).

ii. Existing knowledge

Describe what is generally known for the topic to date from studies in the bibliography, without going into great detail and without merely listing articles. An effort must be made to group conclusions of previous studies (primary and mandatorily of reviews {if any}), referring to the corresponding articles of the researchers. (The concealment of bibliographical reviews, whether deliberate or not, is considered to be an inappropriate approach and the topic automatically becomes a bibliographical review).

iii. Description of the problem

The need to conduct a systematic review of the research bibliography on the specific topic is explained (e.g. summary of existing scientific knowledge, identification of contradictions or gaps in the bibliography, absence of guidelines).

iv. Purpose and specific objectives

The purpose and specific objectives of the systematic review are clearly stated.

v. Enhancement of existing knowledge – Added value and benefit

State why this study is important for the specific population, how it will contribute with new knowledge to the promotion of the discipline, its significance for the practice and/or theory of the discipline with special reference to the specific subject area of the Program of Studies for which the Thesis is conducted.

Methodology

In this section you will describe the method and the means you have used to achieve the purpose and objectives of your study.

i. Description of search strategy

You will describe the search strategy, in other words you will mention:

- a) All the databases in which you have searched for the articles;
- b) The keywords you have used in your search, as well as their combination.

Your search strategy must be presented in a table for all the databases (see relevant example in Table 4).

ii. Study inclusion – exclusion criteria

State the inclusion or exclusion criteria of a study from the review with detailed references.

iii. Final selection of studies to be included in the systematic review

State the number of studies which have been checked and verified in terms of the fulfillment of the inclusion criteria in each stage, as well as the final number of studies included in the review. It would also be appropriate to briefly justify the reasons for which the studies were excluded from the review. This information will be presented in brief in a flow chart (see example in Illustration 1).

iv. Assessment of the quality of the studies (compulsory)

The quality of the information provided by the studies included in the review is assessed. This can usually be done with the assignment of a quality score for each separate study. In this case, state the scale of the quality score used in the assessment of the studies (depending on the Program). The scale of the quality score can be based on the following information regarding the study:

- 1) Selection of the study population and sample;
- 2) Method of design of the study;
- 3) Participation and duration of follow-up (repeat tests for prospective studies);
- 4) Method of assessing the exposure;
- 5) Method of determining the outcome;
- 6) Adjustments during the analysis.

Use the past tense when referring to the methodology you have followed for conducting the study as well as to your results.

Results

This section includes a presentation of the results of the research studies which have been reviewed. We usually begin with a general description of the search results.

Example – The 12 epidemiological studies included in this review were conducted in several countries situated in Europe and America. More specifically, 7 studies were conducted in Europe (Germany, Spain, Netherlands, Sweden and Finland respectively) while the five remaining studies were conducted in America (USA and Canada).

In general, the results must include the following:

- i. One table divided in sections (and/or more sections depending on the thematic presentation), presenting in brief and usually in chronological order, the main characteristics of the studies (e.g. year of publication and country of conduct, type of the study, population – characteristics of participants, assessment of exposure and outcome, key findings, etc.) described in detail in the text (see example in Table 5).
- ii. Detailed presentation and description of the studies in the text, attempting a combination of indications from different research. This can be done after grouping research results or types of studies.
- iii. The structure of the text in sections is always done based on the research question and the various specific issues, whilst each section begins with an introductory sentence and ends with a conclusion.
- iv. The methodological quality of each study is assessed separately based on criteria set with the use of an assessment scale which assigns a quality score to each study. This information can be presented in brief in a table setting out the score of the methodological quality of the studies (see example in Table 6).

It must be perfectly clear which of the studies were used in previous reviews, in order to highlight the work done by the student himself/herself.

Discussion

This section begins with a summary of the key findings, followed by comments, comparisons and interpretations of the results of the studies reviewed. In drawing conclusions, important issues that may relate to methodological problems of the research, contradictions in the findings and gaps that may have been identified, are addressed. The presentation can, again, be on a thematic basis, with regard to the main issues that require attention. It is noted that, contrary to the previous chapter where references are limited to the studies included in the review, here we can extend to related matters to substantiate views, positions and conclusions, with references to the broader international and Greek bibliography, giving examples of research and other studies not included in the review. This section sets out the strengths and limitations of the Thesis.

Conclusions

In general, conclusions include the following:

- vi. Research conclusions
- vii. Significance for your discipline
- viii. Orientation for future research, practice, dissemination of the results, information, health policy, clinical orientations.

Bibliography

Bibliography forms an integral part of the Thesis. It sets out the list of bibliographical references which have been used in writing the Thesis in accordance with the referencing system of Harvard Anglia Ruskin University or of the American Psychological Association (APA – for Speech Therapy).

Table 4: Search strategy and keywords used in the identification of studies investigating the relationship between central obesity and dementia.

	Keywords	Database 1	Database 2 etc.
Central obesity – Exposure	1. central obes*		
	18. abdominal obes*		
	19. waist circumference		
	20. waist to hip ratio		
	21. waist-to-hip		
	22. waist-to-hip-ratio		
	23. WHR		
	24. Sagittal Abdominal Diameter		
	25. #1 OR #2 OR #3 OR #4 OR #5 OR #6 OR #7 OR #8		
Dementia – Outcome	26. Alzheimer's disease		
	11. Alzheimer disease		
	12. vascular dementia		
	13. dementia		
	14. #10 OR #11 OR #12 OR #13		
Research design of the study	15. cohort		
	16. prospective		
	17. longitudinal		
	18. follow-up		
	19. incidence		
	20. risk		
	21. rate		
	22. #15 OR #16 OR #17 OR #18 OR #19 OR #20 OR #21		
	24. #9 AND # 14 AND # 22		
	Total		

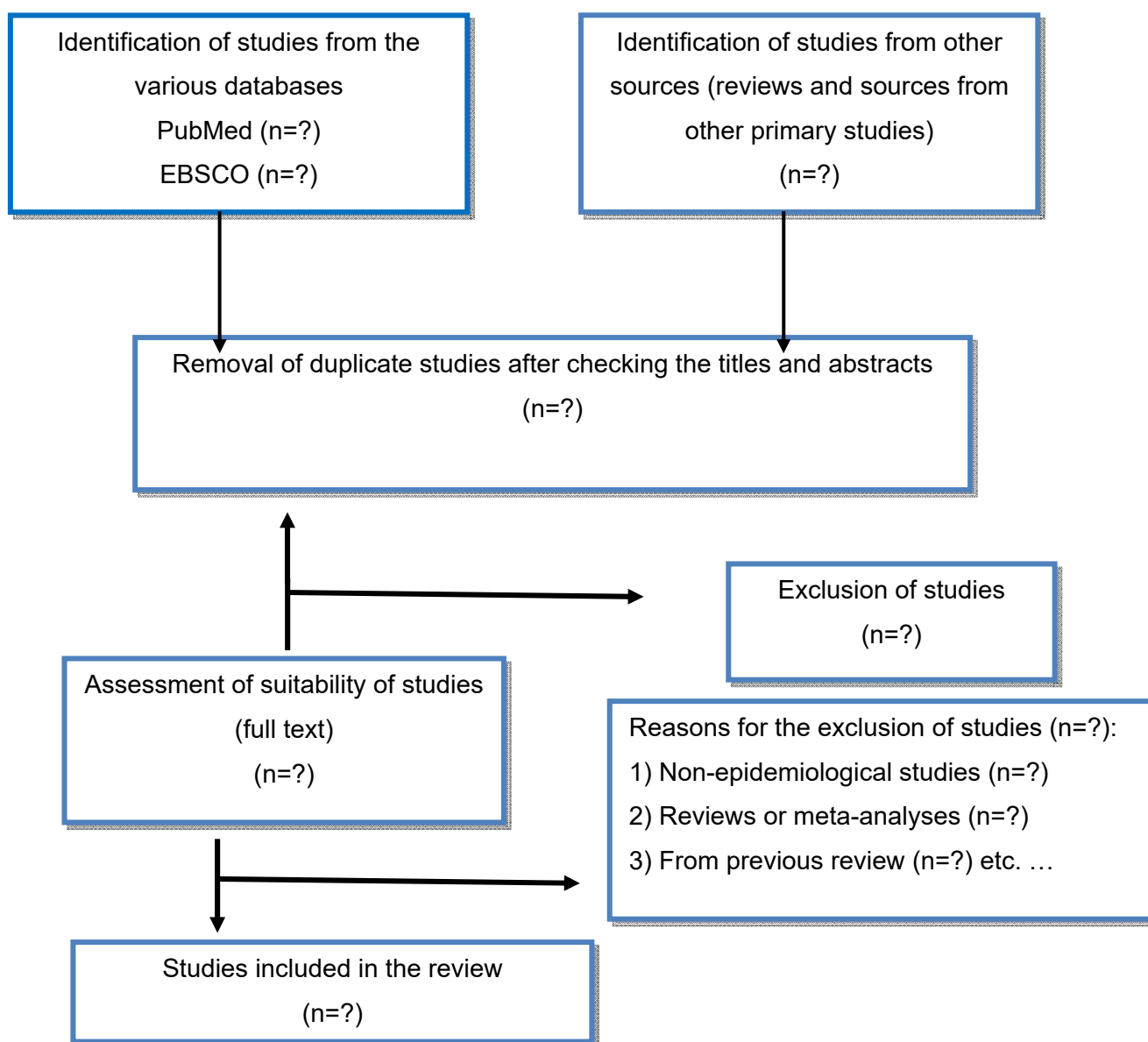


Illustration 1: Diagram illustration of the flow of results of the systematic search

Table 5 Characteristics of the studies

STUDY	COUNTRY	STUDY POPULATION NUMBER (N) GENDER (G) AGE (A) Characteristics (Char.)	TYPE OF INTERVENTION	INTERVENTION SETTING (HOSPITAL, INSTITUTION, WORKPLACE)	DURATION	EFFICACY	
						CLINICAL SYMPTOMS	NEUROPHYSIOLOGICAL PARAMETRES
Harter, et al. (1992) Retrospective study	USA	N: 265 G: 43%M / 57%F (114F / 151A) A (median and range): 45 yrs (20-90) S:49 yrs (median) C:42 yrs (median)	Surgery (77) (95 wrists) Vs Conservative treatment with various interventions ¹ (188)	N/A	54 months	S: Yes C: Yes ²	S: Yes C: We don't know
Seror (1992) Prospective observational study	France	N: 125 wrists G: S: 76%F / 24%M C:81%F / 19%M N.T.: 79%F / 21%M A (median and range) in years: S: 57,5 (30-88) C: 58,6 (28-87) N.T.: 57,6 (28-87) Char.: Duration of symptoms (months) S: 23,3 C: 22,9 N.T.: 20,9	Surgery (33 wrists) Vs 1-3 doses of steroid injections (56 wrists) Vs No treatment (N.T.) (36 wrists)	Investigation laboratory	52 months	N/A	S: Yes C: No N.T.: slow deterioration

S= Surgical intervention, C= Conservative treatment, N.T.= No treatment, N/A= Not Stated

Table 6: Methodological quality score of the studies under review *

Study	Selection				Comparability		Result			Total
	1	2	3	4	5	6	7	8	9	
Anderson, Johnson & Batal, 2005	*	*	-	*	*	-	*	*	*	7
MacDorman et al. 1997 (a)	*	*	-	*	-	*	*	*	*	7
MacDorman et al. 1997 (b)	*	*	-	*	-	*	*	*	*	7
Malloy Hoffman & Peterson, 1992	*	*	*	*	*	*	*	*	*	9
Pollack, 2001	*	*	*	*	*	*	*	*	*	9
Schellscheidt, Oyen & Jorch, 1997	*	*	-	*	-	-	*	*	*	6

Shah, Sullivan & Carter, 2006	*	*	-	*		*	*		*	*	*	8
Wisborg et al. 2000	-	*	*	*		-	*		*	*	*	7

Notes: 1. Representative sample of exposure, 2. Selection of non-exposed, 3. Ascertainment of exposure, 4. The outcome did not exist prior to the commencement of the study, 5. Adjustment for educational level, 6. Adjustment for additional (secondary) confounding factor, 7. Assessment of exposure, 8. Adequate follow-up time, 9. Non-attrition bias.

*Other methods of assessment can also be used depending on the Program of Studies. (Vantulder, Pedro, Furlan, Jadad, etc.).

GENERAL INSTRUCTIONS ON TEXT FORMATTING

TITLES OF CHAPTERS, SUB-CHAPTERS AND SECTIONS

It is advisable not to number the chapters and sub-chapters of the Thesis, but to escalate them based on the position and the way the headings are written, in the following order:

TITLE OF CHAPTER: In bold capital letters (e.g. METHOD, RESULTS, etc.); centrally justified; followed by an empty line.

Title of Sub-chapter: Bold, Italics, to the left, one tab in (e.g. Measurement Process). The text begins on the following line.

Title of Section: To the left, one tab in, italics (e.g. Test 1). The text begins after this title (on the same line).

NUMBERING

In case you need to use numbering in the text, this will be done first by using letters, e.g. a), b) etc. If each of these “a)”s and “b)”s must be further numbered, this will be done using numbers “1)”, “2)”, and if within these numbers, further numbering must be inserted then use Latin numbers. i.e. “i)”, “ii)”.

LETTER FONT

The letter font must be legible (Arial 12) and the contrast between the ink and the paper in the final printed text must be significant in order to ensure a clear and legible printout. Also, the spacing between the letters of the words must be adequate. Similarly, line spacing must also be adequate (1.5 spacing). The main text must be written in font 12 while the footnotes must be no more than two numbers smaller than the font used in the main text and can also be single-spaced.

UNDERLININGS

To underline, use one single continuous line, which must be the same throughout the text.

PHOTOGRAPHS AND ILLUSTRATIONS

The photographs and illustrations used in the Thesis must be of satisfactory quality, but not large in size, e.g. more than 200KB each.

MARGINS

In order to avoid problems after the book-binding, all the copies and the original of the Thesis must have the following margins:

I. Left

All the margins of the Thesis, from the first to the last page, must be at least 3 (three) cm. This margin allows enough space for book-binding.

II. Right

All the right margins must be at least 2.5 (two and a half) cm.

III. Bottom

The bottom margin must be at least 2.5 (two and a half) cm.

IV. Top

The top margin must be at least 2.5 (two and a half) cm, including the following pages: Copyright, Lists of Tables, Figures, Illustrations, Photographs, Bibliography, Annexes. The only exceptions (to the 2.5 margin) are the Title Page, the Abstract, the first page of the Preface (if any), the first page of the Table of Contents and the first page of each Chapter (including the Introduction), which must begin 5 cm from the top.

PRINTING, SPACING AND INDENTS

The Thesis must be printed only on one side of each page and the main text must be fully justified on each page. The spacing must be 1½ (one and a half), except in the case of references, notes, chapter titles, sub-titles and large headings, which will be single-spaced with an empty line between the topics. Paragraph indents must have five to ten spaces throughout the Thesis. References must have a distance of at least four spaces from the left and the right margin. The indent of the first row of a separate paragraph must have a minimum distance of four spaces.

PAGINATION

Each page of the Thesis must correspond to one number. The first page on which a number will appear will be page “ii” (Copyright page). The title page is deemed to be page “I” but it has no number. Arabic numerals (1, 2, 3, etc.) are used to number the rest of the pages of the text, illustrations, annexes, notes, list of references or bibliography. Page numbers must not appear on the first page of the main text or the first page of each new chapter. Numbers containing letters, hyphens, periods or parentheses [for example 1a, 1-2, -1-, I., and (I)] are avoided. The positioning of the page numbers must be the same throughout the Thesis, including the introduction, the text, the annexes and the bibliography. Given that the text is printed on one side only, page numbers must be positioned in one of the following three ways:

- i. On the top right corner of the page, 3 (three) cm (4 lines) from the top and 2.5 (two and a half) cm from the right end.
- ii. On the bottom in the centre, 3 (three) cm (4 lines) from the bottom of the page.
- iii. As close to the positions described in i or ii as the word processor allows.

OTHER PROVISIONS

COPYRIGHT

The copyright of the Thesis belongs to the student and the Supervisor as they are the ones who have contributed to its execution. In case the material of the Thesis will be announced at a conference, the first name to appear will be that of the person giving the speech. In case the material of the Thesis is published in a journal, the author first named is the person who has the main responsibility for drafting the article and responding to any questions of the journal's editorial committee. In any event, none of the copyright holders will undertake any publication activities without informing and involving his/her associate.

The student and/or the Supervisor have the obligation to assign to European University Cyprus the right to use the Theses for the purposes of the University, as well as to print and make available copies to the public on a non-profit making basis, in case copies are not available in any other way. The assignment is made with the signing of the relevant form.

BIOETHICAL ASSESSMENT OF RESEARCH THESIS

In the case of a research Thesis (clinical trials, case study, questionnaires, etc.), the student has the obligation, in collaboration with his/her Supervisor, to submit an application to the University's Committee of Ethics and Morals for guidance / advice on the further steps until the submission of the complete research proposal to the National Bioethics Committee of the Republic of Cyprus, as determined in the relevant legislation. The collection of data and the remaining experimental procedures can only begin once the official approval of the National Bioethics Committee has been obtained.

AVOIDANCE OF PLAGIARISM

Both the student and his/her Supervisor must take all necessary measures to strictly avoid plagiarism, which is a serious academic but also criminal offence. Plagiarism is defined as the reproduction of verbatim texts or the paraphrasing of sections either from papers drafted by others or from books or scientific articles, without using quotation marks and references and without mention of the authors of the primary source. The Supervisor must thoroughly check the student's Thesis for phenomena of plagiarism and in case such phenomena are observed, the student is initially referred to the Department's Committee of Undergraduate Theses which drafts a relevant report. In this case, the student fails the course and the provisions laid down in the University's statute take effect.

ANNEX



SCHOOL OF SCIENCES
DEPARTMENT OF LIFE SCIENCES

THESIS

APPLICATION FOR DECLARATION OF THESIS TOPICS

NAME OF STUDENT	
REGISTRATION NO.	
PROGRAM OF STUDY	

DECLARATION OF TOPICS

1.	
TOPIC NO.	
TITLE	
2.	
TOPIC NO.	
TITLE	
3.	
TOPIC NO.	
TITLE	
4.	
TOPIC NO.	
TITLE	
5.	
TOPIC NO.	
TITLE	

Date: _____

Signature: _____

For Official Use

Application received on: _____

Decision of the Committee of Undergraduate Theses

Approval of Topic No.: _____

Supervising Professor: _____

Re-submission of Topic: Yes ____ No ____



**European
University Cyprus**

School of Sciences

Department of Life Sciences

UNDERGRADUATE THESIS

APPLICATION TO CHANGE THESIS TITLE

Student Name	
Registration Number	
Program of Study	

Current title

Title Number	
Title	

New title

Title Number	
Title	

Justification

(continue at back of page if needed)

Date: _____

Signature: _____

For Departmental Use

Date Application Received: _____

Decision of Master Thesis Committee

Approval of new title numbered: _____

Supervisor: _____

Re-submission of title: Yes _____ No _____



**European
University Cyprus**

School of Sciences

Department of Life Sciences

UNDERGRADUATE THESIS

APPLICATION TO CHANGE SUPERVISOR

Student Name	
Registration Number	
Program of Study	

Current title

Title Number	
Title	
Supervisor	

Justification

(continue at back of page if needed)

Date: _____

Signature: _____

For Departmental Use

Date Application Received: _____

Decision of Master Thesis Committee

Approval of new title numbered: _____

Supervisor: _____

Re-submission of title: Yes _____ No _____

WRITTEN TEXT ASSESSMENT CRITERIA

**EUROPEAN
UNIVERSITY CYPRUS**

**School of Sciences
Departments of Life Sciences
Program of Sp. Science and P.E**

THESIS ASSESSMENT

Name of student:
.....

Registration No.:
.....

Topic of Thesis:

Chair of the Committee
Member 1 (Proposer):

Scale of Assessment of Written Study

ASSESSMENT CRITERIA		Grade*	
		Chair (40%)	Member 1 (20%)
1	Method and completeness in addressing the topic <i>Comments:</i>		
2	Organisation of material <i>Comments:</i>		
3	Documentation of information and data <i>Comments:</i>		
4	Originality of topic – inspiration <i>Comments:</i>		
5	Scientific background (correct terms and concepts) <i>Comments:</i>		
6	Thesis layout <i>Comments:</i>		
7	Language, spelling, correlation of concepts, clarity of written language <i>Comments:</i>		
8	Completeness and recording of bibliography <i>Comments:</i>		
<p>*Attention: Each assessor assesses each criterion out of 100%. Normalisation is effected automatically using mathematical formulas.</p>			
		Total	
Date 12/12/2015		Grade of written text	
The Two-member Assessment Committee		Final grade of Thesis	
The two-member Assessment Committee			

Chair of the Committee
Signature:

Member 1 (Proposer)
Signature:

ORAL PRESENTATION ASSESSMENT CRITERIA

**EUROPEAN
UNIVERSITY CYPRUS**

**School of Sciences
Departments of Life Sciences
Program of Sp. Science and P.E.**

THESIS ASSESSMENT

Name of student:
.....

Registration No.:
.....

Topic of Thesis:

Chair of the Committee
Member 1 (Proposer):

Scale of Assessment of Oral Presentation of Study

ASSESSMENT CRITERIA		Grade*	
		Chair (20%)	Member 1 (20%)
1	Method and completeness in addressing the topic <i>Comments:</i>		
2	Documentation of information and data <i>Comments:</i>		
3	Originality of topic – inspiration <i>Comments:</i>		
4	Knowledge and assimilation of the topic <i>Comments:</i>		
5	Scientific background (correct terms and concepts) <i>Comments:</i>		
6	Organisation of material <i>Comments:</i>		
7	Time management <i>Comments:</i>		
8	Quality of oral communication <i>Comments:</i>		
Total			
Date 12/12/2015		Grade of oral presentation	
The Two-member Assessment Committee		Final grade of Thesis	
The Two-member Assessment Committee			

*Attention: Each assessor assesses each criterion out of 100%. Normalisation is effected automatically using mathematical formulas.

Chair of the Committee
Signature:

Member 1 (Proposer)
Signature:



DECLARATION OF ASSIGNMENT OF THESIS RIGHTS

NAME OF STUDENT	
REGISTRATION NO.	
PROGRAM OF STUDY	
TITLE OF THESIS	

I, the aforementioned student, unreservedly declare that this Thesis is the product of my own exclusive effort and work, save where the text includes references to other authors, and that it has not been submitted elsewhere as part of any academic requirement or other purposes.

In the framework of the assessment of the Thesis, I have no objection whatsoever to the following:

- Reproduction of the Thesis and supply of copy to any member of the University;
- Provision of the electronic file of the Thesis to a competent service for purposes of establishing the offence of plagiarism and the preservation of a copy in the records of the relevant service for purposes of future consideration of the offence of plagiarism.

I hereby declare that I have thoroughly studied, understood and fully complied with the internal regulations of European University Cyprus regarding Academic Ethics, Morals and Student Discipline.

Date: _____

DECLARATION OF ASSIGNMENT OF COPYRIGHT BY THE TWO-MEMBER COMMITTEE

We hereby declare that this Undergraduate Thesis has been conducted under our supervision and guidance and relates to original work. We have no objection to the assignment of the copyright of the Undergraduate Thesis to European University Cyprus as detailed above.

Capacity of Member of
the Assessment
Committee

Chair

Member 1
(Supervisor)

Electronic signature

Name

Date

/ /

/ /

METHODOLOGICAL APPROACH TO SYSTEMATIC REVIEWS

DEFINITION OF SYSTEMATIC REVIEW

A systematic review is defined as the process of review of the indications (exhibits) in available research bibliography in connection with a clearly formulated research question, using a systematic and well-defined methodological process. This process aims to identify, select and assess appropriate primary research studies, but also record and analyse the data of the studies to be included in the review.

STAGES LEADING TO THE COMPLETION OF A SYSTEMATIC REVIEW

i. FORMULATION OF A RESEARCH QUESTION

The most important step of a systematic review is the clear formulation of a research question regarding the relationship between the identifier to be studied and the frequency of appearance of an outcome in a given population. It is also very helpful to accurately define the method of measuring both the identifier to be studied and the outcome.

ii. ESTABLISHMENT OF THE INCLUSION AND EXCLUSION CRITERIA OF A STUDY

The establishment of the inclusion or exclusion criteria of a study is another key step in the review. These criteria may be specific, such as the type or types of studies to be researched (e.g. intervention studies, cross-sectional studies, epidemiological prospective studies, qualitative studies with the use of a standardised questionnaire), the characteristics of the participants (e.g. specific age groups), the place of conduct of the study (e.g. community, school, hospital), the types of intervention (e.g. training programme), the outcome variables, but also general, such as the language of publication (e.g. publications only in English and Greek), time frame (e.g. studies conducted over the last decade), country of origin (e.g. European or other economically developed countries). The criteria must be selected carefully so that the articles are not too general, resulting in a multitude of information, or too specific, therefore missing important research work.

iii. BIBLIOGRAPHY SEARCH

This stage defines the search strategy (where and how to look) and includes an extensive bibliography review in all relevant sources (this is mostly done in selected online bibliography reference databases) in order to find appropriate studies, whilst an analytical algorithm of the keyword combinations (and synonymous phrases) used in the search must be maintained. The main online databases where a bibliography search may be conducted are Medline, Scopus, Embase, ISI web of science, Cinahl. A search may also be conducted in records of conference abstracts, of private and state research organisations, as well as of pharmaceutical companies.

iv. SELECTION OF STUDIES

In this stage, the studies are examined and it is decided whether they satisfy the inclusion – exclusion criteria. Some studies are rejected immediately upon reading the titles and abstracts, while for some others we must first find and read the full text, before we can decide whether or not to include them. The number of studies checked and assessed for completeness of the inclusion criteria in each stage, as well as the final number of studies included in the review can be presented in a flow chart (Illustration 1). This flow chart can also justify, in brief, the reasons for which studies have been excluded from the review.

v. RECORDING OF THE MAIN CHARACTERISTICS OF THE STUDIES

The main characteristics of the studies to be included in the review are identified and briefly described in a table (e.g. Table 1). Depending on the research question, the table may include for each research the details of the researchers, the year of publication, the size of the sample and its characteristics (e.g. age and gender), the type and methodology of the study, the type of intervention, the type of exposure and outcome, the key findings, etc. In case of missing data in some studies, an effort is made to contact the researchers in order to try and obtain the relevant information.

vi. ASSESSMENT OF THE METHODOLOGICAL QUALITY OF THE STUDIES

This process includes the assessment of the methodological quality of each separate study based on set criteria which depend on the type of the study included in the review (e.g. for randomised controlled studies some of these criteria may be the random allocation of treatment measures, the concealment of allocation, the blinding of participants, whilst for cohort studies criteria may include the ascertainment of exposure, the representativeness of the exposed cohort, the adequacy of follow-up cohorts, etc. The criteria are usually set out in a list, stating which of them are satisfied in each study. This information can be briefly presented in a table such as Table 2, which shows the results of the assessment of the methodological quality of randomised controlled studies.

vii. SUMMARY OF THE INDICATIONS (EXHIBITS) AND INTERPRETATION OF THE RESULTS

This stage includes the analysis and interpretation of the results of the studies to be included in the review, whilst where data allows this, it is appropriate to use methods of statistical synthesis of the results (meta-analysis). Otherwise, the synthesis of the results can be done in a narrative (descriptive) manner.

viii. CONCLUSIONS ARISING FROM THE SYSTEMATIC REVIEW

The interpretation of the results of the studies included in the review leads to conclusions which may include recommendations and suggestions for future research and/or public health policies, clinical practice, etc.

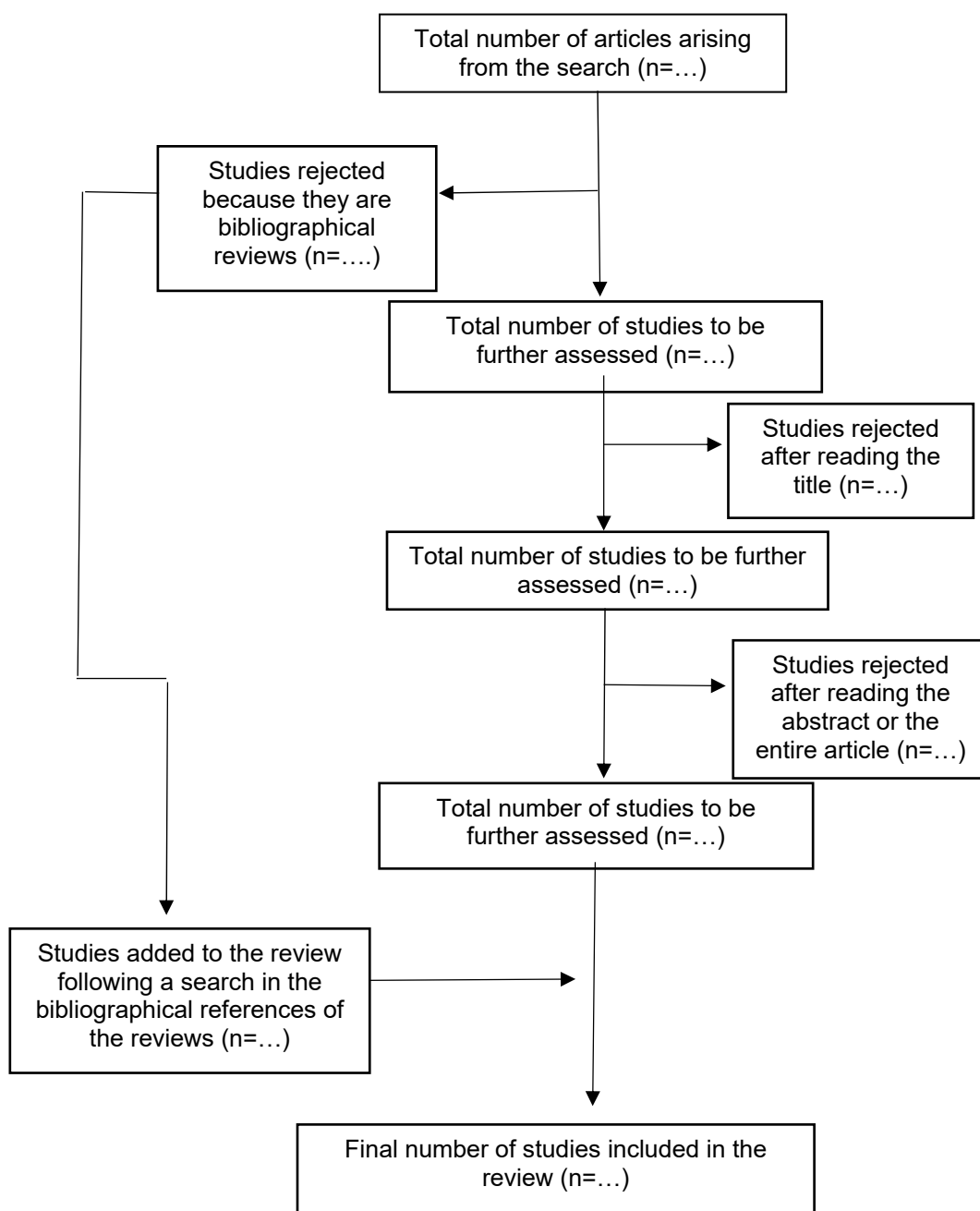


Illustration 1: Illustration of the results of the search strategy (Source – Patelarou, E., Brokalaki, H. (2010). Methodology of systematic review and meta-analysis. *Nosileftiki*, 49(2): 122-130)

Table 1: Summary of the main characteristics of the studies assessing the efficacy of smoking cessation interventions in patients with coronary disease (Source – Tziallas, D., Kastanioti, A., Skapinakis, P. (2009). Systematic review of smoking cessation interventions in patients with coronary disease, *Nosileftiki*, 48(1): 30-36)

Study	Country	Study population	Type of intervention	Intervention setting	Duration	Efficacy %
Quist-Paulsen P et al.	Norway	240 smokers <76 years old	Advice and written material. Follow-up for five months.	Hospital and community	5 months	57% after the first year
Reid R et al.	Canada	254 smokers	Mixed (nicotine patches and brief instructions).	Hospital and community	3 months	53% (at 3 months, 39% (in the first year)
Murchie P et al.	England	1,343 patients <80 years old	Advice and check of: blood pressure – hyperlipidaemia – nutrition – medication Intervention provided by nurses.	Community	12 months	No statistically significant difference observed between the two methods of intervention
Bolman C et al.	Denmark	789 patients	Advice provided by nurse.	Hospital and community	12 months	No statistically significant difference observed between the two methods of intervention
Hajek P et al.	England	540 patients - Smokers	20-30 min. counselling intervention by nurses – contact with other people with the same motive.	Hospital and community	Duration of treatment	No statistically significant difference observed between the two methods of intervention
Feeney GF et al.	Australia	198 patients - Smokers	Two different intervention programs.	Hospital and community	Duration of treatment	39% after one year

Table 2: Assessment of the quality of randomised controlled trials using five criteria (Source – Devereaux et al. (2005). How strong is the evidence for the use of perioperative beta blockers in non-cardiac surgery? Systematic review and meta-analysis of randomized controlled trials, *BMJ*, 331: 313-321)

Trials	Concealment of randomisation in the allocation of treatment measures	Short duration of conduct of the trial	Concealment of treatment measures from patients	Concealment of treatment measures from healthcare providers	Concealment of treatment measures from the assessors of the outcome
Liu	No	No	Yes	Yes	Yes
Stone	Yes	No	No	Yes	Yes
Polderman	Yes	Yes	No	No	Yes
Zaugg	Yes	No	No	No	Yes
Urban	Yes	Yes	No	No, with the exception of the anesthesiologists	Yes