



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
A.ΔΙ.Π.
ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ ΠΟΙΟΤΗΤΑΣ
ΑΝΩΤΑΤΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

HELLENIC REPUBLIC
H.Q.A.A.
HELLENIC QUALITY ASSURANCE AGENCY
FOR HIGHER EDUCATION

EXTERNAL EVALUATION REPORT

DEPARTMENT OF PHYSICAL EDUCATION AND SPORT SCIENCE

DEMOCRITUS UNIVERSITY OF THRACE

March 2010

External Evaluation Committee

The Committee responsible for the External Evaluation of the Department Of Physical Education and Sport Science of the Democritus University of Thrace consisted of the following four (4) expert evaluators drawn from the Registry constituted by the HQAA in accordance with Law 3374/2005 :

1. Professor Vasilios Baltzopoulos _____(President)
(Title) (Name and Surname)

Manchester Metropolitan University_____
(Institution of origin)

2. Professor Adamantios Arampatzis_____
(Title) (Name and Surname)

Humboldt University_____
(Institution of origin)

3. Professor Peter Kokkinos_____
(Title) (Name and Surname)

Georgetown University_____
(Institution of origin)

4. Professor Charalampos Papaxanthis_____
(Title) (Name and Surname)

University of Dijon_____
(Institution of origin)

The structure of the “Format” proposed for the External Evaluation Report is dictated by the requirements of Law 3374/2005 and corresponds generally to the structure of the Internal Evaluation Report submitted by the Department.

The length of text in each box is free. Moreover, the various questions may not be answered separately; they only provide a general idea about specific matters that should be addressed by the Committee when formulating its comments.

Introduction

- The External Evaluation Committee (EEC) received the electronic documentation from HQAA in advance of the visit
- The EEC met in the morning of Monday 22 March 2010 in Athens and was briefed by the President and one member of the HQAA on the purpose of the External Assessment process and the function of HQAA who also answered questions by the EEC members
- Following this briefing the ECC departed for Thrace and arrived in Komotini in the evening where it had a planning meeting in the presence of one HQAA member
- The visit to the Department of Physical Education and Sport Science (TEFAA) commenced in the morning of Tuesday 23 March with an introductory presentation on the Department structure and work by the Head of Department (G. Mavromatis) that included its history, facilities, administrative services, curriculum and undergraduate and postgraduate teaching programme, research and strategic planning. The Internal Evaluation Team (IET) and other key members of the department were also present and participated in the discussion and questions that followed the presentation
- Following this presentation, the EEC was taken on a tour of the departmental facilities and met the members of staff responsible for the various facilities (sports training facilities, academic teaching and service facilities, laboratories and library)
- The EEC and the IET team then met with the two Pro Vice Chancellors of the University (Prof. A. Karabinis and Prof. S. Tokmakidis) and discussed various issues relating to the Department, University and general higher education issues that impact on and are relevant to this assessment
- The EEC had a working lunch meeting to discuss the issues raised during the morning briefings and visits and then there was a detailed presentation of the electronic resources and systems used in the Department
- The EEC then met with the IET team and other key members of the Department and discussed in detail the issues raised in the internal evaluation report and the visit

- During the final day of the visit (24/3/2010) the EEC had three separate meetings with a) administrative (3) and technical building maintenance staff (2), b) members of academic staff (30) and c) undergraduate (16) and postgraduate (9) students
- The programme of the visit was completed by a meeting of the EEC and the members of the IET team to discuss the main issues and summarise the findings of the visit
- In addition to the documentation submitted by the Department to the HQAA, during the visit the Department provided a large number of additional documentation including detailed UP and PG programme guides, reports by the various departmental committees, student evaluation reports and examples of detailed unit outlines and other relevant departmental reports from previous internal and external assessments of the department and its PG programmes.

The Internal Evaluation Procedure

- The Department has been very proactive in conducting internal and external quality assessments and used appropriate sources and documentation for its current internal report that was comprehensive, clear, forthright and self-critical and followed the expected format. The process followed to collect the evidence required was very well organised and as a result the quality and completeness of the evidence were very high and allowed a detailed and wide ranging internal evaluation and assessment. Although some elements of information requested by the HQAA report format were not provided in adequate detail, the objectives of the internal evaluation process have been met fully and quite comprehensively by the Department.

A. Curriculum and Teaching

A1. Curriculum

APPROACH

The main goals and objectives of the curriculum are very clear and were largely decided based on the professional employment opportunities of the graduates.

The main factors taken into account were the professional sector opportunities and the very specific standards and legislative requirements for some of them (e.g. legislation for Physical Education curriculum content requirements in Greek schools) but the standards or indeed the professional requirements and legislative context for others (e.g. Exercise and Health) are not well defined by the State or professional associations. There was not enough evidence that all the other external stakeholders were consulted widely in shaping both the undergraduate (UG) and postgraduate (PG) curriculum.

The curriculum is in general quite consistent with its stated objectives and the requirements of the society regarding the provision of experts in physical education, sports coaching, physical activity and exercise for health.

The curriculum was designed, planned and implemented based on very wide internal departmental consultation using specially devised committees. These committees followed detailed procedures and structures for the revision of the curriculum that allowed a comprehensive review and assessment of departmental provision. However, the revised curriculum is very intensive and both the number of courses and the number of student contact hours per week are considered excessively high.

The next review of the curriculum needs to consider the reduction of the workload to students and also how generic study and writing skills, critical thinking and other general academic skills and related issues (e.g. plagiarism and copyright) can be incorporated early on into the curriculum.

IMPLEMENTATION

The curriculum is implemented very effectively and has similar characteristics with other 4-year curricula of similar Greek University departments. However, most European UG Bachelor degrees (Level 6) in similar areas are 3-year degrees and tend to have generic and broad specializations and do not include specializations that are simply based on single practical subjects (e.g. dance).

The structure of the curriculum is very clearly articulated but it includes too many courses and an unnecessarily large number of options and supporting subjects (e.g. English language, computers etc). The objective of a higher education department should not be to teach foreign languages, but instead, to provide subject specific knowledge and education by a single course on English Scientific Terminology, for example, in the area of Physical Education and Sport Science. Similarly, the training of all students to ECDL standard should be a supporting measure that the University could be providing centrally for students that might want it or need it rather than a compulsory element of curriculum.

There are adequate resources in most areas to deliver the curriculum but there is a need to use some older facilities that are not fit for purpose anymore ('Metalourgiki' building) and

these need to be accommodated in the new integrated campus of the department. Academic staff are appropriately trained to implement the curriculum and there is a very effective administrative electronic management system but more appropriately trained administrative staff are required to ensure the smooth running of the curriculum given the large number of courses, options and students.

RESULTS

The implementation of the curriculum is achieving the planned approach and the students have expressed a high degree of satisfaction with their studies and educational experience.

IMPROVEMENT (use of the self-evaluation conclusions)

The senior management team and staff at the department understand the urgent need to revise the program, and they have the necessary procedures and structures in place for debating the necessary changes. They need to agree a clear, comprehensive and specific plan in addition to suggestions for improvement. What is required is a strategic overhaul that will provide a clear vision and strategic direction and guidance that can shape future developments and align the curriculum with modern career pathways. For this to be effective and successful, however, the State must clarify the professional market legislative context, requirements and training standards.

A2.1 Teaching: Undergraduate

APPROACH:

The academic staff members of the Department use the appropriate internationally accepted practices, processes and methods for effective teaching throughout the four years studies. The lectures consist of theoretical presentations, theory and practice in several sports and physical activities, as well as practical activities in the laboratories. This process is successfully supported by modern technological and electronic tools.

The teaching staff-student ratio is 1:65.14 for the theoretical courses, 1:31 for the practical sports subjects, and 1:67.38 for laboratory practicals. This is a critical issue because it is at the lower part of the accepted ratio internationally, and needs careful consideration. Even though the academic staff make serious efforts to be available for students, the students reported low satisfaction with staff contact and availability (2.63/5). The number of students could be reduced, or the availability of the staff could be increased by decreasing the teaching and administrative loads.

Notwithstanding these constraints and difficulties, the collaboration between the faculty members and the students appears to be very good. The faculty members try to improve their interaction with the students, and most of the students recognize and appreciate this effort. Each student has an advisor for his/her studies, but this opportunity is not used adequately or to its full potential by all students.

The educational means available to support the teaching program are modern and adequate. Electronic tools are used for teaching purposes as well as for the evaluation of the students (intermediate reports or examinations, etc.). Most of the educational learning and teaching materials are on the web pages of the Department and each student has personal access to these areas. The electronic resources and educational material and systems are at a very high standard, even for international levels, and these efforts are driven by a group of academic staff that are very well informed about the developments in e-learning and are very keen to apply these innovations with great drive and enthusiasm.

Regarding the examination system, the Department uses a combination of oral and written examinations, including midterm, and practical exercises and tests. The linking of learning objectives to the assessment and examination methods is incorporated into the outline of most units but this must be further applied consistently in all units by the relevant academic staff members.

A more coordinated effort must be made to explain to the students the consequences of intellectual property rights and plagiarism, especially for their written reports. This can be achieved through existing units during the first or the second year curriculum as part of the effort for the development of generic learning skills by the students.

IMPLEMENTATION

The Department has 46 faculty members (6 professors, 6 associate professors, 25 assistant professors, and 9 lectures), 20 members of specialist teaching/research staff, 17 hourly paid teaching assistants (407). This number is more than sufficient for the actual educational program of the Department.

The students, mainly by means of the web pages of the department are very well informed about the education program (courses, schedule, learning goals, examinations etc.). The quality of teaching is high and comparable with the international standards. The textbooks or articles proposed in every course are of excellent quality and the material covered is up to date, including recent scientific developments.. These issues need to be monitored and unit outlines modified and teaching material constantly improved and informed by the scientific

advancements as part of a rigorous and continuous teaching quality assurance process in the department.

The overall educational program is in agreement with and linked to research and teaching interests of the staff. Most of the academic staff members make an effort to link their research activities with their teaching. However, we will encourage the blending of the high quality research in the department to be linked more directly to teaching and referenced in the relevant teaching units of the academic staff members. This effort must be further encouraged and developed by giving clear guidance and training to all faculty members.

It is important to encourage and motivate academic staff and students to participate in European exchange programs, such as Erasmus, in order to enhance further mobility inside the European Area of Higher Education.

The system of evaluating the teaching quality and skills of academic staff by students is robust and well organized. However, further steps must be taken in this direction, in order to exploit the results of this evaluation and to improve the quality of the teaching. As the staff propose, some seminars or workshops per year on this topic would be useful for the improvement of the teaching quality and skills of the faculty members.

RESULTS

Overall, the teaching methods, processes practiced and relevant procedures by this Department are considered to be efficient and of very good quality.

The average duration of the studies is 4.9 years, while approximately 25% of the students continue beyond the 5th year. Even if these numbers could be considered satisfactory, compared to the average duration in Greek Universities, the academic staff should take some necessary measures to improve them in the future.

On average, 65% of the students participate in the examinations with a success rate of 78.3%. While this could be considered good enough, the participation of the students to the examinations must be improved. Also, the average grade for the diploma is 6.824, which also needs further exploration and improvement.

The efficacy of teaching is considered very good and there are no major discrepancies in the success/failure percentage between courses and units. The checking and control of any inconsistency is facilitated by a very well organized electronic student record system. The time duration of study completion and the average degree grades are considered relatively poor but the main explanation given is the legislative context that allows indefinite continuation of studies and the poor quality of basic skills of student entrants into the University system. These are issues that the State and the Greek educational establishment in general should consider.

IMPROVEMENTS

The Department has created an internal committee for the ‘evaluation and improvement of the education program’, that helps to evaluate and assess the quality of the teaching with respect to international norms and standards. We think that this is a very interesting and useful initiative that guarantees the quality assurance of the education program.

Certainly, an effort should be made to improve the mobility of the academic members of staff and students. The department is aware of that and will take the necessary measures for achieving this objective.

The students are moderately satisfied from the organisation and implementation of the schedule of the education program (3.62/5). A better satisfaction rate could be achieved by

reducing the number of the compulsory and/or the optional units, and by moving and concentrating all the necessary facilities for the practical/sports subjects to the same place in the central departmental campus, thus avoiding the constant travelling students between facilities.

The department has created an internal committee on the 'link between studies and professionalization'. The work of this committee would be very useful for updating the education program with respect to the needs emerging from the society and workplace.

A2.2 Teaching: Master and Doctoral studies

APPROACH:

The department participates as coordinator in a joint cross-departmental Masters degree with the department of Physical Education and Sport Science of the University of Thessaly. The program (2 years) is focused on Physical Activity and Quality of Life. The first semester is devoted to theoretical courses. In the second and third semesters, students have courses relative to their specialities. In the fourth semester, the students undertake their master thesis.

The program follows international standards. The quality is high and comparable with international standards. Although scientists from foreign Universities have been invited to teach, this initiative and efforts must be continued and expanded further in the future.

The collaboration between the faculty members and the students appear to be very good. The students are generally satisfied from the education program and their studies, but considered that a more specialised and focused degree and study at undergraduate level will help their postgraduate studies.

For assessment and examination, academic staff use a combination of written and oral examinations. The linking between learning objectives and examination method is incorporated into the education program outline for most of the courses but appropriate continuous training must be given to existing and especially new members of staff on the techniques of planning and developing an effective course outline and structure.

The Doctoral program follows a standard accepted model that includes courses and a thesis.

IMPLEMENTATION

The resources available to cover the teaching program are modern and adequate. Notably, almost half of the courses are offered by distance learning, through a computer/interactive technology software. This method has the advantage of familiarising the students with new technologies, and allows them to pursue their professional activities by following the courses remotely. Most of the education materials are on the web pages of the Department and each student has personal access to these. Each masters student has an advisor for his/her thesis and conduct the work for their project in one of the available laboratories.

For the doctoral program there is a supervisory committee consisting of 3 faculty members who supervise the work and progress of the candidate. The candidate must present the progress of his/her work during the first year of their studies.

After the completion of the work for the doctoral thesis, the student orally presents his/her research in front of a committee if: i) he/she has written the thesis, ii) he/she has two publications (national and international), iii) three presentations to international conferences. These measures guarantee the quality of the thesis work.

Scientific seminars and journal clubs are clearly missing and must be organised for the master and doctoral students. More international collaborations should be attempted to enhance the international standards of the doctoral program.

The overall educational program links research and teaching. The laboratories are well equipped, although more University support and external grants are needed for the acquisition of some specific instrumentation and materials; For these reasons the effort for obtaining national or international grants, and/or receiving funding from national sources should be continued and improved.

As for the undergraduate level, it is important to encourage and motivate the academic staff and the students to participate in European exchange programs.

RESULTS

The teaching of the department at the master and doctoral level is efficient and of good quality. The majority of the students seem satisfied from the teaching methods and their quality. An important effort should be made to motivate the doctoral students to finish their thesis in time. There are students that exceed ten years of studies at the doctoral level. An appropriate limit must be imposed by the University/State regulations, because apart from anything else, a thesis that is written ten or more years after the research was conducted would probably be seriously out of date and most likely not original anymore.

There seem to be no discrepancies in the success/failure percentage rate in the various postgraduate degree programmes.

There is no clear and complete information regarding the professional status and future career destinations of PhD students graduating from the department. An effort should be made in this direction, through the different committees, because this is important information for future students and the assessment of the general impact of the departmental work.

IMPROVEMENTS

A serious effort should be made to improve the mobility of the academic members of staff and the graduate students. The department is aware of this need and will take the necessary steps for achieving this objective.

The Department must try to obtain scholarships for the doctoral students, through government, private sector and research grants of the academic members of staff or through collaborations with relevant research institutes. This is already happening to an extent in some areas and should be further encouraged and supported.

B. Research

APPROACH

What is the Department's policy and main objective in research?

It is quite clear that the department invested time and effort to promote a research program. It is also apparent that initially, the research objectives were based mainly on athletics performance. Research gradually branched in the areas of physical activity for health promotion, disease prevention or therapy. The department recognizes the importance of the role of exercise on health and diseases and continues to support such research. It is also evident that the department has adequate expertise and equipment to pursue research in important areas such as biomechanics, ergogenics and musculoskeletal injury prevention.

Research in other areas is also evident with no apparent indications that one area of research is emphasized at the expense of another. Rather, research is allowed to flow freely, and solely driven by and based on the professional training and interests of the faculty members without a special focus or strategic guidance.

The department promotes research participation of graduate students and even encourages this at the undergraduate level.

The department is recognizing that the research output is quite fragmented and has been focused mainly on quantity in the past (largely because of the pressure to publish in order to meet promotion standards) and it is now committed to improving its research quality but the strategic vision and practical steps in achieving this objective are not well defined at this stage.

Has the department set internal standards for assessing research?

There are no sufficiently strong internal standards for assessing research and they mainly consist of approval of research by the relevant academic staff/Professors.

We recommend that two committees should be formed, either at departmental or University level:

1. Internal Review Board (IRB)

The function of the IRB Committee is to assess the ethical aspects of the proposed research project. Each PI must submit a research proposal that will clearly state the following: 1) the objectives of the study; 2) describe the methods that will be implemented to reach these objectives; and 3) the potential risk (if any) associated with the procedures described to the participants (subjects) involved in the study. An informed consent must also be available for the PI and each subject in the study must sign.

2. Research and Development (R & D)

The main function of the R & D Committee is to provide the strategic vision and guidance for the development of a high quality research environment and a focused and coordinated research effort. It should also examine the scientific merit of the proposed research projects. The Committee should consist of 6-12 members with different scientific backgrounds. They should meet once a month and review all proposed research projects. Questions, suggestions, concerns, or clarifications of certain areas of the

research proposal should be related back to the Principal Investigator (PI). In turn, the PI must address in writing each area on a timely manner. The R & D Committee will then give approval of the project.

IMPLEMENTATION

How does the department promote and support research?

The department provides good (if not excellent) facilities for research. The research labs are spacious and well-maintained and appeared to be well-equipped. Funding appears to be a problem. However, this is not unique for this department only. Rather, it is similar to funding problems faced by almost all research programs. The department recognizes that efforts to secure funding from outside sources (European Union) have not been adequate. They also recognize the need to strengthen their efforts to secure such funding. We concur with this assessment. We believe that this can be achieved by collaboration with other institutions within Greece and abroad.

We believe that a Research Day should be implemented once a year to give students and junior faculty the chance to present their research projects.

Quality of research

We want to emphasize that we were impressed with the research facilities and the potential for research. However, funding must be increased so that the productivity of such facilities and faculty talent are maximized.

A plethora of scientific publications exist. Although we comment their efforts and accomplishments, we feel that quality of research must be further improved. The faculty must concentrate in the quality and not quantity.

Research projects must become more collaborative in nature. More specifically, several researchers can design one research proposal to assess several, but different issues of interest for each investigator. There is evidence of collaboration within the department and with other clinical and educational institutions. We strongly support such efforts and encourage even stronger and broader collaboration.

RESULTS

The plethora of manuscripts is evidence that the department has implemented their existing research objectives successfully. We believe that the department has the capacity and the desire to implement our suggestion for a change in direction to more focused research goals on a limited number of specific thematic areas of current scientific interest that have a high impact potential.

The faculty efforts have yielded a number of publications in some refereed journals. However, the quality of the journals is relatively low. We believe that the capacity to increase the quality of scientific publications exists and should be fostered by creating the appropriate environment, structures and mentoring processes that will allow collaborative and focused research efforts of high quality in strategically important areas for the department.

The existing research collaborations have been quite successful in some areas but we believe that further collaboration is the most important factor for successful and high impact research.

There is no evidence for the efficacy of research work or other applied impact results and they must pursue projects that have very specific clinical and or public health relevance.

The faculty and department must make more effort to become visible outside the University. The department must allocate funding to allow faculty members to attend National and International scientific conferences on their field of scientific interests. The highlights of such conferences should be presented by the attendees to the department and students.

In addition to the scientific merit, the initiation of the proposed research project must depend on adequate funding. The quality of research should not be compromised because of lack or discontinuation of funding.

IMPROVEMENT

It became apparent from our interaction with the departmental staff that they recognize the need to change research strategic direction. Most expressed the need to become more focused on their research efforts and develop greater collaboration among faculty members and other Universities. We believe that the spirit is there to allow such changes to occur and flourish.

Collaboration is evident and supported by the department. It is our assessment that this can be implemented and fostered further in the near future.

C. All Other Services

APPROACH

The Department has very high quality building facilities that are concentrated mainly in a single University campus location, are modern and purpose built and allow the teaching staff to prepare and deliver high quality and effective theoretical as well as practical teaching sessions. The building facilities and infrastructure are new and their quality is comparable not only to the best Greek-Departments but also to European and American Universities.

The lecture and seminar halls include a well designed network of electronic support which contributes to the quality of teaching. The majority of teaching modalities in the last two years are prepared and delivered electronically and in this way the efficacy and flexibility of teaching has been improved. An additional benefit has been the better interaction between the students and the teaching staff in the theoretical units. The lecturers can deliver their teaching and examine the students without personal contact and a significant part of the teacher-student interaction is taking place by distance-learning. The examination results can be registered electronically and transferred automatically to the departmental administration office. The technical equipment of the department and laboratories has been improved in recent years and in general the department has facilities that are of a high international quality standard.

The sports facilities are new and well designed and purpose build for the needs of the curriculum. All the main facilities are located in the department campus facilitating the teaching and training programs of the students. However, there are several sport subjects (tennis, gymnastics and rhythmic gymnastics etc) which are located outside the main campus. The increased transportation time of the students related to these subjects resulted in significant difficulties for the implementation of the curriculum.

In general, the Department supports extensive electronic communication between teachers, students and administrative officers. Although the development of the electronic procedures contributed to an improvement in the flexibility of teaching, assessment of learning and the efficacy of the curriculum, the development of four additional committees increased the administrative workload of the support, teaching and academic staff.

The integrated facilities in the University Campus (i.e. library, sport and teaching halls) benefited by the presence of students on the Campus.

IMPLEMENTATION

The multi dimensional goals of the curriculum of the Department in combination with a relative low number of secretarial staff, increased the load and difficulty of the administrative work of the secretariat. The success of the administrative work resulted mainly from the commitment and comprehensive work of the very well qualified secretarial staff. However, in the future it should be very difficult to continue this good work without an increase in the number of well and appropriately qualified and skilled in new technologies secretarial staff.

The library of the Department is located in a new and well designed building. The internet access is free in this building as well as in the whole campus. In the library there is an acceptable amount of books and journals, however, this needs significant improvements. The relative lower satisfaction rating of the library compared to the other building facilities from the students and the teaching staff reflect the need for improvements. The good quality of the

sport building facilities facilitated and encouraged the sport, recreational and the general social and cultural activities and interaction of the students.

RESULTS

The administrative support of the Department was efficient and of very good quality. Although the resources of the secretariat were limited, they were able to organize the whole administrative workload of the Department quite effectively. However, the functionality and efficiency of the work showed some deficits due to the limited number of administrative staff. In the same manner, the technical support in the laboratories due to the reduced technical maintenance staff was limited. The central administration of the University supports the Department. However, the financial support must be increased because the necessary budget needs of the Department are much higher due mainly to the extensive sport building facilities and their necessary maintenance which is important for future functionality and keeping these very high quality facilities for future students.

The academic staff recognize and appreciate the hard work and commitment of the secretarial staff. They are aware of the reduced resources of the secretariat and the requirement for additional well trained secretaries and technical maintenance staff to avoid future problems in the administration and functioning of the Department.

IMPROVEMENTS

The sport subjects located outside the campus should be transferred to the main Department campus. Further, the Department should focus on the identification and development of adequate strategic steps to improve the services on the campus. They planned to improve the quality of the library and to increase the social and cultural events and interaction between students and staff on the campus. For example, they created student theater and music groups in the Department and they are also planning to build and/or organize additional social and leisure facilities and events on the campus.

Health and safety at work provision and awareness and support for administrative as well as technical and academic staff should be one of the main University and department priorities. Awards and distinctions to both students, academic and support staff for achievements and commitment or particular effort would enhance the collegiality and collaborative spirit in the Department.

D. Strategic planning, perspectives for improvement and potential inhibiting factors

For each particular matter, please distinguish between under- and post-graduate level, if necessary.

- A reduction in the number of courses/units and overlapping material.
- Focus and coordinate research effort by limiting the research areas and focusing on specific thematic areas.
- Encourage interdisciplinary research with other departments or local clinical facilities
- Encourage the international mobility of the staff and students and develop international collaborations for teaching and research.
- Further develop the participation in international research programs in order to find financial support for the development of research (fellowship for students, materials for the laboratories, etc.)
- Create a stimulating environment for research (journal clubs, seminars, etc.)
- New academic staff recruitments must be targeted in areas of research that the department wants to develop and the department needs to become more outward looking and inbreeding of the majority of new academic staff should be avoided.
- The university must support the department in concentrating infrastructures at the same place in order to facilitate the education program which actually is too demanding in time and effort for the students. The regular maintenance of facilities is also a critical point for the department.
- The department needs the support of the University, in providing appropriately trained administrative and technical staff in the area of new technologies.
- The State must take urgent action to clarify and establish the professional framework and legislative context and work rights of the different sectors so that employment of exercise and physical activity experts, which is of immense importance for the health of the population, is guaranteed and protected.

E. Conclusions:

For each particular matter, please distinguish between under- and post-graduate level, if necessary.

The Department has clearly developed to a level of excellence in teaching. The facilities for the educational programme are comparable to those of similar high quality departments at the international level. The research needs further development and focusing with clear strategic vision and guidance. The commitment of the department to continuous quality assurance and improvement is recognised, there is young and committed academic staff that embrace change and new developments and we would like to encourage the same level of commitment for improvement and development in all areas of the department's activities.

The Members of the Committee

Name and Surname	Signature
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____