



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
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Ανώτατης Εκπαίδευσης**
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Accreditation Report
for the New Undergraduate Study Programme in operation
of:

Physiotherapy

Institution: University of Patras

Date: 22 October 2022



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



Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation of **Physiotherapy** of the **University of Patras** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new undergraduate study programme in operation of **Physiotherapy** of the **University of Patras** comprised of the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. Dr. Demetrios Kazantzis (Chair)

President of Food and Beverage Consultants Inc, Cranston, Rhode Island, USA

2. Prof. Vassilios Vardaxis

Des Moines University, Des Moines, Iowa, USA

3. Assoc. Prof. Stefanos Volianitis

Qatar University, Doha, Qatar

4. Dr. Sotiria Vrouva

Panhellenic Association of Physiotherapists, Athens, Greece

5. Mr. Georgios Noutsos

Student of Medicine, National and Kapodistrian University of Athens, Athens, Greece

II. Review Procedure and Documentation

The panel of 5 members was provided all necessary documents by the **Hellenic Authority for Higher Education (HAHE)** for the upcoming external evaluation and accreditation of the **Physiotherapy Undergraduate Programme** of the **University of Patras** from October 17-22, 2022.

All the meetings among panel members and the Physiotherapy Programme personnel were conducted remotely through Zoom communications due to the current protocols of Covid-19 (Coronavirus) pandemic. All meetings, briefings, sessions, virtual tours, presentations, discussions, with various groups, were conducted in the predetermined time frames and dates by the HAHE schedule, without any technical difficulties. The non-physical presence of the panel restricted certain observations and human visual contact with the presenters.

On Monday, October 17, 2022, the members of the **External Evaluation and Accreditation Panel (EEAP)** held a meeting via Zoom for two hours. The panel of 5 members comprised of Dr. Demetrios Kazantzis, Professor Vassilios Vardaxis, Associate Professor Stefanos Volianitis, Dr. Sotiria Vrouva and Mr. Georgios Noutsos. The panel proceeded with the of the upcoming schedule of the two days' meetings with the various groups, informed of the all e-mailed materials pertaining paperwork, departmental information (for the proposal for Accreditation of the Department of the Physiotherapy undergraduate programme of the University of Patras), allocation of each member of the panel tasks, reading of all materials provided by HAHE and discussed the list of issues and strategy to be followed during the two days of Zoom meetings. The chair with the assistance of all members of the panel emphasised the importance of the duties of each panellist, and the importance of each and every meeting on the schedule. The EEAP and each member was free to request any additional information that was missing for a complete understanding of the function of the department. In the subsequent meetings all requested information was provided in a timely manner by members of the department.

After a brief break by the members of the panel, the teleconference resumed with the members of the panel (EEAP), the Vice-Rector Prof. Dionissios Mantzavinos and the Assoc. Prof. Konstantinos Fousekis. The necessary introductions and the welcoming address of Prof. Mantzavinos followed by a short overview of the undergraduate programme (UP) by Assoc. Prof. Konstantinos Fousekis. Assoc. Prof. Fousekis presented the History and the Academic profile of the newly established program (since 2019) and incorporation to the University of Patras, current status, the strengths of the program, and possible areas of concern. The key and main issues partially focused on the structure of the curriculum, which follows the European and National Requirements for Higher Education.

The teleconference continued for an hour the same day with participation from OMEA and MODIP. The OMEA members included Prof. Evdokia Billis, Prof. Elias Tsepis and Assoc. Prof. Konstantinos Fousekis. The MODIP members were Prof. Constantinos Stathopoulos and Prof. Konstantinos Nikolakopoulos, and a MODIP staff, the Acting Director of MODIP staff, Fieroula Papadatou.

The member of the Internal Evaluation Group (IEG/OMEA) Prof. Evdokia Billis presented a lengthy, detailed, and in-depth picture on all aspects of the Physiotherapy Undergraduate Programme of the University of Patras, covering the standards for quality accreditation, the degree of compliance of the University of Patras, review of the curriculum, student course work of studies and a multiple of areas.

In a written format the Committee of the Quality Management Unit of the University of Patras provided relevant information about the Department of Physiotherapy and the educational processes of the Department that includes two undergraduate programs, Physiotherapy and Optical Optometry. Both Departments will graduate students from June 2022 onwards.

The Department of Physiotherapy requires an internship in all approved places in order to allow the student to graduate. The Department of Physiotherapy has achieved a transition, ensuring all the educational requirements are fulfilled in an uninterrupted way.

At the end of the teleconference, the members of the panel only proceeded to debrief and reflect on today's meeting and prepare for the second day of the review. The meeting of the first day concluded at 21:45 Athens, Greece time.

On Tuesday Oct. 18, 2022, at 16:00 o'clock Athens, Greece time, the teleconference resumed with members of the panel in the brief absence of Georgios Noutsos, who had a previous engagement with attending a surgery session. He joined within an hour.

The teaching staff members (8) of the Physiotherapy Department included Prof. Konstantinos Koutsogannis, Assoc. Prof. Charalampos Matzaroglou, Assistant Prof. and Erasmus Administrator Sofia Lampropoulou, Assoc. Prof. Theofani Bania, Assistant Prof. Eftychia Trachani, Assistant Prof. Maria Tsekoura, and Assistant Prof. Georgios Skarpas.

The discussion included but not limited to professional development opportunities, workload of professors, student evaluations, links between teaching and faculty research, ongoing projects, undergraduate study programs, and also possible areas of weakness from the faculty perspective and the perspective of attending students.

In the next segment of teleconference, the panel met with 12 undergraduate students of various years of attendance and discussed the student's perspective related to their studies, adequacy of facilities and equipment, their input with quality assurance, suggestions, issues concerning student life and welfare and their overall opinions.

The following segment at 18:00 Athens, Greece time, there was a five-minute online tour of the interior of the facilities. Participating were administrative staff members Mrs. Thomais Petri, Head of the Administrative staff, Mrs. Konstantina Asimakoulou, and Mrs. Eleni Lolou, accompanied by teaching staff members Assistant Prof. Sofia Xergia, Assistant Prof. Dimitra Makrinioti, Prof. Evdokia Billis, and the addition of two special teaching staff, Dr. Giannitsa Petropoulou and Dr. Aristidis Dermitzakis.

The follow-up discussion with the panel included but not limited to evaluation of the facilities, learning tools and supplies, necessary equipment are providing a complete preparation of the student body of the Department to meet the needs of the patients, in a most efficient way.

A small break for the panel at 19:00 hrs Athens, Greece time followed by a teleconference with (8) employers and social partners; Mrs. Alexandra Klotsa, head physiotherapist at the University Hospital of Patras; Mr. Nontas Detorakis, senior physiotherapist at the General Hospital of Agios Andreas, Patras; Mr. Georgios Moros, head physiotherapist and Director of private physiotherapy centres Moros S.A in Patras; Mr. Pavlos Aggelopoulos, head physiotherapist of the Ergon Physio Centre in Patras; Mrs. Katerina Passisi, head physiotherapist of Special Children's Unit, Patras; Mrs. Vagena Efthymia, Chief of Clinical Therapies, Filoktitis Recovery & Rehabilitation Centre, Attica; Mrs. Argiro Sakellaropoulou, Social Worker, Community-dwelling Open Access Centre (KAPI), Patras; Mr. Alexandros Kastrinis, Co-owner of Athens Scoliosis-Spine Rehabilitation Clinic, Athens.

Discussions included the relations of the Physiotherapy Department with 6 local (Patras) external stakeholders and 2 external stakeholders from Athens, from the private and public sector. The topics covered satisfaction with the quality of graduating students and the relationship of the stakeholders with the faculty and staff of the department. The picture painted by the stakeholders was very positive, for both students, faculty, and University.

A half hour of panel debriefing followed to discuss issues, opinions, positions of the department review and asking for the stance of each member.

A half hour teleconference followed with OMEA and MODIP representatives and the participants from OMEA included Prof. Billis Evdokia, Prof. Tsepis Elias, and Assoc. Prof. Fousekis Konstantinos to discuss possible findings that need further clarification.

At 21:15 Athens, Greece time the closure with the Vice-Rector/President of MODIP, the Head of the Dept., OMEA, and MODIP members and staff with participants Vice-Rector Prof. Dionissios Mantzavinos, Head of Department Assoc. Prof. Fousekis Konstantinos; OMEA members Prof. Billis Evdokia and Prof. Tsepis Elias; MODIP members Prof. Stathopoulos Constantinos and Prof. Nikolakopoulos Konstantinos; and MODIP staff Papadatou Fieroula, Acting Director, with informal presentation of the EEAP findings and conclusions of the EEAP Zoom meeting.

From Wed, Oct 19, 2022, to Sat, Oct 22, 2022, the EEAP members worked both independently and as a team assisting each other to present the final report to HAHE.

III. New Undergraduate Study Programme in operation Profile

After the absorption of the former TEI, the University of Patras included the Dept. of Physiotherapy Undergraduate Programme to their university degrees offered.

The new Department created the required procedures, course outlines of their undergraduate curricula.

The Department of Physiotherapy is divided into two undergraduate programs of studies: Department of Physiotherapy and Department of Optical Optometry.

The Dept. of Physiotherapy designed a program of studies to accommodate the needs of existing students in order to complete the curriculum.

The Department of Physiotherapy requires an internship and can be carried out with 40 hrs of work per week per quarter or 640 hours total and can be carried out in the 8th semester of the program. It is carried out in approved places of employment of private and public institutions of the field related to the student's specialisation. Examples include nursing homes, physiotherapy centres, and other health institutions.

The duration of studies is four completed years of coursework and lab attendance in the aforementioned department with certain exceptions that are provided by the university rules and by-laws.

This information was provided by the Committee of the Quality Management unit of the University of Patras in a synopsis format. For further information and clarifications, please contact the department of Physiotherapy itself.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:

a. The academic profile and the mission of the academic unit

The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development

The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme

The feasibility of the operation of the new department should be justified based on:

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

d. The documentation of the sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:

- *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
- *staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum*
- *funding (funding possibility from public or non-public sources)*
- *services (central, departmental / student support, digital, administrative, etc.)*

e. The structure of studies

The structure of the studies should be briefly presented, namely:

- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-centred approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

f. The number of admitted students

- *The proposed number of admitted students over a five-year period should be specified.*
- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

g. Postgraduate studies and research

- *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
- *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of the new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

Study Programme Compliance

I. Findings

a. The academic profile and the mission of the academic unit

The Physiotherapy Department is under the Faculty of Health Rehabilitation Sciences of the University of Patras and was established by Law 4610/2019 (ΦΕΚ 4610/07-08-2019/t. Α') following the abolition of the Department of Physiotherapy of the former TEI of Western Greece. It is located within the campus of the University of Patras at Rio, which recently moved from its former location at Aegion (about 25 km away). It is one of the 35 Departments of the University of Patras and is one of the five public university departments that offer undergraduate education degrees in Physiotherapy in Greece. According to the International Standard Classification of Education, Fields of Education and Training 2013 (ISCED-F 2013) of the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Physical Therapy or Physiotherapy is part of an internationally established scientific field of Higher Education (code UNESCO 0915 Therapy and Rehabilitation). The department has a broad and bold mission focusing on: "The promotion, development and transmission of knowledge in the science of Physiotherapy, with the appropriate theoretical teaching, the wider laboratory and clinical practice and applied research, in order to provide students and graduates with the necessary skills that ensure their excellent education for their scientific and professional career and development as Physiotherapists".

b. The strategy of the Institution for its academic development

The university of Patras with a strategic plan dated May 7th, 2019, established several academic units (13 to be exact) one of which was the Department of Physiotherapy. This strategic plan was developed along six axes and a well-developed plan was created that brought in the forefront a number of associated strengths, weaknesses, opportunities, and threats, which guided the physiotherapy program's development within the new Department of Physiotherapy. The faculty and the administrative staff in the department report that they monitor developments in both the scientific and educational aspects of the physiotherapy field on national and international levels. The department strives to develop collaborations with other higher education institutions/departments in physiotherapy in Greece and abroad. Advanced technologies are used by faculty, staff and students for academic coursework, laboratory experiences and clinical practices. Opportunities are available for undergraduate students to study abroad through the ERASMUS programme. A clear and well-structured four-year business plan (2021-2025) outlines the physiotherapy programme's plan to address strengths, weaknesses and opportunities related to several areas including: departmental structure; academic operations; administrative functions; personnel, student body, infrastructure, and funding. Clearly defined objectives are accompanied by action plans and methods for measuring outcomes. The department's Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis outlines several areas of: (1) strengths (curriculum compatibility with international standards, calibre of faculty, infrastructure, collaboration, breadth of knowledge base coverage in the curriculum); (2) weaknesses (number of faculty and staff, no faculty in the area cardiorespiratory rehabilitation, comparative high number of accepted students, office space, and infrastructure maintenance); (3) opportunities (rate of absorption of physiotherapy graduates into the workforce, interest of current physiotherapy professionals for further education on modern methods and techniques, inter-departmental collaborations, calibre of students, and opportunities to conduct research); and (4) perceived threats (understaffing and underfunding for infrastructure maintenance, legal issues related to bring

patients in the laboratories for teaching and research purposes, and COVID-19 related site access for practical training).

c. The documentation of the feasibility of the operation of the department and the study programme

The justification of the feasibility of the department of Physiotherapy at the university of Patras is based on the perceived supply and demand of physiotherapists in Greece. This increased demand of physiotherapy professionals in the country has also led to the more recent establishment of a 5th physiotherapy undergraduate program at the university of Sparti. The department's feasibility is also supported by the profession of physiotherapy as a health regulated profession with multiple specialised foci recognized by the society, its comparative standing with other national and international programs in the same scientific field, and the departments attention to the state-of-the-art developments in the field of physiotherapy (details of which can be found in the document: B4. Feasibility and feasibility studies for the establishment and operation of the Department Physiotherapy and the new Undergraduate Study Program). The undergraduate study program of the physiotherapy department at the university of Patras aligns well with the curricula of other physiotherapy departments in Greece and in other European Union (EU) countries.

d. The documentation of the sustainability of the new department

The viability of the department of physical therapy is based on its physical, educational, and research infrastructure, the human resources, its funding potential, services (digital, administrative, and student support), and the strong current support and resources provided by the institution (University of Patras). The current infrastructure supports the viability of the physiotherapy undergraduate programme in terms of, classrooms, laboratories, and equipment. This infrastructure includes: five classrooms that can accommodate 50-110 students; ten laboratories (including one computer lab) for teaching and clinical training with minimum capacity 40 students; three research laboratories; eight faculty offices; three administrative offices; and some auxiliary assistive spaces. The University has a main library on campus, not far from the department of physiotherapy, equipped with computer stations and seating for students to work on site and access to the library's e-journals and e-books on- and off-campus. The department's current academic personnel add up to twelve (12) faculty members: consisting of three professors, two associate professors, seven assistant professors, and one (1) EDIP faculty. Eight doctoral students are currently enrolled in the department and the panel was told that the doctoral students assist with teaching undergraduate courses. The faculty publish their research and attend and present at professional and scientific conferences with faculty co-authors and students, this research dissemination process is well supported by the department and the university. The funding of the department is predominantly by national funds. The graduate programs as well as the three lifelong learning programs provide additional funding used towards attracting teaching staff, as well as the supply of consumables, educational and research equipment. The support services are easily accessible to students based on its location within the campus with respect to room, board, and library services. Digital services are also easily available to students on and off campus. Technical and administrative services are also available to students by the university and the department.

e. The structure of studies

The Physiotherapy Department offers an undergraduate bachelor's degree in physiotherapy that requires students to earn 240 ECTS credit hours over an eight-semester period (30 ECTS per semester). The degree's curriculum consists of 54 courses in total. The course work is

subdivided into two categories of courses: Required courses (38 in total), 11 in general knowledge, 8 in special knowledge, and 19 in specialisation courses; and Elective courses (16 in total) of which students enrol in 7 or 8 depending on undergraduate thesis election choice. The course content and variety of topics are within the international standards and vary from four to nine ECTS per course, except for the practical training course accounting for 14 ECTS, which is offered during the eighth semester. The number of courses offered by the department specific to the degree is within the range offered by leading physiotherapy schools in the EU. Teaching methods used in the department vary depending on the type of course (practical or theory-based). According to the program study guide, students can accumulate 240 ECTS over the course of four years by completing a total of 45-46 courses in the program. The undergraduate thesis is optional for all students during the fourth year of study.

f. The number of admitted students

Since the 2019-20 academic year (over the 3-year period) and the establishment of the new undergraduate physical therapy program the department has admitted through entrance exams 160-163 students annually. It is important to note that the number of students admitted annually is set by the Ministry of Education in Greece. It is also of note that the actual number of students per academic year is higher due to the transfer process towards the department (in the net count), for various reasons such as: health, athletic, foreign, as well as the program's appeal amongst the similar programs in Greece.

g. Postgraduate studies and research

The department offers two types of post-graduate studies and research opportunities for students. It is possible for students to earn post graduate degrees in an interdepartmental program (with the departments of speech therapy and nursing) in the "sciences of rehabilitation" and in an interdepartmental program in "therapeutic exercise". Both programs are popular and focus on new knowledge and bridge these interrelated specialties. The department also offers students the opportunity to earn a doctoral degree. Doctoral students must engage in empirical research to earn a doctorate. Currently there are 8 doctoral students enrolled in the program with research foci, in the general area of physiotherapy therapeutic protocol development, methodology development for patient assessment purposes, and special population specific rehabilitation. Course requirements, completion timelines and overall expectations for the degree are all well-outlined.

II. Analysis

Marketing analysis at the level of the department or university has not been conducted to empirically support the supply and demand of physiotherapists in Greece. No objective workforce data are cited from published resources or professional associations of physiotherapists in Greece to clearly show the supply and demand of physiotherapist professionals in the public, private, or self-employed domains. Such data are needed, that can guide the student body populations for all physiotherapy programs (currently 5) across Greece. The department shows that accommodates transfer and ERASMUS students, yet data that compare the student body sizes and the capacity of the other physiotherapy programs in Greece (e.g. Athens, Thessaloniki, Lamia, Sparta) with the current size of the student body in physiotherapy at University of Patras are not reported.

The department's curriculum aligns well with the other physiotherapy departments in Greece and within the EU. A total of 240 ECTS are required to complete the new physiotherapy program, which includes an optional thesis during the fourth year. The program and the graduate degrees offered seem to inspire students in the department to pursue post-graduate studies and/or doctoral degrees.

Of significant concern is the current number of faculty and staff to effectively educate, train, and advise the current student body of more than 160 students per year. The department's academic faculty (currently 12 plus 1) in the 2022-23 academic year, has a significant deficiency in the specialty areas of cardio and respiratory rehabilitation. The department is also relying on the 8 doctoral students to supplement teaching, research efforts, as well as assistance in the optional thesis process during the fourth year.

The department has the basic infrastructure to educate and clinically train undergraduate students in theory and the clinical/practical aspects in the field of physiotherapy. Technologies and students' access to the library's search engines and electronic books, through the university of Patras digital infrastructure, and the library resources seem sufficient and are regularly used by the student body, according to the student representatives with whom the panel met. The eClass platform provides accessibility of the course material as well as a multitude of means of communication between the faculty and the students for the smooth and seamless conduct of program content delivery.

Student representatives indicated that their off-campus clinical placements provide them great opportunities to receive hands-on training using instrumentation for the evaluation and treatment of patients with physiotherapy needs. Student representatives also expressed need and desire in further accessibility of learning spaces for self- and team-learning outside of the scheduled class time. According to stakeholders from regional hospitals and rehabilitation centres, they can currently accommodate the physiotherapy undergraduate students to complete their practicum training at their facilities, however, it is unclear if the number of sites will be sufficient as the program moves into the 4th year of its implementation.

The panel was provided a detailed summary of the courses that comprise the new physiotherapy curriculum organised by course name, semester taught, number of credit hours, course objectives, references, and the form of evaluation. The undergraduate student representatives currently enrolled in the department (ranging from 3rd to 7th semester) expressed concern that their final grade was primarily based on one final exam grade at the end of the semester. Most students indicated that they prefer to be graded across a variety of performance measures (exams, quizzes, and assignments) progressively over the term, which are clearly weighted.

III. Conclusions

The Physiotherapy Department at the University of Patras offers an undergraduate program in the field of physiotherapy that is comparable with the categorization and standards of the UNESCO (ISCED 2013) recommendations. The institutional strategic plan encompasses and incentivizes the future success of the department using a SWOT analysis approach. The

feasibility and sustainability of the program is based on specific measurable objectives and is tracked by a well-established departmental business plan. The department is currently staffed with a team of ambitious and talented faculty and administrative personnel. The undergraduate program coursework reflects the breadth and depth of the physiotherapy curriculum compatible with the national and international standards. Courses and course work is well documented and easily accessible to students. The infrastructure, lecture halls, laboratories, and supporting resources are appropriate and well supported by its location in the overall university campus and the immediate community. Practical experience sites are available for the students. Student expectations and theoretical and clinical competencies across courses are well outlined.

Panel Judgement

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	

g. Postgraduate studies	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The panel recommends that the Physiotherapy Department determine the supply and demand and market trends of physiotherapists by conducting actual surveys of alumni, stakeholders, and professional associations of physiotherapy in Greece and the EU. This will also allow the physiotherapy program to track and plan revisions to the existing curriculum (e.g. areas of specialisation) to supply and demand trends and the education of students in physiotherapy to better meet the needs of the country and their mobility within the EU.
- Greater organisation, collaboration, and bi-directional communication with off-campus supervisors and stakeholders, that includes formal education, will assist with objective assessment of student clinical skills and the department with the placement for student off-campus practicum experiences.
- Formal collaborations with colleagues and students at other medical, educational, and research universities or institutions in Greece and abroad may foster greater scholarly research productivity, such as publications and securing internal and external research funding.

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- *Revised Quality Assurance Policy of the Institution*
- *Quality Assurance Policy of the academic unit*
- *Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)*

Study Programme Compliance

I. Findings

The Department of Physiotherapy of Patras monitors every development in the scientific, educational and professional field of Physiotherapy. Thus, it accepts, analyses, and integrates every new aspect to ensure and improve the quality of studies. The academic unit's quality assurance policy includes its commitment to implement quality procedures. There is a clear improvement of the structures of the Department with its move to the campus of the University of Patras. The organisation of the study program aims at the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education. After successfully attending 8 semesters, students reach a degree that has 240 ECTS. The promotion of the quality and effectiveness of the teaching work is achieved by the continuous evaluation by the

students. The teaching staff is specialised and highly qualified but the ratio of teachers to students is not satisfactory for the improvement of the quality of the education provided. The Department participates in events with the Panhellenic Union of Physiotherapists as well as the Hellenic Scientific Society of Physiotherapy (EEF), the World Federation of Physiotherapists (WCPT) and the WCPT European Region. The teaching staff and the students participate with oral presentations and posters in domestic and international conferences. They enjoy the appreciation of colleagues internationally. There are references to the research work of the teaching staff and their students. To boost the production of high-quality research papers, they have planned several actions, such as covering the cost of publishing in high-quality open access journals.

II. Analysis

The Physiotherapy Department in collaboration with the Quality Assurance Unit (MODIP) and the competent services of the University Foundation has harmonised the Policy Quality of the Undergraduate Study Program (BPS), with the Policy Quality of the University of Patras. All quality assurance procedures of the Department Physiotherapy are subject to inspection and review, which takes place on an annual basis by OMEA in collaboration with the University's MODIP (Internal Evaluation Report). It incorporates the observations from the continuous evaluation of the mission, goals, objectives, and annual benchmarks improving its curriculum based on the feedback it receives from the numerous committees of the law, faculty, and students. It includes the academic unit's commitment to meet applicable requirements and demonstrate continuous improvement. It has also incorporated the recommendations provided by the committee during the last external evaluation conducted in 2015 under its old curriculum as ATEI of Aegion.

Control of the Curriculum Evaluation and Quality Assurance Systems is supported by (a) Undergraduate Program Committee. It consists of faculty members and recommends to the Department Assembly improvements to the undergraduate program and study guide, the study of effectiveness and the formation of the program, the examination program, and the timetable. (b) Internal Evaluation Team. It is composed of faculty members and receives feedback from the Department's external evaluation reports, the Department's annual internal evaluation reports, World Confederation of Physical Therapists (WCPT) guidelines, on Physical Therapy curricula, developments in Physical Therapy Science, opinion of graduates, related scientific organisations, associations, and employers active in related industries, in terms of the degree of achievement of the learning outcomes. All this information is studied to update the undergraduate program and adapt it to the new conditions that prevail in the labour market and in the scientific community. The Department is invited to carry out a detailed evaluation and presentation of the Annual Internal Report (AIE). Every 2 years, an Internal Evaluation Report of the Department is drawn up with a more extensive analysis, for the redesign of the program for the next 2 years. The Internal Evaluation Report of the Department is sent to the Ministry of Education, which summarises the strong and weak points and is a guide for the further external evaluation of the Department by ETHAAE.

The Quality Assurance Policy is adequately communicated to all parties involved. According to University policy, there is an incentive mechanism, where, every time the Department reaches its goals, its funding increases by 20%.

The department has set specific, measurable, achievable, relevant, and timely goals regarding the new undergraduate program. In terms of teaching methods, a program has been developed in accordance with the standards of foreign universities, the instructions of the Ministry of Education and Culture and the requirements of the labour market. Student satisfaction is assessed through evaluations for both the course and the teaching staff. This excludes internships.

III. Conclusions

OMEA in collaboration with MODIP (Internal Assessment Report) of the Institution carry out an annual inspection, review of objectives and integration of failures of the undergraduate program to ensure and improve the quality of the Curriculum.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- *Improve the student: faculty ratio by increasing academic staff recruitment and reducing the number of students admitted.*
- *Establish a communication channel with creative feedback between students and the off-campus stakeholders involved.*

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new undergraduate programmes following a defined written process, which will involve the participants, information sources and the approval committees for the programme. The objectives, the expected learning outcomes, the intended professional qualifications and the ways to achieve them are set out in the programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme by the Institution.

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

Relevant documentation

- *Senate decision for the establishment of the UGP*
- *Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.*
- *Labour market data regarding the employment of graduates, international experience in a related scientific field.*
- *Student Guide*
- *Course outlines*
- *Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards*

Study Programme Compliance

I. Findings

The Physiotherapy Department of the School of Rehabilitation Health Sciences of the University of Patras was established by law 4610/07-05-2019. The academic functions of the University are carried out by the statutory bodies, in accordance with the applicable provisions. The mission of the Physiotherapy Department is to transmit knowledge through teaching and research, to form responsible citizens with scientific, social, cultural, and political awareness, providing them with the necessary means for their thorough, scientific, and professional training and development, and to contribute to continuing education and training needs.

II. Analysis

1) The Department's feasibility and sustainability studies of Physiotherapy and the new Undergraduate Studies Program (BAS), are developed as prescribed according to the proposal writing standard Academic Certification of New Study Program in Operation E. TH.AE (July 2021).

The feasibility of the operation of the new department should be justified:

based on the needs of the Economy, national and regional (financial industries, employment, supply-demand, expected academics and Professional skills): The graduates of the Department can work in the private or public sector, in Greece and abroad according to the existing jurisprudence. It is noticed an increased demand for physical therapists both in the Region and nationwide. The department serves education in the region of Western Greece.

based on comparison with other national and international study programs in the same scientific field: The study program in this Department has common characteristics with the rest 4 of the country. The structure of the Study Program, the presence of prerequisites and dependent courses, ensures the prerequisite knowledge for a future physical therapist.

based on the requirements of science (modern technology): The Department benefits from guidance from WCPT and the continuous updating of the knowledge of its members through its participation in international development groups of individual specialties.

based on the existing academic map. Specifically, you should it is explained how the proposed differs from the existing Departments and how affected by the status of the academic map in said scientific field: And the new Undergraduate Program was adapted to its requirements and features of the University was approved by the committee that established the University with members of the Faculty of Medicine (5-member Undergraduate Curriculum Committee), with praise and without difficulty. The Department operates 2 postgraduate programs and 3 new lifelong learning programs. All the above are strong points of our department, which are absent from other parts of the country. These departments have their own characteristics, which they do not cultivate at the level of postgraduate program or lifelong learning.

2) The program is similar to that of national and international universities that are globally accepted.

3) There is a rational and clearly formulated program format.

The total number of courses in the undergraduate curriculum is fifty-four (54) and includes compulsory courses (38 courses) and elective courses (16 courses). Conditions for obtaining a

degree are the attendance of 8 academic semesters, the successful attendance of the Compulsory courses (38 courses) as well as several Elective courses until the completion of at least 240 Credit Units (ECTS). 208 points in Total compulsory courses and 32 from Total elective courses. The most important of all courses is that of "Clinical Practice in Physiotherapy" leading to a bachelor's degree. For the declaration of "Clinical Practice in Physiotherapy" it is mandatory to successfully attend the Specialty courses up to the 7th Semester. Clinical practice comprises the physiotherapist's professional education and training program and the World Physiotherapy Confederation emphasises quality clinical education of the physiotherapist student as a professional duty. Clinical training sites are primary health services, community centres, private physiotherapy centres, rehabilitation centres, nursing homes, sports clubs, specially designed clinical laboratories for receiving patients, which provide complete treatment of the patient, based on clinical considerations (examination, evaluation, treatment, rehabilitation, prevention, diagnosis, promotion of quality of life). The purpose of the Clinical Practice is to help the student to strengthen his clinical skills, critical thinking, problem solving ability, promotion of inductive and creative thinking, autonomous and teamwork.

Compulsory courses are declared and must be successfully attended by all students, while from the total of 16 Elective Courses, the student is required to enrol and complete 7 or 8 courses (depending on whether he chooses a thesis or 2 courses instead of the last semester of studies). At the beginning of each semester, students must enrol in courses of a total number of 30 credits corresponding to their semester of study or in which courses have not been successfully examined, with a total number of additional ECTS up to 30.

There are 4 courses, which provide digital skills to students (one compulsory and 3 optional compulsory) each of them provides 4 ECTS. There is no knowledge or acquisition of titles or certification, corresponding to those awarded by the specialised Departments.

4) The program review process is through curriculum assessment and quality assurance systems audit.

5-6) Control of the Curriculum Evaluation and Quality Assurance Systems is supported by (a) Undergraduate Program Committee. It consists of faculty members and recommends to the Department Assembly improvements to the undergraduate program and study guide, the study of effectiveness and the formation of the program, the examination program and the timetable. (b) Internal Evaluation Team. It is composed of faculty members and receives feedback from the Department's external evaluation reports, the Department's annual internal evaluation reports, World Confederation of Physical Therapists (WCPT) guidelines, on Physical Therapy curricula, developments in Physical Therapy Science, opinion of graduates, related scientific organisations, associations, and employers active in related industries, in terms of the degree of achievement of the learning outcomes. All this information is studied to update the undergraduate program and adapt it to the new conditions that prevail in the labour market and in the scientific community. The Department is invited to carry out a detailed evaluation and presentation of the Annual Internal Report (AIE). Every 2 years, an Internal Evaluation Report of the Department is drawn up with a more extensive analysis, for the redesign of the program for the next 2 years.

7) The study guide and the website provide all the required instructions for advice and guidance of the required courses, examinations, thesis, the services available on campus, and mobility with the ERASMUS program.

III. Conclusions

- The Department's feasibility and sustainability studies of Physiotherapy and the new Undergraduate Studies Program are developed as prescribed according to the proposal writing standard Academic Certification of New Study Program in Operation (July 2021) and fully meets its purposes.
- The department continuously strives and succeeds in ensuring and improving the quality of the Undergraduate Program.
- There is a rational and clearly formulated program format.
- The Undergraduate Studies Program review process is through curriculum assessment and quality assurance systems audit.
- The study guide and the website provide all the required instructions for advice and guidance of the required courses, examinations, thesis, the services available on campus, and mobility with the ERASMUS program.

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Remove in the study guide that physiotherapists can work in gyms and private clinics, because this is not in accordance with the Greek legal framework.

Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new undergraduate programmes are delivered in a way that encourages students to take an active role in creating the learning process. The assessment methods should reflect this approach.

In the implementation of student-centred learning and teaching, the academic unit:

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

Relevant documentation

- *Questionnaires for assessment by the students*
- *Regulation for dealing with students' complaints and appeals*
- *Regulation for the function of the academic advisor*
- *Reference to the planned teaching modes and assessment methods*

Study Programme Compliance

I. Findings

The student-centred approach to teaching and learning is one of the main educational pillars of the Physiotherapy Department at the University of Patras. The department has embraced university wide programs and has adopted mechanisms and processes which account for and promote student learning and self-learning under faculty guidance, flexibility in content delivery methods, consistent evaluation of teaching effectiveness, and respectful and appropriate student-teacher interaction.

In the accreditation proposal, the department explicitly presented several student-centred teaching, learning, and assessment mechanisms, which were verified during the EEAP online visit, the MODIP report, and the faculty and student interview sessions.

- Access to course content is through the Learning Management Systems (eClass), internet resources, and faculty personal sites with content specific learning and supplemental material.
- Teaching methods used are appropriate and flexible with respect to delivery methods for theoretical, skill, or laboratory content in each course. Coursework is student-centred and includes lectures, faculty accessibility/availability, hands-on individual and team-learning

experiences, increased student/teacher interactions during clinical/laboratory courses and is limited by the support equipment and the space used.

- The student learning assessment process varies predominantly by course type. Student learning on theoretical courses is evaluated primarily on summative assessments in the form of examinations at the conclusion of the course at the end of each respective semester and in September during the 2nd exams period. Selective courses also use interim assessment processes in the form of presentations, oral examinations, and assignment delivery. Student learning assessment for skill-based courses and laboratories, in addition to summative assessment processes use interim oral/practical examinations throughout the term.
- The effectiveness of courses and teaching evaluations are completed by students towards the end of each term and it is handled directly by MODIP. The outcomes of course evaluations and ratings are used by the respective instructors, the chair of the department, and OMEA for course and teaching improvement purposes.
- Specific special learning or mobility needs are given on a course-by-course basis and pertinent accommodations are provided after consultation with the department chair and course instructor.
- As of October 2019, the department initiated the academic advising process to provide student support in terms of communicating information, services, academic planning, response to issues, and career guidance. This advising process is supplemented with the academic term specific student adviser, a dedicated member of the academic staff to support student needs for the term.
- The process for managing student complaints or appeals related to academics and student life with other students, faculty, or administrative personnel is handled progressively through the Student Advocate.

The process for managing student complaints or appeals related to academics and student life with other students, faculty, or administrative personnel is handled progressively through the Student Advocate.

II. Analysis

Regarding student-centred learning, the department encourages and provides ample evidence in support of teaching modes/methods that promote effectiveness, participation, and respect among students and faculty members. The department allows for limited student accessibility to learning spaces outside of teaching time. Students reported accessibility to teaching staff outside of teaching time. The number of available sites for the clinical practical training (during semester 8) seem sufficient for now, there is a question about the adequacy in the near future as the number of students in term 8 are expected to increase. Site clinical collaborator training is also needed with respect to specific clinical practical evaluation proposed tools.

Regarding student learning assessment, a variety of assessment methods are used appropriate to the specific content delivered. The summative assessment method is used predominantly with formative assessment limited to the skill/practical competencies. The limited opportunities for assessment within each course over the duration of the term (specifically for the theoretical courses) prevents the student from identifying knowledge deficiencies over the duration of the term. Course syllabi reflect specific learning objectives appropriate for each

course in most cases, however, the level of learning (Bloom’s taxonomy) expected is unclear and the specific learning achieved by the students for each of these learning objectives is not clearly assessed.

Course and teaching assessments are done regularly based on student satisfaction with course content, mode of content delivery, including instructor strengths and shortcomings. This process accumulates a plethora of information and student feedback available to the individual instructors, the department chair, and OMEA. It is evident that there is a process in place for a follow-up and implementation of recommendations for revisions and improvement. There is also a process for comparative self-assessment (across courses and instructors) of outcomes from the aggregate data, however, it is unclear if there are benchmark expectations (norm- or criterion-referenced).

III. Conclusions

The Physiotherapy Department of the University of Patras has made serious efforts towards the student-centred approach to teaching, learning, and student assessment. These efforts appear to have a positive overall effect on student learning and engagement in the learning process. While the recent relocation of the department in the University of Patras main campus offers enhanced and more appropriate infrastructure, limitations in student independent/group learning spaces and the very large student/staff ratio must be addressed to reduce their impact on student learning.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Create more opportunities for students to access primary learning spaces, and instructors, learning material/instruments, to facilitate student autonomy in skill development and knowledge.
- Enhance bi-directional communication with stakeholders aiming to increase the clinical practice training sites available to students during their 8th term clinical practice.
 - Offer continuing education opportunities to stakeholders in student clinical performance and skills assessment specific to the proposed assessment tool.
 - Develop an alumni database that can facilitate the increase of the clinical practice training sites.
- Establish a consistent use of Bloom's taxonomy terms in the communication of student learning objectives in each course that reflect progression across courses in the curriculum.
- Implement a proactive student advising process that reinforces student progression through the curriculum.
- Enhance the student progression feedback process so students can monitor their learning and skill development over the duration of each course and academic term.
- Implement Evidence Based Practice principles across all courses in the curriculum.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

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

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships*
- ✓ *the procedures and terms for writing the thesis (diploma or degree)*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

- ✓ *the terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes, and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

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

Relevant documentation

- *Internal regulation for the operation of the new study programme*
- *Regulation of studies, internship, mobility and student assignments*
- *Printed Diploma Supplement*

Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

Study Programme Compliance

I. Findings

- There are various guides and published documents that are continuously updated in order to inform the students about the procedures and operations of the Department.

- More specifically, the Internal Regulations Guide and the Study Guide provide thorough and complete information about all matters concerning the undergraduate studies from admission to the Department until graduation.

- The Study Guide, which is also offered in English and posted on the Department's website, includes the following subjects:

- Matters of admission and commencement of education at the Department,
- Study subjects,
- Subjects of the curriculum (information about the department and its headquarters,
- Detailed structure and description of the courses and procedures (Courses Syllabi).

- Additional Guides, which are also published on both the departmental website and the e-class e-learning platform for easy reference, include:

- Practicum Guide
- Mobility Guide for Erasmus programs (both Greek for outgoing students and in English for incoming students)
- Thesis Guide
- Clinical Practice Guide
- Bibliography Search Guide

For the support of newly entering students, the following procedures have been established in the Department:

- Welcome Reception event of the first-year students where academic staff provide information students about:

- The procedures, the structure and content of the Study Program.
- The obligations and rights of the students
- The allocated academic advisor

Even though there are not yet graduates from the current study program there is provision for the future monitoring of the students' progression from the secretariat (i.e., timely study completion and or possibly outstanding courses).

Upon completion of the study, a certificate of completion is granted upon request twice a year, together with the Diploma Supplement in which all courses completed are listed.

II. Analysis

All the issues from the beginning to the end of studies are governed by the internal regulations of the department. Students receive documentation explaining the qualification gained, including achieved learning outcomes, and the context, level, content, and status of the studies that were pursued and successfully completed (Diploma Supplement). Furthermore, all relevant information is made public within the context of the Student Guide.

III. Conclusions

The Department is in full compliance with this Principle.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, and apply fair and transparent processes for their recruitment, training and further development.

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

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

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)*

Study Programme Compliance

I. Findings

Adequacy of teaching staff

The teaching staff of the Department consists of twelve (12) faculty members. Of these, 6 are Physiotherapists, one is a medical doctor (Orthopaedic Surgeon), one is a Physicist (Medical Physics) and an Optician. In addition, the Department has one EDIP member (Special Teaching Staff) but no ETEP members (Special Technical Education Staff). Additionally, 3 faculty members, (2 medical doctors) in the rank of Assistant Professor with specialisation in Orthopaedics and Neurology-Neurophysiology respectively, and one physiotherapist with specialisation in Physiotherapy for the Elderly are in the process of being appointed. In total, by the end of the current academic year, there will be 12 faculty members. However, these faculty members have to attend to the needs of 1000+ active students (486 from the PPS, 593

from the pre-existing PPS) resulting in an extremely high ratio of student to teachers (about 80:1).

The Department has only one EDIP member and the absence of ETEP members. Currently, this deficit is covered by limited-time contract teaching positions or by Ph.D. candidates.

Competence and development of teaching staff

-The hiring and promotion procedures of faculty members in all Greek universities are dictated by current legislation (i.e. open advertisement, formation of electoral committee on the basis of academic subject relevance, assessment of teaching ability of candidates, evaluation committee with the same or related subject as the advertised position, etc.).

- The teaching staff actively participates in scientific events (conferences, seminars, workshops, etc.) in Greece and abroad.

- Students' evaluation of the teaching delivery is collected and analysed by OMEA and subsequent feedback is communicated to the teaching staff.

- Faculty workload

The faculty exceeds the maximum teaching load, as determined by the current legislation. In particular, almost all faculty members have weekly teaching hours of 10-14 hours (depending on semester). Only one (1) faculty member has less than 10 hours of weekly teaching time. The doctoral students of the Department are also allocated an auxiliary teaching task of 6 hours per week. Additionally, faculty members are given high administrative tasks, with participation in many committees.

- Motivation for the further development of the teaching work (quantitatively and qualitatively) of its members is provided by the University of Patras that grants scholarships and awards "Evangelos Papanoutsos" for excellent teaching.

- Research Strategy and Productivity

The research carried out in the Department relates to the academic subjects of the teaching staff personnel. Additionally, research focus is directed towards questions of clinical evaluation and methodology i.e. applied research. The research output is appropriate for the academic rank of members of staff (H-indices and citations, Scopus).

- For the further development of the research productivity (quantitative and qualitative) of the members of the Department, the University of Patras grants scholarships and awards "Panagiotis Kanellopoulos" in support of publication fees in Open Access journals, while a part of Department's budget is allocated for participation in scientific conferences.

- There are no developed policies to attract highly qualified academic staff.

- There is no target strategy on facilitating staff mobility or the use of educational permits.

II. Analysis

The high student to staff ratio combined with the high administrative and committee workload placed on the academic staff presents a potential threat for the continuous development and research productivity of the staff. There is a great need to recruit additional faculty members as well as ETEP members for support of the theoretical and laboratory infrastructure in the Department. Nevertheless, it seems that the University understands the teaching needs of the new PPS and attempts to cover them.

The research productivity of the department is deemed sufficient to allow for a significant link between teaching and research.

III. Conclusions

The competence and high quality of the teaching staff of the new undergraduate study programmes is confirmed.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The Panel recommends that additional members of staff are appointed, and that the department develop a strategy to attract highly qualified staff, e.g., by actively head-hunting potential candidates.
- It is also recommended to develop a strategy on facilitating staff mobility or the use of educational permits.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. They should -on the one hand- provide satisfactory infrastructure and services for learning and student support and -on the other hand- facilitate direct access to them by establishing internal rules to this end (e.g., lecture rooms, laboratories, libraries, networks, boarding, career and social policy services, etc.).

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information and communication services, support and counselling services. When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. Students should be informed about all available services. In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Relevant documentation

- Detailed description of the infrastructure and services made available by the Institution to the academic unit to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding specific commitment of the Institution to financially cover these infrastructure-services from state or other resources
- Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)
- Informative / promotional material given to students with reference to the available services

Study Programme Compliance

I. Findings

The Department is housed in the B Building of the University of Patras in the city of Rio. The teaching areas include an auditorium, four classrooms, eight laboratories and three research laboratories on the first and ground floor. All teaching areas are equipped with modern technological equipment (PC, projector, projection screens, blackboards). Through the two postgraduate programs of the Physiotherapy Department (M.Sc "Therapeutic Exercise" and Interdepartmental M.Sc "Rehabilitation Sciences"), as well as through the "Ph.D Studies Program" that was launched in the Department in the last two years, the scientific activity of the Department. The classrooms and laboratories are equipped with research and laboratory equipment, computing systems and modern technology network systems. All users have access to textbooks, e-journals, e-databases and e-books of international scope through the Consortium of Greek Academic Libraries (HEAL-link). The building also has infrastructure for the disabled (ramps, elevators). All

services necessary for students are located within the University Campus (For example student residences, student catering etc).

The department has a limited number of faculty members and one EDIP member to support the teaching requirements, as well as one administrative assistant for secretarial support. The ratio of faculty:student is 1:80, which is very high, especially for a clinically oriented programme of study.

Specifically, in the Department of Physiotherapy, consists of the following permanent personnel:

- Three tenure-track Professors
 - Two tenure-track Associate Professors
 - Six tenure-track Assistant Professors
 - One tenure-track Assistant Professor (department Optics And Optometry)
 - One tenure-track EDIP member
 - Deputy Head of secretariat
 - Two administrative assistants performing secretariat duties of the Department
- Information to students

The department systematically informs the students with notices on their notice board, through their website (<https://physio.upatras.gr/>), and through the e-class for matters concerning the courses and the students.

II. Analysis

The laboratories are fully equipped with modern technological equipment. The tenure-track faculty members are specialised in the subject they instruct. However, there is not a single faculty member who educates within the sectors of cardiovascular and respiratory physical therapy.

Communication with the faculty members and the secretariat is satisfactory.

III. Conclusions

The department operates sufficiently and services to students are satisfactory. Moving the department to a university campus benefited it.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Increasing the number of tenure-track and tenured faculty members in the Department. A faculty member who educates the sectors of cardiovascular and respiratory physical therapy is needed.
- The department may be staffed for educational purposes with students from graduate or doctoral programs

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.

Relevant documentation

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

Study Programme Compliance

I. Findings

The PT Department conducts internal and external quality assessments and uses appropriate sources and documentation for its current internal report that is comprehensive, clear, forthright, and self-critical and follows the expected format. The faculty members and teaching staff of the department use the internationally accepted scientific and educational practices, processes, and methods for effective teaching throughout the four years of studies. The lectures consist of theoretical presentations, clinical experiences, as well as practical activities in the laboratories. This process is successfully supported by modern technological and electronic tools.

Despite the high workload, academic members make serious efforts to be available to students. Students reported a high satisfaction with faculty contact and availability. The quality of teaching is high and comparable with the international standards. Overall, the students are satisfied with the department's curriculum. The textbooks or articles proposed in every course are of excellent quality and the material covered is up to date, including recent scientific developments.

The PT Department's secretariat is well organised, and staffed with the Deputy Head of secretariat and two administrative assistants, who are dedicated and collaborates effectively with faculty and students. The students, mainly by means of the web pages of the department, are well informed about the education program (courses, schedule, learning goals, examinations etc.). In principle, the

department supports the electronic communication between faculty, students, and administrative staff and is benefited by integrated facilities in the University of Patras campus (i.e., library, and teaching areas).

II. Analysis

The faculty: student ratio is 1:80, which is assessed as unacceptable compared to international standards. However, student satisfaction is high due to the dedication of faculty and staff, and the quality of teaching, which is comparable with the international standards.

III. Conclusions

Despite the high workload standards, the academic members make serious efforts to sustain the student-centred approach. However, additional resources are needed to sustain this level of education and satisfaction.

Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Increase number of members of faculty.

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.

Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders and the public. Therefore, Institutions and their academic units must provide information about their activities, including the new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

The PT Department at the University of Patras has developed a complete web site in Greek. All pertinent student-related information is accessible through the department's website. The website is also published in English.

The PT Department has tried to establish a network of potential external, local stakeholders, mainly the General Hospital of Patras and the University Hospital of Patras, which are actively involved in the clinical placements of students. The department has also established partnerships with a number of stakeholders nationally. The stakeholders that the EEAP met with are eager to get engaged and help the department achieve its goals. There is an advisory committee established to keep an open communication and exchange of ideas with the community partners/stakeholders.

II. Analysis

The website is published in English, which affects the effectiveness of the program's public communication and its ability to attract non-local stakeholders and international students through ERASMUS.

Extracurricular activities and student engagement in events, and other opportunities to disseminate practices and innovation in physical therapy are rewarding.

III. Conclusions

The information provided by the department to prospective students, prospective graduates, other stakeholders and the public are rewarding.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The department should collaborate with other departments of the University of Patras, with whom they share interdisciplinary interests and campus facilities, to develop a multidisciplinary curriculum and extracurricular activities.

The development of a University Rehabilitation Centre supervised by faculty and resourced with student trainees could provide affordable health services to the local community and serve as additional practical experience for senior students. This may also be a source of additional income to support student initiatives, equipment renewal, student mobility, and industry placements, etc.

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, so as to achieve the objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context, should be communicated to all parties concerned.

Regular monitoring, review and revision of the new study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The above comprise the evaluation of: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Relevant documentation

- Procedure for the re-evaluation, redefinition and updating of the curriculum
- Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process
- Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)
- Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes

Study Programme Compliance

I. Findings

The Quality Management Unit of the University of Patras convened on February 24, 2022 and reviewed the completed Accreditation Proposal which followed the Annual Internal Evaluation report. The self-assessment procedure of the programme is scheduled to take place annually, recorded properly and submitted to the QAU/MODIP of the institution. The findings of the self-evaluation are recorded and shared with the academic unit, followed by corrective actions of the proposed shortcomings.

II. Analysis

The internal evaluation report indicated that the Department of Physiotherapy was in accordance with the National Authority for Higher Education (NAHEA) Standard and the Internal Assessment and Quality Assurance Procedures of the Department are in line with the corresponding procedures of the Internal Quality Assurance System of the Institution.

The work accomplished was implemented by the internal attending and appointed committees for every specified task. Also the administrative staff contributions must be mentioned for their painstaking effort. The Departments of OMEA and MODIP displayed excellent cooperation. Although considering the tight timeframes, shortage of staff, the whole Department came through despite all the apparent difficulties.

Teaching and course evaluations are handed before the end of each course. Results of each evaluation are handled by MODIP. All outcomes are reviewed, tabulated, and used for future improvements of courses, content, teaching techniques by teaching faculty members, chair of the Department and OMEA.

III. Conclusions

The internal review of the Physiotherapy Department of the University of Patras pointed to several findings.

- The ratio of the number of active students to faculty members is very high.
- There is a high demand of prospective students for enrolment in the Department's MSc programme.
- Evaluation of educational work performed by students is systematic.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The student's expectations and concerns include but not limited to:

- Smaller number of students in the lab per bed. This implies higher number of beds per lab or smaller number of students per allocated lab time.
- The need for more lab instructors is becoming necessary to accommodate the demand of the students for more efficient teaching, learning and digesting the subjects taught on a one-to-one basis.

The internal periodic review of the new Study Program also included proposed corrective actions i.e.:

- Awareness of the benefits of evaluation to achieve and maintain satisfactory evaluation rates.
- Documentation and demand to cover all infrastructure existing and/or upcoming problems in a most efficient time and cost-effective approach.

Improve the areas of:

- Teaching offered courses in English to attract international students and improve the chances of Greek students to pursue graduate work abroad.
- Introduce and expand the area of hydrotherapy since ancient Physicians like Hippocrates and Galen used them in their times for healing and improving the health of patients.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. The term of validity of the accreditation is determined by HAHE.

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

Relevant documentation

- *Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.*

Study Programme Compliance

I. Findings

The Physiotherapy Program of the University of Patras has not undergone previous external evaluation, and therefore, this Principle cannot be evaluated based on the department's compliance with any recommendations. However, within the context of the external institutional evaluation of the University of Patras in 2015 and the accreditation of the internal quality assurance system of the University of Patras in 2018, certain recommendations pertaining to the academic programs in general were made. These recommendations relate to:

- 1) Students' Evaluations Questionnaires
- 2) Procedures for using the evaluations to improving teaching delivery and Study Programs
- 3) Student support (in the form of academic councillor)
- 4) Faculty development by establishing a Learning and Teaching Unit to guide and develop pedagogy skills.
- 5) Establishing procedures for the annual evaluation and adjustment of the Study Programs and involving internal and external stakeholders in this procedure.

II. Analysis

As can be seen in the progress report (B25) the department has addressed all recommendations, even though they were not specifically directed to the current Study Program.

III. Conclusions

The EEAP submits a fully compliant rating because the department has addressed all recommendations and the positive attitude and effort that the members of the department showed towards the present evaluation process irrespective of the short life of their department and the early/premature accreditation review.

Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None.

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- *The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme*
- *The study regulations, template for the degree and the diploma supplement*
- *Name list of teaching staff, status, subject and the course they teach / examine*
- *Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented*

Study Programme Compliance

I. Findings

According to the report by the MODIP of the University of Patras and the Committee of the Quality Management Unit of the University of Patras, a detailed report was drafted on the transition period of the pre-existing undergraduate program until its completion.

The pre-existing study program was promoted from a Technological Education Institution, (TEI), and absorbed and incorporated to the University of Patras (Law 4610/2019, article 36). Special provisions have been made for Practical Training (internships) for all students transferring from the Physiotherapy program of the former TEI to the current curriculum to fulfil their obligations for the completion of their degree.

Also, provisions have been instituted for students attending the former TEI to enrol, continue, and complete their requirements in the new study program.

The Department of Physiotherapy was integrated and followed the PPS of the former TEI.

II. Analysis

The Department of Physiotherapy has implemented a thorough and complete program by enabling students (from the former TEI) to complete their required course curriculum. The teaching of the courses, and the labs, of the former TEI will be completed by the end of the spring semester of the academic year 2021-22. In individual cases when they arise, each students' concerns will be addressed and resolved accordingly.

The internship of the Physiotherapy Department within the compulsory course of "Clinical Practice in Physiotherapy" must be continuous without interruption (40 hours per week or 640 hours of work total). This is also a paid internship. A student supervisor is appointed by the Institution during the internship following the progress of the student.

The places of internship include public and private nursing centres, physiotherapy centres, healthcare institutions and related practices where physiotherapy services are offered. A prerequisite is the existence of a graduate physiotherapist at the appointed institution where the student has been accepted to intern.

III. Conclusions

The Department of Physiotherapy of the University of Patras has all the necessary learning resources required for an effective teaching and learning institution. The teaching personnel has graduate earned degrees in their respected fields and are comprised of twelve professors with the titles of Assistant, Associate, and Full Professor with specific required responsibilities, to teach, assist in labs, participate in committees, publish, research, grant applications, Erasmus programs, Associations with related departments in Domestic and Foreign Universities, etc. The full-time teaching staff fulfil all obligations for a smoothly running department and institution. The lab facilities provide all needed equipment for teaching and training the graduating students with enough knowledge and tools to mee the patients and industry needs. The coursework that is offered by the department is adequate for completion of an undergraduate degree in their respective field along with the completion of the required internship.

Physiotherapy		Optical Optometry	
<u>Acad. Year</u>	<u>Registered</u>	<u>Acad. Year</u>	<u>Registered</u>
2018-19	735	2018-19	241
2019-20	673	2019-20	226
2020-21	616	2020-21	222

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	✓
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The Department needs at least **two** or **more** teaching faculty to operate and meet a lower number of students per faculty member load.
- The Department needs more space and more beds to reduce the number of students attending per bed and per subject patient.
- The **building's exterior** needs to be attended to immediately in terms of maintenance i.e., painting, repairs, cleanliness.
- No cost per student or costs for the transition were provided to the committee.

Suggestions

- Add a new course as an elective in the undergraduate programme "**Introduction to Nutrition**" for physiotherapists.
- Establish a yearly **parents' weekend** for freshman students.

PART C: CONCLUSIONS

I. Features of Good Practice

- Curriculum compatibility with international standards
- Calibre of faculty
- Physical and digital infrastructure

II. Areas of Weakness

- number of faculty and staff relative to the student body
- no faculty in the area cardiorespiratory rehabilitation
- comparative high number of accepted students
- office space
- learning spaces accessibility for student self-learning
- physical infrastructure maintenance
- No cost per student or costs for the transition were provided to the committee.

III. Recommendations for Follow-up Actions

- The panel recommends that the Physiotherapy Department determine the supply and demand and market trends of physiotherapists by conducting actual surveys of alumni, stakeholders, and professional associations of physiotherapy in Greece and the EU. This will also allow the physiotherapy program to track and plan revisions to the existing curriculum (e.g., areas of specialisation) to supply and demand trends and the education of students in physiotherapy to better meet the needs of the country and their mobility within the EU.
- Greater organisation, collaboration, and bi-directional communication with off-campus supervisors and stakeholders, that includes formal education, will assist with objective assessment of student clinical skills and the department with the placement for student off-campus practicum experiences.
- Formal collaborations with colleagues and students at other medical, educational, and research universities or institutions in Greece and abroad may foster greater scholarly research productivity, such as publications and securing internal and external research funding.
- Improve the student: faculty ratio by increasing academic staff recruitment and reducing the number of students admitted.

- Establish a communication channel with creative feedback between students and the off-campus stakeholders involved.
- Remove in the study guide that physiotherapists can work in gyms and private clinics, because this is not in accordance with the Greek legal framework.
- Create more opportunities for students to access primary learning spaces, and instructors, learning material/instruments, to facilitate student autonomy in skill development and knowledge.
- Enhance bi-directional communication with stakeholders aiming to increase the clinical practice training sites available to students during their 8th term clinical practice.
 - Offer continuing education opportunities to stakeholders in student clinical performance and skills assessment specific to the proposed assessment tool.
 - Develop an alumni database that can facilitate the increase of the clinical practice training sites.
- Establish a consistent use of Bloom's taxonomy terms in the communication of student learning objectives in each course that reflect progression across courses in the curriculum.
- Implement a proactive student advising process that reinforces student progression through the curriculum.
- Enhance the student progression feedback process so students can monitor their learning and skill development over the duration of each course and academic term.
- Implement Evidence Based Practice principles across all courses in the curriculum.
- The Panel recommends that additional members of staff are appointed and that the department develop a strategy to attract highly qualified staff, i.e., by actively head hunting potential candidates.
- It is also recommended to develop a strategy on facilitating staff mobility or the use of educational permits.
- Increasing the number of tenure-track and also tenured faculty members in the Department. A faculty member who educates the sectors of cardiovascular and respiratory physical therapy is needed.
- The department may be staffed for educational purposes with students from graduate or doctoral programs.
- The department should collaborate with other departments of the University of Patras, with whom they share interdisciplinary interests and campus facilities, to develop a multidisciplinary curriculum and extracurricular activities.
- The development of a University Rehabilitation Centre supervised by faculty and resourced with student trainees could provide affordable health services to the local community and serve as additional practical experience for senior students. This may also be a source of additional income to support student initiatives, equipment renewal, student mobility, and industry placements, etc.

The student's expectations and concerns include but not limited to:

- Smaller number of students in the lab per bed. This implies higher number of beds per lab or smaller number of students per allocated lab time.
- The need for more lab instructors is becoming necessary to accommodate the demand of the students for more efficient teaching, learning and digesting the subjects taught on a one to one basis.

Suggestions:

- Add a new course as an elective in the undergraduate programme "**Introduction to Nutrition**" for physiotherapists.
- Establish a yearly **parents' weekend** for freshman students.

Improve the areas of:

- Teaching offered courses in English to attract international students and improve the chances of Greek students to pursue graduate work abroad.
- Introduce and expand the area of hydrotherapy since ancient Physicians like Hippocrates and Galen used them in their times for healing and improving the health of patients.

The internal periodic review of the new Study Program also included proposed corrective actions i.e

- Awareness of the benefits of evaluation to achieve and maintain satisfactory evaluation rates.
- Documentation and demand to cover all infrastructure existing and/or upcoming problems in a most efficient time and cost-effective approach.
- The Department needs at least **two or more** teaching faculty to operate and meet a lower number of students per faculty member load.
- The **building's exterior** needs to be attended to immediately in terms of maintenance i.e, painting, repairs, cleanliness.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12.**

The Principles where substantial compliance has been achieved are: **None.**

The Principles where partial compliance has been achieved are: **None.**

The Principles where failure of compliance has been identified are: **None.**

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. Dr. Demetrios Kazantzis (Chair)

President of Food and Beverage Consultants Inc, Cranston, Rhode Island, USA

2. Prof. Vassilios Vardaxis

Des Moines University, Des Moines, Iowa, USA

3. Assoc. Prof. Stefanos Volianitis

Qatar University, Doha, Qatar

4. Dr. Sotiria Vrouva

Panhellenic Association of Physiotherapists, Athens, Greece

5. Mr. Georgios Noutsos

Student of Medicine, National and Kapodistrian University of Athens, Athens, Greece