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H.Q.A.

HELLENIC QUALITY ASSURANCE AND
ACCREDITATION AGENCY

EXTERNAL EVALUATION REPORT

Department of Physiotherapy
TEI OF ATHENS

JUNE 2012



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External Evaluation Committee

The Committee responsible for the External Evaluation of the Department of Physiotherapy of the University/Technical Institution of Athens consisted of the following three (3) expert evaluators drawn from the Registry constituted by the HQAA in accordance with Law 3374/2005 :

1. Professor Dr. Mary Carrett (Coordinator)
(Title) (Name and Surname)

University College Dublin, Ireland
(Institution of origin)

2. Professor Dr. Vassilios Baltzopoulos
(Title) (Name and Surname)

Brunel University London, UK
(Institution of origin)

3. Professor Dr. Adamantios Arampatzis
(Title) (Name and Surname)

Humboldt -University Berlin, Germany
(Institution of origin)

N.B. The structure of the “Template” proposed for the External Evaluation Report mirrors the requirements of Law 3374/2005 and corresponds overall to the structure of the Internal Evaluation Report submitted by the Department.

The length of text in each box is free. Questions included in each box are not exclusive nor should they always be answered separately; they are meant to provide a general outline of matters that should be addressed by the Committee when formulating its comments.

Introduction

The External Evaluation Procedure

Dates and brief account of the site visit.

- The EEC met in the morning of Monday 18 June 2012 in Athens. In the morning of the 18th June one member of the HQAA explained the purposes of the External Evaluation Process, the function of HQAA and the EEC.
- The EEC met with the President and Vice President of the TEI, Chairman of the Physiotherapy Department, Head of the Orthopaedics Department at the "Georgios Gennimatas" Hospital and the Committee of the Internal Evaluation.
- The EEC discussed the most important results of the Internal Evaluation Report (IER).
- The EEC visited most of the facilities in the Department of Physiotherapy (i.e. Classrooms and Laboratories), TEI Athens (i.e. Library, Computer Center, Telecommunications Room etc.) and the Physiotherapy department and various clinics (Orthopaedics) in the "Georgios Gennimatas" Hospital.

Whom did the Committee meet?

- Members of HQAA
- Chairman of the Physiotherapy Department, Dr. Panagiotis Spyropoulos
- Members of the Team of IE report
- President of TEI-Athens, Dr. Dimitrios Ninos, Vice President of TEI-Athens, Dr. Michael Bratakos
- Head of the Physiotherapy Department at the "Georgios Gennimatas" Hospital
- Teaching Personnel
- Students
- Administrative Personnel
- Coordinator of Rehabilitation Services, Mr. Vagelis Trigonis the "Georgios Gennimatas" Hospital.
- Teaching Personnel for Clinical and Practical Training
- Head of the TEI MO.D.I.P., Vice President Dr. John Halaris
- Director of the School of Health and Caring Professions, Dr. Zabia Vardaki

List of Reports, documents, other data examined by the Committee.

- Guidelines for the Members of the External Evaluation Committee
- IER (June 2010)
- Student Handbook
- Diploma Supplement of the TEI, Faculty of Health and Caring Professions
- Curriculum course information
- Rules and regulation for the Bachelor Thesis
- Assessment material for the practical training

Groups of teaching and administrative staff and students interviewed

- Academic and clinical staff
- Administrative Staff
- Students
- Technical Personnel

Facilities visited by the External Evaluation Committee.

- Library
- Computer Center
- Telecommunications Room
- Classrooms
- Laboratories
- Staff offices
- Hospital "Georgios Gennimatas"
- Hospital facilities (Physiotherapy and Orthopedics Departments)
- Patient treatment areas
- Restaurant
- Gym and sports centre

A. Curriculum

To be filled separately for each undergraduate, graduate and doctoral programme.

APPROACH

What are the goals and objectives of the Curriculum? What is the plan for achieving them?

The goals and objectives of the Curriculum for the Diploma in Physiotherapy of TEI Athens are set out in the Internal Evaluation Report June 2010 Section 2.3 and the Student Handbook Department of Physiotherapy 2010-2011P3. The scope of professional practice is described in a very general way. The description would benefit from an indication of the main fields of practice as set out in the mission statement of the professional association in Greece. Consideration could also be given to those of professional associations in which Greek physiotherapy graduates commonly practice.

The plan for achieving these objectives is set out in the Internal Evaluation Report 2.3.4 and in the Student Handbook p4. Each student has the responsibility to design their own curriculum which must include 20-45 class hours per week

How were the objectives decided?

Legislation: The departmental objectives are set out in legislation (Law 2916/2001). The academic staff follow the broadly phrased 3 point plan thus set out and see no reason to seek revision.

Which factors were taken into account? Were they set against appropriate standards? Did the unit consult other stakeholders?

The principal factors taken into account were the objective of fulfilling the Departments mission to provide high quality knowledge, skills and experience required to practice as a physiotherapist in Greece. The intention to educate to the highest international standards is implicit. This aspiration supports those graduates who widen their scope of knowledge and practice by following the Greek practice of working abroad before returning to practice in Greece.

Is the curriculum consistent with the objectives of the Curriculum and the requirements of the society?

The curriculum as delivered at considerable personal cost by the academic staff is, in the opinion of the EEC, consistent with the curriculum as set out by the Department of Physiotherapy in both the Internal Evaluation Report 2010 and the Student Handbook. The Academic staff visit Hospital Physiotherapy Departments regularly often weekly. In this way, they are cognizant of the societal needs in an informal but continuous stream. However both clinical staff and students express themselves well content with their preparation.

How was the curriculum decided? Were all constituents of the Department, including students and other stakeholders, consulted?

The Curriculum was decided by the academic staff taking account the legislative requirements. Societal needs were met by continuous informal contacts between clinical and academic staff. Modern trends have been incorporated as a result of literature review. This is supported by an

excellent library service on the main campus and at local level in the Department.

Has the unit set a procedure for the revision of the curriculum?

The unit has recently completed a review of the curriculum. The Department of Physiotherapy plans a review to upgrade the Curriculum to, at last, include postgraduate programs as soon as current legislation (Law 2916/1) is finalized

IMPLEMENTATION

How effectively is the Department's goal implemented by the curriculum?

The thought and care given to implementation of the curriculum is perhaps most clearly seen in text *Structure of Studies* in the *Student Handbook 2010-2011*, p4, illustrated in tabular form pp16-20. Courses in the basic sciences underlying the practice of Physiotherapy, such as Anatomy, Physiology, Biophysics and Kiniesiology, Biologic Mechanisms and Ergonomics are offered in Semesters 1. Courses such as Electro Physical Agents in Semester 2 serve as foundation for specialized courses in clinical skills such as Physiotherapy Assessment & Kiniesitherapy (3rd year). Courses on Physiotherapy of Orthopaedic, Cardiovascular and Neurologic conditions begin at the end of Semester 3. In this way the basic sciences precede therapeutic modalities and so students have the foundation studies on which to address studies in the practice of physiotherapy. Assessment procedures include tutorial participation, presentations of case studies, which involve active participation by the student. Personal development is encouraged by the development of critical thought in essays and bibliographic review and problem solving involved in planning, implementation and evaluation of therapeutic intervention.

How does the curriculum compare with appropriate, universally accepted standards for the specific area of study?

In terms of subjects, the curriculum includes at least that range of subjects which obtains in other national and international programs. The course content appears to be in the normal range for an under graduate program in Physiotherapy and also to observe the terms of the Bologna Agreement. For example, 6 CU (credit units) in Anatomy in Semesters 1 represents 150-180 hours of student work (see *Student Handbook Curriculum* pp 16-20, *Internal Evaluation Report*, Annex B pp 102-105) . Applied across the curriculum, this represents a student workload ranging from 1 500 to 1 800 hours for an academic year, as recommended under the Bologna agreement.

Is the structure of the curriculum rational and clearly articulated?

Yes

Is the curriculum coherent and functional?

Yes. The philosophy or structure of knowledge set out in the course is both coherent and functional.

Is the material for each course appropriate and the time offered sufficient?

Yes

Does the Department have the necessary resources and appropriately qualified and trained staff to implement the curriculum?

Resources

Size of class rooms

The teaching and practical rooms in the Dept of Physiotherapy are in general too small in size to allow a practical class of 20 students .Thus a class of 150 will require approximately 10 repeats.

Number of Classrooms

Insufficient in number so that practicals in general require to be given in series rather than in parallel (close in time). The Department does not appear to have the resources in terms of Capital expenditure to provide appropriate furnishing for the small classroom in which practical instruction in the use of Electrophysical Agents is given. Physiotherapists routinely use low frequency currents such as infra red rays from infra red lamps and high frequency currents from shortwave diathermy machines to heat patients tissues by used in physiotherapy departments or university departments where high frequency currents are used.

The metal used in the plinths and chairs which furnish the small classroom in which practical instruction in the use of Electrophysical Agents is given constitute a hazard of such magnitude that the machines must NEVER be switched on until the laboratory is furnished with non conducting furniture. Until then arrangements must be put in place to provide adequate practice for students in the use of high frequency electrical current

Appropriately qualified and trained staff to implement the curriculum

Currently all permanent academic staff have obtained Master's degrees and 10 out of 14 academic staff hold Doctoral degrees Taking into account that post graduate degrees require study at another university very often abroad, the fact that the Department allows study leave in a staff shortage situation, and that the TEI funds study leave, this represents a substantial achievement. Nevertheless in most University Departments of Physiotherapy the majority if not all of the staff have PhDs. So there is still progress to be made.

How well is the implementation achieving the Department's predefined goals and objectives?

In general implementation achieves the Departments predefined goals with one major exception. At present one cannot be confident that the preparation of students achieves the course objectives in the field of Electrotherapy and in the practice of electrotherapy on patients in hospital.

If not, why is it so? How is this problem dealt with?

This is because of

- (1) inadequate classroom and laboratory space and shortage of working equipment for teaching 150 students.
- (2) No suitable room equipped with non conducting furniture to allow for demonstration of and practice in the application of high frequency currents..

The EEC understand that this has repeatedly been brought to the attention of the administrative authority of the TEI without result. The EEC also brought this matter to the attention of the President of TEI and failed to move in any significant way to resolution of this problem.

Does the Department understand why and how it achieved or failed to achieve these results?

Yes. The Dept has made the case to the TEI for adequate space and equipment many times without response. Capital expenditure is required to correct this situation either by a specific increase in funding to the TEI for this purpose or by the TEI recognizing the seriousness of the situation and redirecting a modest portion its current capital funding to address this problem.

IMPROVEMENTS

Presently an increasing number of schools are including a course in Movement Analysis in their Curriculum of Studies. Introduction of such a course would represent a true improvement in the Curriculum. Currently sections on Movement Analysis are included in both Kiniesiology courses. Additional equipment and space would be required to offer a dedicated course on Movement Analysis. Qualified staff are already in place eager to deliver such a course.

B. Teaching

APPROACH:

Teaching methods used

The academic staff members of the Department of Physiotherapy in TEI Athens are, from a scientific point of view, very competent to teach and adequately educate the students according to the curriculum of the undergraduate program. They are able to transfer new scientific information and knowledge to the students in an effective way and their ability to organise and deliver the necessary teaching material is reflected in the feedback and very positive comments of the students. They use appropriate internationally accepted practices, processes and methods for effective teaching throughout the four year studies. The teaching approach includes theoretical lectures and laboratory practicals in several disciplinary areas of Physiotherapy. This process is successful for theoretical lectures, supported by the existing departmental technological and electronic learning resources and equipment. The electronic learning resources and opportunities of the central TEI library as well as the local library located at the Physiotherapy Department have excellent potential for supporting the students' scientific training and professional qualification. Teaching methods for laboratory courses need substantial improvements.

Teaching staff/ student ratio

The teaching staff-student ratio is ~1:50 for the theoretical lectures and ~1:25 for the laboratory classes. The laboratory ratio in particular is too low compared with the international standards affecting the quality of instruction. The student representatives remarked that although they develop good theoretical knowledge during their studies, there are important deficits concerning their practical/laboratory experience. The efficiency and functionality of teaching in the Department is only possible due to the high level of engagement and dedication of the academic staff.

Teacher/student collaboration

The collaboration between the students and the academic staff of the Department as well between the students and the medical and clinical staff at the hospitals appears to be very effective and successful. The students recognise the ambitions and efforts of the academic staff to improve the quality of teaching and they confirmed the good and productive relationship with the academic staff. The interaction of the students with the hospital staff is supported by a departmental coordinator who is responsible for checking the quality of the clinical and practical training of the students. The students are supervised by an experienced Physiotherapist during the clinical and practical training. However, in some cohorts the number of students in the hospital is large for an effective practical training in all clinical areas. For example, in Neurological and Cardiopulmonary disorders the practice opportunities are reduced compared to Musculoskeletal disorders.

Adequacy of means and resources

The educational resources which are available in the Department of the Physiotherapy to support the teaching program show both strengths and weaknesses. The library is at a good international level offering many possibilities and learning opportunities enhancing the quality of the studies. Many international journals and books are available electronically for the students allowing quick access to new scientific information.

However, the electronic equipment used for theoretical teaching purposes as well as for laboratory practices are often insufficient and not of a very high standard. The teaching rooms are inadequate for high quality education and the laboratories are inadequate for allowing high level practical teaching. These deficiencies, affect the quality of the studies despite the strengths and dedication of the academic staff.

Use of information technologies

The students and the academic staff use effectively the existing technological potential in the Physiotherapy Department like the very good facilities of the library. However, the limited and in some cases outdated equipment decrease substantially an adequate experience and interaction of students with new technologies used in the modern Physiotherapy environment. The consequence of this is a significantly deficient basis of technological knowledge for the clinical and practical training in the hospitals.

Examination system

The examination system includes a combination of written, oral and practical examination of the relevant skills. The examination of the theoretical part of the study is normally a written exam at the end of the semester. An oral examination is also possible for example for students with learning difficulties such as dyslexia. In the laboratory classes the evaluation procedure includes a practical examination of skills. The relationship between learning objectives and examination procedure is in agreement with the theoretical and practical contents of the lessons. The students are informed at the beginning of the semester about the form, content and time of the examination and therefore they can prepare in time.

IMPLEMENTATION

Quality of teaching procedures

The combination of the theoretical and laboratory courses as well as the clinical and practical experience of the students in the Department of Physiotherapy guarantee a high level quality of professional competence. The students are exposed to clinical experience in real situations and patients under supervision and, therefore, they show clear competence in management of patients which is at least equivalent to that available internationally. Representatives of the academic staff meet at the beginning of each semester with the hospital staff to discuss and review the purposes of the clinical and practical training. The students are able to achieve adequate supervision during the training period and to develop own initiative regarding their work

in the hospital.

There is an increased focus in the physiotherapy of musculoskeletal disorders compared to neurological and cardiopulmonary disorders and, therefore, it is important to encourage and motivate the academic and clinical staff to balance the teaching contents in this direction.

The teaching staff/student ratio is low compared to international standards. This fact reduces the teaching quality especially in the laboratory-based courses. The student experience is therefore compromised in terms of the necessary competences for clinical practice. The main reason for the low teaching staff / students ratio is the large amount of the transfer students (~100% of the regular intake of students).

Quality and adequacy of teaching materials and resources

The teaching materials for the students include textbooks and articles published in scientific journals. Due to the high quality of the library, students can access educational and scientific material of excellent quality and enhance their theoretical knowledge skills. Furthermore, the good relationship between the academic staff of the Department with the hospitals allows an efficient and productive clinical and practical training for the students improving considerably the quality of the teaching objectives. However, because of the quality of some laboratory resources the overall teaching quality in some of the laboratory-based courses is reduced.

Quality of course material. Is it brought up to date?

The quality of the course material is comparable to the international standards and in the most of the courses is up to date including new scientific information. However, several basic subject courses like Anatomy, Physiology, Neurology, Psychology etc. are provided and delivered by other TEI departments and, therefore, the contents of these courses are often not focused on specific issues of the physiotherapy curriculum.

Linking of research with teaching

The most important peer review publications of the academic staff are in the scientific areas of musculoskeletal, neurological and respiratory disorders and, therefore, the research of the staff is well linked with the overall educational program of the Department. Most of the academic staff are aware of the need to link research activities and teaching. Research-informed teaching is becoming more important, especially in health-related and clinical subjects. We encourage all members of the academic staff to make an effort to link their teaching with their research activities. This effort must be developed and improved by giving clear guidance and training to all members of the academic staff in particular younger and newly appointed staff.

Mobility of academic staff and students

The Department has adequate collaborations with different National as well European Universities. The students and the academic staff can therefore participate and experience a large range of mobility and exchanges with other Physiotherapy Departments. The student and teaching mobility of the European exchange program ERASMUS is a significant element of the departmental curriculum contributing to the improvement of teaching quality.

Evaluation by the students of (a) the teaching and (b) the course content and study material/resources

The evaluation system of the teaching and the course content by the students is based on questionnaires. The relevant questionnaire seems to be well organized and allows an overall view of the opinion of the students regarding the teaching quality of the academic staff and laboratory equipment. However, some further steps must be included in the evaluation procedure. A higher focus on how the evaluation results may be applied to improve the teaching quality would be useful for the teachers and students.

RESULTS

Efficacy of teaching

The teaching methods, clinical and practical training are appropriate, relevant and efficient. The courses of the Department of Physiotherapy are delivered by professors who are competent and experienced in theoretical and clinical teaching. Therefore, the overall teaching of the undergraduate students is considered to be efficient and of very good quality. The students seem satisfied (~80%) with their studies and the teaching quality.

Discrepancies in the success/failure percentage between courses and how they are justified

Detailed accurate data about the success/failure percentage in the courses are not available.

Differences between students in (a) the time to graduation, and (b) final degree grades

The duration of the Physiotherapy studies is planned to last 8 semesters. From table 11-2.1 it seems that approximately 25% of the students continue beyond the 8th semester. Therefore, an important issue for the academic staff should be to support and motivate students to finish the studies in the minimum time, i.e. 8 semester.

Whether the Department understands the reasons of such positive or negative results?

Yes. The Department recognize the low staff/student ratio and the consequences of this ratio for the efficiency of the study program. Furthermore, the legislative context that allows indefinite continuation of studies contributes to the increase of the average time of studies. These issues can be resolved, however, only from the State and the Greek Government.

IMPROVEMENT

Does the Department propose methods and ways for improvement?

Yes. In the internal evaluation report (pages 82-85) the departmental committee propose and plan a large number of improvements for the Department. It is hoped that these will be implemented and the academic members of staff will be involved and contribute to the success of these required changes.

What initiatives does it take in this direction?

The most important planned and necessary initiatives are:

- Transfer the Department in an appropriate building on the main TEI campus
- Continue the evaluation process and address the drawbacks identified
- Reorganization of the administrative responsibilities
- Support the motivation of the academic staff to increase their research activities
- Increase the collaborations with strong national and international Departments

C. Research

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

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

The department values research and supports academic staff to conduct research within the constraints of the educational system. However, it does not have a strategic plan for research with clear vision and policy and specific objectives to support and enhance research. The recommendation of the EEC is that the senior management of the department should address this issue and develop a clear research strategy with specific objectives.

Has the Department set internal standards for assessing research?

Generally a research committee of the Athens TEI examines the research evaluation process. Research evaluators from state universities and hospitals may take participate where appropriate. A departmental committee could work to encourage and maintain and increase the current commendable level of high quality research within the department.

The Department has produced a detailed report of the research related activities and outputs in the period 2005-2009 in the IE report and an additional report for 2007- 2011 published in *Physiotherapy Issues* (Vol. 8 (1), pp P6-P19, Jan-Mar 2012). This was conducted according to standards set by the special research committee of the Faculty of Health and Caring Professions of TEI Athens. It used internationally accepted standards of research quality such as impact factors and citation indices. This effort could form the basis for the development of a strategic plan and the necessary structures for the support and enhancement of research activity.

IMPLEMENTATION***How does the Department promote and support research?***

The promotion and support of research is limited by a number of factors that include the lack of departmental research strategy, research leadership organization and specific plan for research support and development and

modern rehabilitation research equipment (e.g. motion analysis systems). Furthermore, the absence of any postgraduate work based in the department due to the external legislation constraints that have not allowed the establishment of independent postgraduate Masters and PhD programs in TEIs is a major obstacle for the development of research.

The IE report also lists the limited participation of professors in research programs for a number additional reasons including time constraints due to teaching and administrative loads, although the contact teaching hours of the different grades of permanent academic staff (10 hours per week for Professors up to 16 hours/week for Lecturers) should allow adequate research time. In fact, time constraints were not mentioned as a limiting factor for research work in the meetings with members of the academic staff.

The promotion of research relies on the enthusiasm, interest and initiatives of some academic staff that work in collaboration with other research active members of staff in the department but mainly with other Universities and departments in joint research projects and grant applications.

Some limited undergraduate student familiarization with basic research is achieved through their thesis work. Interested physiotherapy graduates from the department are encouraged by staff to continue postgraduate work and research in other Universities both home and abroad.

-Research work is being published in national and international journals and presented in relevant national conferences both home and abroad.

-Quality and adequacy of research infrastructure and support. The department does not have established laboratories dedicated to research but has some good quality laboratory equipment for conducting research (IE report pp 65-66) in the rooms and areas that used primarily for teaching purposes. In most of these laboratories, the timetabled schedule allows use of the space for research only outside teaching hours. The main problem with existing equipment is maintenance and replacement of outdated components to ensure that they can be used effectively for research and teaching purposes. Central research support services from the department or the TEI are very limited and requires improvement and development to help researchers.

-Scientific publications, research projects and research collaborations
Scientific publications are based on collaborations of the research active staff with other departments both within TEI as well as with other local Universities and institutions.

RESULTS

How successfully were the Department's research objectives implemented?

Although the department did not have a research strategy with clear plans and objectives, there was significant progress in research publications and funded projects in recent years.

Scientific publications

The scientific publication output pre-2007 is negligible according to the IE report but has improved significantly in the period 2007-2011. There are 24 publications in ISI listed journals in this period mainly in the areas of musculoskeletal and respiratory issues (primarily back pain and asthma)

although these were produced exclusively by a small number of research active staff. Other research areas with a developing profile of younger members of academic staff include cardiovascular physiotherapy and rehabilitation issues presented at national and international conferences. There are also several books and chapters in edited books published.

Research projects

There are several TEI funded research projects and two externally funded projects (Archimedes II & III programs), one based in the department and another based in another Physiotherapy department. Members of the department also contribute to several University of Athens research projects. There are no other major externally funded research projects from national or European sources.

Research collaborations

There are good and successful collaborations that have lead to several joint publications and conference presentations with physiotherapy departments of the ther TEI Institutes in Greece, the School of Medicine of the University of Athens, the School of Medicine of the University of Ioannina, the School of Medicine of the University of Thessaly and with other Athens TEI departments. There are a few research collaborations with other European institutions but these are still at a developing level. It is hoped that these would be expanded when postgraduate level work is established in the Department.

Efficacy of research work. Applied results. Patents etc.

The research work of the department is on some very important clinical areas (musculoskeletal and back pain problems, neuromuscular, cardiovascular and respiratory system issues). There are links with local hospitals where these results are applied mainly to physiotherapy student training. There are also links with community groups for advice to the public (e.g. Back Pain Prevention project material for office workers). There are no other significant established links with relevant government or policy/practice and scientific associations for the application of these findings into practice or policy or the production of patented products or processes.

Is the Department's research acknowledged and visible outside the Department?

Rewards and awards.

The research produced by the department is visible to the relevant scientific community through the standard dissemination channels of scientific journal publications and national and international conference communications. There are no significant research awards or prizes that are usually awarded to more established groups with a significant record of focused, sustained and high quality work.

IMPROVEMENT

Improvements in research proposed by the Department, if necessary.

The department has not identified any research specific improvements but a number of the short- and mid-term generic actions identified in the IE report section 10 (pp 82-85) are relevant to the improvement in research

activity. These include better building and laboratory infrastructure in a new building in the main campus of the TEI, increase in the number and quality of grant application submissions, further research collaborations with strong research groups in Greece and abroad and the establishment of postgraduate and doctoral studies in the department.

Initiatives in this direction undertaken by the Department

The department and the TEI Institute have been encouraging and supporting postgraduate and doctoral studies by members of the academic staff. This is very important for the future of the department and the research activity. However, some of the more important improvements necessary such as those outlined above are beyond the immediate control of the department so the help and support of the TEI Athens management and the relevant Ministry of Education and other State bodies are essential and critical for the improvement of research activity. Despite all the internal and external limitations, the department has made significant progress in their research activity in recent years and this momentum needs to continue with the necessary support and effort.

D. All Other Services

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

APPROACH

How does the Department view the various services provided to the members of the academic community (teaching staff, students).

The department places great emphasis on the quality of services provided to the members of the academic community and these are detailed in the IE report (pp 75-77), although it is acknowledged that they do not meet their expectations. In addition, the building where the Physiotherapy department is located is not fit for educational purposes of such a large group and, therefore, the services offered to students and staff are significantly affected.

Does the Department have a policy to simplify administrative procedures? Are most procedures processed electronically?

The department has a very effective policy to simplify administrative procedures. This is supported by the electronic registration and administration system developed by the TEI centrally. Most procedures related to student registration, teaching and administration are processed electronically. This is particularly useful given the geographical separation of the department from the main TEI campus. The department is also working on a certified dissertation management and administration system that will help streamline the dissertation process and improve the student experience.

Does the Department have a policy to increase student presence on Campus?

There are only limited opportunities for increasing student presence in the Physiotherapy department building, (e.g. basic catering facilities on the ground floor). The TEI and departmental authorities consider that the building infrastructure presents significant limitations that do not allow the development of any meaningful policy for increased student presence on campus. This is in stark contrast with the high quality facilities and first

class opportunities for student presence in the main TEI campus and the departments located there and is seriously disadvantaging the physiotherapy students.

IMPLEMENTATION

Organization and infrastructure of the Department's administration (e.g. secretariat of the Department).

The departmental administration organization and infrastructure are described in section 8 of the IE report (pp 75-77). These are structured according to modern University standards and the organization and infrastructure of these services is appropriate and very effective.

Form and function of academic services and infrastructure for students (e.g. library, PCs and free internet access, student counseling, athletic-cultural activity etc.).

Most academic services and infrastructure for students offered in the main TEI campus are of the highest quality. There is also a very good local library in the physiotherapy department building with basic reading, studying and PC access facilities. Student counseling opportunities in the Physiotherapy department need further improvement with student assigned to mentors and tutors for advice and support with their studies. The Physiotherapy department building does not offer any opportunities for athletic or cultural or extracurricular activities. This is affecting seriously the educational experience of the students.

RESULTS

Are administrative and other services adequate and functional?

Administrative support is not considered adequate despite the great efforts of the administrative staff and the very efficient central electronic management and administration system. This is mainly due to the large number of students and staff. The times designated by TEI for student services registration, examination etc. (11:00- 13:00 Monday, Wednesday and Friday) are suitable for students on main campus but very difficult for off campus students such as Physiotherapy students.

On the other hand, the cooperation of the departmental administrative services with those of the central TEI administration and the library is very good. The department technical support is somewhat limited and there is difficulty coping effectively with the large number of laboratory-based courses, especially given the large number of students and the limitations of ~20 students per laboratory class, requiring repeated runs of laboratory sessions.

How does the Department view the particular results ?

The department is aware of the limitations of administrative and other services and is constantly trying to improve the services provided to students and staff. However, these can only be really improved significantly with the move of the department to the main TEI campus.

IMPROVEMENTS

Has the Department identified ways and methods to improve the services provided?

There is extensive information on the ways and methods that the department identified for the improvement of these services (IE report sections 9-10) and these are all appropriate and relevant, but these can only be improved significantly with the move of the department to the main TEI campus.

Initiatives undertaken in this direction.

The initiatives undertaken for the improvement of the services provided are described in detail in Section 10 of the IER. These are considered appropriate and necessary for the increase in the quality of the education experience offered to students. These would also improve the working conditions of staff currently are unacceptable for a modern University institution. This is despite the efforts and the cooperation of the central TEI administration. They require immediate action by the TEI authorities and the move of the Physiotherapy department to the main campus.

Collaboration with social, cultural and production organizations***Please, comment on quality, originality and significance of the Department's initiatives.***

The collaborations of the department with social, cultural and production organizations are described in section 6 of the IE report (pp 68-70). These are mainly with local hospitals, physiotherapy boards and related bodies. The descriptions of these links and the contribution of the department to these collaborations are somewhat generic and do not provide enough detail. For these reasons it is not possible to comment in detail on the quality, originality and significance of these initiatives, although they are considered appropriate and relevant in general.

E. Strategic Planning, Perspectives for Improvement and Dealing with Potential Inhibiting Factors

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

Please, comment on the Department's: Potential inhibiting factors at State, Institutional and Departmental level, and proposals on ways to overcome them.

The main inhibiting factors at State level are:

- a)** the increased number of additional students allowed to enter each year. This doubles the total number of students in each intake, something that is well beyond the capacity of the department.
- b)** the legislation preventing postgraduate studies in the TEI departments is a serious obstacle that affects negatively not only the research activity

but the academic environment as a whole and is disadvantaging both staff and students.

c) the legislation that prevents the continuation of studies indefinitely should be enforced because the number of students beyond the maximum of 4+2 years is a significant overloading of the Department.

The main inhibiting factor at Institution level is the delay in moving the Physiotherapy department to a building in the main campus. Otherwise, the TEI has been very supportive and has great expectations from the Physiotherapy department.

The main inefficiency factors at departmental level are:

a) The efficiency of the teaching related administrative activities that require improvement

b) The lack of a fair and transparent workload model for academic staff so that the administrative and managerial task are distributed in a fair, transparent and efficient manner to academic staff with appropriate rewards for achievements to improve motivation

c) The lack of a strategic vision for the department with clear plans and objectives for teaching and research development.

Short-, medium- and long-term goals, Plan and actions for improvement by the Department/Academic Unit and long-term actions proposed by the Department.

The department's short-, medium- and long-term goals, plans and actions are described in detail in Section 10 (pp 82-85) of the IE report. The EEC fully supports the proposed actions, in addition to the points raised above concerning the State, Institution and Department.

F. Final Conclusions and recommendations of the EEC

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

Conclusions and recommendations of the EEC on:the development of the Department to this date and its present situation, including explicit comments on good practices and weaknesses identified through the External Evaluation process and recommendations for improvement.

The Department of Physiotherapy has performed well in the 60 years since its foundation. This is all the more remarkable given the difficult political and financial changes which have occurred since 1958.

- The employment of such highly qualified academic staff represents extremely good praxis.
- Wholehearted support from hospital staff not only physiotherapists but also doctors
- Move of the Department from Ministry of Health to Ministry of Education in 1974
- Always taking into account the societal needs developing in the clinical field
- 2001 Law 2916 which include Physiotherapy in the structure of

Higher Education. Under this law a new curriculum was designed with the goal of combining the development of an appropriate theoretical background with high level laboratory and practical application while also facilitating research and expertise in the field of Physiotherapy

- The Department's readiness and capability to change/improve
- The Department has shown an outstanding capacity to change/improve.
- They have happily moved from \ministry of Health to Ministry of Education, accepted with alacrity the demands the academic environment made in terms of postgraduate studies, research and publications.
- the Department's quality assurance.
- The Department responds readily to the requirements of QA. Surveys of student performance and satisfaction are undertaken regularly. The Internal Evaluation Committee has produced a comprehensive Report on the Department's performance.
- They have provided us with on the ground experience of all aspects of the Departments activities and responded to all our queries.

Weaknesses

EEV advise the HQAA that at present achievement of the course objectives in terms of preparation of students in the practice of electrotherapy for practice as graduate physiotherapists of TEI Athens is not complete. The reason for this is the serious limitation of laboratory space and of electrical apparatus in the Department of physiotherapy. Practice in the field of Electrotherapy carries the greatest risk of injury to and death of patient.

Final Conclusion

The External Evaluation Committee that the current courses of study provided by the Department of Physiotherapy TEI Athens, with the exception of Electrotherapy, are at Bachelors level and therefore the Department could initiate Master's and PhD courses provided a modest investment in size and furnishing of the Electrotherapy Practical Laboratory is effected prior to permanent move from present unsuitable accommodation.

THE MAJOR RECOMMENDATION OF THE EXTERNAL EVALUATION COMMITTEE

The building currently housing the Department of Physiotherapy is completely unfit for purpose on the grounds of

1. Safety concerns

- Gross overcrowding of classrooms, e.g.110 students where seating for 48 only is provided
- Narrow stairs in the multi story building permanently occupied by seated students will impede exit in an emergency

2. Inadequate teaching and laboratory space to provide all 150 students the possibility to attend lectures and practical's. Therefore the major recommendation of the External Evaluation Committee an immediate move

to main campus.

In the meantime we strongly advise that a Health & Safety Officer from the Greek national safety committee survey the present accommodation. Safety evacuation protocols should be drawn up and regular fire drills scheduled and undertaken.

Suggestions:

1. The number of students could be reduced, or the availability of the staff could be increased by decreasing the teaching and administrative loads.
2. Improve the possibility to practice in specific areas such as neurological and cardiopulmonary disorders.
3. Funding to improve the teaching and laboratory equipment.
4. Provision of basic courses like Anatomy, Physiology, Neurology, Psychology etc by Departments other than Physiotherapy require a greater focus on specific issues of the physiotherapy curriculum.
5. Extend the curriculum to master and doctoral students.
6. Support from central research services provided by the TEI institution to support the development of the necessary research skills of academic staff (for example grant proposal writing skills etc).
7. Clear and focused research strategy and plan by the department and appropriate organization and management of the research activity in the department.

The Members of the Committee

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