Internal Evaluation Report

TECHNOLOGICAL EDUCATIONAL INSTITUTE (TEI) LAMIA
School of Health & Welfare Professions

PHYSIOTHERAPY Department

Academic Year: 2007-2008
Place: Lamia
Date: September 2009
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Preface

This publication is the Internal Evaluation Report of the Lamia TEI (Technological Educational Institute) Physiotherapy Department. It is essentially a self-evaluation process that marks the Department’s identity, as it includes and highlights all its operational features, both positive and negative, and records its objectives. It implements the Department’s policy for academic improvement and fulfilment, as stipulated by the European Higher Education Area and the Greek legislation.

Through this Report, the Department shapes and expresses analytical views regarding the quality of the work conducted, based on objective criteria, as well as consensus and general acceptance indices, with the following objectives: (1) documenting the Department’s achievements, (2) pinpointing the points that require improvement, (3) specifying improvements actions, (4) undertaking initiatives for independent actions within the Department, wherever and whenever this is deemed possible, and (5) making decisions for independent actions within the Institute, wherever and whenever this is deemed possible.

The Internal Evaluation process, which commenced in October 2007 and lasted for two consecutive academic semesters, concludes with this publication. The Report was compiled by the Internal Evaluation Team (IET), appointed by the Department’s General Meeting (GM). All the Department members (teaching staff, scientific and lab associates, special technical staff, administrative staff and students) responded enthusiastically to the IET’s project.

This report was based on information included in the Undergraduate Prospectus and the Department’s website, on information collected directly by the Department members, as well as on records and proceedings of the Department’s collective bodies. The report presents as critically as possible the analysis and evaluation of the collected data, with the aim of extracting useful conclusions and proposals, which will lead to improving the Department’s operation and quality. The report received the greatest possible publicity within the Department, while constructive comments and criticism from the Department members resulted in useful additions to the report prior to the final draft. The evaluation process and the format of the evaluation report correspond to the main chapters of the HQAA’s criteria.

Particular emphasis was given to the way in which the Department’s community implements the strategies that have been formulated and are being formulated by the Department’s collective bodies, with the aim of achieving its objectives.

The Lamia TEI Physiotherapy Department’s community is quite content for having concluded and for presenting this report, which was the result of the collective efforts, spanning over a decade, to create the Department and proudly bring it to its current form.

The Internal Evaluation Team

Dr D. Avdelidis  Dr G. Gioftsos  Dr V. Sakellari  T. Askotiris
Professor   Professor   Professor   Student
1. The Internal Evaluation Process

1.1. Description and analysis of the Department’s internal evaluation process

1.1.1. Composition of the IET

The internal evaluation process commenced by decision of the Physiotherapy Department’s General Meeting (GM Minutes 109/29-05-06 – Annex 12-1). The members that compose the IET were appointed by the Department’s GM (GM Minutes 115/15-01-07 – Annex 12-2) and are the following:

a) Dimitris Avdelidis, Professor from the General Courses Sector,
b) Georgios Gioftsos, Professor from the General Courses Sector,
c) Vasiliki Sakellari, Professor from the General Courses Sector,
d) Themistoklis Askoritis, student representative.

1.1.2. Who did the IET work with in preparing the report and how?

In preparing the report, the IET worked with all the Department members (teaching staff, special technical staff and administrative staff), who actively participated in this part of the project, as well as throughout the evaluation process. Furthermore, the IET worked with the Institute’s Administrative Services, as part of obtaining useful data, mainly statistical and financial.

The IET (along with its supporting members) held four meetings to discuss the process that the Department would follow, based on the Internal Evaluation Process Implementation Guide (Annex 12-3). All of the Department’s associate professors participated in the first meeting, while only the associate professors who teach theoretical courses participated in the second. Some of the issues discussed in these meetings included:

- preparation of the questionnaires proposed by the HQAA, so as to adjust them to the particularities of TEIs and the Department;
- questionnaire distribution and collection procedures;
- data processing;

Moreover, a student GM was held in the School’s auditorium, whereby the students were briefed by the IET on the evaluation process and its significance.

Weekly meetings between the IET and the teaching staff took place in the School of Health & Welfare Professions meeting room when the report was being drawn up, so as to produce the final draft.

1.1.3. Which resources and procedures were used to gather information?

Information from three sources was mainly used for the Department’s evaluation: the students, the staff (teaching, special technical and administrative) and the Department’s records (minutes from meetings, councils, etc). Specifically, the following questionnaires were distributed to students and the teaching staff:

I Review form per course from instructors (Annex 12-4). The forms were distributed by the instructors in both paper and electronic form. Forms were collected for all the Department’s courses and the information contained in those was used in drawing up this report and is presented in various parts herein.

II Individual review form for teaching staff members (Annex 12-5). Individual review forms (47 in total) were collected for all the academic staff (teaching staff members, scientific and lab associates), while the information contained in those was used in drawing up this report and is presented in various parts herein.
III Course/teaching evaluation questionnaire from the students (Annex 12-6), from which two questions pertaining to tutorial courses were excluded, since such courses are not taught in the Department. The questionnaires were distributed to the students both during the Winter and the Spring Semester of the 2007-08 academic year. The questionnaires were distributed in class (practical exercise assessment) and were completed anonymously. The completed questionnaires were placed in an envelope by a student who had been appointed by the Department’s Student Body for the specific purpose. The course, date and number of questionnaires were recorded on the envelope. Each envelope was sealed and signed by the student prior to being handed over to the Physiotherapy Department Secretariat, and a special document was also signed. The questionnaires’ collection process took place between the eight and tenth week of each semester, and was solely the responsibility of the students. The IET, or other members of the teaching staff, did not participate in any way in this process.

A total of 1950 completed questionnaires were collected during the Winter Semester and 1930 during the Spring Semester, for all of the Department’s taught courses (a total of 3880 questionnaires were collected). An average of 49 (SD = +/- 21) questionnaires were collected per course during the Winter Semester, while the corresponding number of samples during the Spring Semester was 48 (SD = +/- 20). An average of 97 (SD = +/- 39) questionnaires were collected per course for the academic year in total.

The aggregate results of the questionnaires (per question and per course) are listed in Annex 12-7 for the Winter Semester and in Annex 12-8 for the Winter Semester. The conclusions from the findings pertaining to the students’ views are presented in the corresponding parts of this report, depending on the criterion being examined.

Figure 1.1 presents the number of answers reviewed per question and per semester. Figure 1.2 presents the number of questionnaires collected (sample size) per curriculum course and per semester.

1.1.4. How and to what extent was the report discussed within the Department?

During the production stage, the report was discussed between the IET members and the rest of the Department’s teaching staff, who actively contributed in shaping the report’s content during various meetings, working in groups. When each individual chapter was completed, it was emailed to all the Department members, while the final report was submitted to the Department’s GM.
1.2. Analysis of the strengths and difficulties encountered during the internal evaluation process

The Department, on its own initiative and by an older decision of the GM, had already performed a voluntary internal evaluation. That evaluation was completed successfully, while the findings were presented at an international convention, as well as in a Greek and a distinguished international journal. As a result, significant experience was gained, which contributed in dealing effectively with the difficulties encountered in this evaluation. Specifically, the results of that voluntary internal evaluation, as well this evaluation, are included in the following scientific publications of the Department (Annex 12-9):

4. Sakellari V., Iatriddou G. & Strimpakos N., "Students' perception of teaching staff in a Greek Higher Educational Institute", 14th International WCPT Congress, 14th Congress of the World Confederation for Physical Therapy, RR-PL-1865, Barcelona, 7-12/06/2003
5. Sakellari V., Saritzoglou M. & Gioftsos G., “The Educational Process at the Technological Educational Institute of Lamia Physiotherapy Department and Possibilities of Improvement”, 1st Balkan Congress of Physiotherapy, 27-29/05/05.
6. Saritzoglou M., Sakellari V., “Evaluation of the Educational Process and Improvement Possibilities at the Technological Educational Institute of Lamia, Physiotherapy Department”, 2nd Greek Conference of Physiotherapy Departments, Thessaloniki TEI, 2005
A positive aspect of the current process was the opportunity for multi-faceted and comprehensive evaluation, which will provide the possibility for comparison with other educational institutes, both in Greece and abroad, by recording the positive features, and mainly the negative features, both in terms of infrastructure and equipment, as well as in mentality. The positive response from the entire academic community (teaching staff, permanent and non-permanent students) constitutes one of the positive features of the process.

The most significant difficulty was transferring on computer the data from the questionnaires completed by the students, so that they could be processed. This data transfer procedure was very time-consuming, which in turn delayed the evaluation process. This delay, in conjunction with the rest of the teaching staff’s workload, led to delays in data evaluation, a fact which discouraged their active participation in the evaluation process.

1.3. Proposals for improving the process

A simple proposal for improvement pertains to adjusting the questionnaires based on the students’ and the teaching staff’s comments. Another significant improvement would be to use new technologies during data collection and processing.

The main objective should be the full involvement of participants (teaching staff, students, special technical staff & administrative staff) during the evaluation process, with the aim of everyone initially understanding the existing problems and then everyone participating in finding solutions. It is also recommended that specialised evaluation questionnaires for the clinical practice are included in the process, since clinical practice is an educational procedure that demonstrates the interaction with the premises and operation of clinics. It would also be worthwhile to conduct talks and discussions with the students (as well as with anyone else participating in the process) with regard to the objectives of the evaluation, as well as the analysis of the questionnaires.

The whole process does not include the opinions of other social bodies (hospitals, clubs, affiliated local and national bodies), which are considered very important, given the social nature of the specific object of study.
2. Presentation of the Department

2.1. Geographical location of the Department

The Physiotherapy Department operates within the Lamia TEI headquarters, which are located in the town of Lamia, Prefecture of Fthiotida, Region of Central Greece (Sterea Ellada).

The Prefecture of Fthiotida covers an area of 4,368 square kilometres (1,686 square miles) and has a population of 180,000. It is divided into 3 provinces: the Province of Lokrida (capital: Atalanti), the Province of Domokos (capital: Domokos) and the Province of Fthiotida (capital: Lamia).

Lamia is also the seat of the Region of Central Greece, which also includes the prefectures of Fthiotida, Evritania, Fokida, Évoia and Voioia. The estimated population nowadays is 65,000. It is also a transport hub and it is considered the capital of Roumeli (the colloquial name for the Region of Central Greece). Lamia is an important agricultural, commercial and manufacturing hub. It is situated at the foot of Mt Orthys and nowadays it spans up to the Sperchios Valley. It is located approximately 200 km (125 mi) from Athens and 300 km (185 mi) from Thessaloniki. It is also situated at the centre of the Greek national road and railway network.

In geographic terms, the Lamia TEI has the advantage of being located at the centre of Greece, and as a result it attracts students and teaching staff from throughout the country. At the same time, transport to and from the major urban centres is convenient, which greatly facilitates the exchange of information and technical know-how.

Image 2.a: Geographical Location

2.2. History of the Department’s development

The Lamia TEI was established by Presidential Decree 210/22-8-94, in accordance with Law 1404/85, and commenced operations in September 1994. It is a fully self-governed public entity, in accordance with Article 16, Paragraph 5 of the Constitution. Prior to operating autonomously, it was for a long time an annex of the Larissa TEI and only had 3 departments (Nursing, Electronics & Electrical Engineering), while the Karpenisi annex was part of the Mesolongi TEI. The Physiotherapy Department was established when the Institute became
autonomous. Its establishment was a necessary condition for the Institute to gain independence, since the law stipulates that an independent TEI has to have at least two Schools with at least two Departments each.

The Lamia TEI has two annexes, one in Karpenisi and another one in Amfissa. It is the largest higher education institute in the Region of Central Greece, with the greatest geographical dispersion. It is made up of 2 schools, the School of Technological Applications – which consists of the Electronics, Electrical Engineering and Computer Science & Technology Departments – and the School of Health & Welfare Professions – which consists of the Nursing and Physiotherapy Departments. The Amfissa annex houses the Commerce & Advertising Department, and the Karpenisi annex the Forestry & Environmental Management Department.

In the short time since the Department’s establishment, Laws 2621/1998 and 2916/2001 have played a significant role in its development.

### 2.2.1. Department staffing with teaching, administrative and lab personnel over the last five years (quantitative data)

The staffing of the Department with educational, administrative and lab personnel over the last five years is outlined in Table 11-1. Specifically, during the academic year 2008-09, it was staffed with ten (10) permanent teaching staff members, three in the General Courses Sector and seven in the Special Courses Sector, while the Department is in the process of recruiting three Lab Instructors. The permanent teaching staff cover 138 teaching hours in total per week, which is nearly 30% of the total teaching hours for the Department. It should be noted that this percentage is not particularly low, considering that there are a lot of lab classes, as well as clinical practice, which demand that the students be divided into smaller groups for educational purposes. Eight out of the Department’s ten teaching staff members occupy regular positions, in accordance with Law 2916/01, while the other two are in the process of completing their postgraduate studies, so that they too may be appointed in equivalent positions.

The further staffing of the Department is necessary so as to cover all the fields of study within the Department. The Department’s permanent teaching staff is as follows:

<table>
<thead>
<tr>
<th>Sector</th>
<th>Rank</th>
<th>Position</th>
<th>Name</th>
<th>Field of Study or Specialisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special</td>
<td>Professor</td>
<td>Regular</td>
<td>Dr Georgios Gioftsos</td>
<td>Kinesiology, Biomechanics, Biomedical Engineering</td>
</tr>
<tr>
<td>Courses</td>
<td>Professor</td>
<td>Regular</td>
<td>Dr Vasiliki Sakellari</td>
<td>Physiotherapy with emphasis on human balance</td>
</tr>
<tr>
<td>Special</td>
<td>Assistant</td>
<td>Regular</td>
<td>Dr Nikolaos Strimpakos</td>
<td>Physiotherapy – Development of techniques for objective evaluation of</td>
</tr>
<tr>
<td>Courses</td>
<td>Professor</td>
<td>Regular</td>
<td>Dr Eleni Kapreli</td>
<td>musculoskeletal structures</td>
</tr>
<tr>
<td>Lab</td>
<td>Lab</td>
<td>Regular</td>
<td>Eleni Kortianou</td>
<td>Physiotherapy with specialisation in Clinical Practice I &amp; II</td>
</tr>
<tr>
<td>Instructor</td>
<td>Lab</td>
<td>Regular</td>
<td>Panagiotis Trigas</td>
<td>Physiotherapy</td>
</tr>
<tr>
<td>Instructor</td>
<td>Lab</td>
<td>Regular</td>
<td>Dr Ioannis Poulis</td>
<td>Physiotherapy</td>
</tr>
<tr>
<td>General</td>
<td>Professor</td>
<td>Regular</td>
<td>Dr Dimitrios Avdelidis</td>
<td>Neurology</td>
</tr>
<tr>
<td>Courses</td>
<td>Lab</td>
<td>Individual</td>
<td>Panagiotis Zygouris</td>
<td>Surgery</td>
</tr>
<tr>
<td>Instructor</td>
<td>Lab</td>
<td>Individual</td>
<td>Christos Theodorou</td>
<td>Orthopedics – Anatomy</td>
</tr>
</tbody>
</table>
The total number of hours assigned to external associates, per assigned rank, for the academic year 2009-10 were as follows:

<table>
<thead>
<tr>
<th>Type of Associate</th>
<th>Special Courses</th>
<th>General Courses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Associates</td>
<td>34</td>
<td>23</td>
<td>57</td>
</tr>
<tr>
<td>Lab Associates</td>
<td>260</td>
<td>12</td>
<td>272</td>
</tr>
<tr>
<td><strong>Total No. of Hours</strong></td>
<td><strong>294</strong></td>
<td><strong>35</strong></td>
<td><strong>329</strong></td>
</tr>
</tbody>
</table>

2.2.2. **Number and distribution of students per level of studies (undergraduate, postgraduate, doctoral) over the last five years**

The number and distribution of both enrolled and incoming undergraduate students for the years 2002-07 for the Department are listed in Tables 11-2.1 and 11-2.2.

2.3. **Aim and objectives of the Department**

The aim of the Department is to generate and to spread knowledge and technical know-how in the field of healthcare and prevention, by applying natural means. The Department aims at the theoretical, clinical, and practical training of students, who, upon completing their studies, will be able to evaluate patients with reduced mobility, and select the appropriate means and methods to restore the problems.

Physiotherapy, which the Department serves, is a new powerful science. Through increasing research, this science establishes and reviews the findings that support its daily practice.

The Physiotherapy Department aims at cultivating analytical and critical thought, as well as supporting the students in actively participating in the learning process, which constitutes lifelong learning, so that they may be able to work as independent professionals or as members of healthcare teams, adequately restoring patient problems through Physiotherapy.

The Department’s graduates must be experts in the science of Physiotherapy. They must be able to support and protect people’s health, and to prevent, improve and restore pathological conditions (congenital or acquired), as well as injuries that cause disorders in other human body systems, such as the musculoskeletal, nervous, respiratory and cardiovascular systems. The Department’s graduates must have full scientific and practical adequacy, and, adhering to the code of ethics, be able to choose, organise and carry out physiotherapeutic activities safely, after detailed physiotherapeutic evaluation.

The Department aims at implementing a dynamic and constantly evolving curriculum, in tune with the progress of the Science itself, so that it may be fully adjusted to the field of healthcare and satisfy the purpose of training specialised professionals. This necessary curriculum must at all times incorporate the new knowledge that the Department has to acquire. It should also be noted that Physiotherapy in higher education forms part of the field of technology, and any new knowledge (i.e. adapting international standards to the Greek state of affairs) must be filtered only through the Physiotherapy Department.

The Department’s graduates must be fully competent in using natural means, and therapeutic methods and techniques with the aim of restoring, preserving and promoting the physical and mental condition of patients, as well as their social condition, wherever damage, injury or disease has hindered their daily abilities.

The Department trains students so that they may be able:

- to offer their Physiotherapy skills in public or private hospitals or institutions;
- to offer their services to the family or the community of patients or people with disabilities;
• to play a significant role in promoting health, prosperity and treatment through educational and consulting services;
• to train patients ergonomically, so they may be able to control the load on their joints during daily activities;
• to contribute in educating healthcare workers, so that they may have better posture and minimise energy consumption;
• to provide advice and training to patients, so that they may become self-sufficient.

The Physiotherapy Department also teaches students:
• to respect patient autonomy;
• to work in strict confidence;
• to provide adequate information to patients regarding their mobility disabilities, so that they may consent to the proposed rehabilitation method;
• to understand the research process, fully respecting the rights of the researchers and authors whose sources they use;
• to be able to conduct research activities with the aim of advancing the science of Physiotherapy;
• to be prepared to put into physiotherapeutic practice all the new developments of the science.

Research activities and further education through postgraduates studies are also very significant aims. These are also priorities in the political development of the Department, irrespective of the institutional framework each time, mainly because they constitute the highest level of education in the field of Physiotherapy.

According to the World Confederation for Physical Therapy (WCPT), “Physiotherapy provid[es] services to people and populations to develop, maintain and restore maximum movement and functional ability throughout the life-span. Physiotherapy includes the provision of services in circumstances where movement and function are threatened by the process of ageing or that of injury or disease. Full and functional movement are at the heart of what it means to be healthy.”

Physiotherapy forms part of the health sciences. The Department’s objectives are not just educational and it does not just have a responsibility towards its students. Its aims and objectives include the health of future patients, which provides the Department with a further sense of responsibility.

The Department aims at providing top-quality healthcare services to patients, and this may be achieved through working together with other healthcare professions, such as Medicine and Nursing. Thus the academic community views Physiotherapy as an integral part of all the professions that place people at the forefront.

2.3.1. What are the aims and objectives of the Department according to the Government Gazette pertaining to its establishment?

Studies in Physiotherapy come under the Technological Sector of higher education (4 TEI Departments: Athens, Thessaloniki, Lamia and Aigio). The Sector has a specific mission and content of studies, as stipulated by the Science of Physiotherapy object of study. Specifically, Paragraph 5 of Ministerial Decision 65145/E5 (Government Gazette/FEK 915/14.07.2006, Vol. B, Annex 12-10) mentions the following:

The Physiotherapy Department’s content of studies covers the Science of Physiotherapy object of study, with the aim of preventing, improving and restoring pathologic conditions (congenital and acquired), as well as injuries that cause disorders to the skeletal, muscular, nervous, respiratory and cardiovascular systems.

The Physiotherapy Department’s mission is to promote, develop and spread knowledge in the fields of the Technology and Science of Physiotherapy, with appropriate theoretical learning, wider lab practice and internships, and technical and applied research, so as to provide students with the necessary means which will ensure their comprehensive education with regard to their prospective scientific and professional career and development.

The Department’s graduates, upon concluding their studies, will have gained the necessary knowledge, so as to be adequately able to evaluate a patient in terms of Physiotherapy, and to select, organise and safely perform the appropriate physiotherapeutic activities for each case.

It is a fact that to an extent, the TEI departments have common aims and objectives, as stipulated in the founding law (Law 1404/83) for TEIs, as well as any subsequent amendments. Therefore, this legislation must be mentioned and examined.

Pursuant to Article 1, Paragraph 2 of Law 1404/83, the Technological Educational Institutes (TEIs) clearly differ from Universities (AEIs) in terms of the role and direction of both the institutes and their graduates, as well as in terms of their degrees. Specifically, their mission is:

a) to provide theoretical and practical education, which will be fully adequate in implementing scientific, technical, artistic and other knowledge and skills to the profession;

b) to contribute in creating responsible citizens, capable of contributing to the economic, social and cultural development of the country in terms of democratic planning;

c) to establish the right to free education for all Greek citizens, depending on their inclinations and in accordance with the relevant laws.

Pursuant to Article 1, Paragraph 3 of Law 1404/83, within the context of their mission, TEIs must:

a) contribute to the vocational guidance of both their students and the younger generation in general;

b) foster a two-way relationship with the production units and the organised economic sectors of their region;

c) work together or with other educational or technological institutes, bodies or agencies, both in Greece and abroad, in order to fulfil their mission;

d) serve the need for the ongoing training of their graduates and the continuous education of the Greek people;

e) brief the public on the progress of fulfilling their objectives;

f) adjust their objectives to those of the Universities, in accordance with Law 1268/1982, in the joint effort towards the autonomous economic development of the country;

g) participate in research projects pertaining to technologically applied issues.

Pursuant to Article 1, Paragraphs 1&2 of Law 2916/01, as amended by Article 2, Paragraph 1 of Law 3404/2007, as regards the mission of higher-education institutes, and as stipulated in Article 1 of Law 1268/1982 (Government Gazette/FEK 87, Vol. A) and correspondingly in Article 1 of Law 1404/83 (Government Gazette/FEK 173a), the following are in force:

b) Technological sector institutes focus on training students in high-quality applications. As a result, through their theoretical and applied scientific training, they will:

   aa) constitute a link between knowledge and application, applying a scientific and artistic perspective to their respective professional fields;
bb) transfer, use and promote modern technology, as well as methods and techniques, into the field of applications.

In this context, technological institutes combine the establishment of solid theoretical foundations with high-quality lab practice and internships, while at the same time, they conduct applied and technological research, as specified in each case, and introduce technical know-how and innovations in the respective professional fields.

Pursuant to Article 2 of Law 3549/2008, the role of Greek Universities (AEIs), which now include the TEIs, was redefined, while in accordance with Article 1 of the same Law, the mission of Universities was also redefined. Pursuant to this latter article, higher education is offered by Universities and their mission is:

a) to broaden and spread knowledge through teaching and research, and to cultivate arts and culture;

b) to contribute in shaping responsible citizens, capable of fulfilling the needs of all fields of human activities through scientific, professional and cultural adequacy, while respecting the universal values of justice, freedom, democracy and solidarity;

c) to address the social, cultural, educational and growing needs of society, focusing on the principles of sustainable development and social cohesion;

d) to create the necessary conditions for seeking and spreading new knowledge, as well as producing new researchers, through seeking affiliations with other Universities and research bodies both in Greece and abroad, and to participate in evaluating knowledge and human resources for the prosperity of the country and the international community;

e) to contribute in consolidating gender equality and equality before the law for men and women.

To fulfil their mission, Universities ought to ensure and improve in every appropriate way the qualities of services they offer and to make public all their activities in the most transparent manner.

2.3.2. How does the Department’s academic community perceive the aims and objectives of the Department?

The members of the Department’s academic community participate in formulating the Department’s policy through established working relationships, as well as frequent contact with and participation in the Department’s affairs, while they are active participants in fulfilling the Department’s objectives and solving its problems.

The Department’s academic community believes in a dynamic and constantly evolving curriculum that functions collectively and under a specific framework of principles, as defined by the Department’s General Meeting.

The shortfall in academic features imposed by the Department’s institutional framework must be counterbalanced through:

- high-level studies;
- courses, such as research methodology and dissertations, which reinforce research activities;
- specialisations through affiliations with foreign institutions;
- participation of members in virtually all scientific meetings in Greece as well as participation of representatives in scientific meetings abroad;
- affiliations with Physiotherapy institutional bodies (e.g. Greek Association of Physiotherapists), offering them scientific assistance and documentation, as required;
- affiliations with healthcare agencies, where it will train students, but will also obtain information to resolve scientific issues.
2.3.3. Is there a deviation between the officially stipulated objectives (as outlined in its founding FEK) and those that the Department believes it should be currently pursuing?

There is no deviation between the officially stipulated objectives of the Department and those that the Department believes it should be currently pursuing. However, due to the frequent amendments to the institutional framework and the non-finalisation of the relevant legislation, there is confusion with regard to the TEIs’ mission after their incorporation within the Universities. The mission of TEIs as Universities and the extent to which said mission differs from other higher-education institutes, and specifically the Universities, have not been fully clarified.

Settling this confusion is of vital importance for the Physiotherapy Department, since it is dealing with the science of Physiotherapy in higher education, when there is no relevant university department with the same object of study and until recently, the legislation did not allow further specialisation through postgraduate studies within the Department. It should also be noted that even currently, the legislation does not allow basic research or the awarding of PhDs.

Consequently, the deviation lies in the extent to which a Greek Department may practice a science when it is considered a higher-education institute, but it does not enjoy ample academic features.

2.3.4. Are the objectives that the Department is currently pursuing being fulfilled? If not, what are the limiting or mitigating factors influencing this effort?

A large part of the Department’s objectives with regard to preparing high-quality professionals to enter the field of Physiotherapy are being fulfilled through a contemporary and constantly-improving curriculum.

However, the objectives with regard to creating new knowledge in the field of Physiotherapy and consequently, improving the health of the Greek population, are not being met, since there are no postgraduate and doctoral programmes running within the Department, while research activities are left to the discretion and good will of the teaching staff, without any institutional or financial support from the part of the Greek state.

2.3.5. Do you consider that there is any need to review the officially stipulated objectives (as outlined in its founding FEK) of the Department?

Ample academic features must be assigned to the Department, so that it may function as a truly higher-education department, which deals with a specific scientific domain.

2.4. Department Administration

2.4.1. Which institutional committees operate within the Department?

a) **Internship Committee**, which is responsible for addressing internship issues, such as placing students in hospitals, finding new internship positions and monitoring students during their internship;

b) **Dissertation Committee**, which is responsible for assigning dissertation topics to students, preparing the dissertation examination schedule, etc;

c) **Ethics Committee**, which is responsible for monitoring the ethical perspective of the research projects running within the Physiotherapy Department.
With the aim of achieving its objectives, the Department has undertaken many initiatives for
organising and improving the Department, such as forming an Ethics Committee, which
satisfies the needs of its research efforts. Specifically, the results of this evaluation initiative
are outlined in the following scientific publication (Annex 12-11):

1. Poulis I., Billi E., Kapreli E. & Sakellari V., “Ethics Committee within the
   Lamia TEI Department of Physiotherapy”, *Physiotherapy* 10 (4): 230-235,
   2007

2.4.2. What are the internal regulations (e.g. internal regulation for running the
Postgraduate Curriculum) of the Department?

The general organisational structure of the Department is defined by the legislation
governing TEIs, and specifically Law 1404/83. Additionally, the Internal Regulation Guide
for the Lamia TEI (Ministerial Decision 137582/E5/2005, FEK 1770/2005) (see Annex 12-
12) stipulates the procedures provided for by the legislation, while the Department’s General
Meeting is responsible for any other issues that may arise and are not mentioned in it.

The object of studies is outlined in the Lamia TEI Studies Regulation (Ministerial Decision
83054/E5/2005, FEK 1258/2005) (see Annex 12-13) and in the Department’s approved
curriculum, while the Department’s General Meeting is responsible for any other issues that
may arise and are not mentioned in it.

Specifically, by decision of the General Meeting, the Department has introduced the
following regulations, in the form of internal circulars, with the aim of describing and better
defining issues that are not adequately specified in the relevant legislation:

5. Ethics Committee Regulation Guide (Annex 12-18.)

2.4.3. Is the Department divided into Sectors? Which ones? Does this structure
correspond to the Department’s current understanding of its mission?

The Department consists of two sectors, the Special Courses Sector and the General Courses
Sector:

- Special Courses Sector, 7 teaching staff members
- General Courses Sector, 3 teaching staff members

This structure arose from the founding Presidential Decree for the Department, whereby
during its first stage of operation, every TEI must adopt this form. Consequently, the courses
are divided into those that provide general knowledge (Anatomy, Physiology, etc), which
from the foundation for following specialised courses, and those that provide specialised
knowledge in Physiotherapy (Kinesiotherapy, Special Mobility Techniques, etc), which lead
to practicing the profession.

As the Department is constantly aiming at growing and being further staffed, it must amend
its subdivisions in accordance with the relevant areas of expertise it studies and teaches,
adjusted to the contemporary scientific approaches in Physiotherapy.

A first approach was to subdivide the Department into three Sectors, with the following
format, which will cover and include the major objects of study of Physiotherapy:

- Musculoskeletal Conditions Sector
- Neurological Conditions Sector
- Cardiovascular & Respiratory Conditions Sector
3. Curriculums

3-I. Undergraduate Curriculum

3-I.1. Correspondence of the Undergraduate Curriculum to the Department’s objectives and the society’s needs

The Undergraduate Curriculum (UC) has been structured in accordance with the European Credit Transfer and Accumulation System (ECTS) and the relevant workload, in an effort to achieve reasonable and countable transfer of knowledge. It also incorporates to a fair extent the Department’s contemporary object of studies, while it has also managed to fulfil the Department’s objectives through continuous specialisation and content interpretation.

The UC includes both General and Special background courses, which assist in offering profound knowledge of the fundamental principles that form the foundation of the Physiotherapy science. Offering specialised courses, along with knowing how to resolve problems and applying knowledge to a professional level (internship) ensure the professional adequacy and autonomy of the Department’s graduates. Specialised courses (such as Exercise Physiology, Special Mobility Techniques, Neuromuscular Re-education Techniques, etc) as well as training in new technical equipment provides the Department’s graduates with access to new activities in restoring health, which constantly keep appearing and developing in Greece.

The UC offers the possibility of sharpening personal skills through practical exercises (both individually and in groups), presentations, simulations of conditions, clinical practice and so on. The participation of the teaching staff is of vital importance, not just for providing academic knowledge, but also for acquiring and developing those skills for a professional career in the field of Physiotherapy. Special attention is paid to scientifically documenting those fundamental skills and providing support to students for further scientific research.

The UC specifies the learning process (lectures, practical exercises, lab practice, clinical practice, visits to and seminars at hospitals and rehabilitation clinics), the examination procedure (assessing whether students have performed adequately) and the practice process (development and practice of skills). The quality of those processes depends on the working relationship among the students, the permanent teaching staff, and rest of the academic and administrative staff. With regard to furthering their studies, the Physiotherapy Department graduates may enrol in related postgraduate programmes both in Greece and abroad, a fact that proves their well-rounded training.

The Department’s current UC ensures that the graduates acquire all the specialised knowledge as well as the necessary skills to pursue a career in practicing all the Physiotherapy fields. This belief is based on the following:

- The UC includes courses which cover new fields and activities in Physiotherapy. Such courses provide the Department’s graduates with the necessary theoretical knowledge and skills to practice the profession in all the sectors of the employment market.
- The implementation of specific educational processes (practical exercises, lab practice, clinical practice) contributes considerably in the effort to acquire knowledge and skills in an efficient manner. At the same time, the graduates gain significant experience during the clinical practice in hospitals and first-level healthcare facilities, which they will then develop when practicing the profession. Having 19-29 weekly teaching hours in each semester is believed to contribute decisively in the active participation of students in the learning process.
3-I.1.1. Are there procedures in place monitoring this correspondence? How effectively are those procedures being implemented?

Even though there is no institutional procedure controlling whether the UC corresponds to the Department’s objectives and the needs of the society, this is gauged through the following:

- the high demand from high-school graduates to enter the Department and the fact all the positions available for new students are covered every year, and with high admission grades;
- the views voiced by the Department’s members through this evaluation, as well as through the unofficial evaluations the Department has already carried out;
- the high percentage of the Department’s graduates who are actually employed in the profession;
- the significant number of graduates who have successfully completed postgraduate and doctoral studies in Greece and abroad;
- the positive comments, albeit oral ones in most cases, from the institutions where the Department’s students carry out their internship;
- the very encouraging comments, albeit oral ones, that the Department’s members receive during their contact with the scientific community (in conferences and meetings) and the professional field of Physiotherapy (professional physiotherapists, doctors, professional associations, bodies, etc).

Nevertheless, a specific procedure controlling whether the UC fulfils the Department’s objectives and the needs of the society has to be established, so that the results are countable and documented.

3-I.1.2. Are there procedures in place for evaluating and reviewing the UC? How effectively are those procedures being implemented?

The Lamia TEI Physiotherapy Department has already amended its UC once in the 12 years of its operation. The amendment of the current UC was completed and submitted to the Technological Education Institute (ITE) in 2001. Subsequently, it started being implemented in the academic year 2002-03. The content of the Department’s studies is specified by Ministerial Decision 65146/E5/29-06-06 (FEK 915/14-07-06). The UC is currently being reviewed as a result of this evaluation, in accordance with the Hellenic Quality Assurance Agency for Higher Education (HQAA). In addition, the current UC was constantly being evaluated (as mentioned), with the simultaneous incorporation of new additions pertaining to the interpretation and specialisation of the programme and the teaching methods.

3-I.1.3. How is the UC made public?

The UC constitutes the main part of the Department’s Undergraduate Prospectus (see Annex 12-19). It is also posted on the Department’s website (www.phys.teilam.gr).

3-I.1.4. Is there an effective procedure in place for monitoring professional development? How are the findings of the procedure being utilised?

A survey was conducted by the Lamia TEI Career Services Office on students who graduated between 1999 and 2001. The actual number of graduates was 92, and 61 out of those answered the relevant questionnaire. According to the survey, 63.6% of Department’s graduates were absorbed by the job market, while 11.5% pursued postgraduate studies.

A smaller number of graduates is employed in the public sector compared to the private sector. With regard to the public sector, the largest percentage is absorbed by public hospitals, first-level healthcare clinics and local government agencies. In the private sector, the graduates are mainly self-employed, while a small percentage is absorbed by large private hospitals and physiotherapy clinics. The results of this survey are listed in Table 3-a.
Table 3-a: Working status and postgraduate studies of graduates

<table>
<thead>
<tr>
<th>Working Status of Graduates</th>
<th>Frequency</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>35</td>
<td>57.4</td>
</tr>
<tr>
<td>Self-employed</td>
<td>16</td>
<td>26.2</td>
</tr>
<tr>
<td>Unemployed</td>
<td>5</td>
<td>8.2</td>
</tr>
<tr>
<td>Inactive</td>
<td>5</td>
<td>8.2</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Postgraduate Studies</th>
<th>Frequency</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (Greece)</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Yes (abroad)</td>
<td>5</td>
<td>8.2</td>
</tr>
<tr>
<td>No</td>
<td>54</td>
<td>88.5</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>100</td>
</tr>
</tbody>
</table>

Of course, it should be noted that there are no specific procedures monitoring the professional placement of graduates, how easy or not it is for them to find employment and the relationship between the knowledge acquired at undergraduate level and how this is applied in the employment sector.

A Guide to the Physiotherapy Profession was compiled and published (see Annex 12-20) as part of the Operational Programme Education and Primary Vocational Training (EPEAEK II), Lamia TEI Career Services Office. This Guide includes all the relevant information on education, postgraduate studies and employment opportunities (employment fields, rights and obligations of Physiotherapy graduates from all Greek TEIs). The Guide also contains the Physiotherapists’ Code of Conduct.

3-I.2. Structure, cohesion and effectiveness of the Undergraduate Curriculum

According to the Physiotherapy Department’s approved content of studies, the methodology used in physiotherapeutic evaluation is the cornerstone of a sound UC. This methodology includes recording the patient’s subjective findings and objective problems, and evaluating all the clinical findings collected to design a rehabilitation programme.

Based on this, the UC is divided into the following course categories:

- General Background Courses (GBC),
- Special Background Courses (SBC),
- Specialisation Courses (SC)
- Economy, Administration, Law and Humanities Courses (EALH).

The General Background Courses (Anatomy, Physiology, Pathology, Neurophysiology, Orthopaedics, Neurology and Surgery) form part of the fundamental knowledge that a physiotherapist, as well as any other member of the healthcare profession, needs. The Special Background Courses (Ethics, Biomechanics/Ergonomics, Physiotherapy of the Respiratory System, Special Mobility Techniques, Neuromuscular Re-education Methods & Techniques, Exercise Physiology, etc) provide knowledge on objects of study that will form the foundation for the development of the specialised knowledge offered by the Specialisation Courses.

The Specialisation Courses (Massage, Kinesiology, Natural Means, Kinesiotherapy, Physiotherapy of the Circulatory System, Physiotherapy in Neurological Conditions, Physiotherapy of the Musculoskeletal System, etc) are closely connected to the Special Background Courses, and provide contemporary and specialised knowledge, rendering physiotherapists capable of making decisions concerning the health of patients. Additionally, the Economy, Administration, Law and Humanities Courses, combined with the elective courses, offer the knowledge necessary for all higher-education graduates.

The UC includes a total of 40 courses in 7 teaching semesters. Each course counts for 3 to 10 teaching credits (TCs) out of a total of 210 TCs. The total number of teaching hours per week for the 7 teaching semester is 173. The 8th semester includes the internship (15 TCs) and the dissertation (15 TCs). In total, the UC carries 240 TCs.
Out of the courses that have to completed in the 8 semesters, 10 are General Background Courses (GBC), 10 are Special Background Courses (SBC), 18 are Specialisation Courses (SC) and 4 are Economy, Administration, Law and Humanities Courses (EALH). All these courses (40 in total) are compulsory.

The corresponding percentages for each category out of the 40 courses, as well as the percentages corresponding to the teaching credits (TCs), the teaching hours per week (THW) and the workload (WL) are listed in Table 3-b.

**Table 3-b: Percentages of course categories**

<table>
<thead>
<tr>
<th>Courses</th>
<th>GBC</th>
<th>SBC</th>
<th>SC</th>
<th>EALH</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCs</td>
<td>55</td>
<td>46</td>
<td>97</td>
<td>12</td>
<td>210</td>
</tr>
<tr>
<td>THW</td>
<td>39</td>
<td>35</td>
<td>91</td>
<td>8</td>
<td>173</td>
</tr>
<tr>
<td>WL</td>
<td>100</td>
<td>77</td>
<td>157</td>
<td>24</td>
<td>358</td>
</tr>
</tbody>
</table>

3-I.2.1. What is the proportion of the core/specialisation/direction courses over the total number of courses?

There are 20 core courses (GBC & SBC), making up 50% of the total number of courses, and there are 16 core courses (SC), making up 40% of the total number of courses, while there are no direction courses.

3-I.2.2. How many elective courses are offered?

The UC includes 14 elective courses, and students must successfully complete 7 of those to earn a degree. The elective courses for the academic year 2007-08 are listed in Table 3-c. The grades from elective subjects are not calculated into the final grade appearing on the degree, while they correspond to 21 TCs.

**Table 3-c: Physiotherapy Department Elective Courses for the Academic Year 2007-08**

<table>
<thead>
<tr>
<th>- Introduction to Computer Systems</th>
<th>- Dietary Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Introduction to Software</td>
<td>- Epidemiology</td>
</tr>
<tr>
<td>- IT and Society</td>
<td>- Entrepreneurship in Physiotherapy</td>
</tr>
<tr>
<td>- Microbiology</td>
<td>- English I</td>
</tr>
<tr>
<td>- Paediatrics</td>
<td>- English II</td>
</tr>
<tr>
<td>- Pharmacology</td>
<td>- English III</td>
</tr>
<tr>
<td>- Psychiatry</td>
<td>- English IV</td>
</tr>
</tbody>
</table>

3-I.2.3. What is the proportion of compulsory courses/compulsory elective courses/elective courses over the total number of courses?

All the UC courses are compulsory, while the possibility of choice is only offered for elective courses. It should be noted that there are no directions in the UC.

3-I.2.4. What is the proportion of background courses, scientific courses, general knowledge courses and skill-development courses over the total number of courses?

The specific percentages are listed in Table 3-d.
Table 3-d: Percentages of course categories of the UC

<table>
<thead>
<tr>
<th>Courses</th>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background</td>
<td>GBC</td>
<td>10</td>
<td>25 %</td>
</tr>
<tr>
<td>Scientific</td>
<td>SBC</td>
<td>10</td>
<td>25 %</td>
</tr>
<tr>
<td>General Knowledge</td>
<td>EALH</td>
<td>4</td>
<td>10 %</td>
</tr>
<tr>
<td>Skill Development</td>
<td>SC</td>
<td>16</td>
<td>40 %</td>
</tr>
</tbody>
</table>

3-I.2.5. How are the hours distributed between theoretical courses, practical exercises, labs and other activities?

According to the UC and the Lamia TEI Studies Regulation, each semester may include both theoretical and lab courses. Courses that include both theory and lab are known as combination courses, as a separate grade is required for both the theoretical and the lab part. The practical exercise forms part of the theoretical courses.

The proportion of theoretical teaching hours over the total number of weekly teaching hours for all courses and for all semesters is 32.20% (57/177 hours), the proportion of practical exercises hours is 22.60% (40/177 hours) and the proportion of lab hours is 45.20% (80/177 hours). It is also noted that the lab teaching hours are compulsory, while according to the Lamia TEI Studies Regulation, the percentage of absences allowed per semester is 20% of the teaching weeks.

3-I.2.6. How is the course material organised and structured? Is there overlap of material between courses? Are there any gaps in the material? Is the amount of material in each subject reasonable? Are there procedures in place for re-evaluating, revising and updating the material?

The structure of the material for each course is specified in the detailed curriculum and is determined by the instructors, who hold frequent working meetings for this purpose. By Department decision, the efforts are coordinated by the Sector Supervisor, the Semester Supervisor and the Supervisor of each course.

While the UC does not allow overlap of material between courses (a 5% overlap has been forecasted and is deemed necessary for facilitating the learning process), it has become evident from the students’ responses that there is great overlap in some courses (e.g. Clinical Practice I, II & III). These courses, however, deal with the study of clinical cases, a fact that differentiates the way Physiotherapy is approached.

It is a common assertion that the UC needs to be improved both in terms of the time sequence of courses and in terms of the distribution of the material taught. The distribution of the individual courses per semester and the distribution of material per course should be improved so that

- there is no overlap of material between subjects and semesters;
- it is academically more reasonable and students may be able to absorb the material taught better.

Along with the Studies Regulation, which allows students to draw up individual study programmes, it should also be ensured that the material is taught properly, so as to facilitate the students in understanding it.

With regard to the educational methods, due to the clinical object of the Department, they have to be further specialised, so that students may become better accustomed to the theory, lab practice and practical exercises for each individual object of study.
Figure 3.1 depicts the students’ responses to Question 3 of the questionnaire, whereby they expressed their overall view regarding the extent to which the material taught was well-structured, for all the courses of both semesters. According to the findings, 63% of students were satisfied with the way the material was structured.

**Figure 3.1**

![Bar chart showing student responses to Question 3](image)

Figure 3.2 depicts the students’ responses to Question 10 of the questionnaire, whereby they expressed their overall view regarding the difficulty level of each course based on the academic year, for all the courses of both semesters. According to the findings, 86% of the students were satisfied with the difficulty level of each course with regard to the year.

**Figure 3.2**

![Bar chart showing student responses to Question 10](image)

Figure 3.3 depicts the students’ responses to Question 27 of the questionnaire, whereby they expressed their overall view regarding the difficulty level of each lab course, for all the courses of both semesters. According to the findings, 90% of the students were satisfied with the difficulty level of each lab course with regard to its year.

**Figure 3.3**

![Bar chart showing student responses to Question 27](image)
3-I.2.7. Is a system of prerequisite courses being implemented? How effective is it? What proportion of the courses is incorporated in this system?

The notion of prerequisite courses has been adopted by the Department. It is believed that this assists in the Department’s operation and the proper assimilation of knowledge by the students. Therefore, some courses are taught in sequence, demonstrating that the knowledge acquired in one course constitutes a necessary condition for successfully following the next course. In these cases, the first course is considered a prerequisite of the second course, while the second is considered dependent. Students are not allowed to enrol in a dependent course if they have not successfully passed its prerequisite. Table 3-e outlines the relationships between prerequisite and dependent courses.

Table 3-e: Relationships between prerequisite and dependent courses

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Dependent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathology</td>
<td>Physiotherapy of the Respiratory System</td>
</tr>
<tr>
<td>Physiotherapy of the Respiratory System</td>
<td>Clinical Practice I</td>
</tr>
<tr>
<td>Orthopaedics</td>
<td>Physiotherapy of the Musculoskeletal System I</td>
</tr>
<tr>
<td>Physiotherapy of the Musculoskeletal System I</td>
<td>Clinical Practice II</td>
</tr>
<tr>
<td>Neurology</td>
<td>Physiotherapy of the Musculoskeletal Conditions II</td>
</tr>
<tr>
<td>Physiotherapy of the Musculoskeletal Conditions II</td>
<td>Clinical Practice III</td>
</tr>
<tr>
<td>Neurophysiology</td>
<td>Methods of Neuromuscular Re-education</td>
</tr>
<tr>
<td>Biomechanics-Ergonomics</td>
<td>Special Mobility Techniques</td>
</tr>
<tr>
<td>Special Mobility Techniques</td>
<td>Physiotherapeutic Evaluation</td>
</tr>
<tr>
<td>Physiology</td>
<td>Physiotherapy of the Circulatory System</td>
</tr>
</tbody>
</table>

Table 3-e shows that 20 of the Department’s courses are prerequisite/dependent, making up 50% of the total courses of the UC.

To participate in the internship, students must have successfully completed 16 specialisation courses (40% of the total courses), as shown in Table 3-f.

Table 3-f: Prerequisite specialisation courses for internship

| - Massage Techniques                | - Kinesiology I and II                        |
| - Natural Means-Electrotherapy I & II | - Kinesiotherapy                            |
| - Special Physical Education        | - Physiotherapeutic Evaluation              |
| - Physiotherapy of Neurological Conditions I | - Physiotherapy by Age                  |
| - Physiotherapy of the Musculoskeletal System II | - Clinical Practice I, II & III |
| - Sports Physiotherapy              | - Physiotherapy of the Circulatory System  |
However, due to some limitations of the Institute's Studies Regulation, the notion of the prerequisite courses cannot always be carried out reasonably. This results in many students selecting courses which in practice require knowledge acquired from courses of previous semesters or of the same semester. For example, the Clinical Practice I course (lab in hospital) does not have the course Physiotherapy of the Circulatory System (taught in the same semester) as a prerequisite, although the students are called upon to practice on treating heart patients (as mentioned in the Clinical Practice I syllabus), without them having complete knowledge of the circulatory system.

The Department’s UC and courses structure are outlined in Tables 11-5.1, 11-5.2.a, 11-5.2.b and 11-5.3.

Figure 3.4 depicts the students’ responses to Question 8 of the questionnaire, whereby they expressed their overall view regarding the need for prerequisite courses, for all the courses of both semesters. According to the findings, 82% of the students consider those courses necessary.

![Figure 3.4](image)

Figure 3.5 depicts the students’ responses to Question 9 of the questionnaire, whereby they expressed their overall view regarding the use of knowledge from/connection to other courses, for all the courses of both semesters. According to the findings, 83% of the students consider that there is a connection between knowledge acquired from one course with other courses.

![Figure 3.5](image)
3-I.2.8. How many courses are offered from other curriculums and how many are offered to other curriculums? Which courses are those?

The elective prerequisite courses that the Physiotherapy Department students follow belong to the UCs of the Lamia TEI Nursing Department and Computer Science Department. The Nursing Department is co-housed with the Physiotherapy Department, while the Computer Science Department is located in an adjoining building of the TEI. These courses are listed in Table 3-c.

3-I.2.9. Which foreign languages are taught in the Department? Are the relevant courses compulsory?

There is only one compulsory foreign language course, Foreign Language-Terminology, taught in the 5th semester. The English I and English II courses are elective in the 1st and 2nd semester respectively.

3-I.3 Examination Procedure

3-I.3.1. Are there multiple (types and times) assessment methods in place for students? Which are they?

The main assessment method for the theoretical part of all courses are written final exams. There is also interim assessment for the theoretical part of nearly all courses, either in the form of a written exam, or in the form of a written individual or group assignment. The choice is up to the instructors, who are required to report it in writing to their Sector at the beginning of each semester. For theoretical courses, the interim assessment counts for 40% of the grade and the final exam for 60% of the grade (Article 13, Paragraph 2 of the Lamia TEI Studies Regulation). Students must participate in the interim assessment if they want to participate in the final exam. For the lab part of all courses, students are assessed orally in the relevant lab at the end of each semester, during the week specified by the Lamia TEI as the lab assessment week.

Exams are carried out in accordance with Articles 15 and 16 of the Lamia TEI Studies Regulation and the Internal Regulation (Ministerial Decision 83054/E5/08-09-2005, FEK 1258). In special cases where students cannot sit for written exams (e.g. dyslectic students), the written exam is substituted by an oral exam.

The topics of the final written exams for all the courses are posted through the Lamia TEI e-class service, so that they may be readily available to students. The Special Courses Sector is responsible for posting the topics at the end of each exam period, as soon as the examiner for each course hands a copy of the topics used for the students’ assessment to the Special Courses Sector Supervisor, in accordance with Article 16, Paragraph 15a of the Lamia TEI Internal Regulation.

The assessment method (oral or written) is in the form of analytical essay writing or multiple choice, whereby the knowledge of each student is assessed. Particular emphasis is placed in assessing the students’ critical thought, and their ability to observe, compose, evaluate and make the necessary decisions for each patient. There is also focus on assessing students using specific examples of patients, real and hypothetical.

The assessment of students through individual or group written assignments is quite significant in training students to seek bibliography and to analyse their critical thought, while it is considered very important for the Department’s learning process.
Figure 3.6 depicts the students’ responses to Question 13 of the questionnaire, whereby they expressed their overall view regarding the timely delivery of the assignment topics, for all the courses of both semesters. According to the findings, 86% of the students declared satisfied.

**Figure 3.6**

![Diagram showing student responses to Question 13](image)

Figure 3.7 depicts the students’ responses to Question 14 of the questionnaire, whereby they expressed their overall view as to whether the deadlines for the assignments were satisfactory, for all the courses of both semesters. According to the findings, 84% of the students declared satisfied.

**Figure 3.7**

![Diagram showing student responses to Question 14](image)

Figure 3.8 depicts the students’ responses to Question 16 of the questionnaire, whereby they expressed their overall view as to whether the instructor provided satisfactory guidance when they prepared the assignments, for all the courses of both semesters. According to the findings, 82% of the students declared satisfied with the instructors’ guidance.

**Figure 3.8**

![Diagram showing student responses to Question 16](image)
Figure 3.8 depicts the students’ responses to Question 16 of the questionnaire, whereby they expressed their overall view as to whether the instructor offered constructive comments to the assignment, for all the courses of both semesters. According to the findings, 83% of the students declared satisfied with the instructors’ comments.

Figure 3.9

Figure 3.9 depicts the students’ responses to Question 17 of the questionnaire, whereby they expressed their overall view as to whether the instructor offered constructive comments to the assignment, for all the courses of both semesters. According to the findings, 83% of the students declared satisfied with the instructors’ comments.

Figure 3.10

Figure 3.10 depicts the students’ responses to Question 18 of the questionnaire, whereby they expressed their overall view regarding the possibility of improving the assignments for all the courses of both semesters. According to the findings, 74% of the students mentioned that there could be such a possibility.
3-I.3.2. How is transparency ensured during the students’ assessment process?

The transparency and meritocracy of the assessment process is ensured through the invigilation of students during the exam, the announcement of the results, the possibility of students having access to their exam papers (if requested) and the possibility of discussing any objections regarding their grade with the instructor. In some cases, a three-member committee may assess an exam (Article 14, Law 3549/07).

The Lamia TEI Studies Regulation ensures the transparency of the students’ assessment in Article 16, Paragraph 14, whereby “In the case of four consecutive fails in as many exam periods, the student may petition to the Department asking that the written exam of the following exam period be assessed by a relevantly-qualified three-member committee, in which the instructor who selected the topics will also participate as a member.”

The transparency of oral exams is ensured through the implementation of Article 15, Paragraph 4 of the Lamia TEI Internal Regulation, whereby in the case of oral exams, a second relevantly-qualified examiner is appointed by the Sector Supervisor, and the exam takes place with the students in groups.

Figure 3.11 depicts the students’ responses to Question 12 of the questionnaire, whereby they expressed their overall view regarding the transparency of the assessment criteria, for all the courses of both semesters. According to the findings, 82% of the students declared satisfied.

3-I.3.3. Is there an evaluation process in place for the examination procedure and what is it?

Upon conclusion of the examination procedure, the assessment topics per object of study are collected and evaluated by the Course Sector. The topics are then codified and are made public, since they are part of the Topics Databank, as stipulated in the Studies Regulation. This procedure, in conjunction with the students’ success rates per course, which are recorded and annotated, form part of the examination procedure’s evaluation process.

It should be noted that the organised evaluation of the Department with this report will significantly improve the examination procedure.

3-I.3.4. How transparent is the process of assigning and assessing the dissertations?

The dissertation is prepared during the 8th semester. As already mentioned, the successful completion of the specialisation courses is a necessary prerequisite. The dissertation counts for 15 teaching credits. Mainly the members of the teaching staff, but also scientific and lab associates, are the ones who propose and monitor the preparation of the dissertations. There
is also a Dissertation Guide (see Annex 12-14) available to fully update to students and to ensure the transparency of the procedure for assigning and assessing the dissertations. The Guide also includes all the procedures and specifications for preparing the dissertations, as well as the assessment criteria. It is believed that the use of the Dissertation Guide ensures the high quality of dissertations, as it contains the exact specifications for submitting an excellent dissertation.

There is also a special three-member Dissertation Committee appointed to ensure the transparency of the procedure for assigning and assessing the dissertations. The Committee’s obligations are outlined in detail in the Department’s Dissertation Guide.

At the beginning of the semester, the students who will be preparing dissertations will have to submit an application to the Dissertation Committee, expressing their interest in one or more areas that they would like to study, as well as the type of dissertation they want to write (e.g. lab-based study, journal review, clinical case study).

The Committee receives all the applications and, after processing them, it assigns the supervision of each student to members of the teaching staff. Each member of the teaching staff can only supervise up to three students per semester. In the event that the applicants exceed the number of those that the members of the teaching staff can supervise, the supervision is assigned to scientific and lab associates. The Dissertation Committee posts the names of the supervisors on a notice board, and afterwards, the students have to come into contact with the supervisors to decide on the title and the type of dissertation. Then, within a specified timeframe set by the Committee, the students are required to submit an abstract of the topic agreed upon with the supervisor.

The Committee then submits the list containing the names of the supervising instructors and the topics of the dissertations to the Sector Council for approval. Once the list has been approved, it is posted on a notice board. This ensures the transparency of the procedure for assigning the dissertations.

The dissertations are assessed by a three-member committee. The supervising instructor is one of the members of the assessment committee. The committee is appointed by the Department’s three-member Dissertation Committee three time each academic year (October, February, May), once the students have submitted their applications.

To ensure that the students are fully updated, the three-member committees for all the applicants are posted on a notice board, as soon as the applications have been submitted (three times per year). The assessment process for the three periods takes place in the School of Health & Welfare Professions auditorium, based on a weekly schedule. This ensures the transparency of the procedure for assigning and assessing dissertations. Lastly, the presentation of the dissertations is open to all the Department members (as audience) on the day of the assessment. Students present their work and the audience may pose questions, while a discussion also follows. It is believed that this assists in the rest of the students gaining broader knowledge and receiving new scientific stimuli.

To receive their degrees, students must submit their dissertations (hard-bound and accompanied by a digital copy) to the Department Secretariat, who will then submit it to the Lamia TEI library.

3-I.3.5. Are there specific quality standards for the dissertations? What are they?

The Dissertation Guide (see Annex 12-14) includes all the procedures and specifications for preparing the dissertations, as well as the assessment criteria. It is believed that the use of the Dissertation Guide ensures the high quality of dissertations, as it contains the exact specifications for submitting an excellent dissertation and satisfies the Department’s requirements in the best possible way.
3-I.4. International outreach of the Undergraduate Curriculum

3-I.4.1. Do foreign instructors teach in the Department? To what percentage?

It is a small percentage and it mainly relates to lectures delivered by visiting professors from foreign institutes, with the aim of establishing working relationships or fostering already existing ones.

3-I.4.2. Is there participation of foreign students (in absolute numbers and percentages)?

In the last five years, the average number of foreign students who attended the course and followed the UC in Greek was 51 (8.4%), while the average number of foreign students who followed part of the UC in English, mainly through the Erasmus programme, was 10 (1.6%). Table 3-g lists in detail the percentages of foreign students for the last five years.

Table 3-g: Percentages of foreign attendances

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total No. of Students</th>
<th>No. of Foreign Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>605</td>
<td>58</td>
<td>9.5 %</td>
</tr>
<tr>
<td>2003-04</td>
<td>554</td>
<td>33</td>
<td>5.9 %</td>
</tr>
<tr>
<td>2004-05</td>
<td>624</td>
<td>45</td>
<td>7.2 %</td>
</tr>
<tr>
<td>2005-06</td>
<td>623</td>
<td>55</td>
<td>8.8 %</td>
</tr>
<tr>
<td>2006-07</td>
<td>605</td>
<td>66</td>
<td>10.9 %</td>
</tr>
<tr>
<td>Average</td>
<td>602</td>
<td>51.4</td>
<td>8.5 %</td>
</tr>
</tbody>
</table>

3-I.4.3. How many and which courses are (also) taught in a foreign language?

None of the Department’s courses are taught in a foreign language. However, for the purposes of the Erasmus programme, and on a personal level for incoming students, English courses, mainly the ones relating to the Clinical Practice, may be held.

3-I.4.4. In how many international undergraduate educational programmes (e.g. Erasmus, Leonardo, Tempus, Alpha) does the Department participate? Which ones?

The Department participates in the Erasmus & Leonardo da Vinci programmes.

3-I.4.5. Are there bilateral agreements with foreign institutes or bodies? What are those?

The Department has signed bilateral agreements with 7 European Institutes for the Erasmus mobility, as follows:

- UNIVERSITA DEGLI STUDI DI FIRENZE, Italy, 29134-IC-1-IT-1-ERASMUS-EUC-1, http://www.unifi.it
3-I.4.6. Are there international distinctions for the UC? Which ones?

No, there are not.

3-I.4.7. Is the European Credit Transfer and Accumulation System (ECTS) being implemented?

Yes, the European Credit Transfer and Accumulation System (ECTS) is being implemented with excellent results and particular objectivity, which has also been acknowledged by the students, as demonstrated by their responses.

Figure 3.12 depicts the students’ responses to Question 11 of the questionnaire, whereby they expressed their overall view regarding the number of teaching credits in relation to the workload for all the courses of both semesters. According to the findings, 82% of the students believe that there is a harmonious relationship between workload and teaching credits.

Figure 3.12

![Student Responses to Question 11](image)

Figure 3.13 depicts the students’ responses to Question 35 of the questionnaire, and shows the average study times, for all the courses of both semesters. According to the findings, 60% of the students study 2-6 hours on average for each course.

Figure 3.13

![Student Responses to Question 35](image)
Figure 3.14 depicts the students’ responses to Question 35 of the questionnaire, in combination with the attendance times and the teaching credits (ECTS), for all the courses of both semesters. According to the Figure, there seems to be an harmonious relationship between teaching credits and workload. Further analysis, though, is not possible, as the responses were given by all the students, and not just those who passed and, therefore, are able evaluate the requirements of each course overall. In addition, many students responded to Question 35 not based on how many hours they dedicated to studying for the specific course, but how many hours in total they studied for the courses they were enrolled in. As a result, safe conclusions cannot be drawn.

3-I.4.8. Are brochures on the implementation of the ECTS distributed to the students?

The Department’s Undergraduate Prospectus, which is distributed to all the students and has also been posted on the Department’s website, includes information on the ECTS. Additionally, the Lamia TEI has other brochures and holds annual one-day seminars catering for students.

3-I.5. Student Internships

3-I.5.1. Does the concept of student internship exist? Are student internships compulsory for all students?

According to the founding law for TEIs (Law 1404/83), the student internship forms part of the educational process and, consequently, is an integral part of the students’ studies. The internship is compulsory and takes place during the 8th semester, upon completion of the specialisation courses. The internships take place in institutional postings of the public sector, following the relevant planning by the Department’s Internship Committee. It is a paid, six-month internship, necessary for students to be awarded their degrees, and it is supervised by the members of the Department’s teaching staff, as required by the law. There are two cycles, either beginning on 1st April or on 1st October, annually.

The internship is not considered a course per se, with the familiar form of theory or lab practice, and it counts for 15 teaching credits. It is assessed qualitatively and constitutes a significant component for the overall education of students.
3-I.5.2. If the internship is not compulsory, what proportion of students selects it? How are students motivated?

The internship is compulsory.

3-I.5.3. How are students motivated in the case when the internship is compulsory?

It has been proven in practice that the best way to encourage students in participating in internships is to receive feedback from past students who have already completed theirs. These students inform the new ones of the knowledge that they will gain, as well as the opportunities they may be presented with for their future careers. For that reason, the Department always make sure that it invites past students, especially during briefing seminars, with the aim of them sharing the experiences they gained from their internships.

3-I.5.4. How has the Department’s student internship been organised? What is its duration? Is there a relevant internal regulation?

To assist in the smooth implementation of the concept, a special Internship Committee has been formed within the Department. The Committee is made up of three (3) members of the teaching staff and two (2) students. After each student has submitted an application, at a specified time prior to the commencement of each cycle, the Internship Committee assigns the place of internship and a supervisor. The Committee is responsible for finding an internship placement for every student, compiling the list of students placements and the respective supervisors, and addressing any problems or issues that may arise during the internships. In the beginning of each cycle, it submits the list of student placements to the Sector Council for approval. The internship runs for six calendar months. Although there is no internal regulation, the implementation of the current provisions, along with the decisions of the Internship Committee, form part of the Internship Regulation.

3-I.5.5. What are the main difficulties faced by the Department in organising the student internships?

The main difficulties in organising the student internships are the few permanent posts for students in the public sector. Combined with the increased demand for employment from graduates and other Greek physiotherapy departments, this makes it difficult to find vacant positions and place students in public hospitals and institutions.

3-I.5.6. What skills of applied knowledge is the internship aiming at? How satisfactory are the results? How successful are the students in familiarising themselves with the place where the internship is carried out?

The internship aims at applying the knowledge the students have gained and at familiarising them with the situations they will encounter as professionals. The content of the internship is mentioned in the Physiotherapy evaluation (YASO) of patients, which includes the object of study of the courses included in the Lamia TEI Physiotherapy Department UC. The learning tools include studying bibliography-articles and implementing methods and techniques, after the physiotherapeutic evaluation of the patient. The Internship Committee examines the premises and the conditions of the internship.

The students’ desire to carry out their internship, as well as their unhindered acceptance by Greek hospitals and institutions, demonstrate that the whole process bears satisfactory results.
3-I.5.7. Is the internship’s subject matter linked to the preparation of the dissertation?

It is not always possible to connect the internship to the object of the dissertation, although major effort is expended in this area on the part of the Department. The reasons that may hinder this process is the great number of students in relation to the existing teaching staff, and the distance between the place of internship and the Department’s facilities.

3-I.5.8. Are future employment opportunities created for graduates through the internship?

Because the internships take place in public hospitals and institutions, there are no future employment opportunities created for the graduates, since the vacant permanent positions are filled through the Greek Supreme Council for Personnel Selection (ASEP).

3-I.5.9. Is there a network link between the Department and social, cultural or productive bodies, with the aim of carrying out internships?

The Department has a long list of institutions where internship positions have been officially established, and it also has direct contact with the competent officials of these bodies, as it communicates with them throughout the academic year, with the aim of placing students, monitoring them and eventually establishing the successful completion of their internship.

3-I.5.10. What initiatives does the Department undertake in order to create employment opportunities for the students (on a local, national and European level)?

The EPEAEK programme offers the opportunity to contact and visit new institutions (private hospitals) with the aim of finding new employment opportunities. The members of the teaching staff have visited these bodies and have discussed with the competent employees (physiotherapists and administrative staff) the conditions of a working relationship with the Department, as well as the working conditions (premises, schedules, etc) of interns. Additionally, the Department has submitted an application for the creation of new positions, while the official establishment of Department laboratories will provide the opportunity to students for internships within the Department, under the strict supervision of the teaching staff.

3-I.5.11. Is there close contact between the Department’s instructors/supervisors and the representatives of the institutions where the internships take place?

The contact between the teaching staff, the supervisors and the representatives of the institutions is not always satisfactory due to the small number of teaching staff members and the large number of students who are carrying out their internships in various hospitals throughout the country.

Furthermore, there is neither time for the teaching staff members to travel nor are their expenses covered. Some members may possibly communicate with the students or the supervisors over the phone, but this process is neither official nor is it recorded.

3-I.5.12. Are there specific conditions and requirements for an affiliation between the Department and the institution where the internship is taking place? What are those?

There are conditions and requirements, and specifically, the institution must have an officially established internship position and employ a qualified physiotherapist, who will undertake to supervise the student.
3-I.5.13. How are the interns monitored and supported?

The students are monitored by a member of the institute where the internship is taking place and who has been assigned to do so. Said member records absences, the work carried out and the performance of the student in the Internship book.

The supervision of students by members of the teaching staff presents problems and cannot be deemed satisfactory. The objective weakness in implementing the concept lies in the inadequate supervision due to the small number of teaching staff members, their limited available time and the lack of funding for this purpose. Inadequate supervision carries the risk of degrading the concept of internship. The smooth integration and familiarisation of students with the institution where the internship is taking place, the degree of participation in practicing the profession and the successful integration of students in their first working environment are not fully documented. Subsequently, not only there is no support for interns, but there is also the risk of disdaining an important tool of the educational process, which is an essential component of technological education.

When the Department participated in the subsidised programme EPEAEK, Internships for Higher-Education Students, it was possible for the participating interns to be supervised by teaching staff members. In this case, the supervising instructor had the opportunity to assess the students’ development, evaluate the premises and the working conditions, and resolve any issues arising between the institution and the student.

3-II. Postgraduate Curriculum

There are no postgraduate curriculums, as the possibility of TEIs offering independent postgraduate curriculums has not been enacted by law.
4. Teaching

4.1. Efficiency of teaching staff

4.1.1. Is there a process in place for students to evaluate the teaching staff. How is this implemented?

During the academic year 2007/2008, the Department carried out an evaluation process, whereby the students evaluated the teaching staff for each course separately by filling out relevant questionnaires, in accordance with the HQAA guidelines. The questionnaires were collected in accordance with the procedure outlined in Annex 12-3. A voluntary internal evaluation was conducted prior to 2007 and those results have been made public, as mentioned in paragraph 1.2. Additionally, individual members of the teaching staff have distributed relevant questionnaires for their personal self-evaluation (e.g. During the academic year 2006/2007, the instructor teaching the course Physiotherapy of the Circulatory System conducted an evaluation of her teaching procedure in the context of a dissertation/research study on the topic “The contribution of interim evaluation in improving the performance of students”. The relevant results are unpublished, but are available at the Lamia TEI library).

Figure 4.1 depicts the students’ responses to Question 20 of the questionnaire, and shows their overall view concerning the ability of the instructors to organise the material of each course, for all the courses of both semesters. According to the findings, 84% of the students declared satisfied.

![Figure 4.1](image)

Figure 4.2 depicts the students’ responses to Question 21 of the questionnaire, and shows their overall view concerning the ability of the instructors to stimulate the interest of students on the course content, for all the courses of both semesters. According to the findings, 80% of the students declared satisfied.
Figure 4.3 depicts the students’ responses to Question 22 of the questionnaire, and shows their overall view concerning the ability of the instructors to analyse and present the concepts being taught, for all the courses of both semesters. According to the findings, 84% of the students declared satisfied.

4.1.2. How is the feedback from the instructors’ evaluation by the students utilised?

The feedback is utilised as follows:

a) The instructors are notified of the students’ evaluation and views during a one-day meeting. They also receive copies containing the results of the answered questionnaires for the course they teach, as well as the overall results for all the courses of the UC. It is then recommended that they study the results, perform a self-evaluation and use the results to improve their teaching skills.

b) During the preparation of the Internal Evaluation Report, regular teaching staff meetings were held, as well as Department general meetings, where the evaluations given by the students were discussed and analysed.

c) The results arising from the questionnaires were processed and incorporated in the annual evaluation report.

d) The results obtained from the questionnaires collected during the academic year 2007/2008 produced useful conclusions regarding student attendance.
It would be more efficient if the evaluation results were obtained electronically, with the students filling out online questionnaires and the data being collated via special software. This will essentially constitute a major step forward in the prompt and effortless application of the feedback, while at the same time ensuring the greatest possible participation of students in the evaluation process, thus contributing in forming the most complete overview of educational quality.

4.1.3. **What is the average weekly teaching workload for the Department’s academic staff?**

The Department’s academic staff is made up of 2 Professors, 1 Associate Professor, 1 Assistant Professor and 6 Lab Instructors, who teach 10, 12, 14 or 16 hours weekly. One Professor has full exemption from teaching since he serves as Dean of the Institute. One Associate Professor and one Assistant Professor have a 50% exemption from teaching as they also hold administrative positions (Chairwoman of the School of Health & Welfare Professions and Supervisor of the Physiotherapy Department respectively). One Lab Instructor did not teach during the academic year as he was on leave. Therefore, collectively, the amount of weekly teaching hours is 103 (1x10 + 1x6 + 1x7 + 5x16). The average weekly teaching workload, in accordance with the Department’s teaching staff ranks, is 13.9 hours per week, as per the following equation:

\[
\frac{(2 \text{ Profs} \times 10) + (1 \text{ Ass'te Prof} \times 12) + (1 \text{ Ass'ant Prof} \times 14) + (6 \text{ Lab Instruct.} \times 16)}{10} = 13.9
\]

4.1.4. **How many members of the academic staff teach in the Postgraduate curriculum?**

There is no postgraduate curriculum, as it has not been enacted by law.

4.1.5. **Does the Department offer official scholarships/teaching awards?**

There are no official scholarships/awards offered by the Department as there are no available funds, while such initiatives have not been enacted by law. Scholarships and awards are given by the Greek State Scholarships Foundation (IKY).

4.1.6. **Do the Department’s postgraduate students assist in teaching and to what percentage?**

There is no postgraduate curriculum for the reasons that have already been mentioned.
4.2. Quality and efficiency of the teaching process

4.2.1. What specific teaching methods are used?

The courses of the UC are distinguished in theoretical and combination (theory and lab). Out of the 40 courses taught in the Physiotherapy Department, 27 (67.5%) are combination, so they combine both lectures and lab practice. The remaining 13 courses (32.5%) are theoretical, consisting only of lectures (Table 11-5.1).

The tools used in theoretical courses are mainly PowerPoint presentations through projectors, or slides through overhead projectors. In the theoretical portion of the Clinical Practice I, II and III courses, as well as other courses, special emphasis is placed on the presentation of actual case studies, with the aim of understanding the practical application of the concepts being studied and facilitating clinical reasoning.

Moreover, the theoretical portion of courses is complemented with lectures and practical exercises, with the primary aim being to solve exercises and apply theoretical concepts in actual cases. Finally, especially with regard to the Clinical Practice courses, the teaching process is complemented with lectures given by distinguished scientists who have been invited by the instructors. So students are given the opportunity to be briefed on the latest scientific developments and the latest clinical practices.

In the lab portion of the courses, emphasis is placed on teaching specialised knowledge and practical applications concerning clinical physiotherapy. The presentations include slides, PowerPoint and videos, depending on the facilities available in each lab.

Figure 4.4 depicts the students’ responses to Question 4 of the questionnaire, and shows their overall view concerning the educational material used, for all the courses of both semesters. According to the findings, 81% of the students declared satisfied.

Figure 4.4

![Student Responses to Question 4](image)

Figure 4.5 depicts the students’ responses to Question 19 of the questionnaire, and shows their overall view as to whether the assignments assist in understanding the course content, for all the courses of both semesters. According to the findings, 81% of the students believe that the assignments are useful.

Figure 4.5
Figure 4.5

![Student Responses to Question 19](image)

Figure 4.6 depicts the students’ responses to Question 29 of the questionnaire, and shows their overall view as to whether the main principles of the lab exercises are explained adequately, for all the courses of both semesters. According to the findings, 84% of the students declared satisfied.

Figure 4.6

![Student Responses to Question 29](image)

4.2.2. **Is there a process in place for updating the course content and the teaching methods?**

As part of updating the content of many of the courses, the Department has started using e-class learning practices at the Lamia TEI, so the material is readily available to students. Table 11.5-1 lists those UC courses, as well as their respective websites. Through this process, students may retrieve information regarding the content of lectures, course content updates, messages from the instructor of the course, scientific bibliography, links, related websites, and so on. The responsibility for updating each course mainly belongs to the instructor teaching it and the Courses Sector.

With regard to updating the teaching methods, discussions are held annually on introducing new teaching methods (e.g. practical exercises, assessment criteria, etc).
4.2.3. What are the students’ participation rates in the exams?

These rates may be calculated for each course individually in each examination period, but with great difficulty, however, due to the absence of appropriate software and the fact that there are two examination periods per semester. Table 11-5.2.a lists the collective results for the theoretical courses of the last 5 academic years (2002-2007), while Table 11-5.2 lists the corresponding results for the lab courses. Based on the data extracted from these tables, the students’ participation rate in the exams for the theoretical courses is 55.6% on average, while the corresponding rate for lab courses is 76.2%. Table 4-a below lists the collective exam participation rates per semester (for both theoretical and lab courses) for the last 5 academic years (2002-2007).

Table 4-a: Students’ participation rates in the exams

<table>
<thead>
<tr>
<th>Semester</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate for theoretical courses</td>
<td>52</td>
<td>60</td>
<td>60</td>
<td>55</td>
<td>54</td>
<td>52</td>
<td>57</td>
</tr>
<tr>
<td>Rate for lab courses</td>
<td>70</td>
<td>74</td>
<td>82</td>
<td>77</td>
<td>77</td>
<td>80</td>
<td>73</td>
</tr>
</tbody>
</table>

The participation rates for lab courses are higher, given that these courses are compulsory and failure in those exams will result in delaying the completion of studies, as well as accumulating added expenses for the students’ families. For these reasons, students place greater emphasis on those.

Figure 4.7 depicts the students’ responses to Question 31 of the questionnaire, and shows their overall view regarding how often they attend lectures, for all the courses of both semesters. According to the findings, 85% of the students fulfil their commitments satisfactorily.

![Figure 4.7](image)

Figure 4.8 depicts the students’ responses to Question 34 of the questionnaire, and shows their overall view on how they study the material, for all the courses of both semesters. According to the findings, 79% of the students believe that the way they study is satisfactory.
4.2.4. What are the students’ success rates in the exams?

These rates may be calculated for each course individually in each examination period, but with great difficulty, however, due to the absence of appropriate software and the fact that there are two examination periods per semester. Table 11-5.2.a lists the collective results for the theoretical courses of the last 5 academic years (2002-2007), while Table 11-5.2 lists the corresponding results for the lab courses. Based on the data extracted from these tables, the students’ success rate in the exams for the theoretical courses is 53.2% on average, while the corresponding rate for lab courses is 75.5%. Table 4-b below lists the collective exam success rates per semester (for both theoretical and lab courses) for the last 5 academic years (2002-2007).

<table>
<thead>
<tr>
<th>Table 4-b: Students’ success rates in the exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
</tr>
<tr>
<td>Rate for theoretical courses</td>
</tr>
<tr>
<td>Rate for lab courses</td>
</tr>
</tbody>
</table>

The success rates for lab courses are higher, given the nature of these courses as well as the emphasis placed on those by students due to the reasons mentioned above. The higher success rates in the later semesters are justified by the large number of students who pool in the earlier semesters and have trouble with assimilating the material. As the semesters progress, the students realise the need to complete their studies within a reasonable timeframe.

4.2.5. What is the degree grade point average (GPA)?

Table 11-6.1 outlines the grade distribution and the degree grade point average (GPA) of the Department’s graduates for the academic years 2001/02 to 2005/06. It can be observed that in the academic years 2001/02 and 2002/03, 55-66% of the Department’s graduates had a GPA between 7.0 and 8.4 (out of a scale of 10), while after 2003, the same percentage of graduates had a GPA between 6.0 and 6.9. This may possibly be due to the change in the Department’s curriculum. In general, as shown in Table 11-6.1, it may be concluded that the Department’s grading scale allows for the more competent and notable students to be distinguished due to the high grades they may receive. On average, the degree grade for all the graduates and for all the aforementioned academic years is 7.0. This grade is considered satisfactory and telling of the UC’s level of difficulty and the enrolled students.
4.2.6. What is the average duration of studies before obtaining a degree?

Table 11-6.2 lists the number of the Department's graduates in relation to the duration of their studies. It may be observed that from 2001 to 2005, only a small number of graduates (at a rate of 20%, with a 2% continuous drop) receive their degrees within the normal duration of studies for the Department (4 years). About 30% receive their degrees in 5 years, while another 15% receive their degrees within 6 years.

It is, therefore, evident that the number of students who have not graduated increases every year, while approximately all students will have graduated within 4 years over the normal duration of studies.

4.3. Structure and implementation of the teaching process

4.3.1. How are students informed of the course content in the beginning of each semester?

According to the responses provided by the instructors in the questionnaires concerning the individual courses they teach, the students are informed of the course content in the beginning of each semester as follows:

1. through a relevant announcement on the course’s website,
2. through the printed undergraduate prospectus,
3. by announcing the course content in class during in the first few classes of the semester,
4. with a notice posted on a relevant notice board.

It would have been more useful if there was a more standard way of presenting the course content (e.g. uploading it on each course’s website during the first week of each semester), so as to assist the students.

4.3.2. Are the learning objectives and the expected results for each course outlined?

The learning objectives and the expected results are outlined in the detailed curriculum, which has been approved and is being taught.

According to the responses provided by the instructors in the questionnaires concerning the courses they teach, they outline the learning objectives and the expected results of their courses:

- either in the first few lectures,
- or through the course’s website.

It should be noted that in the responses provided by the students to a relevant question in the questionnaires distributed to them, the majority of them had marked the boxes “Good” or “Very Good” regarding the clarity of the course’s teaching objectives.

Figure 4.9 depicts the students’ responses to Question 1 of the questionnaire, and shows their overall view as to how clear the objectives of each course are, for all the courses of both semesters. According to the findings, 87% of the students have a good understanding of the courses’ objectives.
4.3.3. **Is there a method in place for gauging whether the learning objectives for each course have been fulfilled?**

There is no central or standard method for gauging whether the learning objectives for each course have been fulfilled. Each instructor may perform individual checks (e.g. grade distribution curve for each course) and draw relevant conclusions. Such actions, however, constitute isolated cases and are in no case considered the rule. It is proposed that the Department adopts a central and standard method for gauging whether the learning objectives for each course have been fulfilled.

Figure 4.10 depicts the students’ responses to Question 2 of the questionnaire, and shows their overall view as to whether the material covered meets the course’s objectives, for all the courses of both semesters. According to the findings, 88% of the students declared satisfied.

4.3.4. **To what extent is the course timetable kept?**

The course timetable is strictly kept in the majority of cases. This is because, due to the available timetable and facilities, it is very difficult to substitute missed classes. In the event that a scheduled class (theoretical or lab) has to be postponed, the instructors have to notify the students in writing a week earlier, and also include the date, time and classroom where the substitute class will take place. Additionally, they also have to submit an application to
the Department, requesting a postponement permit and specifying when the class will be substituted.

It should be noted that in the responses provided by the students to a relevant question in the questionnaires distributed to them, the majority had marked the box “Very Good” concerning the fulfilment of the teaching staff’s duties.

Figure 4.11 depicts the students’ responses to Question 24 of the questionnaire, and shows their overall view regarding the extent to which the teaching staff fulfil their duties, for all the courses of both semesters. According to the findings, 88% of the students believe that the teaching staff fulfil their duties.

**Figure 4.11**

![Student Responses to Question 24](image)

4.3.5. **Is the organisation and structure of the course timetable reasonable?**

The Department is open from 8:00 to 18:00, and consequently the teaching hours take place within those times. When drawing up the timetable, care is taken to avoid scheduling too many courses of the same semester on the same day, so as to avoid tiring the students, which may lead them to skip certain classes. Clinical practices are only scheduled in the mornings on the premises of affiliated institutions. It is often difficult to meet these conditions, as the demand for classrooms is in many cases greater than the supply, while the number of labs within the Department is small compared to the lab courses and the number of students per semester.

Given:
- the great number of adjunct associates (lab and scientific) who can teach on specific days and times weekly,
- the great number of students enrolled in the Department,
- the shortage of available classrooms,

it is rather difficult to draw up a reasonable course timetable; however, it is completely necessary to ensure the smooth running of the educational process.

The Department Supervisor is responsible for drawing up the timetable. It is generally admitted that a lot of time and effort are spent in drawing up a satisfactory course timetable, which will also fulfill the curriculum’s objectives, and the students’ and the instructors’ needs, while at the same time coinciding with the operating hours (mornings) of affiliated institutions for the clinical practices.

In order to ensure the efficient operation of the Department and to save space and time, it would have been useful if special software was purchased for drawing up a course timetable suited to the Department’s needs and infrastructure.
4.3.6. **How many (and which) of the fundamental introductory courses are taught by members of the teaching staff belonging to the two highest academic ranks?**

According to Table 11-5.1, the fundamental introductory courses taught by members of the teaching staff belonging to the two highest academic ranks are the following: Physiology, Neurophysiology, Clinical Practice III (theory) and Physiotherapy of the Musculoskeletal System II (theory).

4.3.7. **Which members of the Department’s academic staff teach courses that do no fall within the narrow or broad scope of their field of knowledge?**

Given a) the relatively small number of teaching staff within the Department and b) the careful selection of areas of expertise in fields where there is a shortage of teaching staff, all the Department’s teaching staff members teach courses that fall within the narrow or broad scope of their field of knowledge.

### 4.4. Educational Reference Material

**4.4.1. Types and numbers of reference materials distributed to students**

There is educational reference material for all the courses, mainly in the form of notes and/or textbooks. Unfortunately, on many occasions, due to the lack of appropriate Greek textbooks and the limit of 40 euros per course/textbook set by the Lamia TEI Administration, the instructors often have to propose textbooks that may not always constitute their first choice. It is worth noting, however, that this limit is among the highest compared to other Greek TEIs.

At least one main manual is distributed for each UC course. According to Table 11-5.3, the following types of reference material are distributed by the Department for the courses taught:

<table>
<thead>
<tr>
<th>Type of Reference Material</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook</td>
<td>15</td>
</tr>
<tr>
<td>Notes</td>
<td>17</td>
</tr>
<tr>
<td>Textbook and Notes</td>
<td>6</td>
</tr>
</tbody>
</table>

**4.4.2. Is the reference material updated? How is this procedure implemented?**

The instructors may update the notes pertaining to the course they teach after submitting an application to the Department. Once the application has been approved and the notes have been updated, the instructors will seek new approval by submitting another application with the new notes, which have to be approved during the Department’s General Meeting.

**4.4.3. How and when does the reference material become available?**

In accordance with the legislation in force, the distribution of the reference material is quite a time-consuming and bureaucratic process. With the aim of distributing the material to the students on time, the TEI Council has amended parameters of this process with the aim of expediting it (Lamia TEI Council Proceedings, No. 295/13-03-03 – Annex 12-21). It is generally admitted that the specific decision by the Lamia TEI has greatly expedited the distribution of reference material, to the extent that the students receive their reference material as soon as they have submitted their selected courses. This has mainly been achieved because:
• the Institute satisfies all the necessary conditions for the smooth operation of the Editions Department, which produces nearly all the photocopies of the notes;
• the textbooks for each academic year are approved and delivered during the spring semester of the previous academic year.

It should be noted that the individual delays arising are deemed normal and are due to adverse conditions, such as the shortage of textbooks in publishing houses or the delay in the preparation of the notes due to the recruitment of adjunct instructors in September.

Figure 4.12 depicts the students' responses to Question 5 of the questionnaire, and shows their overall view regarding the extent to which the reference material was distributed on time, for all the courses of both semesters. According to the findings, 80% of the students believe that the material was delivered on time.

**Figure 4.12**

![Bar chart showing student responses to Question 5](image)

4.4.4. What proportion of the material taught is covered by the reference material?

According to Table 11-5.3, the reference material covers over 75% of the material taught.

Figure 4.13 depicts the students' responses to Question 6 of the questionnaire, and shows their overall view regarding the extent to which the main course textbook was deemed satisfactory, for all the courses of both semesters. According to the findings, 76% of the students consider that the textbooks were satisfactory.

**Figure 4.13**

![Bar chart showing student responses to Question 6](image)
Figure 4.14 depicts the students’ responses to Question 28 of the questionnaire, and shows their overall view regarding the extent to which the lab notes were deemed satisfactory, for all the courses of both semesters. According to the findings, 74% of the students consider that the notes were satisfactory.

**Figure 4.14**

![Student Responses to Question 28](image)

4.4.5. Are there other bibliographical references provided, apart from the distributed textbooks?

According to Table 11-5.3, extensive bibliography is provided for most of the courses. Moreover, according to the instructors’ responses to the questionnaires concerning the course they teach, they listed the posting of articles on each course's website and library books as ways of providing additional bibliography.

4.5. Available means and infrastructure

4.5.1. Classrooms:

(a) Number and capacity

The Physiotherapy Department classrooms are located on the 1st floor of the Lamia TEI School of Health & Welfare Professions. There are 3 classrooms with a seating capacity of 50-100 each (classrooms 204, 208 and 211). The Nursing Department is co-housed in the same building, sharing a common classroom with the Physiotherapy Department (classroom 201). Additionally, these two Departments share an auditorium with a seating capacity of 150 on the ground floor of the same building.

(b) Adequacy, appropriateness and quality

According to the instructors’ responses to the questionnaires concerning the course they teach (Table 11-5.4), they consider the classrooms appropriate. The classrooms are clean and are aerated after each class. To ensure the safety of the equipment within the classrooms, each instructor receives the key from the building’s caretaker and returns it at the end of class, after aerating the room and ensuring that it is in order.

(c) Extent of usage

According to Table 11-5.2, the total number of weekly teaching hours and practical exercise is 97. These hours are distributed in 3 classrooms. Therefore, the extent of usage of each classroom is 97/3=32.3 hours weekly. This translates to approximately 10.77 per classroom daily. Given that, based on the course timetable, the classrooms may only be used between 8:00 and 18:00, the rest of the hours are taught in the classroom shared with the Nursing Department (201). Consequently, the classrooms are marginally adequate.
(d) Adequacy, appropriateness and quality of auxiliary equipment

Each classroom is equipped with auxiliary means that fully cover the Department’s educational needs. Specifically, each classroom is equipped with a desk, writing board, projection screen, overhead projector, state-of-the-art PC and LCD projector connected to the PC. Two of the classrooms are also equipped with a TV and a video.

4.5.2. Educational labs:

(a) Number and capacity

Seven Physiotherapy Department teaching labs are located on the ground floor of the Lamia TEI School of Health & Welfare Professions (Anatomy-Physiology, Kinesiotherapy, Biomechanics, Cardiorespiratory Diseases, Neuromuscular Rehabilitation, Kinesiology and Natural Means). There are also another two teaching labs, which are shared with the Nursing Department (Computers and Gym). Each lab covers an area of between 50 and 100 square metres.

(b) Adequacy, appropriateness and quality

According to the instructors’ responses to the questionnaires, they consider the teaching labs appropriate and adequate.

(c) Extent of usage

According to Table 11-5.2.b, there is a total of 51 hours of lab classes per week within the School of Health & Welfare Professions building. Another 29 lab hours are spent at the Lamia Hospital, the centres for the elderly (KAPI), the centres for people with disabilities (KEKYKAMEA) and other bodies. These initial 51 hours are converted to 205 when separating the students into groups, with an average of 5 students per group. These hours must be covered by the 7 teaching labs. Consequently, the extent of usage of the labs is 205/7=30 hours weekly, or approximately 6 hours daily. This proves that the labs adequately cover the needs of the Department.

(d) Adequacy, appropriateness and quality of lab equipment

Annex 12-22 contains a list of the lab equipment available at the Department. The equipment is deemed adequate and extensive, given the Greek standards.

(e) Adequacy of storage facilities

The existing storage facilities in the basement of the School of Health & Welfare Professions building are adequate, since they seem to serve the needs of the labs, for the time being.

Figure 4.15 depicts the students’ responses to Question 30 of the questionnaire, and shows their overall view regarding the extent to which the lab equipment is adequate, for all the courses of both semesters. According to the findings, 83% of the students consider that the lab equipment adequate.

Figure 4.15
4.5.3. Are the teaching labs available outside the scheduled timetable?

The labs are used extensively and so they are not available at other times. Two of the labs (Biomechanics and Cardiorespiratory Diseases) contain expensive lab equipment, which is used for research purposes. These labs are only used for relevant lab courses and for the demonstration of the equipment for educational purposes.

4.5.4. Adequacy and quality of the premises and the equipment of the clinics

The Department does not own private labs to use as clinics, as it uses the facilities of the national healthcare system (hospitals, centres for the elderly), which meet the standards set by the Greek healthcare system.

4.5.5. Study halls

The Department does not have study halls.

4.5.6. Administrative/Technical/Research Support

(a) Number and specialty

The Department employs three administrative staff members and the following special technical staff members:

- Two (2) physiotherapists
- One (1) electrician
- One (1) medical lab technician

(b) Adequacy of specialties

The specialties mentioned above are useful for the smooth running of the Department, but the staff is not enough to cover the Department’s needs. With regard to the administrative support in particular, many secretarial tasks are performed by the teaching staff, including drawing up evaluation tables for prospective associates, keeping sector minutes, etc. As for the technical support, the total hours put in by the special technical staff members do not cover the total teaching hours for the Department, while there is no lab support whatsoever for clinical practices and research activities.

4.6. Extent of capitalising on new technologies (IT and communications)

4.6.1. Are new technologies used in class presentations? How?

New technologies are used in class presentations in approximately 2/3 of the courses. The main tools used are PowerPoint presentations and videos, followed by e-class (online class presentations).

4.6.2. Are new technologies used in teaching? How?

According to the instructors’ responses to the questionnaires regarding the courses they teach (Table 11-5.4), new technologies are used in teaching in 29 theoretical courses. No new technologies are used in 4 courses, while there were no responses provided for 7 theoretical courses. The main tools used are PowerPoint presentations and videos.
4.6.3. Are new technologies used in lab courses? How?

According to the instructors’ responses to the questionnaires regarding the courses they teach (Table 11-5.4), new technologies are used in 25 lab courses. No new technologies are used in 4 lab courses, while there were no responses provided for 11 lab courses. The lack of new technologies in lab courses is mainly due to the nature of the labs. The tools used are primarily videos, followed by PowerPoint presentations.

4.6.4. Are new technologies used in student assessment? How?

According to the instructors’ responses to the questionnaires regarding the courses they teach (Table 11-5.4), new technologies are not used in any of the courses for student assessment. This is mainly due to the difficulties associated with organising online exams and the Department’s object of study.

4.6.5. Are new technologies used for communication between students and the teaching staff? How?

According to the instructors’ responses to the questionnaires regarding the courses they teach (Table 11-5.4), new technologies are used for communicating with the students enrolled in 36 courses, while there were no responses provided for 5 courses. This communication mainly consists of emails or electronic access to the courses through the Lamia TEI’s website.

4.6.6. How much has the Department invested in new technologies in the last five years?

The Department’s investments in new technologies for the last five years are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount Invested</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>€ 120,000</td>
</tr>
<tr>
<td>2004</td>
<td>€ 27,000</td>
</tr>
<tr>
<td>2005</td>
<td>€ 4,000</td>
</tr>
<tr>
<td>2006</td>
<td>€ 200,000</td>
</tr>
<tr>
<td>2007</td>
<td>€ 40,000</td>
</tr>
<tr>
<td>Five-year Total</td>
<td>€ 391,000</td>
</tr>
</tbody>
</table>

These amounts mainly derive from the Lamia TEI’s regular budget and public investment programmes, such as EPEAEK (Operational Programme for Education and Initial Vocational Training). The Institute, which has seven departments, assesses the needs of its departments and purchases massive annual supplies. The expenses listed above are in accordance with the Institute’s financial figures and pertain to expenses that have been invoiced. Consequently, the actual supplies are greater than those listed above and generally, 1/7 of those has been spent for the Department.

It should be noted that, taking into account the aforementioned combination, the Department’s object of study and the experience accumulated, the Department’s expenses on new technologies are deemed satisfactory.
4.7. Instructor/student ratio and the working relationship between them

4.7.1. Instructor/student ratio in courses

Table 11-5.2.a shows that an average of 84 students have enrolled in each of the Department’s theoretical courses in the last five years. Since there is one instructor per theoretical course, it can be concluded that the instructor marks approximately 84 (+/- 40%) papers at each examination period. The real number of students per instructor in theoretical courses is approximately 20, since attendance is not compulsory, which results in many students not attending class.

4.7.2. Instructor/student ratio in labs

Lab attendance is compulsory and it is close to 100%. Table 11-5.2.b shows that an average of 50 (+/- 20%) students enrol in each lab course. The number of students per lab courses, for the courses taking place in the School of Health & Welfare Professions, is 20 students per instructor. The courses taking place in hospitals have between 5 (e.g. Intensive Clinic) and 25 students (the majority of clinics).

4.7.3. Do the instructors post contact hours for private meetings with students? Do they keep those hours? Do the students make use of those?

The instructors do post contact hours for private meetings with students. These are posted on notice boards in front of their offices. Some instructors also notify students that they may contact them via email or arrange for a meeting in person. Certain others do not post contact hours, given that in the past, the students never adhered to them.

Figure 4.16 depicts the students’ responses to Question 23 of the questionnaire, and shows their overall view regarding the extent to which the instructors encourage the students to pose questions, for all the courses of both semesters. According to the findings, 82% of the students consider that the instructors’ encouragement is adequate.

Figure 4.16

![Bar Chart](image)

Figure 4.16 depicts the students’ responses to Question 25 of the questionnaire, and shows their overall view regarding the extent to which the instructors are approachable, for all the courses of both semesters. According to the findings, 81% of the students consider that the instructors are approachable.
4.8. Extent of the link between teaching and research

4.8.1. How are the students trained in conducting research?

The Department places particular emphasis on training students in research, and this is covered by the course Research Methodology in Physiotherapy, in the 7th semester. The learning objective is to introduce the students to the methods necessary to study, organise and detect problems that allow for investigative interpretation and resolution. It also offers them the opportunity to organise, conduct and complete their research, draw up their report, and present and publish their research findings.

Additionally, according to the instructors’ responses to the questionnaires regarding the courses they teach, a great number of them claim that there is constant urging and encouragement for students to participate in the research process through optional or compulsory assignments they undertake. However, certain instructors do not urge students to participate in research activities. The Department, though, has to underline its positive stance towards research activities, especially due to the nature of the Science of Physiotherapy.

Moreover, students must be encouraged to publish their dissertations and any other projects they have completed in standard annual Physiotherapy conferences, as well as in Greek and foreign journals.

4.8.2. Are students given the opportunity to participate in research projects?

There are limited opportunities for students to participate in research projects. Only a small number of undergraduate students participate in funded research programmes, and specifically in the following:

4.9. **Affiliations with other educational institutes both in Greece and abroad, and other social bodies**

4.9.1. **Which other Greek educational institutes is the Department affiliated with and how?**

For the purposes of research and development projects, conferences, meetings and educational programmes, the Department is affiliated with other TEI Physiotherapy Departments, the Athens Medical School and the Faculties of Physical Education and Sports Science. Specifically, the affiliation activities include:

- jointly organising the interdepartmental Physiotherapy conference with the other Physiotherapy Departments;
- having members of the Department jointly participate with members of other Departments in electoral bodies, scientific committees in Greek Physiotherapy conferences, project evaluation committees (e.g. EPEAEK and scholarships from the State Scholarships Foundation);
- having members of the Department actively participate in conferences and events organised by other TEI departments, such as the Aigio Department, whereby members of the Lamia TEI Department have formulated proposals regarding its development in two of their conferences;
- jointly publishing research findings with members of other Departments.

4.9.2. **Which foreign educational institutes is the Department affiliated with and how?**

The Department is affiliated with foreign educational institutes through the Erasmus programme, as well as other similar programmes, and specifically:

- UNIVERSITA DEGLI STUDI DI FIRENZE, Italy, 29134-IC-1-IT-1-ERASMUS-EUC-1, [http://www.unifi.it](http://www.unifi.it)

It has also participated in the European Development Plan for Postgraduate Studies in Physiotherapy through distance learning (Institutional Contract No28319-IC-1-99-IE-ERASMUS-CDA-1 European Masters in Physiotherapy), coordinated by University College Dublin (1999-2004), along with the following institutes:

1. University College Dublin – Ireland
2. Haute Ecole Leonardo da Vinci – Belgium
3. Escola Sup. Technological da Saude do Porto – Portugal
4. Linkopings Universitat – Sweden
5. Hogeschool Brabant – The Netherlands

This was a joint venture with foreign educational institutes for student and teaching staff exchanges, and with the aim of establishing a postgraduate curriculum, offering masters and PhDs.
Lastly, the Lamia TEI Physiotherapy is affiliated with the University of Manchester, UK, for a PhD-level postgraduate programme/split-site PhD (2005-present). A relevant Memorandum of Agreement has been signed between the Lamia TEI Physiotherapy Department and the University of Manchester (Annex 12-23).

4.9.3. Are there any other relevant educational affiliations with local, regional or national social bodies?

With the aim of offering clinical training to student, educational affiliations have been developed with the following bodies:

- the Lamia General Hospital clinics (Orthopaedic, Pathology and Surgical);
- the Volos Hospital Orthopaedic Clinic;
- the Municipality of Lamia centre for the elderly (KAPI);
- the Holy Metropolis of Thiotis Rahoutio Ecclesiastical Home for the Elderly;
- the city of Lamia Special Units, in affiliation with the Thiotida Directorate of Primary Education;
- the Lamia Centre for people with disabilities (KEKYKAMEA).

The student’s six-month internship takes place in the following hospitals and institutions:

- General Hospital of Edessa, KAT General Hospital of Athens, Achillopoulou General Hospital of Volos, General Hospital of Katerini, General Hospital of Lamia, University Hospital of Heraklion, AHEPA General Hospital of Thessaloniki, Ippokrati General Hospital of Thessaloniki, Central General Hospital of Thessaloniki, Agios Dimitrios General Hospital of Thessaloniki, 1st IKA Hospital of Thessaloniki, 2nd IKA Hospital of Thessaloniki, Agios Pantaleimon Social Welfare Institute of Thessaloniki, Hellenic Red Cross Hospital, Asklipio General Hospital of Voula, Regional Hospital of Rio, General Hospital of Veroia, Papageorgiou General Hospital of Thessaloniki, Larnaca General Hospital, Agios Andreas General Hospital of Patra, National Institution for the Rehabilitation of Handicapped, Thriassio General Hospital of Elefsina, Sotiria General Hospital of Athens, General Hospital of Serres, General Hospital of Rethymno, General Hospital of Kavala, Kevala Infirmary for Chronic Diseases, General Hospital of Rhodes, General Hospital of Chania, General Hospital of Drama, General Hospital of Ptolemaida, General Hospital of Giannitsa, General Hospital of Kilkis, Papanikolaou General Hospital of Thessaloniki, Regional General Hospital of Nikaia, Agia Sofia Children’s Hospital, Agios Savvas Hospital of Athens, Venizeleio General Hospital of Crete, General Hospital of Sparti, General Hospital of Karditsa, Regional Hospital of Larissa, Gennimatas General Hospital of Athens, Regional Hospital of Ioannina, General Hospital of Chalkida, General Hospital of Amfissa, General Hospital of Argos.

The Department’s scientific work includes activities concerning accident prevention for the elderly, in association with the Greek centres for the elderly (KAPI), as well as epidemiological findings and physiotherapeutic intervention programmes concerning Parkinson’s patients in the Prefecture of Thiotida, in association with the Lamia General Hospital.

As part of the Research Methodology course, talks have been given by guest scientists and Research Methodology experts, while students, in association with various bodies (e.g. KAPI, sports teams, dance groups, etc), have conducted research studies, based on the knowledge acquired from the course.
4.10. **Mobility of teaching staff and students**

4.10.1. **Has the Department implemented a strategic plan concerning the mobility of the academic community members?**

The Department’s is implementing the following plans:

- funding from European programmes, such as Erasmus: the Department’s objective is to have at least 5 incoming and 5 outgoing students, as well as at least 3 incoming and 5 outgoing instructors per semester;
- approval of postgraduate/doctoral programmes: the Department aspires for the smooth running of a postgraduate programme and at least one split-site doctoral programme, and has made major efforts to achieve this, culminating with the agreement between the Department and the University of Manchester;
- approval of research projects: the Department aims at submitting at least 2 formal research proposals per semester (see Chapter 7 of this report – Academic Development Strategy).

4.10.2. **How many and which agreements have been entered into to assist the mobility of teaching staff and/or students?**

The Department has signed bilateral agreements with the following 7 European institutes for the Erasmus programme:

- UNIVERSITA DEGLI STUDI DI FIRENZE, Italy, 29134-IC-1-IT-1-ERASMUS-EUC-1, [http://www.unifi.it](http://www.unifi.it)

4.10.3. **How many members of the Department’s academic staff have visited other institutes for the purposes of academic/research activities in the last five years?**

A total of 6 teaching staff members have visited other institutes for academic/research purposes and the details are listed in Table 11-8. However, further action needs to be taken to improve this number.

4.10.4. **How many members from other institutes’ academic staff have visited the Department for the purposes of academic/research activities in the last five years?**

Over 13 academics have visited the Department for teaching purposes (Table 11-8).
4.10.5. **How many of the Department’s students have visited other institutes for the purposes of academic/research activities in the last five years?**

A total of 10 students have visited other institutes and the details are listed in Table 11-8. However, further action needs to be taken to improve this number.

4.10.6. **How many students from other institutes have visited the Department for the purposes of academic/research activities in the last five years?**

A total of 8 students have visited the Department and the details are listed in Table 11-8. However, further action needs to be taken to improve this number.

4.10.7. **Are there procedures in place to transfer teaching credits for courses completed in other institutes?**

Yes, through the European Credit Transfer System (ECTS).

4.10.8. **How satisfactory is the running and staffing of the Central International/European Programmes Office and their affiliates?**

The European Programmes Office forms part of the Administration’s Public Relations Office. It runs quite smoothly, despite the shortage of staff, but it could be improved.

4.10.9. **What actions does the Department undertake to promote its mobility programmes to the academic community?**

Every semester, the Department organises one-day orientation seminars for first-year students, during which they also briefed on the mobility programmes. Additionally, during the semester, the Department’s academic supervisor may provide relevant information. The mobility of the Physiotherapy Department’s students and teaching staff is one of the highest within the Institute. The Lamia TEI European Programmes Office also organises various update meetings between students and Institute instructors.

4.10.10. **Are events organised for students coming from other institutes?**

Every semester, the Department organises one-day orientation seminars for first-year students, which, however, do not cater exclusively for Erasmus students.

4.10.11. **How are the incoming students assisted?**

They receive a complimentary Meal Card and a Student Pass to purchase reduced-price tickets. Moreover, the European Programmes Office assists them in finding housing and student volunteers assist them in adjusting to the Department life.

4.10.12. **How many courses are taught in a foreign language for foreign incoming students?**

None of the Department’s courses are taught in a foreign language. However, for the purposes of the Erasmus programme, and on a personal level for incoming students, English courses, mainly the ones relating to the Clinical Practice, may be held.
4.10.13. Does the Department and/or the Institute offer additional financial support to the students or members of the academic staff who participate in mobility programmes?

These costs are covered by the Erasmus programmes, and by rule, no added financial support is offered.

4.10.14. How is the concept of student and academic staff mobility, as well as the European perspective, promoted within the Department?

Certain instructors, as well as the academic supervisor, frequently discuss the benefits of the Erasmus programme with students individually, as well as during class, while providing information about affiliated institutes. Further action needs to be taken to improve this. Additionally, during Lamia TEI events, members of the academic staff and Institute officials provide relevant information to students, while incoming and outgoing students share their experiences.

It should be noted that the Department has always been a leader in implementing new methods and techniques, as well as in promoting the European perspective, as it immediately adopted the ECTS, the diploma supplement, the internal evaluation, as well as any other actions featured in the European Higher Education Area.

4.10.15. How is the quality (and not just the quantity) of the academic staff’s mobility evaluated?

The teaching programme of each instructor is outlined in the Teaching Assignment Agreement, which is signed by both institutes. In addition, the details and benefits of the teaching staff mobility programme are outlined in the Teaching Staff Form.
5. Research Work

5.1 Promoting research within the Department

5.1.1. Does the Department have a specific research policy? What is it?

The Department has no formal proceedings or documents outlining its research policy. This is because until recently, research was not one of the Department’s institutional objectives. In spite of this, however, the Department does have a specific research policy, which was established when the members of the teaching staff were formulating the Department’s development policy, and which has been introduced due to the teaching staff’s constant efforts to develop and promote the Department. This policy may be summarised as follows:

- actively involving all the members of the teaching staff in research, even the adjunct teaching staff, since the Department evaluates and selects them based on their research experience;
- actively involving all the Department’s labs and the objects of study in research activities;
- involving students in research activities, by introducing relevant courses in the curriculum, and having them undergo training in research activities through their dissertations;
- submitting proposals to enhance and update the lab equipment, taking into account the possibility of using it for research purposes;
- presenting Department research findings in all the scientific events organised in Greece, as well as abroad, particularly in international physiotherapy conferences;
- securing research affiliations with institutes and bodies both in Greece and abroad;
- making every possible effort towards implementing and running a postgraduate programme;
- submitting proposals for grants, with the aim of conducting research.

According to what is mentioned in this report regarding Physiotherapy’s object of study, at this stage, the main objective of the Department’s research policy is not to produce quantitative and qualitative research findings, but to develop research awareness and to transform: a) the Department into a truly higher-education Department, able to produce knowledge in the field of Physiotherapy and b) Physiotherapy into one of the country’s scientific fields.

The recent enactment of laws 3653/2008 (Institutional framework for research and technology and other provisions) and 3685/2008 (Institutional framework for postgraduate studies) by the Greek Parliament will possibly create the necessary conditions to develop the field of research within TEIs.

5.1.2. How is the implementation of the Department’s research policy monitored?

The Collective Bodies are responsible for any actions or initiatives, as well as for monitoring the Department’s policy in general. However, the Department’s General Meeting is primarily responsible for addressing such issues.

The Department’s Collective Bodies assign a member of the teaching staff to carry out the necessary actions for each objective-activity relating to the Department’s research policy. When a relevant procedure is not provided for by the Collective Bodies, then again a member is unofficially assigned by the rest of the teaching staff to take action and to act as their representative.
5.1.3. How are the results of the Department’s research policy made public?

There are collective results published for the Department’s research activities. Those are made public by providing information on the results of each of the objectives mentioned above through:

- the teaching staff’s CVs;
- the Department’s resources (e.g. undergraduate prospectus, the Department’s website, the Archimedes II research programme website);
- the Department’s Collective Bodies;
- announcements of the Department’s achievements in the local media and through national Physiotherapy bodies.

5.1.4. Are incentives provided to the academic community to conduct research? What are those?

The only satisfactory incentives provides are:

- funding from the Lamia TEI to each teaching staff member to participate in one scientific conference in Greece and one scientific conference abroad per year, with the aim of presenting their research projects;
- limited funding, mainly through EPEAEK;
- academic development, which requires completing research work.

5.1.5. How is the academic staff informed about the possibility of receiving funding for research?

The academic staff is informed mainly through announcements made by the Research Committee, which are either posted on the Committee’s website, or are sent via email or by internal mail. Moreover, the staff is informed through scientific and professional Physiotherapy publications, which are either sent to the Department and/or the Institute’s library, or the staff members themselves are subscribers. However, in reality, the academic staff must personally make efforts to find information regarding funding, either through the internet or through update conferences organised by various bodies, such as the General Secretariat of Research and Technology (GSRT) and the EPEAEK.

These processes have to be improved and become more intense, mainly through organising update meetings and conferences within the TEI, focusing on the special needs and features of the Lamia TEI and its departments.

5.1.6. How is the research supported?

The Department has sophisticated, state-of-the-art research equipment and significant sums have been allocated by the CSF and the Lamia TEI to upgrade it, as well as to purchase consumable supplies. Research is also supported through the library resources, the Lamia TEI Council, which provides financial support to present research studies in conferences, and the limited funding for research proposals provided by various programmes (e.g. EPEAEK) through the Research Committee.

Some major problem hindering research support include the shortage of scientific staff; the heavy teaching and administrative workload; the inability to offer PhDs, and by extension the absence of doctoral candidates; and the lack of funding to recruit research assistants.

5.1.7. Does the Department offer research scholarships?

No, there are no officially established research scholarships. The low level of funding available in higher education, and especially in TEIs, combined with the large number of
students and the lack of a legislative framework do not allow for scholarship awards. However, it should be noted that the Greek Association of Physiotherapists and the Hellenic Scientific Physiotherapy Society offer tremendous support in this area, by providing awards each year to the best research projects presented in Greek conferences, especially since a large part of those are conducted within the Department, mainly in the form of dissertations.

5.1.8. **How are the research findings disseminated within the Department?**

There is no formal process for disseminating the research findings within the Department. However, the following take place:

- the teaching staff members print and post announcements that outline the findings relating to some of their research work, or sometimes organise update conferences to present their research findings;
- the published research reports by teaching staff members are distributed to the rest of the faculty, and are posted on the Department’s website, where all the research activities are also outlined;
- upon the assessment of the dissertations, whereby the students present their work to the teaching staff, presentation and public discussion takes place in the School’s auditorium;
- the research findings programmes, such as Archimedes II, are presented during one-day events organised by the Lamia TEI.

5.1.9. **How are the research findings disseminated to the Greek and the international academic and scientific community?**

This is mainly achieved through publications in international journals and participation in Greek and international conferences with scientific reports. The Department supports such initiatives, while the Lamia TEI covers the teaching staff’s travel and accommodation expenses for one Greek and one international conference per year. Moreover, the Department’s teaching staff participate in various mobility programmes (e.g. Socrates, Erasmus), conference-organising committees, and so on. The findings may also be disseminated through this mobility and subsequent contacts, however, this only constitutes partial and not structured dissemination.

A significant factor in this dissemination is the interdepartmental conference among the Greek TEI Physiotherapy Departments, which takes place every two years. The Department’s research efforts are presented through the dissertations.

5.1.10. **How are the research findings disseminated to the local and national social bodies?**

In the same way as they are disseminated internationally. On some occasions, events may be organised by national bodies or the Lamia TEI. However, rarely do faculty members appear on the media.

5.2 **Research programmes and projects conducted within the Department**

5.2.1. **What research projects and activities have been completed or are still underway in the last five years?**

Despite the lack of a structured policy and funding for research, as well as the lack of postgraduate programmes, most teaching staff members have undertaken significant research activity. For the period 2003-2007, a total of 18 research and development projects
have been completed or are underway (see list below), with the coordination or participation of teaching staff members. Given the lack of a structured (institutional) research strategy, this activity is deemed significant, and could be further stimulated with the urging and support of the Institute and the Greek state.

The following list outlines the research and development projects that have been completed in the last five years by members of the Physiotherapy Department’s teaching staff.

A. List of research and development projects during 2002-2007, coordinated by teaching staff members:

2. “Internship of Physiotherapy Department Students”, Education and Initial Vocational Training, EPEAEK II, Sub-project 2 (February 2007-present);
4. “Lamia TEI Strategic & Business Plan”;
5. “Assessment of the TEI’s Educational Activities & Rendered Services (EPEAEK-2nd CSF) and Preparation of the Lamia TEI Self-Evaluation Report”;
6. EPEAEK II Evaluation for the Programme “Archimedes I & II – Supporting the TEI Research Teams”, (2003 & 2004);
7. Department Professor V. Sakellari was largely responsible within the Lamia TEI for establishing the Socrates and Erasmus programmes (February ’01-2005);
8. The same Professor was the Physiotherapy Department’s Coordinator for the Socrates and Erasmus programmes and the School of Health & Welfare Professions’ representative for the Leonardo da Vinci programme (February ’01-present).

B. List of research and development projects where teaching staff members are involved as scientific associates:

1. European Development Plan for Postgraduate Studies in Physiotherapy through distance learning (Institutional Contract No28319-IC-1-99-IE-ERASMUS-CDA-1, European Masters in Physiotherapy);
2. European Development Plan for Postgraduate Studies in Physiotherapy through distance learning (Institutional Contract No28319-IC-1-00-IE-ERASMUS-PROG-1, European Masters in Physiotherapy);
3. Preparation Committee for the European Master in Physiotherapy Programme, funded by Socrates/Erasmus, in partnership with University College Dublin (Ireland), TEI Lamia TEI (Greece), (Portugal), (France) & (Brussels);
4. European Programme, Distance Learning Continuing Professional Education in Motor Disability Assessment for Rehabilitation Workers (Institutional Contract No100533-CP-1-2002-1-IE-MINERVA-M);
6. “Lamia TEI Strategic & Business Plan”;
7. “Assessment of the TEI’s Educational Activities & Rendered Services (EPEAEK-2nd CSF) and Preparation of the Lamia TEI Self-Evaluation Report”;
8. “Expansion of Higher Education – Department of Tourism Management” (EPEAEK-2nd CSF);
10. “Lamia TEI Career Services Office”, EPEAEK II;
11. “Student Internship at Lamia TEI – 3rd Stage”, EPEAEK-3rd CSF;
12. “Supporting Business Ideas through the Lamia TEI Career Services Office”, EPEAEK;
13. “Institute of Lifelong Learning Business Plan Development for the Lamia TEI”;
14. EU Marie Curie Research Training Programme for fMRI, coordinated by Professor P. Van Hecke from the Department of Radiology, University Hospitals Leuven (14 July 2004-13 October 2004).

5.2.2. What proportion of the teaching staff undertake research initiatives?

All the teaching staff and over 35% of the adjunct staff undertake research initiatives. It is very positive that nearly all the teaching staff members are involved in these efforts, which foster the collective spirit, mainly due to the excellent working and academic climate within the Department, and especially among the faculty members.

5.2.3. Do external associates and/or post-doctoral researchers participate in the research projects?

External associates, both from Greece and abroad, participate in most of the projects coordinated by the Department’s teaching staff members. This happened with the Archimedes II programme, as well as with other projects funded by the EU (e.g. European Development Plan for Postgraduate Studies in Physiotherapy through distance learning). Generally, however, due to the small number of research projects undertaken by the Department, the participation of external associates and especially post-doctoral researchers is limited.

5.3 Research Infrastructure

5.3.1. Number and capacity of research labs

There are no officially established research labs within the Department. However, by decision of the Department’s GM, the following seven labs have been established (Minutes 2/24-11-2004):

1) Anatomy-Physiology Lab, with internal office (90m²)
2) Biomechanics Lab, with internal office (70m²)
3) Cardiorespiratory Lab, with internal office (75m²)
4) Neuromuscular Re-education Lab, with internal office (70m²)
5) Kinesiotherapy Lab, with internal office (75m²)
6) Kinesiology Lab (50m²)
7) Natural Means – Electrotherapy Lab (50m²)

Research activities are performed in all of the Department’s labs, depending on the lab’s main usage and the interests of the teaching staff members using it. However, the bulk of research work is conducted in only two labs (total area of 145m²) for reasons that have to do with the smooth running of the teaching and research activities, combined with the need to protect the lab equipment.

5.3.2. Adequacy, appropriateness and quality of the research lab facilities

The quality of the Department’s facilities is quite high. The main factor contributing to this is the fact that the facilities were built fairly recently (the Department moved to the new building in 2002). Consequently, the premises are spacious and of high-quality. However, the existing labs mainly serve the educational needs of the Department’s students.

The research activities of teaching staff members, scientific and lab associates, and the students’ research projects may take place in those areas only when no classes are running.
This creates multiple problems to the unhindered conduct of research, especially when other people outside the TEI participate in it (patients, volunteers, associates, etc). Over the last year, efforts have been made not to have classes in two of the labs containing expensive and sophisticated research equipment, especially courses that do not require the use of the specific equipment. Therefore, there is available time for research, while the equipment is protected. However, this creates many problems to the weekly scheduling of classes, since the rest of the labs have to carry the burden of the lab training, which is very significant due to the nature of the Physiotherapy science.

5.3.3. **Adequacy, appropriateness and quality of the research equipment**

Through the EPEAEK and ERDF development programmes, as well as sums allocated to the Department from the Lamia TEI regular budget, the Department now has the necessary state-of-the-art equipment to adequately cover the needs of the educational curriculum and of research projects, for a broad spectrum of Physiotherapy fields of study (musculoskeletal, neurological, cardiorespiratory problems, biomechanics, etc). A list containing the Department’s lab equipment appears in Annex 12-22.

5.3.4. **Does the available infrastructure cover the research needs?**

As already mentioned, spatially, the research and educational processes co-exist, while the Department’s equipment covers both the educational and the research needs. Although potentially part of the equipment may be used exclusively for research, this is not possible, as there are no areas that are exclusively used for research purposes, nor do funded research projects exist.

Over the last few years, the use of the equipment to conduct doctoral research (in affiliation with the University of Manchester) and dissertations, as well as the full development and use of the teaching staff’s research potential in the future, dictates the need for areas that will be used exclusively for research purposes.

5.3.5. **What research topics are not covered by the available infrastructure?**

There are no specific topics that are not covered, even partly, by the Department’s existing infrastructure and the lab equipment. Certainly, the technological advancements in the area of healthcare, and the multitude of evaluation and therapeutic processes require the constant upgrading of the equipment. It should also be noted that advanced therapy systems and approaches (robotic systems, intelligent systems, virtual reality, etc) require specialised equipment (software), which is not available.

5.3.6. **To what extent is the research infrastructure used?**

As mentioned, the lack of research facilities leads to the more extensive use of the existing facilities. In addition, lab equipment directly associated with the educational curriculum (e.g. natural means, cardiorespiratory function, etc) and the research interests of the academic community tends to be used more extensively compared to equipment which is mainly used for educational purposes (diagnostic ultrasound, electromyography, etc).

5.3.7. **How often is the research infrastructure upgraded? What is the age of the existing equipment and its operational status? Is there any need to update/upgrade it?**

The equipment is upgraded when there is appropriate funding. The development programmes and the policy followed to date by the Lamia TEI provided the Department with the opportunity to upgrade the equipment in all the labs. The age of the existing equipment is between 1 and 10 years and its operational status is mostly very good, since it was purchased recently, seeing that the Department was established just 15 years ago.
5.3.8. How is the supply, maintenance and upgrade of the research infrastructure funded?

The supply, maintenance and upgrade of the research infrastructure is mostly funded through research/development programmes and, to a lesser extent, through sums allocated from the Lamia TEI regular budget. The contribution of the private sector is almost close to zero. Funding is provided by the Institute annually, in accordance with the available credit and the requests submitted by all of the Institute’s departments.

5.4 Scientific publications by the Department’s teaching staff over the last five years

The scientific publications by the Department’s permanent and adjunct teaching staff are outlined in Table 11-9.

The research activity is generally quite low, with an upward trend, though, which is natural due to:

- the Department’s object of study. In Greece, research in the field of Physiotherapy is quite recent, and only in the last five years have published studies by Greek authors started appearing in international journals, since to date, it is not possible to conduct postgraduate and doctoral studies on the object of Physiotherapy in Greek Universities;
- the small number of teaching staff, since they are the ones who undertake research activities and have access to the research equipment.

The majority of publications appear in international database scientific journals (Medline, Web of Science, Scopus, EMBASE, etc).

Annex 12-24 contains a list of the publications by the teaching staff.

5.5 Recognition of the research conducted within the Department by third parties

The citations to scientific publications by the Department’s permanent and adjunct teaching staff are outlined in Table 11-10. Because most of the publications appeared in the last few years, the number of citations and the recognition of the Department’s research activities is relatively limited, which is expected. However, many of the publications in international journals have a high Impact Factor and it is expected that the recognition of the Department’s research work will increase significantly in the next few years, as shown by the upward trend in Table 11-10. According to paragraph 5.4, the recognition of the Department’s teaching staff research work is considered satisfactory.

5.6 Research affiliations of the Department

The Department has had affiliations with other European Physiotherapy Departments to develop a joint European Postgraduate Programme, which has been funded by the EU, while the Department has also signed an agreement with the University of Manchester with the aim of conducting research for the purposes of doctoral studies.
The Department is working closely with the rest of the Greek Physiotherapy Departments and jointly organises the interdepartmental Physiotherapy conference, with the aim of presenting all of the Departments' research activities through the students' dissertations.

Additionally, the Department's teaching staff have developed many research partnerships for the purposes of their research activities, as well as for the research programmes they coordinate or participate in as scientific associates.

5.6.1. Are there active research partnerships and which are they?

(a) With other academic departments of the Institute
Members of the Department’s teaching staff have forged partnerships with members of the Nursing Department (studies as part of dissertations, with publications and reports in conferences)

(b) With Greek institutes and bodies
Members of the Department’s teaching staff have forged partnerships in research projects with members of the following institutes and bodies:
1. Physiotherapy Department, Athens TEI
2. Physiotherapy Department, Patra TEI (Aigio Annex)
3. University of Athens Medical School
4. 401 General Military Hospital of Athens
5. NIMITS Military Hospital of Athens
6. Hellenic Open University
7. General Hospital of Lamia
8. University Hospital of Rio
9. Faculty of Physical Education and Sports Science (TEFAA), University of Athens
10. Faculty of Physical Education and Sports Science (TEFAA), Aristotle University of Thessaloniki
11. Faculty of Physical Education and Sports Science (TEFAA), Aristotle University of Thessaloniki (Serres)
12. Faculty of Physical Education and Sports Science (TEFAA), Democritus University of Thrace

(c) With foreign institutes and bodies
Many of the Department’s teaching staff members have forged partnerships with foreign institutes (Europe, Canada) as part of research projects, the Socrates-Erasmus programmes, submission of proposals, main research (publications) or organisation of international conferences. Some of those members are:

Professor Vasiliki Sakellari
- European Development Plan for Postgraduate Studies in Physiotherapy through distance learning (Institutional Contract No28319-IC-1-99-IE-ERASMUS-CDA-1, European Masters in Physiotherapy), coordinated by University College Dublin (1999-2004), along with the following institutes:
  1. University College Dublin – Ireland
  2. Haute Ecole Leonardo da Vinci – Belgium
  3. Escola Sup. Technological da Saude do Porto – Portugal
  4. Linkopings Universitat – Sweden
  5. Hogeschool Brabant – The Netherlands
- Participation in organising the affiliation between the Lamia TEI Physiotherapy Department and the University of Manchester, UK, for the PhD-level postgraduate programme (1994-present);
- Responsible within the Lamia TEI for establishing the Socrates and Erasmus programmes (February ‘01-2005);
Physiotherapy Department Coordinator for the Socrates and Erasmus programmes and School of Health & Welfare Professions representative for the Leonardo da Vinci programme (February ’01-present)

- UNIVERSITA DEGLI STUDI DI FIRENZE, Italy, 29134-IC-1-IT-1-ERASMUS-EUC-1, http://www.unifi.it

Professor Georgios Gioftsos
- Partnership with the University of Manchester, Faculty of Medicine, Dentistry, Nursing and Pharmacy, UK, at a research and publication level (joint supervisor of doctoral students);
- European Development Plan for Postgraduate Studies in Physiotherapy through distance learning (Institutional Contract No28319-IC-1-99-IE-ERASMUS-CDA-1, European Masters in Physiotherapy), coordinated by University College Dublin (1999-2004), along with the following institutes:
  1. University College Dublin – Ireland
  2. Haute Ecole Leonardo da Vinci – Belgium
  3. Escola Sup. Technological da Saude do Porto – Portugal
  4. Linkopings Universitat – Sweden
  5. Hogeschool Brabant – The Netherlands

Assistant Professor Nikolaos Strimpakos
- Honorary contract as Research Associate from the University of Manchester, Faculty of Medicine, Dentistry, Nursing and Pharmacy, UK, partnership at a research and publication level (joint supervisor of doctoral students);
- Partnership at a research and publication level with the Department of Radiology, University Hospitals Leuven, Belgium.

Assistant Professor Eleni Kapreli
- Partnership with the Department of Radiology, University Hospitals Leuven, Belgium, in the context of the EU Marie Curie Research Training Programme for fMRI, coordinated by Professor P. Van Hecke, as well as for publications;
- Partnership with the University of Manchester, Faculty of Medicine, Dentistry, Nursing and Pharmacy, UK, at a research and publication level (joint supervisor of doctoral students).
5.7 Distinctions & prizes awarded to Department members for research

5.7.1. What prizes and/or distinctions have been awarded to members of the Department’s teaching staff?

(a) on a Department level?
There are no officially established distinctions within the Department.

(b) on an Institute level?
There are no officially established distinctions within the Institute.

(c) on a national level?
- Professor Georgios Gioftsos and Assistant Professor Nikolaos Strimpakos achieved a distinction for their paper “Recording the Reliability of the Electromyogram as a Means for Measuring the Endurance/Fatigue of the Cervical Spine Muscles” as the best research paper at the Greek Association of Physiotherapists convention (2002);
- Lab Associate Savvas Spanos and Lab Instructor Evdokia Billi achieved a distinction for their paper “The Effects of Adhesive Ankle Taping on the Proprioception of the Ankle Joint” as the best research paper at the Hellenic Scientific Physiotherapy Society convention (2003);
- Assistant Professor Eleni Kaprelli, Assistant Professor Nikolaos Strimpakos and Lab Instructor Eleni Kortianou, along with other associates, achieved a distinction for their paper “The Effects of Chronic Neck Pain on Respiratory Function: Clinical Trial with Control Group” as the best research paper at the Hellenic Scientific Physiotherapy Society convention (2007).

(d) on an international level?
There are none.

5.7.2. What honorary titles (honorary doctors, visiting professors, academics, corresponding members of academies, etc) have been awarded to teaching staff members from other institutes?

None have been awarded and this is reasonable, due to the fact that the Department is fairly new and the teaching staff have only served at their posts for a short period of time.

5.8 Student participation in research projects

5.8.1. How many undergraduate students participate in research projects? How many postgraduates and how many doctoral candidates?

Technically, the possibility of undergraduate students (since there are no postgraduates) participating in research projects is limited. When undergraduates start growing familiar with the research process through their dissertations, it is time for them to leave the Institute, as they have completed their studies. Just like the rest of the Greek TEIs, the Lamia TEI does not run independent postgraduate and doctoral programmes. This is a major disadvantage in terms of conducting research.
Teaching staff members from the Physiotherapy Department, in partnership with the University of Manchester, supervise 3 doctoral theses by as many doctoral candidates who are conducting research. In addition, a very small number (10) of undergraduates participate in research work as part of the Archimedes II programme and 17 undergraduates have participated in research projects that have been published by members of the Department’s teaching staff.

For the purposes of **improving the research process, it is deemed extremely important** to legally establish independent postgraduate and, more importantly, doctoral programmes at the Lamia TEI Physiotherapy Department.
6. Contacts with social/cultural/production (SCP) bodies

6.1 Department affiliations with SCP bodies

6.1.1. What affiliations with SCP bodies are underway or have been completed in the last five years?

The affiliations that are underway or have been completed are:

- providing physiotherapeutic care to the General Hospital of Larissa, the Municipality of Lamia centre for the elderly (KAPI) and the Holy Metropolis of Fthiotis Home for the Elderly, through the clinical practice courses and the internships;
- evaluating the ageing population and providing useful tools to healthcare professionals, so as to improve public health, through the Archimedes II programme;
- evaluating patients suffering from Parkinson’s at the General Hospital of Lamia, in the context of a research project;
- drawing up the Code of Ethics for the Greek Association of Physiotherapists.

6.1.2. How many members of the Department’s teaching staff have participated in those?

All the members of the Department’s teaching staff have participated in those, depending on the nature of each activity and the added duties assigned to each member of the teaching staff by the Department’s Council.

6.1.3. How many of the Department’s undergraduate, postgraduate and doctoral students have participated in those?

All of the Department’s students have participated in the activities involving clinical practice and internships.

6.1.4. How are the Department’s scientific affiliations acknowledged and promoted to SCP bodies?

The Department’s scientific affiliations are acknowledged and promoted mainly through the excellent reputation that the Department enjoys and the positive comments often heard in scientific and professional circles. The Metropolitan Bishop of Fthiotida expressed his gratitude in writing for the services offered to the church’s home for the elderly in Lamia, as did the Greek Association of Physiotherapists for the medical opinions offered to them and the scientific documentation of their work. Moreover, the Municipality of Keratsini centre for the elderly (KAPI) expressed its gratitude in writing for the services offered by the Department as part of the Archimedes II programme. It should also be noted that Ms N. Vaxali, member of the Hellenic Scientific Physiotherapy Society, donated an original copy of a Greek mural to the Department for its activities overall.
6.2 Potential to establish affiliations with SCP bodies

6.2.1. Are there mechanisms and processes in place to establish affiliations? In your opinion, how effective are those?

The clinical practice and internship activities are quite effective, as they forge two-way dependency relationships between the Department and the various bodies. Additionally, they bring all parties in direct contact on a permanent basis, thus establishing working relationships.

The institutional support of the Department, mainly through officially established and certified labs, as well as the possibility of establishing links between the Department and various healthcare providers (hospitals), will provide new opportunities and prospects to the specific affiliations.

6.2.2. What is the teaching staff’s attitude towards establishing such affiliations?

There is plenty of interest in working and creating affiliations, mainly due to the nature of the Department’s object of study, but also the positive attitude of the teaching staff, who are all healthcare professionals, dedicated to serving people with healthcare problems, as well as the community in general.

6.2.3. What is the SCP bodies’ attitude towards establishing such affiliations?

They are very open and positive, and they often strive to establish such affiliations when dealing with problems that demand scientific documentation and support. A very typical example is that of the Greek Association of Physiotherapists.

6.2.4. Does the Department run certified labs to provide healthcare services?

No, due to the peculiarities of this field of study, as well as the difficulties encountered with the legislative framework.

6.2.5. Is the Department’s infrastructure (labs) utilised in affiliations with SCP bodies?

To a limited extent, as the necessary conditions are not being met (certified labs), as mentioned in other parts of this report.

6.3 Department activities towards establishing and forging affiliations with SCP bodies

6.3.1. Are the outcomes of the various affiliations announced in special journals or through the media?

Any relevant information is announced, as is the case with all of the Department’s activities. Those announcements are either posted on the Department's website, or are sent to the local media in the form of press releases. Press releases are also sent to Physiotherapy-related scientific and professional bodies, which usually include them in their scientific publications.
6.3.2. **Does the Department organise or participate in events with the aim of briefing SCP bodies on its objectives, object of study and projects?**

The department has participated in events with the aim of briefing SCP bodies, such as:

- the educational exhibition in Cyprus and the trade exhibition in Lamia;
- a member of the Department’s teaching staff has presented the Department’s activities at a meeting organised by the Greek Association of Laboratory Physiotherapists, at an event organised by the Patras TEI in Aigio, at the 1st Development Convention of Fthiotida and at the 3rd Interdepartmental Physiotherapy Convention in Aigio;
- a conference in Lamia, attended by all the Physiotherapy departments, the Greek Association of Physiotherapists and the Greek Association of Laboratory Physiotherapists, where the objectives, object of study and projects of the Department were presented, focusing on the differentiation and distinct features of the Department;
- an update meeting on the premises of the Institute, focusing on professional rights and Presidential Decree 208/2008.

It should be noted that the Department invites representatives of SCP bodies to all the events it organises, while at the same time it keeps them updated with press releases and interviews in the local media. Some typical examples include the conference on the Curriculum Development of a European Master in Physiotherapy, as well as shows on local TV on topics for the elderly, as well as on the Department’s doctoral studies, with Dr. Dawn Skelton and Professor Jackie Oldham as invited guests.

6.3.3. **Is there contact and affiliations with Department graduates who are now members of SCP bodies?**

Within the context of upgrading the Department and employing notable instructors, when evaluating new candidates, the Department pays particular attention to work experience, especially at SCP bodies. As a result, many of the adjunct staff are former members of SCP bodies, the majority of them as physiotherapists, while some of them are also graduates of the Department.

### 6.4 Linking affiliations with SCP bodies to the educational process

6.4.1. **Do educational visits by students to SCP bodies form part of the educational process?**

Yes, as various educational visits are organised, depending on the nature of each course. Generally, though, due to the Department’s object of study, these visits take place at the premises of SCP bodies.

6.4.2. **Are talks/lectures given by members of SCP bodies?**

Members of SCP bodies involved in Physiotherapy-related fields are often invited to give lectures in specific courses. Additionally, members of scientific and professional physiotherapy bodies are invited to brief the students on issues that might concern them regarding their future prospects.

6.4.3. **Are members of SCP bodies employed as instructors?**

Yes, as already mentioned.
6.5 Department contribution to local, regional and national growth

6.5.1. How strong and viable are the existing affiliations?
The existing affiliations that are related to officially established activities, such as clinical practice and internships, are permanent and stable.

6.5.2. Are policy-related affiliation agreements entered into with SCP bodies?
Yes, but only for matters relating to students internships.

6.5.3. Is the Department represented in local and regional bodies, as well as in development institutions?
No, because such activities require TEI representation and not representatives from the Departments individually, while there is also the Department's object of study that hinders such processes. It should be noted, however, that faculty members do serve as TEI representatives in local and regional bodies, as well as in development institutions, so there is relevant experience.

6.5.4. Does the Department actively participate in carrying out local/regional development projects?
No, because such activities require TEI representation and not representatives from the Departments individually, while there is also the Department's object of study that hinders such processes. It should be noted, however, that faculty members do serve as TEI representatives in local and regional bodies, as well as in development institutions, so there is relevant experience.

6.5.5. Is there interaction and/or affiliation between the Department and its environment, especially other related higher education departments?
There is great interaction with other Physiotherapy departments on many levels, such as: curriculum, research activities, and participation in and joint organisation of scientific events.

6.5.6. Does the Department build and maintain relationships with the local and regional community, as well as the local, regional and/or national economic infrastructure?
Due to the Department’s object of study, there are relationships with the aforementioned economic infrastructure.

6.5.7. How does the Department participate in major regional, national and international research and academic networks?
It is a member of the European Network of Physiotherapy in Higher Education.

6.5.8. Does the Department organise and/or participate in organising cultural events catering for the immediate social environment?
Such activities are provided for and carried out centrally, i.e. through the TEI. However, all the Department members actively participate in those, as they are involved in the Institute's administration.
7. Academic Development Strategy

7.1 The Department’s academic development strategy

The Department’s academic development strategy is based on the Department’s mission, as outlined by the State upon its establishment, and on its vision, as conveyed by its people, as follows:

**Department Vision:** A contemporary and competitive educational Department, with European and global recognition, which will practice the science of Physiotherapy in Greece.

Consequently, having as its main objective the development of the country and as its general objectives the ones outlined in its establishment and operational legislative framework, the Department has the following added objectives:

- to provide higher education in central Greece;
- to assist in the economic development of the area where it is situated.

These are achieved through the following strategic objectives, in order:

- **Strategic Objective 1:** Designing a dynamic and evolving curriculum
- **Strategic Objective 2:** Linking education to production
- **Strategic Objective 3:** Employing high-level human resources
- **Strategic Objective 4:** Having specialised infrastructure
- **Strategic Objective 5:** Offering new knowledge – Conducting research
- **Strategic Objective 6:** Offering quality postgraduate studies

**Image 7.a:** Strategic planning of the Department
The aforementioned Strategic Objectives for academic development are further analysed as follows:

**Strategic Objective 1: Designing a dynamic and evolving curriculum**

The Department aims at implementing a dynamic and constantly evolving curriculum, in tune with the development of the science of Physiotherapy, so as to be able to be fully adjusted to the area of healthcare and satisfy the aim of creating specialised professionals. This curriculum must constantly incorporate new knowledge, which the Department ought to produce.

The curriculum must meet the Department’s objectives, and the demands of science and society, while it must also be structured, cohesive and functional. The main features of the curriculum must include the international perspective, the link with production, the countable and assessable transfer of knowledge, and transparency in the assessment of students.

Combining educational processes marked by quality and efficiency with reasonable structure and implementation of the learning process by high-level teaching staff; employing all the latest educational tools and new technologies; while at the same time linking education to research are considered pivotal for the smooth running of the curriculum.

**Strategic Objective 2: Linking education to production**

The educational process must preserve and convey the applied nature of the Physiotherapy science, so as to be able to meet the needs of the society, promote Greek public health and contribute in developing the country.

Every activity of the Department, be it educational or research, must fulfil the needs of production and provide specialised knowledge to students, so that may become competent and contribute in meeting the needs of the country with quality healthcare.

Any problems faced by the production process or its functions must become an object of study and teaching within the Department. The link between education and production, as well as the feedback received, must be achieved through:

- forging partnerships at a research level;
- teaching in work environments;
- participating in all the events/activities of Physiotherapy-related professional and scientific bodies;
- employing teaching staff from professional arenas;
- studying problems arising in the workplace;
- developing new methods and tools, which contribute to promoting clinical physiotherapy.

A main condition for achieving these is linking the Department with relevant Greek and foreign departments, as well as with scientific, research, social and cultural bodies.

**Strategic Objective 3: Employing high-level human resources**

The Department’s human resources (teaching staff, special technical staff, and administrative staff) must cover the needs of the Department, while at the same time meeting the international higher-education standards regarding the number of personnel per students.

In particular, the teaching staff must possess all the necessary attributes to support the Department and to essentially implement its academic strategy. Specifically, it must have:
✓ high-level education and specialisation, so as to meet the Department’s object of study;
✓ long and specialised professional experience, so as to be able to preserve and convey the technical nature of Physiotherapy;
✓ wide research experience and projects, which contribute towards developing the Department’s research activities;
✓ strong personality and excellent communication skills, so as to be able to approach new people and convey knowledge;
✓ good organisational skills and ability to take initiative, so as to contribute in organising and promoting the Department.

**Strategic Objective 4:** Having specialised infrastructure

The Department must have modern and adequate facilities, ensuring the best possible working and educational conditions, and taking into account the international standards regarding the number of personnel and students and the existing building infrastructure.

The Department’s lab and scientific equipment must:

✓ be sophisticated and innovative for Greek standards;
✓ cover all of the Department’s objects of study;
✓ be constantly updated;
✓ be functional and readily available;
✓ meet all of the Department’s needs and cover all of its activities (educational, research and development);
✓ be as economical as possible.

**Strategic Objective 5:** Offering new knowledge – Conducting research

The TEI Physiotherapy departments form part of higher education in this field of study and consequently ought to produce new knowledge, as well as convey the technical know-how necessary in the field of Physiotherapy in Greece.

According to this report concerning Physiotherapy’s academic field of study, the Department’s research policy could not but have as its main objective to produce countable and assessable quantitative and qualitative research findings. These must foster research awareness and transform (a) the Department into a truly higher-education department, capable of producing knowledge in the field of Physiotherapy and (b) Physiotherapy into one of the country’s scientific fields.

Nevertheless, the Department must work towards achieving this objective by following two parallel paths: creating and reinforcing the necessary conditions, as well as undertaking possible research activities and providing results.

With regard to reinforcing the necessary conditions for quality research, the Department focuses on:

- drawing up and submitting proposals to complement its research equipment and infrastructure;
- drawing up and submitting proposals to enrich the Library and to acquire the means necessary for seeking new knowledge;
- attracting employees who have the necessary skills for research activities;
- seeking funding and submitting proposals for funding;
- encouraging all the teaching staff to undertake research activities;
- submitting proposals for the creation of the necessary institutional infrastructure, such as postgraduate curriculum, officially established research labs and officially established links with healthcare providers;
- incorporating research activities in the teaching process, thus involving the students;
establishing affiliations with both Greek and foreign educational institutes, professional and scientific Physiotherapy bodies, and social bodies in general.

With regard to undertaking possible research activities and providing results, the Department focuses on:

- fostering the quest for research and developing its members’ critical thought in every possible way and by employing all available means, thus promoting extroversion, encouraging questioning and leading to the exchange of views and opinions;
- participating in all Physiotherapy-related scientific conferences/meetings in Greece, as well as sending representatives to foreign meetings (e.g. international conventions);
- making public in the most appropriate way all its activities and results;
- studying issues and addressing questions concerning Physiotherapy and the needs of the Greek healthcare system in general;
- using research as an educational tool and as part of the curriculum;
- making use of any means available within the Department (time, money, equipment, etc) for research purposes;
- treating research activity as an evaluation criterion for all of the Department’s activities (e.g. student assessment, evaluation of adjunct staff, etc).

**Strategic Objective 6:** Offering quality postgraduate studies

Postgraduate studies are considered an essential component of any science and of any higher-education institute. They provide the opportunity to convey knowledge, create specialised staff and truly interact with production. Essentially, this process develops science and the academic community, while at the same time having quality postgraduate curriculums, which are further developed through feedback.

Consequently, it is of vital importance for the Department to offer postgraduate programmes, which must relate to truly Physiotherapy-related areas of expertise, with clinical applications in as many fields as possible.

The Department must strive towards creating independent postgraduate programmes, and specifically:

- create and run an undergraduate curriculum that will be capable of supporting postgraduate studies;
- seek and explore all potential affiliations that may contribute towards this;
- constantly seek new high-level personnel, while encouraging the existing staff to constantly upgrade their qualifications;
- create the necessary infrastructure;
- develop its research activities;
- forge its links with production and social bodies.

### 7.2 Formulating the Department's academic development strategy

#### 7.2.1. Is there a process in place for shaping a specific short-term (i.e. 5-year) development plan? How effective is this process?

In accordance with the legislation in force, the appointment of one-member administrative bodies within the Department based on seniority constitutes a short-term development plan, which relates to the aspirations of the candidates selected to manage the Department. Additionally, the Department’s collective bodies shape the development plan through their assigned duties and the decisions they make. Image 7.b is a graphic representation of the provisional short-term development plan.
In fact, there is no written reference anywhere of the Department’s development plan, even though there is one in place and it is being followed. This plan is formulated by the Department’s faculty members, through frequent work meetings and exchange of opinions they have established. Both the permanent and the adjunct teaching and special technical staff jointly formulate the Department’s development plan, mainly due to the excellent relationship between them. Image 7.c is a graphic representation of the Department’s development plan formulation, which is carried out by its members.

The process in question has been quite effective to date. However, the increase in the number of teaching staff and the simultaneous increased demands of higher education require that this process be reviewed.

**Image 7.b:** Provisional short-term development plan

**Image 7.c:** Formulation process of the Department’s development plan
7.2.2. **Is there a process in place for monitoring this development plan? How effective is this process?**

The process for monitoring the development plan is carried out in the same way as the process for formulating it, i.e. the excellent working relationship and contact between the Department’s faculty members. Specifically, a competent teaching staff member or a committee is assigned to undertake any activity or action deemed crucial for the Department’s development. This member or committee is also responsible for briefing the Department with regard to the implementation of the development plan.

However, the monitoring process of the development plan’s implementation should be reviewed based on the same grounds as those for reviewing the development plan’s formulation process.

7.2.3. **Is there a process in place for making public this development plan and its outcomes?**

All of the Department’s publications and update actions towards its members and third parties include its development plans and especially their outcomes, as these are considered the Department’s successes.

7.2.4. **How does the academic community participate in formulating the plans, monitoring their implementation and publicising the outcomes of their development strategies?**

As already mentioned, the Department faculty members themselves formulate, implement and make public the outcomes of the Department’s development plan.

7.2.5. **Does the Department collect and use the statistics and indexes necessary for the effective planning of its academic development?**

Having already completed a voluntary evaluation, the Department collects and uses the required statistics and indexes. This evaluation report, due to its institutional nature, will provide the opportunity for the reasonable and continual collection of the necessary statistics.

7.2.6. **What effort is the Department making so as to attract high-level academic personnel?**

Attracting high-level academic personnel (e.g. teaching staff with considerable academic skills or employees with wide clinical experience who wish to work within the Department) is related to job security and the work environment, combined with the Department’s reputation. On these grounds, every effort to upgrade and promote the Department, as mentioned in this report, is an effort to attract high-level academic personnel. This is also proven by the fact that since its establishment, the Department has been attracting the highest number of physiotherapists with postgraduate studies abroad, while it employs the highest number of teaching staff members among the country’s Physiotherapy departments who have the qualifications required by Law 2916/01.

Additionally, the Department ensures that

- it participates in all events, scientific or otherwise, organised by Greek professional and scientific associations, with the aim of being promoted;
- it makes all its activities public in every appropriate way;
- it creates an excellent working environment among its members, which is evident to all the members of the academic community and all the Department’s visitors.
7.2.7. How is the academic personnel’s recruitment and development plan linked to the Department’s academic development plan?

Unfortunately, the academic personnel’s recruitment and development plan is not linked to the Department’s academic development plan. Specifically, the proposals regarding the recruitment of new members are made based on the annual plan, as provided for in the legislation in force, and not based on the Department’s needs or its development plans. Typically, even the Department’s proposals have to be confined to a specific number of new personnel, determined by the number of existing employees and the number of vacant permanent posts, which are very few in total (just 17 permanent posts for teaching staff members). The State is wholly responsible for this, as it also is for the long delays in concluding the recruitment procedures due to bureaucracy.

The developments relate to placing teaching staff members and upgrading their qualifications, but not the Department’s academic development plan. In spite of this, however, the Department makes sure that even the few new positions will cover a different Physiotherapy sector each time to ensure uniform development of all the fields of study and avoid accumulation in one sector. This is achieved by setting specialisations or fields of knowledge for every new teaching staff member post.

7.2.8. How many students does the Department require every year? How many students actually enrol every year and how do they enter the Department (entry exams, transfers, special categories, etc)?

Taking into account the particularities of the field of study (fairly new clinical and specialised object of study), combined with the staff it employs, its infrastructure and the healthcare services in the area, it is prepared to accept an average of 80 new students every year. Table 11-2.2 lists the number of incoming students (inflow-outflow) for the last five years. It is evident from the figures that the Department enrolls more students every year than the amount it is prepared to accept, and this percentage varies (20% for the academic year 2006-07, 32% for the academic year 2005-06, 48% for the academic year 2004-05, 50% for the academic year 2003-04, 66% for the academic year 2002-03).

7.2.9. What efforts is the Department making in order to attract high-level students?

Attracting high-level students (e.g. high number of high-school graduates who wish to study at the Department, resulting in the increase of the admission grade, leading to the enrolment of high-level students) is related to job security in the Physiotherapy profession, combined with the Department’s reputation. On these grounds, every effort to upgrade and promote the Department, as mentioned in this report, is an effort to attract high-level students. This is proven by the fact that the Department covers all the offered admissions, with increasingly higher admission grades. It should be noted that the Department’s admission grade is among the highest for TEI departments, and specifically it is ranked 17th among approximately 210 departments.

Additionally, the Department ensures that

- it participates in all events, scientific or otherwise, organised by Greek professional and scientific association, with the aim of being promoted;
- it makes all its activities public in every appropriate way;
- it provides informational material or hosts educational visits from all educational levels.
8. Administrative Services & Infrastructure

8.1 Efficiency of the administrative and technical services

8.1.1. How are the Department and Sector Secretariats staffed and structured?

Only two people are employed in the Department Secretariat, one of whom deals with student issues. There are also efforts made to improve the services offered to interested parties by the use of the internet and the electronic secretariat services. The two Department Sectors do not have secretarial support due to staff shortages. It is considered necessary to increase the administrative staff.

To address immediate needs, at least two more people need to be recruited at the Department Secretariat and two additional people at the two Department Sector Secretariats. These individuals must be trained in new technologies. In the event that independent postgraduate courses are offered, two additional people will be required for administrative support.

8.1.2. How efficient are the services offered and operating hours of the Department and Sector Secretariats in addressing the needs of the teaching staff and the students?

Due to the workload and small number of administrative staff, the Secretariat strives but effectively cannot be adequately efficient. The operating hours (the Department Secretariat is theoretically open for students daily between 11:00-13:00, but practically operates as per the public service working hours) could be more reasonable, but that must be concurrent with an increase in secretariat staff, so as not to hinder the administrative support offered to the teaching staff members and the Sectors. The fierce criticism of the Secretariat working hours is justified, since a significant number of courses are taught after 2pm, when the Secretariat is closed. This problem cannot be resolved unless a sufficient number of highly-trained administrative staff is recruited to complement the Department personnel. It is worth noting that in 2007-08, the Department ratio of administrative staff members to students was approximately 1 to 300.

8.1.3. How efficient is the working relationship between the Department administrative services and the corresponding services of the Institute’s central administration? How adequate are the following in addressing the needs of the Department?

(a) Structure and working hours of the Library?
(b) IT Services?

Aside from the frequent bureaucratic issues, which are a common grievance among Institutes in general, the working relationship between the Department Secretariat and the Lamia TEI central administration is harmonious. The greater use of new technologies between the Secretariat and the Institute will significantly improve and accelerate the overall services offered by the Department on matters such as electronic protocol and emergency issues.

The structure and the working hours of the Library are considered satisfactory, with the exception of certain time periods when, due to staff shortage, the Library did not open in the afternoons and was forced to close at 14:30. In the last year, the Library was open until 18:00, as before. However, it is considered necessary for an academic library to be open until 21:00. Nevertheless, for that to happen, a significant increase in the Library permanent personnel is required.
Figure 8.1 depicts the students’ responses to Question 7 of the questionnaire, and shows their overall view regarding the availability of bibliography in the Library. According to the findings, 85% of the students are satisfied with the Library.

**Figure 8.1**

The informational services may be considered satisfactory, given the small size of the Institute, a fact which facilitates direct contact between its members. However, further use of new technologies for informational purposes is necessary so that the Department and its members may be able to address the ever-increasing demands of higher education.

8.1.4. **How are the Department labs and/or study halls staffed and structured?**

There are no officially established study halls within the Department. The students may use the Library as a study hall. The Department has labs which, as already noted, mainly address the Department’s teaching needs and have no formal internal regulation. Each lab is run by one or more members of the Department’s teaching staff. Four permanent special technical staff members are also employed to support the labs and lab courses. The working hours of the special technical staff cover the entire course timetable of the Department, without, however, them having the exclusive care and responsibility of one particular lab and all relevant activities. The labs do not have secretariat or administrative staff. In the future, when official established labs will start operating, it will be necessary to employ full-time and exclusive technical personnel, as well as establish internal regulations.

8.1.5. **How efficient is the operation of the labs?**

The operation of the Labs is remarkably efficient for educational purposes, owing to the personal work and care of the members of the teaching and special technical staff, as well as the adjunct associates of the Department who have been assigned to organise and operate the labs. The two labs which are also used for research purposes operate without internal regulations, but are nevertheless monitored by the designated members of the teaching and the special technical staff with regard to their equipment and their operating hours. Considering the ever-increasing research activity of the Department, an improvement in the lab structure is urgently required.

8.1.6. **How are the Department’s infrastructure and new technologies supported? How efficient are they?**

They are primarily supported by the Network Operations Centre of the Lamia TEI. Part of the required support is also offered by students of the Department of Information Technologies and the Department of Electronics employed by the Department. The
infrastructure and services are considered satisfactory at the moment, but due to the rapid growth of these Sectors, constant improvement is required. However, the small number of people working in the Network Operations Centre is a cause of justifiable problems, mainly with regard to response time.

8.2 Student Welfare Services

8.2.1 How does the Student Advisor programme run?

The student advisor programme was established by the Department in recent years. The name of the Student Advisor, who is either a member of the teaching staff or a fully-qualified scientific/lab associate, is given to newly-admitted students at the time of their registration. The Student Advisors interview the students and record the personal information and particularities of the student in a form. Students are urged to contact their Student Advisors as needed. However, in practice, only a small number of students appear for an initial interview or contact their Student Advisors at a later time for any issues which concern them. The Student Advisors are partly responsible for the shortcomings of the programme as they are not as attentive to their duties as would be required for the proper operation of this important programme, due to their multiple tasks and responsibilities.

8.2.2 How efficiently is the access of the academic community members to the new technologies supported?

The Network Operations Centre of the Lamia TEI quite efficiently supports the access of the Department members to new technologies. Each member of the academic community may have a personal account at the Lamia TEI IT services. To this effect, members of the academic community may visit the Network Operations Centre regularly and on posted dates to register and receive useful information and training.

8.2.3 Does the Department offer a service to support working students? How efficiently does it operate?

The Department does not offer such a service.

8.2.4 Does the Department offer a service to support the weaker students and the students who do not complete their courses on time? How efficiently does it operate?

The Department does not offer such a service.

8.2.5 Are scholarships awarded to honour students or to special types of students (aside from the State Scholarship Foundation scholarships)?

Inadequate funding does not allow for the establishment of a scholarship scheme by the Department. However, private institutions (e.g. Hellenic Scientific Physiotherapy Society, medical companies, etc) have, in certain occasions — such as the 3rd Interdepartmental Conference of Physiotherapy Students, hosted by the Department — awarded cash prizes and other awards to the best research papers presented.
8.2.6. Is there a specific Department policy in place for the smooth integration of new students? How efficient is it?

Every semester the Department (through the School of Health & Welfare Professions) hosts a one-day orientation seminar for first-year students. During this seminar, the students are informed on the objectives and the operation of the Department and Physiotherapy in general, on the operation of the Secretariat and the Library, as well as on the IT services, the student welfare and medical services, the sports events and the Student Council. They also receive any other information that is considered useful for their smooth integration into the Department and the academic community. This information is given by the designated members of the corresponding services (Chairman of the School of Health & Welfare Professions, Department Supervisor, Department secretary, librarian etc). In addition to this one-day seminar, the Department has established the position of Semester Supervisor and, to this effect, new students may be informed on particular issues by the 1st Semester Supervisor.

8.2.7. How do the students participate in the Department and TEI life in general?

The students participate and are represented in all the Department bodies where decision and policy making takes place. In all these cases, even in the elections for Department, School and TEI bodies, the students have a right to vote.

Students are generally well disposed towards participating in the Department life, demonstrating high participation rates in events (e.g. participation of students in the Interdepartmental Conference of Physiotherapy Students, Greek physiotherapy conferences etc), one-day seminars and conferences hosted by the Department. Student dynamics are particularly impressive when they are urged by the Department to participate in different events and it appears that the key problem impeaching broader participation is the Department itself or the Lamia TEI, and not the students.

8.2.8. How are the foreign students who are transferred to the Department supported?

The foreign students receive a complimentary Meal Card and a Student Pass to purchase reduced-price tickets. When foreign students are transferred through affiliations with other Schools, the European Programmes Office supports them in finding housing and student volunteers assist them in adjusting to the Department life.

8.3 Infrastructure of any kind used by the Department

8.3.1. Adequacy and quality of library resources

The Department does not have its own library, but uses the Central Library of the Lamia TEI. The Central Library is well-equipped with many state-of-the-art textbooks related to Healthcare and Physiotherapy fields in general. The Hellenic Academic Libraries Link (HEALink) and the Information Technology and Inter-borrowing Services of the Central Library of the Lamia TEI provide electronic access to publishing houses, which is extremely useful and important. Additional access to other e-based institutions and databases (e.g. EMBASE, OVID, Cochrane Library etc) is considered particularly useful for the Department of Physiotherapy. A potential problem may arise when the funding of the Operational Programme for Education and Initial Vocational Training (EPEAEK) is terminated, since then, electronic access will cease, unless the relevant Ministry takes action.

Figure 8.2 depicts the students’ responses to Question 15 of the questionnaire, and shows their overall view regarding the extent to which research material is available in the Library. According to the findings, 80% of the students are satisfied with the Library resources.
8.3.2. Adequacy and quality of shared technical equipment

The shared technical equipment is relatively new, since it was obtained along with the durable equipment. Particularly in the IT Sector, there are shared labs in the School and the Lamia TEI for all students. However, it is necessary to create an area where the students will be able to study for their lab assignments after a lab exercise is completed.

8.3.3. Adequacy and quality of study halls and their equipment

The Department does not have study halls.

8.3.4. Adequacy and quality of the teaching staff offices

There are no significant issues with the adequacy of the offices. However, the teaching staff offices will shortly become overcrowded, when all the instructors return (members currently on leave or occupying an office in the Lamia TEI Administration Building due to their posting). Additionally, three new teaching staff members will be appointed shortly, as they have already been elected (on average, there will be two or three instructors per office). Moreover, there is a problem relating to the large number of adjunct lab and scientific associates, who will need an area to receive students and to work. The quality of the areas would also need to be greatly improved, as one-half of the offices is not sufficiently ventilated and lacks natural light due to the poor architectural design of the building. The rest of the office infrastructure is in very good condition.

8.3.5. Adequacy and quality of the Department and Sector Secretariat premises

The Secretariat premises are also inadequate and would need to be significantly improved. There is no separate area for the Secretariat Supervisor and this causes great dysfunction, particularly during the hours the Secretariat is open to students. The Sectors lack Secretariats altogether. Larger and more reasonably-spaced areas are required for the Secretariat.

8.3.6. Adequacy and quality of the conference rooms

There is no serious shortage of conference rooms. There is one area (auditorium at the School of Health & Welfare Professions), which is also used by the Nursing Department, with a seating capacity of approximately 150. It is maintained in very good condition; however,
there is no audiovisual equipment, which has nevertheless already been commissioned. Larger events are hosted at the Lamia TEI Library Auditorium, which is also maintained in very good condition.

8.3.7. Adequacy and quality of other areas (teaching rooms, experimental schools, museums, archives, farms, exhibition halls etc)

There is a computer lab in the School of Health & Welfare Professions building, which is shared with the Nursing Department. It has 20 computers, while students may also use the computer labs at the Library building, during operating hours. There is an area for the Secretariat archives at the basement of the School of Health & Welfare Professions building, as well as an area which the Department uses as a storage room for useful material. Any materials which are to be disposed of are stored at the basement of the building.

8.3.8. Adequacy and quality of infrastructure for persons with disabilities

The School of Health & Welfare Professions building has the infrastructure to receive persons with disabilities as well as patients. There is an elevator to the first floor as well as handles and ramps for persons with mobility problems. Additional infrastructure and improvement of the existing infrastructure of the Lamia TEI is generally required.

8.3.9. How is the access of the members of the academic community to the Institute’s infrastructure and equipment ensured?

All Institute members, and not just the Department members, have access to all the infrastructure and equipment of the Institute. This is ensured by the Institute’s Internal Regulation.

8.4 Extent of capitalising on new technologies from various Department services (excluding research & educational)

8.4.1. Which of the Department’s functions are supported by new technologies (Information and Communication Technologies)?

At present, there is no Electronic Secretariat at the Department and the only electronic services offered, aside from announcements and Department documents, are the course grades for each examination period. This system by no means addresses the needs and demands of the students and the teaching staff for electronic services. The supply and installation of a new IT system will hopefully improve the situation. In addition, the Internship Committee, the Dissertation Committee and the Ethics Committee also submit their documents in electronic format.

8.4.2. Which of the electronic services are used by the Department’s Administration, students and teaching staff, and to what extent?

The few services which are offered electronically are constantly and to a great extent used by all the members of the academic community, since the needs are significant and the workload substantial.

8.4.3. How many members of the Department academic staff have a webpage?

Only three out of the ten members of the Department’s academic staff have a personal webpage. Most members offer information through e-class.
8.4.4. **How frequently is the Department website updated?**

The Department website is updated many times during an academic semester. A designated instructor is responsible for updating the website, along with a student of the Department of Information Services or the Department of Electronics, who is employed by the Department and the Network Operations Centre of the Lamia TEI.

8.5 **Extent of transparency and efficiency in using infrastructure and equipment**

8.5.1. **How reasonably is the available Department infrastructure used? How is this ensured?**

A member of the teaching staff or the special technical staff is assigned with the duty to manage a specific lab and the equipment of said lab. The great need to use the available infrastructure efficiently leads to its reasonable use, which is normally accomplished owing to the good working relationship among the members of the teaching staff, the special technical staff, the associates and the administrative staff.

8.5.2. **How reasonably is the available Department equipment used? How is this ensured?**

As is the case with the Department infrastructure, the great need to use the available equipment efficiently leads to its reasonable use, which is normally accomplished. However, the ever-increasing research activity of the Department research staff and the imminent official establishment of research labs calls for certain measures (e.g. Internal Regulation for Labs, closer working relationship between the lab administrators and the Dissertation Committee, etc) to ensure the more reasonable use of the equipment and the premises.

8.6 **Extent of transparency and efficiency in managing financial resources**

8.6.1. **Is there a process in place for drawing up and adhering to a Department budget? How efficiently is it followed?**

There is no such process in place. There are provisions to record the Department’s needs on an annual basis, as far as durable material and supplies are concerned. In accordance with this procedure, the written requests submitted by the Department members are collected and recorded.

8.6.2. **Is there a process in place to distribute resources? How efficiently is it followed?**

Yes, there is such a process in place, mainly pertaining to the supply of durable material and supplies. The Lamia TEI Council distributes the resources to the departments and subsequently, the Department Council distributes the resources to the sectors. The Department’s collective bodies submit their proposals for supply of material, up to the available credit, to the Lamia TEI Council, which follows the commissioning procedures collectively for all of the Institute’s departments. The procedure is followed in a satisfactory manner, as it constitutes a collective decision.

8.6.3. **Is there a review process in place? How efficiently is it followed?**

There is no such process in place.
9. Conclusions

9.1. Main positive and negative aspects, as arising from the Internal Evaluation Report

The Department’s positive aspects

The most important positive aspect of the Department is that it has managed, in its few years of operation, to acquire a very good reputation for its services, among educational institutions and medical professionals. It is commonly known that, even in Europe, whenever references to physiotherapy in Greece are made, the Department is acknowledged and its contribution recognised.

Institutional (by its Establishment)

✓ a well-established discipline and institutionally safeguarded professional rights for its graduates;
✓ an attractive discipline, which appeals to high-school graduates and offers satisfactory career opportunities;
✓ a discipline taught in only four Greek TEIs;
✓ good geographical location, at the centre of Greece, able to attract students and teaching staff from throughout the country;
✓ adequate organisation, with established internal procedures (committees and guides).

Human Resources

✓ the teaching staff have high academic qualifications, in accordance with Law 2916/01, are relatively young and have a promising professional development potential;
✓ the teaching staff accomplish the objectives set out in the curriculum and adequately cover the educational needs of students;
✓ the students have to attain high grades to be admitted to the Department, and are able to follow the curriculum and meet the demanding requirements of the Department;
✓ the number of students unable to complete their studies is small;
✓ the working and academic relations between the members of the community are excellent.

Infrastructure

✓ modern buildings;
✓ sophisticated lab equipment;
✓ satisfactorily adequate facilities.

Curriculum

The Department offers a curriculum that was structured quite recently, in accordance with the uniform European Higher Education Area, and able to meet the Department’s objectives, featuring:

✓ interdependence between the various objects of study taught and the regulations regarding the selection of courses (prerequisite courses);
✓ multiple and sufficiently transparent methods for assessing student performance;
✓ satisfactory structure and organisation of the material;
✓ integration of research activity and a well-structured procedure for dissertations;
✓ links to the job market through a well-organised internship programme.

Teaching

Teaching is carried out by:

✓ offering well-organised courses, and helping students to understand the course material, the learning objectives and the expected results;
✓ following an evaluation process, including feedback on its effectiveness;
✓ using various teaching methods;
✓ using adequate educational reference materials;
✓ linking teaching to research.

**Research**

✓ research policy and awareness;
✓ a minimum of necessary infrastructure and human resources;
✓ staff with appropriate knowledge and technical know-how;
✓ a minimum of necessary affiliations.

**Affiliations and Publicity**

✓ significant activity in forging affiliations and contact with other educational institutes (both in Greece and abroad), Physiotherapy-related scientific and professional associations, and healthcare institutions.

**The Department's negative aspects**

The most important negative aspect of the Department is its inability to reach its full academic potential, due to the institutional framework, in conjunction with the limited support offered by the state in the area of human resources. These factors impede the fulfilment of its vision within a reasonable timeframe.

**Institutional (by its Establishment)**

✓ the Department's academic completion has not been established by law;
✓ the legislative framework is complex and difficult to interpret, with multiple contradictory provisions;
✓ the Department's connection with the national healthcare system has not been legally established;
✓ the legislative framework imposes a heavy bureaucratic burden on almost all the procedures, causing a slowdown in the Department's operation.

**Human Resources**

✓ the number of permanent teaching staff members is small and this number is increasing very slowly, due to bureaucracy;
✓ the number of students is very high compared to the requirements of the Department's object of study and its relevant proposals;
✓ there are few technical staff members and no assistants to support the teaching process and enhance research activities;
✓ the number of administrative staff members is small, causing delays in every aspect of the Department's activities and placing a burden on the teaching staff.

**Infrastructure**

✓ lack of officially established research labs;
✓ lack of officially established clinical areas, which would upgrade the teaching process;
✓ lack of auxiliary spaces.

**Curriculum**

✓ revising the curriculum is time-consuming because of the small number of teaching staff and the applied nature of the Department's object of study;
✓ the specific courses taught and the regulations regarding the selection of courses (prerequisite courses) are inadequately interlinked;
✓ problems in connecting lab courses with clinical practice courses;
✓ difficulties in supervising internships and connecting them with the dissertations;
✓ overlap of material in some courses;
✓ limited international outreach, since no courses are offered in English, nor is there a distance learning programme in place.
9.2. Opportunities to develop the positive aspects and possible risks arising from the negative aspects

The Department’s positive aspects offer a great opportunity to create a truly higher-education field of Physiotherapy in Greece, thus contributing to the healthcare offered to Greek citizens and to the country’s development in general. Continuing its efforts, but most importantly with the aid of the State, the Department will be very soon able to cover the needs of society for training, re-training, research and expertise; it will thus prevent educational migration, but also foster the application of reliable solutions to production problems, instead of the copycat application of methods and techniques from other fields, without the necessary theoretical backing.

The Department’s positive aspects laid down in this report can immediately foster its further development, particularly in the areas of research and postgraduate studies.

The Department’s negative aspects pose a grave danger, not only to its development, but also to its viability. If the State does not promptly meet contemporary demands and the expectations of the academic community, the biggest advantage of the Department, namely providing education in a promising field, will be lost. This will result in a reduction and suspension of activity by the academic community, which will have no incentives or prospects. Consequently, the Department will be transformed into an ordinary higher-education department, whose object of study is not renewed or updated. Taking also into account the high level of competition, especially from private educational institutes, such a development would quickly undermine the Department; it will render it unattractive, and students will opt for different and better alternatives.

Continuing on this line of thought, the Department’s negative aspects do not allow for delays and complacencies. The Department’s community must constantly increase their work pace, which has been, up to a certain point, the driving force of the Department’s development until now.
10. Improvement Plans

10.1. Short-term action plan by the Department to eliminate the negative and reinforce the positive aspects

The necessary actions can be summarised as follows:

✓ Review the Curriculum, in order to officially integrate scientific developments, but also to improve on the points raised in this Internal Evaluation Report. The main points where improvement is needed are: reducing material overlap and ensuring the correct succession of the various courses. Care should also be taken to describe the course content in more detail, and mostly the expected results, the teaching methods and the evaluation processes for the students and the course itself, as well as to use the findings of this Internal Evaluation Report as efficiently as possible.

✓ Seize the opportunities offered by evaluation processes, and especially this evaluation, in an official and well-organised manner, covering all aspects of the Department’s activities; in this way, strategic objectives will be formulated, every activity in the Department will be justified in relation to one of these objectives and there will be feedback into the development process of the Department. As the Department’s population increases, it is natural to witness less frequent contact between its members and less direct involvement of everyone in all matters; therefore, the proposed course of action is necessary so that all members of the Department can participate in formulating its strategy and in implementing it.

✓ Review all internal regulations in force within the Department (e.g. dissertations), with the aim of updating them, in accordance with the new developments in education and the new curriculum. Simultaneously, create similar regulations for all of the Department’s activities (e.g. internships). In the context of this objective, all relevant documents must be available in hard copy form.

✓ Administrative restructuring (creation of Sectors, reassignment of staff and reformation of the Department’s various committees) to facilitate the swift implementation of the Department’s development plan and the new curriculum.

✓ Seek research funding by submitting as many research proposals as possible, in response to existing and future calls for proposals.

✓ Encourage members of the Department to actively participate, as much as possible, in scientific conferences organised by various bodies.

✓ Promote the Department more actively and increase its international outreach by (1) renewing and updating the Department’s website, and creating an English-language version of it, (2) publishing informative articles on health issues, at least in the local media and (3) increasing the mobility of teaching staff and students.

✓ Restructure the available infrastructure, reassigning spaces according to the administrative restructuring of the Department. At the same time, a detailed inventory of the existing infrastructure and the needs arising because of the new curriculum must be prepared. This action must be complemented by the drafting of internal regulations on the use of facilities and equipment.
10.2. Medium-term action plan by the Department to eliminate the negative and reinforce the positive aspects

The Department must focus its action on the following:

- Officially establish research labs based on the Department's object of study, its well-structured undergraduate curriculum and its strategic plan. The aim is to support and reinforce the Department's research activities, and its links with production and with society in general. This action will provide essential support to the necessary postgraduate curriculum.

- Establish and operate an autonomous postgraduate curriculum, in tune with the Department's object of study, offering specialisation in Physiotherapy and covering a wide range of its needs. This will contribute significantly to meeting the production needs and the general social needs. This action will be based on the smooth running of the Department and the compilation of a well-structured undergraduate curriculum, with which it will interact.

- Contribute to the professional development of graduate physiotherapists and their further specialisation, through the Department's activities, within the context of the Institute for Lifelong Learning.

- Further establish affiliations with other departments in Greece and abroad, with scientific and professional organisations of physiotherapists, and with social and cultural organisations. This action must be performed in an organised and official manner, by signing memoranda of association.

Regardless of the timeframe (short-term or long-term), the Department must constantly submit its proposals to the State on fundamental issues of concern, which can only be resolved by the Greek Ministry of Education (e.g. increase in human resources, increase in research funding, etc).

10.3. Proposals for action by the Institute's administration

The Institute's administration can actively contribute to upgrading the Department in the following ways:

- reducing bureaucracy, to the extent of its capabilities, in order to accelerate the Department's development. In this context, it should review and update the Internal Regulation for the Lamia TEI and the Studies Regulation;

- providing correct information to the State, and accepting the Department's proposals, so that the necessary changes, mainly in the legislative framework, are effected;

- adopting realistic planning for the Department, allocating funds to departments in the form of Department budgets, while taking into consideration as a criterion for the allocation of funds the results of the Departments' Internal Evaluations;

- improving the academic foundation of the Department through the constant improvement of the Academic Library, the Network Operations Centre, the International Relations and European Programmes Office, the Careers Office and through the improvement of student welfare.
10.4. Proposals for action by the State

The State must

 ✓ immediately implement the academic completion of the Department, by adding the necessary academic features, through a new legislative framework;
 ✓ simplify the existing legislative framework and complete the codification of laws pertaining to Higher Education Institutes;
 ✓ significantly reduce bureaucracy in all processes relating to the Department's operation, by reviewing the legislative framework and the procedures it stipulates;
 ✓ immediately provide the Department with new teaching staff, special technical staff, and administrative staff, sufficient to cover the Department's needs, in accordance with the international standards and the Department's student population;
 ✓ reduce the number of students admitted to the Department, taking into consideration the international standards and the existing number of teaching staff;
 ✓ immediately implement the proposals submitted by the Department to establish research labs and postgraduate curriculums;
 ✓ significantly increase the funds allocated to the Department for research purposes, which are close to zero today.
11. Tables

The following tables relate to models and the page set-up is landscape.

Table 11-1: Progression of the Department’s personnel
Table 11-2.1: Progression of the Department’s enrolled students for all semesters of study
Table 11-2.2: Progression of the Department’s incoming undergraduates
Table 11-5.1: Undergraduate Curriculum Courses
Table 11-5.2.a: Undergraduate Curriculum Courses (Theoretical courses, academic years 2002-2007)
Table 11-5.2.a: Undergraduate Curriculum Courses (Lab courses, academic years 2002-2007)
Table 11-5.3: Course Structure
Table 11-5.4: Infrastructure
Table 11-6.1: Grade distribution and degree general point average (GPA) of the Department’s graduates
Table 11-6.2: Progression of the Department’s graduates and duration of their studies
Table 11-8: Participation in interuniversity curriculums
Table 11-9: Scientific publications
Table 11-10: Research-work citations
Table 11-1 Progression of the Department’s personnel

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<tr>
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<td>Resignations*</td>
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<td><strong>Associate Professors</strong></td>
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<tr>
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<td>Resignations*</td>
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<td><strong>Assistant Professors</strong></td>
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<tr>
<td>With promotion*</td>
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<td>Resignations*</td>
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<td><strong>Lab Instructors (Lecturers/ Profs)</strong></td>
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<td></td>
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<td>Retirements*</td>
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<td>Resignations*</td>
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<td><strong>Scientific/Lab associates</strong></td>
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<td></td>
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<td></td>
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<td>Total</td>
<td>--</td>
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</tr>
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<td><strong>Adjunct staff</strong>**</td>
<td>Total</td>
<td>90</td>
<td>98</td>
<td>105</td>
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<td><strong>Technical Lab staff</strong></td>
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<td><strong>Administrative staff</strong></td>
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<td>3</td>
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* Refers to the last year
** It refers to the number of contracts, not the number of instructors (e.g. if an instructor signs two contacts, for the winter and spring semesters, these count as two)
Table 11-2.1 Progression of the Department’s enrolled students for all semesters of study

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<td>624</td>
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<td>Postgraduate</td>
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<td>Doctoral*</td>
<td>3</td>
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</table>

* The doctoral students refer to students from the University of Manchester, UK, who carry out part of their research at the Department, in the context of the agreement signed between the two institutes.
Table 11-2.2 Progression of the Department’s incoming undergraduates

<table>
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<td>University entry exams</td>
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<td>121</td>
<td>121</td>
<td>128</td>
<td>125</td>
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<tr>
<td>Transfers(^\text{a})</td>
<td>-45</td>
<td>-48</td>
<td>-40</td>
<td>-49</td>
<td>-29</td>
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<td>Placement exams</td>
<td>5</td>
<td>5</td>
<td>7</td>
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<td>4</td>
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<tr>
<td>Other categories</td>
<td>17</td>
<td>28</td>
<td>30</td>
<td>34</td>
<td>33</td>
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<td>Total</td>
<td>96</td>
<td>106</td>
<td>118</td>
<td>120</td>
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</tbody>
</table>

\(^\text{a}\)The number mentioned in the line “Transfers” refers to the absolute number of student transfers (inflow-outflow)
### Table 11.5.1 Undergraduate Curriculum Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>COURSE</th>
<th>Website</th>
<th>Undergrad Prospectus Page No.</th>
<th>Teaching Staff (Associates)</th>
<th>Compulsory / Elective</th>
<th>Evaluation from Students (YES/NO)</th>
<th>Lectures</th>
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<tr>
<td>A1</td>
<td>Anatomy I</td>
<td><a href="http://eclass.teilam.gr/PHYS148/">Link</a></td>
<td>1-3</td>
<td>A. Papachristos, C. Theodorou, N. Kodogiou</td>
<td>Compulsory</td>
<td>YES</td>
<td>YES+LAB</td>
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<td>A2</td>
<td>Computers in Healthcare</td>
<td><a href="http://eclass.teilam.gr/PHYS157/">Link</a></td>
<td>4</td>
<td>G. Tsokanos</td>
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<tr>
<td>A3</td>
<td>Psychology in Health</td>
<td>-</td>
<td>5</td>
<td>N. Theocharakis</td>
<td>Compulsory</td>
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<tr>
<td>A4</td>
<td>Massage Techniques</td>
<td><a href="http://eclass.teilam.gr/PHYS139/">Link</a></td>
<td>6-7</td>
<td>V. Gogou, M. Tsiknaki</td>
<td>Compulsory</td>
<td>YES</td>
<td>YES+LAB</td>
</tr>
<tr>
<td>A5</td>
<td>Ethics – Introduction to Physiotherapy</td>
<td><a href="http://eclass.teilam.gr/PHYS135/">Link</a></td>
<td>8-10</td>
<td>I. Poulis, A. Delavinias</td>
<td>Compulsory</td>
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<td>A6</td>
<td>Kinesiology I</td>
<td><a href="http://eclass.teilam.gr/PHYS122/">Link</a></td>
<td>11-13</td>
<td>N. Strimpakos, A. Kanellopoulos</td>
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<td>B1</td>
<td>Anatomy II</td>
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<td>15-16</td>
<td>P. Zygouris</td>
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<td>Physiology</td>
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<td>17-19</td>
<td>G. Panoutsopoulos, D. Avdelidis</td>
<td>Compulsory</td>
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<td>YES+LAB</td>
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<td>B3</td>
<td>Pathology</td>
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<td>20-23</td>
<td>P. Polyzou</td>
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<td>B4</td>
<td>Neurophysiology</td>
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<td>24-25</td>
<td>D. Avdelidis</td>
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<td>B5</td>
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<td><a href="http://eclass.teilam.gr/PHYS124/">Link</a></td>
<td>26-28</td>
<td>A. Kanellopoulos, I. Poulis, A. Papas</td>
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<td>YES+LAB</td>
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<td>C1</td>
<td>Orthopaedics</td>
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<td>30-34</td>
<td>C. Theodorou</td>
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* Provide the page number of the undergraduate prospectus (if there is one), which outlines the objectives, the material, and the teaching and examination method for each course.

* If the answer is "yes", describe the criteria and the evaluation of the teaching in the Internal Evaluation Report (add information regarding student performance, extent of student satisfaction, based on a questionnaire at graduation, or the results of the courses’ evaluation by the students, or other information that prove the success of the course, as well as any difficulties.).
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5 Are the educational means, such as classrooms, computers, educational software, adequate? If the answer is “No”, provide a brief report of the shortages.
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Table 11-6.1 Grade distribution and degree grade point average (GPA) of the Department's graduates

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## Table 11-6.2 Progression of the Department’s graduates and duration of their studies

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<td>2003-2004</td>
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<td>2004-2005</td>
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<tr>
<td>2005-2006</td>
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<tr>
<td>2006-2007</td>
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$K$: Normal duration of study (years) for the Department.
Table 11-8. Participation in interuniversity curriculums

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<tbody>
<tr>
<td>Department students who studied at a foreign university</td>
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<td>Students from foreign universities visiting the Department</td>
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<tr>
<td>Members of the Department’s academic staff who visited other universities</td>
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<tr>
<td>Members of other universities’ academic staff who visited the Department</td>
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Table 11-9. Scientific publications

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<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
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<td>1</td>
<td>37</td>
<td>2</td>
<td>16</td>
<td>59</td>
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<td>29</td>
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<td>2</td>
<td>48</td>
<td>4</td>
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<td>28</td>
<td>34</td>
<td>2</td>
<td>50</td>
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Explanations:

A: Books/monographs
B: Reports in peer-reviewed scientific journals
C: Reports in open-access scientific journals
D: Reports in peer-reviewed conference proceedings
E: Reports in open-access conference proceedings
F: Chapters in scientific collections
G: Other reports
H: Papers in peer-reviewed scientific conferences with published proceedings
I: Papers in peer-reviewed scientific conferences without published proceedings
Table 11-10. Research-work citations

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Explanations:
A: Citations
B: Citations in specialised/scientific journals
C: Book reviews
D: Participation in conference scientific committees
E: Participation in editorial boards of scientific journals
F: Invitations to lectures
G: Patents
12. Appendices

Annex 12-1: General Meeting Minutes No. 109/29-05-06
Annex 12-2: General Meeting Minutes No. 115/15-01-07
Annex 12-4: Review form per course from instructors
Annex 12-5: Individual review form for teaching staff members
Annex 12-6: Course/teaching evaluation questionnaire for the students
Annex 12-7: Aggregate results of the student questionnaires for the Winter Semester
Annex 12-8: Aggregate results of the student questionnaires for the Spring Semester
Annex 12-9: Department publications with regard to their evaluation
Annex 12-11: Department publication with regard to the Ethics Committee
Annex 12-12: Lamia TEI Internal Regulation Guide
Annex 12-13: Lamia TEI Studies Regulation
Annex 12-14: Dissertation Guide
Annex 12-15: Clinical Practice I Guide
Annex 12-16: Clinical Practice II Guide
Annex 12-17: Clinical Practice III Guide
Annex 12-18: Ethics Committee Regulation Guide
Annex 12-19: Undergraduate Prospectus
Annex 12-20: Guide to the Physiotherapy Profession
Annex 12-21: Regulation for the supply/distribution of textbooks at the Lamia TEI
Annex 12-22: List of the Department’s lab equipment
Annex 12-23: Memorandum of Agreement with the University of Manchester
Annex 12-24: List of publications by teaching staff members