



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
Τ. +30 210 9220 944 • E. secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report for the New Undergraduate Study Programme of:

Occupational Therapy

Department: Occupational Therapy

Institution: Democritus University of Thrace

Date: 14/04/2025



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme of Occupational Therapy of the Democritus University of Thrace for the purposes of granting accreditation

TABLE OF CONTENTS

Part A: Background and Context of the Review	5
I. The External Evaluation & Accreditation Panel.....	5
II. Review Procedure and Documentation	6
III. New Undergraduate Study Programme Profile	8
Part B: Compliance with the Principles.....	9
Principle 1.1 STRATEGIC PLANNING, FEASIBILITY AND SUSTAINABILITY OF THE ACADEMIC UNIT	9
Principle 2.1 QUALITY ASSURANCE POLICY	14
principle 2.2 DESIGN, APPROVAL AND MONITORING OF THE QUALITY OF THE NEW UNDERGRADUATE PROGRAMMES.....	16
principle 2.3 STUDENT-CENTRED APPROACH IN LEARNING, TEACHING AND ASSESSMENT OF STUDENTS.....	20
principle 2.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION OF ACADEMIC QUALIFICATIONS AND AWARD OF DEGREES AND CERTIFICATES OF COMPETENCE OF THE NEW STUDY PROGRAMMES	23
principle 2.5 ENSURING THE COMPETENCE AND HIGH QUALITY OF THE TEACHING STAFF OF THE NEW UNDERGRADUATE STUDY PROGRAMMES	26
principle 2.6 LEARNING RESOURCES AND STUDENT SUPPORT OF THE NEW UNDERGRADUATE PROGRAMMES	30
principle 2.7 COLLECTION, ANALYSIS AND USE OF INFORMATION FOR THE ORGANISATION AND OPERATION OF NEW UNDERGRADUATE PROGRAMMES	34
principle 2.8 PUBLIC INFORMATION CONCERNING THE NEW UNDERGRADUATE PROGRAMMES.....	36
principle 2.9 PERIODIC INTERNAL REVIEW OF THE NEW STUDY PROGRAMMES.....	38
principle 2.10 REGULAR EXTERNAL EVALUATION AND ACCREDITATION OF THE NEW UNDERGRADUATE PROGRAMMES.....	40
Part C: Conclusions	41
I. Features of Good Practice.....	41
II. Areas of Weakness.....	42
III. Recommendations for Follow-up Actions.....	42
IV. Summary & Overall Assessment	44

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. THE EXTERNAL EVALUATION & ACCREDITATION PANEL

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

1. **Mitsiadis Thimios** (Chair)
Universität Zürich, Switzerland
2. **Apostolidis Themistoklis**
Laboratoire de Psychologie Sociale (LPS) & Département de psychologie sociale et du travail, Faculté des Arts, Lettres, Langues et Sciences Humaines, Aix Marseille Université
3. **Makris Konstantinos**
Cyprus International Institute for Environmental and Public Health (CII), Cyprus
University of Technology
4. **Liakopoulou Anna**
University of Ioannina

II. REVIEW PROCEDURE AND DOCUMENTATION

In accordance with the requirements of Quality Assurance in Higher Education (laws 4009/2011 & 4653/2020), the Hellenic Authority for Higher Education (HAHE), by individual invitation and after formal acceptance, established an independent External Evaluation Accreditation Panel (EEAP), with the mission of assessing the compliance of the Postgraduate Studies Programme (PSP) to evaluate the new Undergraduate Study Programme (USP) in Occupational Therapy offered by the Democritus University of Thrace (DUTH). In preparation for the site visit, the EEAP received comprehensive documentation, including the Study Guide, Curriculum Structure, Course Descriptions, and Internal Quality Assurance (IQA) reports. The EEAP received all supporting documents via a web-based HAHE Panel-Accreditations information platform. The content of the materials provided is as follows:

1.1.1 Introductory Report by the Quality Assurance Unit (MODIP)

1.1.2 Updated Strategic Plan of DUTH 2024–2027

1. Proposal for Accreditation of the New Undergraduate Programme in Occupational Therapy

1.1.3_new. Feasibility and Sustainability Studies for the NUSP in Occupational Therapy

1.1.4 Four-Year Operational Plan – NUSP in Occupational Therapy

2. _new. Annex List – Stage 2

2.1.1 Quality Policy of DUTH – 2024

2.1.2 Quality Objectives of DUTH 2023–2024

2.2.1 Senate Decision for the Establishment of the NUSP in Occupational Therapy

2.2.2_new. Summary Curriculum – NUSP in Occupational Therapy

2.2.3 Study Guide – NUSP in Occupational Therapy

2.2.4_new. Course Outlines – NUSP in Occupational Therapy

2.2.5_new. Nominal List of Teaching Staff – NUSP in Occupational Therapy

2.3.1 Questionnaire for Teaching Evaluation (GR/EN)

2.3.2 Complaints and Appeals Management Regulation

2.3.3 Regulation for the Function of Academic Advisors

2.4.1 Internal Operating Regulation – NUSP in Occupational Therapy

2.4.2 Study, Mobility, Internship and Learning Regulations – NUSP in Occupational Therapy

2.4.3 Diploma Supplement Template – NUSP in Occupational Therapy (GR/EN)

2.5.1_new. Summary Report on Faculty Performance – NUSP in Occupational Therapy

2.7.1 Annual Internal Reports (OPESP) – DUTH

2.11 Additional Supporting Documentation

2.2.6 MODIP Minutes on the Internal Evaluation of the NUSP in Occupational Therapy

The evaluation was conducted on April 1st, 2025. During the online meetings, the EEAP held meetings with the University's leadership, academic staff, and administrative personnel. As the USP has not yet commenced, meetings with students, alumni and stakeholders were

impossible. The agenda included presentations by institutional representatives, virtual tours of teaching and laboratory facilities, and discussions regarding USP design, infrastructure, staff, and strategic goals.

The institution supported the review process with transparency and professionalism. The visit and document review enabled the EEAP to comprehensively understand the USP's academic orientation, operational framework, and alignment with national and international standards.

III. NEW UNDERGRADUATE STUDY PROGRAMME PROFILE

The UPS in Occupational Therapy is a newly established academic initiative under the School of Health Sciences at the DUTH that is proposed to start running from October 2025. The USP responds to national and international demand for qualified occupational therapy professionals and aims to align with modern rehabilitation standards and interdisciplinary healthcare models.

The program is structured over four academic years (eight semesters) and awards a bachelor's degree in occupational therapy, qualifying graduates for professional recognition and employment across various public and private healthcare and rehabilitation settings. The curriculum combines theoretical foundations in biomedical and social sciences with hands-on laboratory training and extended clinical practice, following European and WFOT standards. This will be the first cohort of students enrolled in the USP, and the department is developing its placement network and expanding academic staff. The USP's orientation has been carefully designed to reflect evidence-based practice and community needs.

The Department of Occupational Therapy is housed on the DUTH campus with the Faculty of Physical Education and Sport Science, operating within a broader academic environment that supports interdepartmental collaboration and innovation in health education. The institution enrolls several thousand students across multiple campuses in Northern Greece and is vital in advancing higher education in the region.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1.1 STRATEGIC PLANNING, FEASIBILITY AND SUSTAINABILITY OF THE ACADEMIC UNIT

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

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

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

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

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

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

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

b. The Institutional strategy for its academic development

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

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

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

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*
- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field*

d. Sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective,

services and available resources in terms of:

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

e. The structure of studies

The structure of studies should be briefly presented, namely:

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

f. The number of admitted students

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

g. Research

- *It is necessary to indicate research priorities in the scientific field, opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*

h. Quality assurance

- *The quality assurance policy and quality assurance target-setting should be stated, as they have arisen from the gained experience of internal and external evaluation(s) of the Institution to date.*

Relevant documentation

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

New Undergraduate Study Programme Compliance

I. Findings

The EEAP was provided with documents which refer to the strategy for undergraduate studies of the DUTH (see appendix 1.1.2), the MODIP introductory report (see appendix 1.1.1), the creation, feasibility and sustainability studies for the new USP (see appendix 1.1.3, 1.1.4, 2.2.1).

The creation of the new Department of Occupational Therapy and its inclusion in the established School of Physical Education and Sport Science (SEFAA) concerns the strategic planning of the DUTH. SEFAA is becoming SEFAAE, School of Physical Education, Sports Science and Occupational Therapy (founded in 2024). The feasibility study documents the creation of the new Department regarding the necessity of the existence of this USP at the DUTs, based on local resources and

synergies, on the existing academic national map in ergotherapy and on the needs of the local, regional and national economy. The scientific field of the UPS is included in the internationally established scientific fields of Higher Education, as defined by the UNESCO International Classification of Scientific Fields in Education (ISCED 2013).

The process of establishing the new Department of Occupational Therapy is underway so that everything will be ready in September 2025, when the Department will admit its first 80 students. A provisional committee composed of 5 members of other departments of SEFAA is responsible for the organization of the department and the implementation of the study program for the first academic year of operation (September 2025). The President and the four other members of the temporary assembly of the Department have undertaken to carry out the procedures for the operation of the new department. A person for administrative support for the department has already been recruited.

For the first two years, the study program will be mainly covered by faculty members of other departments of DUTH (17 faculty members) and by temporary teaching staff. Then, the Department will operate with both its own faculty and faculty from other departments who have subjects that are identical to those that will be taught in Occupational Therapy. The USP will start the next academic year and therefore it has no history in terms of graduates.

II. Analysis

The DUTH considers the Department of Occupational Therapy in its future strategy and actively supports the academic development and the recognition of the USP.

The SWOT analysis carried out clearly shows that the members of the interim committee of the Department identify in a relevant and operational way the problems and the objectives to be achieved for an optimal development of the USP (e.g., opportunities: lack of USP in Occupational Therapy and high demand of future students; risks: limited number of occupational therapists with a doctoral degree in Greece).

The department don't have yet the faculty to be able to cover undergraduate provisions. As for the staffing of the Department, an assistant professor has just been recruited (March 2024), the first to be part of the Department's teaching

staff, while they have been notified by the Ministry for the election of three more faculty members within 2025, as well as one more EDIP position. One of the problems submitting the proposal leads to the caliber and direction of the future faculty. In accordance with MODIP recommendation, for academic staff, a specific timetable should be set for filling the necessary faculty positions and the commitment of the DUTH to provide them over a 5-year period. The composition, the suitability of the qualifications and the availability of the faculty are not sufficiently presented, justified and articulated with the objectives of the USP.

III. Conclusions

The new USP of Occupational Therapy aims to offer a modern and attractive curriculum in accordance with the requirements of the National and European standards of Higher Education. The curriculum is consistent with international standards for ergotherapy training and in line with the strategic objectives of the DUTH. The USP aims to exploit, and further strengthen, the international position of the University for the development of synergies with foreign institutions and attract foreign students. It is important to note that all the above aspects challenge the ability and resources of the Department to implement the new curriculum and the compliance with the university's strategic plan to substantially support its creation and development.

The Department was created in 2024 and currently has no faculty members for covering the study program. The recruitment of the first member of the faculty has just been completed and a multi-year recruitment plan has been established. The faculty is in full development and supported by members of other departments (e.g., composition of the temporary assembly of the Department, implementation of the study program for the first academic year of operation). During this transition period, the work on the improvement of the study program is substantial for specifying the academic profile and originality of the new department.

Taking all the above into consideration, the EEAP agrees that the curriculum model of the USP could be considered as fully compliant in all aspects of this principle. Nevertheless, the DUTH should propose a more precise and operational multi-year resource development plan that ensures the department's perspectives and viability, especially concerning faculty recruitment. The Department should try to establish an identity in relation to the two others main programs offered in the Greek context. Overall, the scientific profile of the Department and its development need to be clarified, through a more precise faculty recruitment policy (specialty, category, rank), focusing on specific specializations, research challenges and professionalization in the field of Ergotherapy. These issues create challenges for the recruiting strategy of the faculty that should be addressed. It would be relevant for the development and sustainability of the program to evaluate its effective implementation after the first two years of operation.

Panel Judgement

Principle 1.1: Strategic Planning, feasibility and sustainability of the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The DUTH should increase its support for the creation and development of the new Department of Occupational Therapy, particularly in terms of teaching, technical and administrative staff.

The recruitment strategy of faculty members should be more precise and take into consideration the profile and composition of the preparing future faculty regarding current issues on ergotherapy sciences.

The training through research should be reinforced in the implementation of the curriculum and be articulated with the faculty recruitment strategy.

PRINCIPLE 2.1 QUALITY ASSURANCE POLICY

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

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

Relevant documentation

- Quality Assurance Policy
- Quality Targeting (utilising the S.M.A.R.T. methodology)

New Undergraduate Study Programme Compliance

I. Findings

The EEAP had access to the quality policy of the DUTH for the development and improvement of USP (see appendix 2.1.1, 2.1.2) and to evaluation of MODIP (internal evaluation process of the institution).

The strategy of this new USP aims to be aligned with the five strategic pillars of the DUTH. More specifically, this new USP aims to: a) further advance scientific knowledge, b) develop research and promotion of the science of Occupational Therapy at a national and international level, c) achieve academic excellence and innovation in learning, d) provide practical training for students, and e) connect with the community. This quality assurance policy will be implemented with the participation of all interested parties and will be available to the public through the website of the USP and the website of the DUTH. This policy highlights the development of interdisciplinary and international research collaborations.

There is an in-depth and elaborate Quality Assurance Policy for the whole DUTH that describes key performance indicators and goals, including associated timelines. There is a strategic plan for the next years available for the department of occupational therapy, but it does not follow the format and style of that of the University. As such, a more specific quality assurance policy for the Department of

Occupational Therapy and its educational programs and research strategy is lacking. The quality target setting of the Department's strategy utilizing the S.M.A.R.T. methodology is also lacking. The ways by which the continuous improvement of the undergraduate program and its teaching staff would be periodically sought were not detailed. As such, relevant KPIs with each strategic goal of the quality assurance plan are not elaborated and detailed enough for the academic Unit and its USP.

II. Analysis

The new Department of Occupational Therapy aims to implement a quality assurance policy in line with the strategic objectives of the DUTH. Through a systematic training and evaluation of human resources, the Department aims to ensure the maintenance of high academic standards both at a national and international level (e.g., teaching methods, student satisfaction, learning outcomes). The Department has formulated specific objectives related to the quality assurance of the Program, which are mainly oriented in a student-centered direction and research training, while strengthening both the academic development and the recognition of the Program. The definition of these objectives in combination with the planned actions, that will be taken to achieve the program implementation, should be further clarified.

The strategic plan for the next years of the Department of Occupational Therapy includes commitments that implement a Quality Policy to promote the academic profile, the orientation of its study program and the purpose and field of each study. However, the corresponding Quality Assurance Policy (QAP) of the academic unit is lacking KPIs, specific activities/actions, responsible officers or individuals or bodies, and associated timeline, thus, the EEAP is not able to judge its alignment with the QAP of the Institution. The commitment of the Department to continuous evaluation and improvement of the quality of teaching, research and the services provided should be more directly linked to the quality assurance strategy of the DUTH.

III. Conclusions

The EEAP considers that the Departments doesn't meet fully the requirements, according to principle 2. Internal evaluations processes should be adapted to the overall strategies of the DUTH. The Department should formulate specific objectives related to the quality assurance of the USP, which must be mainly oriented to the academic development and the recognition of the curriculum. It would be relevant to evaluate the effective implementation of the quality policy after the first two years of operation.

Panel Judgement

Principle 2.1: Quality assurance policy
--

Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

Develop the quality assurance policy for the Department and its new USP in occupational therapy aligning it strategically with that of the University by incorporating relevant KPIs, specific activities/actions, responsible officers or individuals or bodies, and associated timeline. Explicitly mention how these quality assurance goals will be monitored and updated and communicated.

Develop a continuous improvement plan and its promotion among the teaching and admin staff of the Department, especially for the newly recruited staff.

The Department should further consider how students and alumni will be involved in the internal quality evaluation process.

PRINCIPLE 2.2 DESIGN, APPROVAL AND MONITORING OF THE QUALITY OF THE NEW UNDERGRADUATE PROGRAMMES

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

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

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

Relevant documentation

- *Senate decision for the establishment of the UGP*
- *Curriculum of the new UGP (courses for the acquisition of digital skills are included)*
- *Student Guide*
- *Course syllabi*
- *Teaching staff (name list including subject area, employment relationship, assignment of teaching in the UGP and other study programmes)*
- *QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards.*

New Undergraduate Study Programme Compliance

I. Findings

The EEAP had access to the Department's full proposal for the new USP in Occupational Therapy, which clearly outlined the academic objectives and how these are aligned with the University's strategic plan. The course of study extends to eight semesters (four academic years) and comprises 240 ECTS, of which 204 correspond to mandatory courses, 20 to supervised Practical Training, 10 to a Research Dissertation (Thesis), and 6 to elective courses. The courses offered in the curriculum cover important areas in Occupational Therapy and aim to familiarize students with its basic principles, methods, and rehabilitation domains. There is also a practical placement course that allows the students to transition from theoretical engagement with the discipline to more practical/applied dimensions. The Department aims to promote academic excellence by enhancing its educational processes, to provide modern knowledge, skills and abilities to its students. The promotion of research activity, with an emphasis on the most contemporary issues of ergotherapy and interdisciplinarity (sports sciences, medicine), aims to support the research and internationalization pillars of the program. The Department also seeks to develop partnerships with public and

private occupational therapy providers (hospitals, clinics, schools, associations, etc.).

The Department submitted a detailed feasibility and sustainability study that addressed key elements such as program objectives, resource planning, and expected graduate outcomes. The Student Guide is complete and includes all essential academic and procedural information, course descriptions, ECTS allocation, and progression requirements. Mechanisms for internal quality assurance are in place, including annual curriculum reviews conducted by the Academic Committee. Student feedback is collected regularly through surveys and structured mentoring discussions. While stakeholder and graduate involvement in curriculum revision is not yet formalized, the Department has indicated its intention to develop this further.

II. Analysis

The new USP is structured in line with international occupational therapy education standards. The World Federation of Occupational Therapy education guidelines for new USPs (WFOT) and its minimum educational standards emphasize local and international contexts in an educational occupational therapy USP. The regional context shall be mapped, emphasized and incorporated into the academic program. This ensures that the educational program content, including the skills and knowledge acquired by the graduates, are relevant for the target populations' occupations, culture, lifestyle, and demographic characteristics.

The curriculum meets the WFOT requirement that at least 60% of the content focus on occupational therapy and occupation-related subjects, including practical training. However, the Department should document that the practical training portion includes a minimum of 1000 hours of supervised fieldwork, as required by international standards.

The academic leadership of the program appears appropriate, but the WFOT requires that occupational therapists carry out academic coordination and curriculum oversight. This aspect should be monitored as implementation progresses. The curriculum structure is rational, clear, and consistent with national and European standards. The feasibility study provides a sound basis for the USP's establishment, and the Student Guide is concise, accessible, and supportive of student learning.

III. Conclusions

The USP is structured in line with the main international study programs. It aims to provide high-quality scientific training for acquiring knowledge and practical skills that familiarize the students with key branches and issues of ergotherapy. The curriculum structure is detailed and appropriate for achieving the scientific and learning objectives. The credit system (240 ECTS, 60 per year) and the options offered across the years are like other USPs.

Panel Judgement

Principle 2.2: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The USP's leadership shall ensure that at least 60% of the program is focused on occupational therapy and occupation-related subjects and that this percentage also includes practical training with a minimum of 1000 hours of practical work.

The new department must develop its strategy for internship partnerships and further integrate graduates into the labor market.

Strengthen local and regional occupational and health service needs mapping to enhance curriculum relevance.

Ensure the continued annual update and accessibility of the Student Guide.

Involve external stakeholders, including clinical partners and professional associations, in future curriculum reviews.

PRINCIPLE 2.3 STUDENT-CENTRED APPROACH IN LEARNING, TEACHING AND ASSESSMENT OF STUDENTS

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

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

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

Relevant documentation

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

New Undergraduate Study Programme Compliance

I. Findings

The USP in Occupational Therapy at the DUTH has been designed following European and international standards, including the European Qualifications Framework (EQF) and the World Federation of Occupational Therapists (WFOT) guidelines. The curriculum comprises eight semesters (240 ECTS) and includes foundational biomedical and social sciences courses, discipline-specific modules, laboratory practice, clinical placements, and a thesis. The programme structure supports vertical and horizontal integration and introduces modern educational methodologies such as problem-based learning.

The programme was developed following a documented internal procedure involving the Academic Committee and the Quality Assurance Unit (QAU), as reflected in the provided Senate decision, internal evaluation minutes, and

curriculum structure. Labour market needs and graduate employability were considered, and provisions for mobility, digital skills, and optional English-taught courses were included.

Regular curriculum reviews are foreseen, and students contribute to quality assurance through surveys and structured interactions with academic advisors. Each student is assigned a faculty mentor from the outset, ensuring opportunities for feedback and academic guidance.

II. Analysis

The USP is coherently designed, ensuring vertical and horizontal integration of learning objectives and content. It covers the core knowledge, skills, and attitudes required in the occupational therapy profession. The inclusion of practise from early semesters supports the development of applied skills and professional identity. The alignment with the EQF and WFOT standards ensures that graduates are equipped to work nationally and internationally.

Students are part of the curriculum improvement and development through official surveys disseminated twice per year, as well as individual discussions with their academic mentor, which is assigned to them since the first day and is there to receive feedback and discuss, among others, the satisfaction of students. There is approximately one academic staff member for every four faculty students to ensure a feasible personalised approach.

There is evidence that the USP considers recent developments in the field, such as mental health promotion, community-based rehabilitation, and digital health tools. However, further incorporation of interprofessional education and simulation-based training is needed to prepare students for collaborative practice in multidisciplinary environments.

III. Conclusions

The USP in Occupational Therapy demonstrates academic coherence, relevance, and alignment with professional standards. It addresses current scientific and practical requirements and fosters students' professional development. Minor improvements are required to strengthen the interprofessional dimension and the integration of innovative teaching practices.

Panel Judgement

Principle 2.3: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Enhance inter-professional learning opportunities, including joint modules or workshops with students from related health disciplines.

Expand simulation-based learning activities to improve readiness for clinical practice.

Increase the number of optional modules in emerging fields, such as tele-rehabilitation and digital occupational therapy.

Monitor the impact of internationalization strategies and consider further inclusion of English-taught content, in a more mandatory way.

PRINCIPLE 2.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION OF ACADEMIC QUALIFICATIONS AND AWARD OF DEGREES AND CERTIFICATES OF COMPETENCE OF THE NEW STUDY PROGRAMMES

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

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

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

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

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

Relevant documentation

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

New Undergraduate Study Programme Compliance

I. Findings

The USP promotes student-centred learning through diverse pedagogical approaches and flexible delivery modes. The curriculum emphasises experiential

learning and includes significant hands-on components, such as laboratory practice and clinical placements. Transparent policies guide student admission, progression, and graduation in alignment with national regulations. Students are informed of requirements via the Study Guide and have access to academic advising and counselling throughout their studies.

Assessment methods are varied and aligned with intended learning outcomes. Mechanisms are in place for collecting student feedback via regular surveys. Each student is paired with an academic advisor from the beginning of their studies, contributing to personal and academic development. Internal procedures for handling complaints and appeals are formally documented.

II. Analysis

The student admission and progression policies are clearly defined and implemented following national regulations. There is adequate support for student guidance and advising, particularly during clinical placement and thesis preparation. The programme ensures fair and transparent assessment methods and allows recognition of prior learning and mobility achievements.

While the institutional procedures are robust, further formalisation of internal quality assurance mechanisms for monitoring student progression data would be beneficial. Data on student success rates, dropouts, and graduate employability are currently limited.

III. Conclusions

The admission, progression, recognition, and certification processes are effective and in line with national and European standards. They ensure academic transparency and fairness. Opportunities exist to enhance the monitoring of student outcomes and better support students throughout their academic journey.

Panel Judgement

Principle 2.4: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	

Non-compliant	
---------------	--

Panel Recommendations

Introduce targeted academic support interventions for students at risk of academic failure.

Regularly update the Study Guide and related documents to reflect USP changes and student needs.

Establish formal mechanisms for tracking and analyzing student progression and graduation rates.

Offer targeted academic support interventions for students at risk of academic failure.

Enhance student awareness and uptake of mobility and exchange opportunities.

Ensure teaching and assessment methods remain aligned with best practices and student feedback.

PRINCIPLE 2.5 ENSURING THE COMPETENCE AND HIGH QUALITY OF THE TEACHING STAFF OF THE NEW UNDERGRADUATE STUDY PROGRAMMES

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

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

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

Relevant documentation

- *Procedures and criteria for teaching staff recruitment*
- *Regulations or employment contracts, and obligations of the teaching staff*
- *Policy for staff recruitment, support and development*
- *Performance of the teaching staff in scientific-research and teaching work*

New Undergraduate Study Programme Compliance

I. Findings

This new USP involves teaching staff from DUTH and some other academic Greek institutions. The teaching, research and laboratory teaching staff ensures a diverse range of expertise and perspectives. With 17 members mainly staff of the TEFAA from the DUTH, the new USP possess enough staff members to satisfy the students' needs (4 to 1 students/staff ratio). From the number of teaching staff members and the number of students per year (80 students currently), the ratio seems adequate considering the scope and scale of the USP. The teaching staff covers a wide range of subject areas, which aligns with the USP's specialization.

The staff selection process (already started with the first nomination of the USP staff, 3 other members will be selected soon) will be based on meritocratic and

transparent criteria, emphasizing excellence and scientific adequacy, with specialization in the relevant subject area being a primary criterion. The staff members under selection will be specialized in ergotherapy. Professional contacts may function to catalyze applications but do not affect a fair and transparent selection. There are stringent criteria for selection of external lecturers on the USP, based on CVs and willingness to make a substantial contribution in the theoretical and practical aspects of the USP curriculum. There is a satisfactory combination of senior and junior faculty and the participation of women. The level of financial rewards for all teaching staff is determined by the DUTH regulations and has been included in the budget and considerations around financial position of the USP.

The EEAP had access to documents providing a detailed overview of the teaching workload of the faculty and lecturers which seemed appropriate. The research performance (grants and scientific outputs) of individual staff members does not exist on the USP's website, but their collaboration with well-known institutions suggests a commitment to high research standards.

Specific policies regarding staff development, mobility schemes, and educational leaves are well elaborated. The USP supports the further training and development of instructors through participation in national and international conferences, seminars, etc., indicating a commitment to ongoing professional development.

The USP's commitment to excellence in recruitment, training, and development implies a good level of quality assurance. From the presentation, interviews, and documentation, there are mentions of quality assurance processes for staff. Formal feedback mechanisms, including peer assessments, could enhance the USP's ability to assess and improve staff performance. There are mechanisms assuring that the questionnaires will be filled out by students. A formal feedback mechanism for staff does exist.

During the meeting with members of the teaching staff, EEAP was given the impression that all members were fully involved in the USP and were extremely satisfied with their participation. The actual faculty members are also active researchers and will bring distinct research expertise in the USP and student training and skills development in research.

II. Analysis

The diversity of the teaching staff enriches the USP by bringing in a variety of expertise and perspectives. The teaching, research and technical staff ensues a well-rounded teaching team with expertise in various areas relevant to the USP's specialization. The teaching staff covers a broad range of subject areas, which aligns with the USP's specialization, ensuring comprehensive coverage of relevant topics. The USP appears to have enough teachers to meet the needs of the USP students (currently 80 students per year).

The selection process for instructors is based on meritocratic and transparent criteria, emphasizing excellence and scientific adequacy, with specialization in the

relevant subject area being a primary criterion. This ensures that qualified and competent individuals will be recruited to teach in the USP. The USP supports the further training and development of instructors through participation in national and international conferences, symposia, seminars, etc. The USP commitment to ongoing professional growth and enhancement of teaching quality, qualifications, and merit to maintain academic integrity and fairness is convincing.

III. Conclusions

The USP's staff demonstrates strengths in expertise and commitment to professional development. Developing structured feedback mechanisms provide valuable insights for staff evaluation and improvement.

The USP is committed towards excellence in recruitment, training, and development. Formalizing quality assurance processes, including performance evaluations and self-assessment mechanisms, will ensure consistent teaching quality and continuous improvement.

The USP encourages scholarly activity and will benefit using new technologies. Staff mobility schemes and educational leaves are well elaborated. New opportunities for staff development could further enhance teaching quality and professional growth.

Panel Judgement

Principle 2.5: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Implement structured feedback mechanisms, such as from peer evaluations, to gather comprehensive insights into teaching effectiveness and areas for improvement.

Further elaborate on policies related to staff development (in addition to the DUTH regulations), mobility schemes, and educational leaves.

Conduct regular formal reviews of staff development procedures to ensure alignment with evolving educational trends and institutional goals.

The USP leadership should establish support mechanisms to harmonise and monitor teaching quality across the faculty (DUTH and external).

PRINCIPLE 2.6 LEARNING RESOURCES AND STUDENT SUPPORT OF THE NEW UNDERGRADUATE PROGRAMMES

Academic units should have adequate funding to cover all their teaching and learning needs. They should -on the one hand- provide satisfactory infrastructure and services for learning and student support and -on the other hand- facilitate direct access to them by establishing internal rules to this end (e.g., lecture rooms, laboratories, libraries, networks, boarding, career and social policy services, etc.).

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

Relevant documentation

- Description of the infrastructure and services made available to the academic unit by the Institution for the support of learning and academic activities (human resources, infrastructure, services, etc.)
- Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)
- Informative / promotional material given to students with reference to the available services

New Undergraduate Study Programme Compliance

I. Findings

The EEAP was provided with documents which refer to the current and future ambitions of the learning resources strategy for the new Department. Regarding the required infrastructure, the educational needs of the Department of Occupational Therapy curriculum will initially be covered by the facilities of the School of Physical Education, Sports and Occupational Therapy (SEFAAE). The first years of the Department's operation will be hosted both in its laboratories and in its halls, and all the structures that already exist and can be used for Occupational Therapy will be used. The Department will operate with the above resources:

- A classroom and a computer room inside the SEFAAE Main Building, and an anatomy room inside the SEFAAE Library Building (under configuration).
- Five laboratories: two inside inside the SEFAAE Main Building, the Laboratory

of Bioengineering of SEFAAE and the under construction Kinetic Learning Laboratory; and three under configuration inside the SEFAAE Library Building, the Creativity and Art Laboratory, the Sensory Integration Laboratory and the Braces and Orthotics Laboratory.

On the other hand, there are already projects about creating a new infrastructure, on the campus area adjacent to the SEFAAE buildings, so that the Department will have an exclusively its own location.

Students will have access to all DUTH structures to support learning, academic activity and the promotion of research. Students will be informed through a freshman reception ceremony at the beginning of each academic year and through the Department of Occupational Therapy website (<https://ot.duth.gr/>). We note also that the department will offer academic advisors to support students. According to the DUTH corresponding procedure, on an annual basis the Student Affairs Committee of the Department will prepare a relevant report with all complaints and objections submitted by students to the Department. The report will be transmitted through the OMEA to the MODIP and will be used as material in the internal evaluation process.

II. Analysis

The Department will have adequate teaching spaces, classrooms, laboratories, and other facilities, all of which will be used as required for this new USP. Furthermore, SEFAAE infrastructure and facilities will be available to faculty and students of the Program. In terms of funding, this is guaranteed from the DUTH strategic plan.

DUTH aims to ensure a modern university environment with efficient administration and operation. The learning resources for the new department are there. One of the immediate objectives should be the assessment of the appropriation of these resources by future students. How will the Department facilitate direct access of students to available services and facilities? How the student learning experience will be supported? Do the teaching facilities and environment correspond to the needs of students? Is there sufficient faculty and administrative staff to ensure the smooth operation of student training and support services? These questions must be considered systematically and prospectively in the operational implementation of training.

III. Conclusions

DUTH and SEFAAE have resources and means, on a planned and long-term basis, to support learning and academic activity of the new Department of Occupational Therapy. The above means include facilities such as the necessary teaching and learning facilities, general and more specialised classrooms and laboratories, library and scientific equipment. In addition, communication services, support, and counselling services will be offered to students. The EEAP judges that the main issues included in this Principle are dealt with in a satisfactory manner.

The Department will have facilities and infrastructure to ensure an appropriate

teaching and learning environment for the new USP. Learning resources aim to cover a variety of processes that will help students into their academic journey. It is very important for a well-functioning of the new department to make sure that all relevant parameters of teaching and infrastructure are properly and regularly evaluated and supported. A review after the first two years of operation would make it possible to assess the implementation of the program and its viability in relation to the needs and profiles of future students.

Panel Judgement

Principle 2.6: Learning resources and student support of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

During the first years of operation, the Department must be attentive and assess how students will use the spaces provided and feel comfortable.

It would be useful to think about a more modern and operational redesign of the computer room (removal of old computers, tables with electrical outlets to connect a laptop, WIFI coverage).

The Department should consider offering open space to students.

PRINCIPLE 2.7 COLLECTION, ANALYSIS AND USE OF INFORMATION FOR THE ORGANISATION AND OPERATION OF NEW UNDERGRADUATE PROGRAMMES

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

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The information collected depends, to some extent, on the type of accreditation (initial or re-accreditation). The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme(s), availability of learning resources and student support, career paths of graduates. During the initial accreditation, the data concerning the profile of the academic unit and the structure of the study programme must be entered.

Relevant documentation

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

New Undergraduate Study Programme Compliance

I. Findings

The new USP has in place procedures for data collection on teaching methods, student body, student progression, and employability. The USP presented a plan that adequately describes the data collection system for the USP structure and evaluation components. The submission of course evaluation questionnaires will be filled out by students through a special implementation of the DUTh platform. Students will be able to access and electronically evaluate courses and express their comments and concerns. The statistical analysis of the survey questionnaire will be done by the USP coordinators, and it will be presented in a descriptive statistics format.

The USP presented a plan describing the students' progress and their potential for employment. There is not yet information regarding alumni since the USP is a new one. The USP facilities are very good. IT systems of an online library, an e-Class system of virtual teaching options are important components of the USP.

The EEAP meetings with the actual teaching staff was positive and they expressed

their satisfaction for the USP structure, quality and tutors' availability.

II. Analysis

The mechanism for gathering and analysing student-related statistical data works effectively within DUTH. During the discussion with the teaching staff, it appears that students will also have the possibility to follow a Master and PhD training.

III. Conclusions

The Department has a functional information management system, and adequate procedures are in place to support both internal and external evaluations on a periodic basis. The EEAP concludes that the procedures concerning the quality, learning outcomes and overall prestige of the USP are excellent. Graduates will be duly prepared to follow their career path.

Panel Judgement

Principle 2.7: Collection, analysis and use of information for the organisation and operation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The USP shall be engaged to create an updated alumni with students contact info, their needs and the potential synergies between other similar alumni organizations. This will greatly benefit to the USP students.

PRINCIPLE 2.8 PUBLIC INFORMATION CONCERNING THE NEW UNDERGRADUATE PROGRAMMES

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

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

Relevant documentation

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

New Undergraduate Study Programme Compliance

I. Findings

The USP website is up and running providing useful and up to date information about the academic Unit, the USP structure, mode of attendance, criteria for assessment, degree awarded, etc. This is an easy to navigate public information system, based on the evaluation of the material shown on the website and the materials offered to the EEAP by the USP coordinators. All this information is available online in Greek and English languages; however, the English site is not yet fully developed and established. For example, student survival guide, ombudsman, career counselling office, calendar etc. are missing. Similarly, the Human Resources and Faculty members are missing in both Greek and English sites. The alumni page is absent, and the news and research pages contain no information. The CVs of all teaching staff members should be part of the USP's web page, regularly actualized, and presented in a uniform way provided by well accepted platforms such as Google Scholar. On the PSP website, there is not a clear program promoting section like with social media that would effectively promote the USP to prospective applicants and to the USP stakeholders (e.g., public and private hospitals/clinics).

II. Analysis

The EEAP believes that the new USP will operate a comprehensive public information system based on the detailed feedback obtained from the USP coordinators, teaching staff, students. The USP website and all material shared with the EEAP were extensively reviewed and allowed for the verification of important information offered by the teaching staff. There is no indication that the USP website is accessible to people with special needs or disabilities. Based on the website content of the USP, there is also no presence of the program in the social media to promote and engage with future students and stakeholders. There is a useful map of the USP and the departmental facilities. The information about USP, e-courses, structure, mode of attendance, degree awarded, are all available online. However, the CVs of tutors and faculty members are not available.

III. **Conclusions**

The EEAP finds that this new USP is overall compliant. Some recommendations to further improve the public character and information of the USP are shown below in the recommendations.

Panel Judgement

Principle 2.8: Public information concerning the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

The USP website needs to be updated regularly (events, research areas, distinctions etc.). It is shown in the Greek and English languages. However, important information is missing in the English site, and this should be supplemented.

The CVs of the teaching staff should be part of the USP website in a homogenous way (e.g., Google Scholar).

The success of graduates should be emphasized and promoted widely, especially via the social media, local media (TV, Press, etc.).

The EEAP advises the USP to consider making the website friendly to people with special needs or disabilities.

The EEAP advises the USP to set up active alumni and social media pages to better inform

future applicants about the program and strengthen its presence in the professional and scientific digital fora.

PRINCIPLE 2.9 PERIODIC INTERNAL REVIEW OF THE NEW STUDY PROGRAMMES

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

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

Relevant documentation

- *Procedure for the re-evaluation, redefinition and updating of the curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process*
- *Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)*

New Undergraduate Study Programme Compliance

I. Findings

The Quality Assurance Unit (MODIP) at the DUTH implements an internal annual monitoring plan. This plan evaluates the teaching curriculum and makes necessary adjustments to all DUTH USPs, including the one under review.

Retrospective data from previous years are not disclosed (new USP). The authors of the report recommend measures (corrective and preventative actions) to improve quality for students, academic and support staff.

II. Analysis

Students will evaluate the quality of the teaching process of the USP through mechanisms including the completion of feedback questionnaires. Aims towards

improvement include the review of available digital e-platforms, the evaluation of activities for the improvement and implementation of pedagogic practices, the establishment of a monitoring system, the review of student-led marks on surveys for staff performance etc.

III. Conclusions

The MODIP and USP Director are open to suggestions and continuous improvement committed to improving the learning experience for students and the professional development of teaching staff.

Panel Judgement

Principle 2.9: Periodic internal review of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The EEAP recommends feedback collection from students and faculty through anonymous mini surveys at the beginning of the course to assess the needs of students and staff, mid-term and at the end of the course, as well as periodically if needed.

The EEAP recommends the implementation of corrective and preventative actions aiming to enhance efficiency and identify opportunities for improvement in courses delivery and student support.

PRINCIPLE 2.10 REGULAR EXTERNAL EVALUATION AND ACCREDITATION OF THE NEW UNDERGRADUATE PROGRAMMES

New undergraduate programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The term of validity of the accreditation is determined by HAHE.

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

Relevant documentation

- *Utilisation of the recommendations of the external evaluation of the Institution for the establishment and successive improvement of the operation of the new UGP (incl. reference to the action plan)*

New Undergraduate Study Programme Compliance

I. Findings

This is the first time that the USP is being evaluated by the Higher Accreditation and Evaluation (HAHE) authority. Procedures for this evaluation by the EEAP were clearly set out, and the USP was very co-operative in providing additional information when needed in addition to the original documents that were submitted.

II. Analysis

It is the opinion of the EEAP that whatever points will be discussed in the evaluation report will be acted upon by the USP in collaboration with the Internal Evaluation Unit (MODIP). Such continuous discussion with EEAPs can only help improve this new USP.

III. Conclusions

All internal evaluation units (MODIP and OMEA) appear to take the evaluation process seriously, and this is also true of the USP and the leadership of the DUTH as made clear during the discussions of the EEAP with faculty and administrators.

Panel Judgement

Principle 2.10: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Discuss findings of the present evaluation report and set mechanisms to address any important issues of concern.

PART C: CONCLUSIONS

I. FEATURES OF GOOD PRACTICE

Important USP degree for Greece and strongly appropriate for the labor market

All courses are classroom-, laboratory- and clinical-based

Well-funded sources

Very good, clean facilities with state-of-the-art new equipment

Possibility to deliver Master and PhD Theses

Enthusiastic staff members

Part of the already well-established excellent academic environment (TEFAA, Medical School)

Important synergies with other pioneer Departments (TEFAA DUTH)

Big support from the high authorities of DUTH

Unique USP for the northern part of Greece

Very well elaborated program

Excellent ratio of students/teachers

Existing mechanisms to monitor and evaluate individual faculty members

II. AREAS OF WEAKNESS

Faculty members of this new USP are not yet selected (only one Faculty member exists to date)

The web page of the USP not yet well-established

The recruitment strategy of faculty members should be more precise and take into consideration the profile and composition of needs exclusive to ergotherapy

Computing science lessons (AI), stem cell biology/regenerative therapies courses are missing

Pharmacology courses and exchanges with pharmaceutical industry are not existing

The CVs of the Faculty members are missing

English-taught content courses are missing

III. RECOMMENDATIONS FOR FOLLOW-UP ACTIONS

The recruitment strategy of faculty members should be more precise and take into consideration the profile and composition of the future faculty of ergotherapy.

The training through research should be reinforced and implemented with the faculty recruitment strategy.

The USP shall ensure that at a minimum 60% of the program is focused on occupational therapy and occupation-related subjects, and that this percentage also includes practical training with minimum of 1000 hours of practical work.

The USPt must develop a strategy for internship partnerships and the integration of graduates into the labor market.

Incorporate courses in pharmacology, stem cells, regenerative medicine. Create contacts with the local pharmaceutical industry.

Strengthen local and regional occupational and health service needs mapping to enhance curriculum relevance.

Implement structured feedback mechanisms, such as from peer evaluations, to gather comprehensive insights into teaching effectiveness and areas for improvement.

Enhance student awareness and uptake of mobility and exchange opportunities.

Offer targeted academic support interventions for students at risk of academic failure.

It is recommended that the USP involves students, alumni and stakeholders, including clinical partners and professional associations in the future internal quality evaluation reviews.

The USP leadership could establish support mechanisms to harmonize and monitor teaching quality across the faculty (DUTH and external).

Increase the visibility of the USP by engaging with local and national media, and by offering some lectures for laypeople.

The success of USP graduates should be emphasized and promoted.

Create an introductory manual of basic concepts and definitions that will function as a helpful tool for students.

Organize summer schools and similar USP promotion activities.

The USP shall be engaged to create an updated alumni with students contact info, their needs and the potential synergies between other similar alumni organizations.

The USP website needs to be updated regularly (events, research areas, distinctions etc.). It is shown in the Greek and English languages.

The CVs of the teaching staff should be part of the USP website in a homogenous way (e.g., Google Scholar).

The EEAP advises the USP to consider making the website friendly to people with special needs or disabilities.

The EEAP recommends feedback collection from students and faculty through anonymous mini surveys at the beginning of the course to assess the needs of students and staff, mid-term and at the end of the course, as well as periodically if needed.

The EEAP recommends the implementation of corrective and preventative actions aiming to enhance efficiency and identify opportunities for improvement in courses delivery and student support.

IV. SUMMARY & OVERALL ASSESSMENT

The Principles where full compliance has been achieved are:

1.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10

The Principles where substantial compliance has been achieved are:

2.1, 2.8

The Principles where partial compliance has been achieved are:

none

The Principles where failure of compliance was identified are:

none

Overall Judgement	
Fully compliant	X
Substantially compliant	
Partially compliant	

Non-compliant	
---------------	--