

Doc. 300.3.2
Date: 22/03/2021

Higher Education Institution's Response (Departmental)

- **Higher Education Institution:** European University Cyprus
- **Town:** Nicosia
- **School/Faculty:** Sciences
- **Department:** Life Sciences
- **Programme(s) of study under evaluation**
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Αθλητική Επιστήμη και Φυσική Αγωγή (4 Έτη/240 ECTS, Πτυχίο)

In English:

Sports Science and Physical Education (4 Years/240 ECTS, B.Sc.)

- **Language(s) of instruction:** Greek

Programme 2

In Greek:

Εφαρμοσμένη Αθλητική Επιστήμη (18 Μήνες/90 ECTS, Μεταπτυχιακό)

In English:

Applied Sports Science (18 Months/90 ECTS, M.Sc.)

Programme Name

- **Language(s) of instruction:** Greek
- **Department's Status:** Currently Operating



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the "Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019" [N. 136 (I)/2015 to N. 35(I)/2019].

The Department of Life Sciences of the European University Cyprus wishes to express its sincere gratitude to the External Evaluation Committee (EEC) for the re-evaluation of the Department. The collegial spirit created by the members of the EEC during the evaluation processes created an atmosphere of knowledge sharing and synergy, which allowed the members of the Department to support the re-evaluation to the best of their abilities. It is thus, with great pleasure that the Department of Life Sciences noted the positive feedback of the EEC and we appreciate its insightful recommendations, which provided us the opportunity to further improve our quality and ensure the further strengthening of our value proposition.

In the following pages, we respond in detail to all recommendations for improvement as suggested by the EEC and we provide all relevant information to explain the actions taken to this effect.

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.3.1) must justify whether actions have been taken in improving the quality of the Department in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.3.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

1. Department's academic profile and orientation

Sub-areas

- 1.1 Mission and strategic planning
- 1.2 Connecting with society
- 1.3 Development processes

The EEC has raised the following issues. The response for issue is shown below each point that is raised.

Comments by the EEC:

Areas of improvement and recommendations

1a. Faculty based in Greece have gained recognized international experience and qualification. Few Faculty originate from outside of the homeland, understandable given the potential language barrier Greek. Faculty profile could be enhanced by further international recruitment. **1b.** Recruitment to target numbers remains an issue for the BSc and MSc programme which, given the saturated market within Cyprus, suggests greater effort should be made to attract international students to these programmes. **1c.** Information regarding the 'process' of funding to the Department was deflected to the representative from the Department of Enrollment who provided the basis for the fees structure only. There was no information provided on the operational budget, its adequacy or future planning provided by the School/Department.

2. Research. Though there is evidence of research competency within the Faculty, there is an apparent inability to attract research (PhD) students. This is surprising considering the 'attractive' subject area and level of facility within the School/Department. One solution may be to promulgate a research 'focus' and research 'Centre' to coordinate research activity and develop around this research focus a scheme of externally-funded research Scholarships and Fellowships.

3. Does a Departmental Research Committee have a role?

Response by EUC:

We thank the ECC for their valuable comments regarding Department's academic profile and orientation. Please find below our responses to the Committee's comments:

1a. We agree with the ECC's comment that international Faculty recruitment might enhance our profile. Given that four out of five of the Department's Bachelor's programmes of study and one out of three Masters programmes of study are offered in the Greek language, in recruiting Faculty we need to secure that all applicants are Greek-speaking. However, the Department began the procedures to introduce two new Ph.D. programmes in English ("Cancer Biology and Clinical Oncology" and "Exercise, Health, and Nutrition"). The Department is planning to submit for accreditation the "Cancer Biology and Clinical Oncology" Ph.D. in English and the "Exercise, Health and Nutrition" Ph.D. in both English and Greek (please see more information about this procedure in response item 2 below). Provided that there will be an international interest for the two programmes and/or an increase in the

number of students of our existing programmes offered in English (“Biomedical Sciences” B.Sc. and “Cancer Biology” M.Sc.), more international Faculty recruitment will be feasible. In this case, the Department will immediately act upon such developments.

The internationalization of the Faculty remains a priority for our Department. Thus, as soon as travel restrictions imposed due to the current pandemic are eased to create more conducive conditions for international travel, we aim to further enhance our ongoing efforts to invite more Erasmus teaching staff from non-Greek speaking partners, thus adhering to the EEC’s recommendation. Such academics will be able to offer guest lectures. We consider as does the EEC’s recommendation imply- that incoming mobility of international teaching staff in the Department can further strengthen our Faculty’s networking and research activities. In addition, that students can benefit from the Department’s internationalization actions, as international lecturers will teach and interact with them. The Department of Life Science Sciences aiming to expand further will definitely extend and capitalize on its more than 40 Erasmus mobility agreements.

1b. Given that four out of five of the Department’s Bachelor’s programmes of study and one out of three Masters programmes of study are offered in the Greek language, there is a limitation in recruiting Greek-speaking students (these mainly are students coming from Cyprus and Greece). However, we agree with the EEC that offering programmes of studies in English will open up many opportunities and attract international students. Hence, both the two PhD programmes (“Cancer Biology and Clinical Oncology” and “Exercise, Health, and Nutrition”) that the Department has started the procedure to submit them in Fall 2021 for accreditation to the CY.Q.A.A. are submitted to be offered in the English language. Regarding the EEC’s suggestion to attract international students to the programmes “Sports Science and Physical Education” and “Applied Sports Science”, it’s worth mentioning that both programs are offered in Greek (please see more information about this procedure in response item 2 below). Due to the language barrier, the only way to increase international students is to offer some courses in English. However, according to the CY.Q.A.A., a programme offered in Greek is not possible to offer its courses in English (or any other language than the one the programme has been accredited for). Thus, due to these national regulations, this is not possible at the moment. The University, however, has a policy on offering in English some courses in programmes of studies offered in Greek for ERASMUS students with no Greek language knowledge. This sustains an international mingling of our students with students from other European universities’.

The Office of the Vice Rector of Research & External Affairs in close collaboration with the Erasmus Office of the University has developed a scheme for attracting incoming Erasmus students in programs offered in Greek. The scheme will allow the offer of a package of courses in selected programs of study in English exclusively for Erasmus students. The scheme was due to be implemented in the current academic year but restrictions related to the COVID-19 pandemic, which had a severe impact on Erasmus mobility across Europe, have not allowed its implementation.

1c. The Budget setting and approval procedure at the European University Cyprus is on an academic-year basis and is a process that begins in mid-March every year and reaches its conclusion in mid-June. The University’s budget applies for the following academic year starting 1 September and ending 31 August.

There are two primary components to the Consolidated Budget of the University: the Academic Budget and the Administrative Budget. The ultimate approval and adoption of the University's Consolidated Budget is the responsibility of the University Council. The Academic Budget must firstly be approved by the Senate before being approved by the University Council. The non-academic components of the Consolidated Budget needs only the Council's approval.

The Budget setting and approval procedure is described below:

- a) Each Department Council (in this case the Council of the Department of Life Sciences) prepares its Academic Budget and submits it to the School Council (in this case, the School of Sciences). The budget is incorporated on a Budget Template, which is sent by the Department of Finance to each School's Dean's Office for completion at the beginning of each March every year. The Budget Template covers all aspects relating to academic financial requirements, e.g. staffing requests, Faculty Professional Development (participation in seminars, international and local conferences, professional subscriptions, etc.), academic and social events, traveling and other academic/educational requirements, CAPEX, stationery, and other expenditure.
- b) Following the Department's and the School's Council approval, a meeting is held between the Dean of each School and its Chairpersons with the Rector, the Chief Executive Officer and the Chief Financial Officer. During this meeting, the School's Academic Budget requirements for the following academic year are discussed, clarified and agreed. If modifications are suggested, the Department Council and the School Council are informed and ratify the final Department and School budget, respectively.
- c) Each School Council submits by the end of May its Academic Budget to the Rector.
- d) The Rector submits by the end-June the Academic Budget (i.e. the individual budgets of each School and the Rectorate's Budget) to the Senate for discussion and approval with the technical assistance of the Chief Financial Officer.
- e) Once approved by the Senate, the Rector presents the Academic Budget as part of the University's Consolidated Budget for final approval to the University Council (before the end of the academic year), which is approved alongside the Administrative Budget of the University.

As far as monitoring and tracking of the University's Consolidated Budget:

- a) No further approval is required by either the University Council or Senate for any expenditure to be made as per budget. However, for a payment to be made to suppliers of goods or services, an approval process is followed for the Department of Finance's internal controls in order to secure the timing, processing, acceptance and payment of the invoices.
- b) For items of extraordinary expenses which have not been in the original approved budget, a revision of the budget is required, whereby the initial process is once again repeated using the revised figures.
- c) If an item of expense was budgeted but during the ensuing academic-year the expense was not deemed necessary, the expense is not carried forward to the following year.
- d) At the end of each semester a progress report on the Academic Budget and the Administrative Budget is compiled by the Department of Finance and sent to the various Schools and Department Directors (respectively) for review.

2. Indeed, our Department lacks a doctorate programme of study which negatively affects the attraction of Ph.D. students. As the EEC was informed during the evaluation day, the Department Council on 27th November 2020 following the EUC internal regulations on submission of new programmes of study, has submitted the approval for the development of two Ph.D. Programmes to the School Council on the 7th of December of 2020.

These Ph.D. Programmes are:

- “Cancer Biology and Clinical Oncology”, Ph.D.
- “Exercise, Health, and Nutrition”, Ph.D.

The following stage of the preparation of the submission of the programme to CY.Q.A.A. has a deadline in mid-May 2021. The programmes are expected to be submitted to CY.Q.A.A. for accreditation in Fall 2021.

In addition, based on the EEC’s recommendation, the Departmental Council proceeded with the establishment of a new research center, the "Basic and Translational Cancer Research Center" (BTCRC), which has since the EEC visit already been approved by the School Council and has more recently been approved by the Senate during its latest meeting on March 2nd 2021. The BTCRC 's primary goal is to apply existing and acquired knowledge obtained with basic research to facilitate the design of better tools for tumor diagnosis and prognosis and more effective, personalized cancer treatment modalities (*see full information about the research centre’s constitution in APPENDIX I; Proposal for the establishment of the Basic and Translational Cancer Research Center*). The Department expects that the establishment of this research center will:

- a. enhance collaboration between Faculty and Faculty and students by supporting student participation in research projects;
- b. Increase the Department's attractiveness in securing research grants from Cyprus, European and International agencies;
- c. support and promote teaching and research of undergraduate, master's, and doctorate programmes in the Department.

Furthermore, the Department is currently planning the establishment of a research centre focusing on exercise, health, and nutrition in the near future - an area where there is a synergy between two programmes of study of the Department, namely the programmes “Sports Science & Physical Education” and “Nutrition & Dietetics”.

3. The Departmental Research Committee's role is to support and promote research activities within the Department. The Committee comprises of two (2) faculty members who are also the Department's representatives to the School's Research Committee. The School's Research Committee meets at least once per semester. It supervises and guides the successful implementation of research activities of the Department and School and promotes the research culture of each Department and the School, in general.

In more specific, the School's Research Committee's primary responsibilities are to:

- Ensure that each Department's and the School's research strategies align with the University overall Research Strategy.
- Assist each Department Chairperson in the execution of the Department’s research plan.
- Support faculty to implement their research activities in terms of publications, funding acquisition, and dissemination of research findings.



- Encourage and facilitate inter-departmental and inter-institutional collaborative research initiatives.

2. Quality Assurance

Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

Comments by the EEC:

Areas of improvement and recommendations

As per comments regarding sections 2.2.4 and 2.2.9.

1. 2.2.4 *Student evaluations (on-line) are collected at end of module only. No indication of 'within' module evaluation to correct deficiency. Unclear to what extent these evaluations are considered, and acted upon, by Programme Committees.*

2. 2.2.9 *More could be achieved to promote great exposure to empirical learning and translation from theoretical and practical application – and visa versa.*

Response by EUC:

We thank the EEC for their valuable comments regarding the Department's quality assurance procedures. Please find below our responses to the Committee's comments:

1. Survey on 'Student Feedback on their Learning Experience'.

Evaluation of learning and teaching processes and practices is essential to enable the European University Cyprus to continuously improve student learning outcomes and learning experience. The University has developed a questionnaire titled *Student Feedback on their Learning Experience (SFLE)* as a source of information for receiving feedback by students on their overall learning experiences, per course and per academic semester. The *SFLE* takes place during the two last weeks prior the final examination period according to the semester's schedule.

The Scope of SFLE: The *SFLE* procedure applies to all EUC students attending undergraduate and master programmes of study (both conventional and distance learning). The procedure provides the basis for the collection and analysis of the *SFLE* data and the reporting of these results to Faculty members themselves, the respective Chairpersons and Deans, and the Rectorate Office, to enable improvement and amendment of teaching practices.

The Strategic View of SFLE: The *SFLE* process is part of the University's Strategic Plan and is designed to offer students' perspective on the way courses are being taught as an essential element of internal quality assurance processes. As with most universities worldwide, at EUC students are considered key stakeholders.

The *SFLE* provides valid, reliable information/data on the impact and resource effectiveness of learning and teaching, as well as on instructor-related issues, thus contributing to the continuous improvement of academic programmes. The survey questions assess not only the course and the instructor, but also the unique features of particular forms of learning and teaching (such as digital enhanced learning, clinical/practical/laboratory teaching methodologies, the use of technology), as

well the interaction and communication with all support services provided by the University and the overall EUC culture and structures for supporting students' learning experience.

The findings from the analysis of the questionnaire survey are utilized in various ways, including:

a. the Programme Evaluation Review (PER) process of programmes of study, which aims at programmes' ongoing monitoring and evaluation (*for further information please see APPENDIX II; Internal Regulation on EUC's Programme Evaluation Review*). The *SFLE* findings complement other data sources gathered during the PER process, such as programme and Department relevant documents and Minutes, reflective documents, expert/peer reviews, student assessment results, teaching portfolios, etc. which all provide valuable information in reviewing EUC programmes of study.

b. In addition to the use of the *SFLE* findings in the process of changes and development of EUC programmes of study, the *SFLE* provides a key component in academic staff's professional development leading to enhanced quality of learning and teaching at EUC. More specifically the findings from the individual reports are discussed between the instructors, the Chairperson of the Department and if needed with the Dean of the School in a constructive peer review manner, thus feedback, support and guidance are provided to the involved instructors. It must be noted here that the contract renewal of part-time academic staff each semester takes into serious consideration students' feedback by the *SFLE*. In this way, there is a continuous improvement of teaching quality in the Department.

c. Moreover, *SFLE* findings are used to guide faculty support through the EUC Faculty Professional Development programme. More specifically selected findings from the *SFLE* findings are taken into consideration when new seminars and training sessions are scheduled by the Office of the Vice-Rector of Academic Affairs, as well during the panning of in-School/Department academic staff professional development activities.

The Management of Information/Data of SFLE: The design, conduct and reporting of *SFLE* respect the rights, privacy and confidentiality of all parties involved. Student responses are anonymous.

The Monitoring of SFLE: The *SFLE* process is monitored by the Office of Vice-Rector of Academic Affairs, which informs the Rectorate Committee, as well as the University's Internal Quality Committee, to ensure it enhances the quality of learning experience and culture at the University.

Responsibilities of stakeholders involved in the implementation of SFLE:

- a. The Office of the Vice-Rector of Academic Affairs is responsible for the management of *SFLE*.
- b. The Dean of each School and the Chairpersons of each School's Departments communicate the outcomes of the *SFLE* to all instructors and discuss with them critical issues concerning overall findings.
- c. Each programme coordinator incorporates and presents the *SFLE* results in each programme's PER report.
- d. All instructors are responsible for engaging students in filling in the *SFLE*. Additionally, full-time faculty members include the *SFLE* findings in their promotion applications, as well as in their bi-annual self-performance evaluation, as per University Charter guidelines.
- e. Students are responsible for providing their feedback on their learning experience for each course they attend by participating in the *SFLE* process.

In APPENDIX III (*APPENDIX III; Example of the data that Departments review*) we present the survey's questions and the average scores of the previous SFLE (Fall 2020) for all modules of the under evaluation programmes of "Sports Science and Physical Education" (B.Sc.) and "Applied Sports Science (M.Sc.)."

Most importantly, in responding to this EEC's recommendation, it must be pointed out that Department students are represented at all levels of advisory and decision-making bodies, including programme advisory boards, Departmental Councils, School Councils, the Senate, etc. Notably, according to the Programme Evaluation Review (PER) procedure, any stakeholder (including students) may initiate the revision of any programme at any given time (*please see APPENDIX II; Internal Regulation on EUC's Programme Evaluation Review*).

2. Since practical learning is becoming more widely used as a learning tool for students to help fill the gap between classroom learning and practice, all of our Department's undergraduate curricula include students' practical placement. Regarding the programme "Sports Science and Physical Education" under evaluation, internships are useful tools for employers for screening and recruiting potential hiring. In the last two years, around 30% of this programme's student interns were offered full-time positions from their internship employer.

On the same EEC recommendation, we agree with the EEC that a critical point beyond students' practical placement is to promote great exposure to practical learning and translation from theoretical and practical applications within curricula. Adjusting curriculum and pedagogy to address the gap between classroom and practice in academic education is challenging. In the Sports Science and Physical Education programme, we use an active learning environment that can enhance the integration of practice and theory in the classroom. Especially in the practical courses (i.e. SPE240 Football Teaching, SPE115 Handball Teaching, SPE215 Swimming Teaching, SPE120 Basketball Teaching, SPE320 Volleyball Teaching, SPE446 Gymnastics Teaching, SPE135 Track and Field Teaching, SPE340 Teaching of Rhythm and Dance Skills, SPE431-432 Football I-II, SPE432-439 Handball, SPE433-440 Swimming I-II, SPE434-441 Basketball I-II, SPE435-442 Volleyball I-II, and SPE436-443 Track and Field I-II, and SPE437-444 Gymnastics I-II), less emphasis is placed on theory and more on developing students' skills (1-hour theory and 2-hours practical application per week). Furthermore, core Sports Science courses are laboratory-based (SPE205 Exercise Physiology I, SPE225 Exercise Physiology II, SPE135 Motor Learning, Control and Development, SPE310 Theory and Techniques for Strength Development, SPE452 Kinesiology –Biomechanics, SPE400 Assessment and Evaluation of Functional Capacity, SPE425 Evaluation and Development of Elite Physical Performance, SPE480 Personalized Exercise Prescription and Programing, SPE490 Clinical Exercise Physiology, SPE470 Exercise for Special Populations, SPE405 Sports Physiotherapy and Injury Prevention).

Following the EEC's critical recommendation to provide the students the opportunity for more practical training and mentorship, the Department will recruit a Mentor/Laboratory Assistant for the revised curriculum's needs. The position is currently open for candidates' applications (deadline for submission of applications: 28th of May 2021). The URL for the position is:

https://galileo.wd3.myworkdayjobs.com/en-US/european_university_cyprus_career_site/job/Engomi/-----_R-03762-1

This person will be present daily at specified times and, in consultation with each course instructor, will have the duty to guide, assist and mentor the students with the practical training. The Mentor/Laboratory Assistant's purpose is to augment the student's practical and laboratory skills. In consultation with each course instructor, he/she will implement a practical skills development plan

for all the students beyond their face-to-face classes. For every hour of face-to-face laboratory teaching per week, the student will have an additional hour of guided practical training per week in the laboratory with the Mentor's mentorship. To ensure that students will be visiting the laboratories for practical training in a guided and recorded way by the Mentor/Laboratory Assistant, a Laboratory Calendar/Log has been developed (*please see APPENDIX IV; Laboratory Calendar/Log*).

Furthermore, as the ECC suggested during the evaluation, for the BSc programme "Sports Science and Physical Education" we add one face-to-face laboratory hour per week for the courses SPE205 - Exercise Physiology I, SPE225 - Exercise Physiology II, SPE335 - Sports Nutrition, and two hours per week for the course Kinesiology–Biomechanics to increase student's practical application (*please see APPENDIX V; BSc Revised Courses Syllabi*). Accordingly, for the MSc programme "Applied Sports Science" all course's syllabi were modified to increase face-to-face laboratory hours (*please see APPENDIX VI; MSc Revised Courses Syllabi*).



3. Administration

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Comments by the EEC:

Areas of improvement and recommendations

No comments were indicated by the EEC.

4. Learning and Teaching

Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

Comments by the EEC:

Areas of improvement and recommendations

Key areas for consideration are assessment and feedback

There is a caveat to these comments in that the evaluation was conducted at a time of great challenge caused by the extant Covid-19 pandemic.

1. 4.2.5 *It is clear that the Faculty adopt a student-centred learning approach but consideration should be given to a wider range of pedagogical approaches and greater emphasis on self-directed and reflective practice.*

2. 4.2.6 *Not fully supported by the students' response during the review. Faculty offer and publish office hours for student consultation and feedback, but it is not clear as to how supportive this avenue for potential feedback is in practice. Maybe consider a template rubric for feedback to all students on all components of their T&L programme.*

3. 4.2.8 *Linking to 4.2.6, consider whether students' facility to provide this feedback is adequate and timely. Communication to students of how their view is considered/acted upon by the Department/Programme management is warranted.*

Response by EUC:

We thank the EEC for these important recommendations, which we have attempted to take into account effectively, as indicated below:

1. EUC adopts a wide range of contemporary pedagogical approaches which apply to higher education. To this end, since 2015, EUC has introduced the Digital Enhanced Learning (D.e.L.) intervention project which aims to integrate digital teaching and learning approaches to all its campus-based programs of study. As part of this initiative, instructors are trained and coached by a specialized group of Faculty to introduce innovative pedagogical approaches using the Universities' Learning Management System (LMS) platforms to organize assignments, project-based work, group work, constant communication between students and instructors, synchronous and asynchronous activities (including chats, forums, wikis, online quizzes, journals, etc). The D.e.L. Ad-Hoc Committee organizes, at least once per semester, colloquia where instructors meet, discuss and share experiences on discipline-specific approaches.

Moreover, to emphasize a wider range of pedagogical approaches and greater emphasis on self-directed and reflective practice. We revised the syllabi adding portfolios in the Assessment Methods of the programmes, under evaluation. More specifically, for all the MSc programme courses "Applied Sports Science" (*APPENDIX VI; MSc Revised Courses Syllabi*) and the last year laboratory-based courses of the BSc programme "Sports Science and Physical Education" (*APPENDIX V; BSc Revised Courses Syllabi*) portfolios are being introduced in the Assessment Methods, effective from Fall 2021 Semester. Portfolios will include a maximum of 3 tasks of varied assessment type. Portfolio activities have much higher complexity (including technical,

practical, and cognitive challenges) and require much more effort and time from students to be completed.

2. The Department of Life Sciences enforces a policy of active communication between instructors and students. Instructors are highly advised to use all available physical and electronic means to encourage and facilitate students' communication. More specifically, all Faculty has six hours Office Hours per week. Students are encouraged to have at least two meetings with their instructors during each instructors' Office Hours during the semester. Instructors are expected to keep a record of with whom they have conducted such meetings during the delivery of courses. Furthermore, since March 2020, due to the Covid-19 circumstances the Department recommends Faculty to supplement their Office Hours with virtual office hours (e.g. via Blackboard Collaborate) to provide students flexible options for support.

As far as the use of rubrics, the EEC's suggestion for considering a rubric for all the teaching and learning procedure components in the Department has been acted upon. Using a coherent set of criteria for students' work will definitely help instructors grade more objectively, set the expectations and clearly outline the assignment. In more specific, we immediately proceeded from the current semester to use rubrics in all of our courses in the Department so that all instructor use grading rubrics to assess a range of activities in all the programs of study in the Department. The Faculty of the Department collaboratively designed generic rubric templates (both holistic and analytic) based on a coherent set of criteria for students' performance and development, to support reliability in feedback or grading, and provide students with a way to evaluate and self-regulate their work critically. The rubrics requirements are linked to specific learning objectives (knowledge, skills, and competencies) of each of the Department's program of studies. These general templates have been adopted accordingly based on each course's particular requirements and learning objectives and were explained to the students prior to each assignment and exam (*please see APPENDIX VII an 'Indicative Example of an Assessment Rubric'*).

3. In relation to the feedback provided to students, it is clarified that students receive feedback from their instructors from the very beginning of each semester: this varies from comments made during a class sessions, discussions in groups, feedback on practice exercises in class, answers to queries about coursework on a forum or in live Q&A sessions, conversations and group threads with other students on Blackboard or other LMS platforms, etc. Regarding the marking of assessments with feedback, the current EUC regulations are the following:

- Assignments and mid-terms are marked and returned to students with written feedback within 15 days of submission.
- The Final exams grades are marked and submitted together with the entire grade book of a course after 48 hours of the exam. Students receive their overall grades online a week after the examination period is finished.

In addition, in case a student believes that the grade of her/his final examination received is different from what was expected, s/he has the right to submit an appeal. As an initial step, the student must exhaust all possibilities of resolving the problem with the pertinent instructor. If this does not lead to a resolution, the student may appeal against the grade by filing a petition with the Office of the Registrar. The Registrar forwards a copy of the petition to the pertinent Chairperson of the Department, who first ascertains that no error was made by the instructor, and if not so, assigns an anonymous re-evaluation of the final examination to another instructor.

In the case of a major discrepancy between the instructor's evaluation and the re-evaluation that will require the change of the final examination grade, the average of the two evaluations is assigned as the final grade to the final examination. Changes of grades resulting from an appeal require the endorsement of the Dean of School. For a petition to be reviewed, a student must appeal within four weeks from the date the semester grades have been announced.

Furthermore, for all courses, instructors have in place well-designed assessments that aid students to progress through their program. The aim is to help the student's learning but also provide them with a tool to measure it by focusing their attention on task and content that reflect the learning outcomes of the course. The assessments under this also help instructors to see what the students have actually understood and on which aspects they still, need some work. Also, with the addition of portfolios in the Assessment Methods of the revised syllabi, we expect to emphasize self-directed and reflective practice.

As regards to the marking and assessment criteria of the Department's programs of study, the Department follows the University wide policy, that all students from the onset of their studies are made aware of what is expected from them in each of their courses. This information is presented on the Course Outline of each module (*please see APPENDIX VIII; A "Sample of a Course Outline"*).

Each course outline contains information on:

- The Learning Outcomes of the course, as well as guidelines for the knowledge, understanding and skills students are expected to develop by the end of the course;
- The University's Internal Regulations on Academic Ethics and Students' Discipline;
- The Appeal Procedure;
- The Department's Absences Policy, including which is the maximum number of absences allowed for theoretical and laboratory classes;
- The course's Marking/Assessment Criteria, so that students are clearly informed what their instructor will be assessing them on during each part/component of their assessment, as well as the balance between exams, practical skills and assignments;
- The Grading System of the EUC.

Moreover, the Department has a *Monitoring of Grades mechanism*. Each semester, prior to the approval of grades, the Department Chairperson monitors statistics on grades/marks for all courses of the Department via the Grade Submission form which executes statistical analysis of the grades on each course. This is a mechanism that the Department plans to continue to implement given its monitoring management advantages.

5. Teaching Staff

Comments by the EEC:

Areas of improvement and recommendations

1. The number of full-time special teaching staff exclusively appointed for teaching in this subject area is relatively low. Recruitment of academic staff may be necessary, especially as the Departmental strategy is to increase student numbers on these programmes.
2. If it is the case that resources follow numbers, then allocation of additional resources to this programme is overdue.

Response by EUC:

We thank the ECC committee for their valuable comments regarding Department's teaching staff. We kindly inform the EEC that points (1) and (2) have been addressed together as they pertain on the same line of recommendation.

1-2. Currently, the Sports Science and Physical Education program is supported by four (4) full-time Faculty who are exclusively appointed for teaching core courses in the core subject areas of the program. In addition to them, more full-time Faculty of the Department cover several auxiliary courses of the Programme, such as Teaching Methodology, Anatomy and Physiology I and II, Research Methods and Biostatistics, Sports Psychology, Sports Management and Organization, English for Health Sciences I and II, etc.

The Department's ongoing policy is to expand our full-time Faculty staff in order to cover all its Programmes' needs. This expansion appears in the Department's, the School's and the University's strategic plan. For instance, during the last two (2) academic years, the Department hired the following six (6) full-time Faculty members:

- Dr. Andreas Kalogirou, Assistant Professor (Organic Chemistry)
- Dr. Maria-Ioanna Christodoulou, Assistant Professor (Immunology)
- Dr. Athanasios Metaxas, Assistant Professor (Pharmacology)
- Dr. Antonis Alexopoulos, Lecturer (Sports Sociology)
- Dr. Malamati Kourti, Lecturer (Pharmacology)
- Dr. Ioannis Stavrou, Lecturer (Pharmaceutical Analysis)

In addition, currently the Department has an announcement for the hiring of another two (2) Faculty positions: one for a new full-time member in the field of Microbiology (any rank) and one in Anatomy-Physiology (any rank). The selection process for Anatomy-Physiology position is currently in progress, whereas the application deadline for Microbiology is on the 31st of March 2021. Both positions will be filled in starting as of 1.9.2021.

Moreover, as indicated above in our response to Comment 2 in Section 2, (page 9) based on the suggestion of the EEC, the Department has published an announcement for the employment of a Mentor/Laboratory Assistant who will be assigned duties aiming at students' practical and laboratory skills training enhancement in the program of Sports Science and Physical Education



(B.Sc.). This person will be present daily at specified times and, in consultation with each course instructor, will have the duty to guide, assist and mentor the students with their practical training.

As the ECC noted, for the under evaluation programs of “Sports Science and Physical Education” (B.Sc.) and “Applied Sports Science (M.Sc.)”, the projected student numbers is relatively low. The hiring of staff is directly related to the yearly students' intake. Thus, should the number of students increase, then recruitment of more full-time Faculty will follow, in addition to the hiring of the full-time Faculty position in Anatomy-Physiology.

As a final note, it must be pointed out that the Sports Science and Physical Education (B.Sc.) program of studies includes particular courses requiring instructors in specialized disciplines for its smooth operation. These courses are Handball Teaching, Swimming Teaching, Basketball Teaching, Volleyball Teaching, Football Teaching, Gymnastics Teaching, Track and Field Teaching, Paralympic Games, Outdoor Exercise and Recreational Activities, Aerobics, Olympism and Teaching of Rhythm and Dance Skills. Thus, it is inevitable for the Programme to employ part-time staff to teach these particular disciplines since they are too specialized to cover the teaching load of a full-time faculty each semester.

6. Research

Comments by the EEC:

Areas of improvement and recommendations

1. Student research opportunities;

Increase the exposure/integration of undergraduate students to engage in empirical research. Students' 'research' engagement is primarily through Structured Literature Review or similar. Low level of experimental project work. Students should be encouraged to engage greater in dissertation rather than elective courses. Should be informed by destination of student employment and presents an opportunity to broaden the opportunity for final year, or capstone, projects in the Life Sciences.

(see: <https://mymedia.leeds.ac.uk/Mediasite/Play/a3add1c5d3b34120ae9899c30bb67b6b1d>).

2. Departmental Research Ethos;

3. Limited evidence of a programme of activity directed to the development of a research culture e.g. seminar series, departmental research day etc.

4. Low number of PhD students. Major initiative is required to increase the number of research postgraduates.

5. No evidence of research staff (postdoctoral etc.) engagement.

Response by EUC:

1. Indeed, the enhancement of students in empirical research is essential for an academic Department. In alignment with the EEC's suggestion to increase our students' exposure to research, we have substantially increased the Undergraduate Thesis Topics of all our programs students' research-related/practice-oriented research topics in order to minimize the literature review topics and enhance students' field data collection skills and analysis skills. Specifically, for the programme of "Sports Science and Physical Education" (B.Sc.), under evaluation, an indicative topic list for the following Academic Year 2021-22 appears in APPENDIX IX (*APPENDIX IX; Indicative Research Thesis topics for Academic Year 2021-2022*). As indicated by the topics, all of them have an empirical/research-related and practice-related perspective and allow students to conduct research activities and perform data collection.

Based on EEC's recommendation to increase students' engagement with experimental research projects, the Department decided to offer the same experimental project to more than one or two students. The undergraduate students already choose to work in pairs, both for experimental research and bibliographic projects, but they deliver a common Undergraduate Thesis. The following academic year (2021-22), those students will have the option to work in groups in a broader research project and deliver individual theses (same methodology but different data). Furthermore, students' opportunity to work in experimental Undergraduate Thesis projects has now been expanded to those with GPA above 2.0 (instead of 2.8, which was before). Thus, now experimental undergraduate projects won't be restricted only to the high-ranking students.

Following the EEC's suggestion, from Spring 2021, we established the organisation of the Departments' Research Day twice per academic year, additional to the University's annual Research Day Event. The Department's Research Day will aim to increase the number of students involved in research. In this event, Faculty and students from all the Department's programmes will have the opportunity to be engaged in research activities and present their research work. We

expect this event to bring together Faculty and students from all of our programmes and provide an opportunity to all involved to share new findings, facilitate scientific exchange, and identify potential new collaborations and initiatives. Further, this event will promote research synergies among the Department's members, support less active Faculty, and offer assistance. The first online meeting is planned for May 2021.

Furthermore, the Department, since the current semester, established the "Open-Lab" initiative. In this action, students will be able to visit and participate in actual research activities. Once again, this action aims to attract students in research as well. Approximately once per month, each Faculty will have to pre-announce a specific day when research activities take place in the Department's laboratories under his/her supervision. The Faculty will inform the students about the procedures and the purposes of the research, and where possible, a number of students will be able to participate in the experimental procedures. Faculty will launch this initiative as soon as national restrictions imposed due to the current pandemic are eased to create safer conditions for research activities. With this initiative, the Department will stimulate students' interest in conducting original research rather than literature reviews and enhance the exposure/integration of undergraduate students to engage in empirical research.

Moreover, in order to constantly improve students' research skills the Department initiated the further use of research articles in each course. Research articles form a core element of the students' learning experience in Life Sciences. They introduce students to the diverse research approaches in a given research area and enhance students' analytical and critical skills. Even though it is common practice, that the Course Outlines of the courses are enriched with a plethora of additional learning material (an integral part of which are research articles), from the next academic year, each instructor in the Department on her/his semester course outline will revise the Reading List of her/his Course Outlines with additional research articles.

2. The Policy of the University on Research Ethics is described in Sections 1 and 2 of the EUC Research Policy (*please see pages 6-19 in APPENDIX X; EUC's Research Policy*). The Research Policy makes provision for a Research Ethics Committee which has a representative from all Schools including the School of Sciences. The Committee is chaired by the Vice-Rector of Research & External Affairs. According to Cyprus Law the Research Ethics Committee of the University does not have the right to approve projects involving human subjects. Approval must be granted by the Cyprus National Bioethics Committee. The Office of the Vice-Rector of Academic Affairs organized a number of seminars or events on Research Ethics. The latest is a seminar on Research Ethics within the Faculty Development Program, to be given by Prof. Andreas Efstathiou, Vice-Rector of Research & External Affairs and Chair of the EUC Research Ethics Committee and Prof. Constantinos Phellas, Chairman of the Cyprus National Bioethics Committee. The seminar took place on the 17th of March 2021. The Office of the Vice-Rector of Research and External Affairs also developed 'Guidelines on Authorship in Scholarly Publications' which were approved in the 81st Senate meeting on 2/3/2021 (*please see APPENDIX XI; Guidelines on Authorship in Scholarly Publications*). The Guidelines aim to ensure high standards of Research Ethics and Integrity in all publications authored or co-authored by Faculty and researchers at EUC.

3. Increasing the research output quality and enhancing the development of research culture is a central pillar in both the University's and the Department's and School's strategy. The development of a research culture is supported by a number of EUC's research support policies and mechanisms, including among others a policy on Teaching Hours Reduction (THR), the Sabbatical leave scheme, the "Annual Awards for Excellence in Research," as well as the available budgets

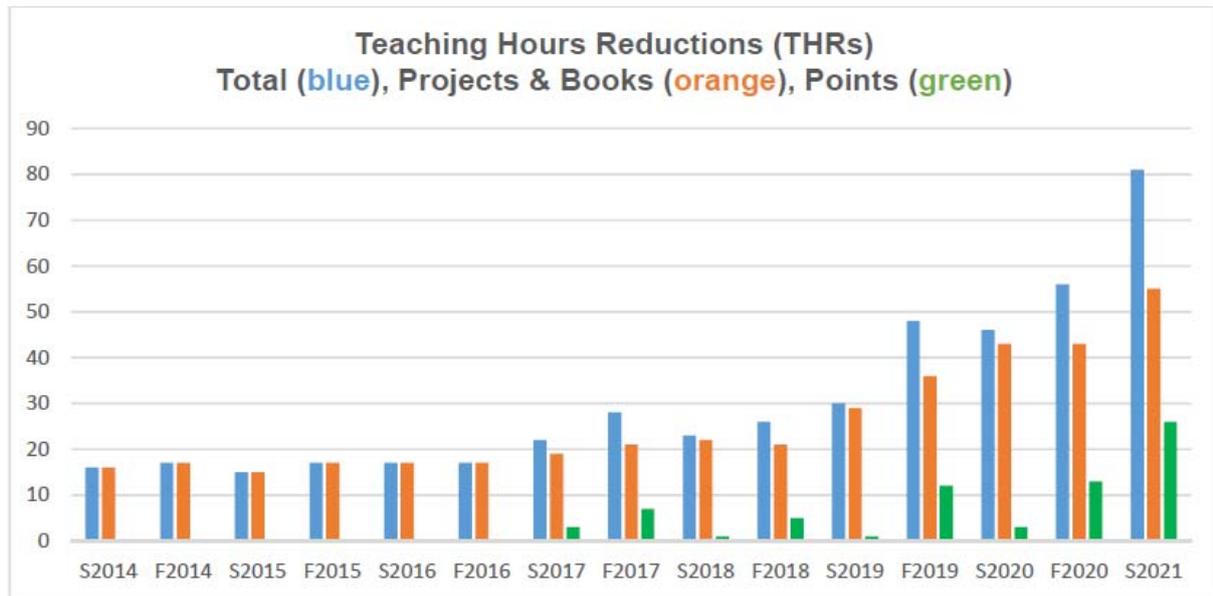
for conference participation and membership in scientific and professional societies, and the Ph.D. Scholarships Award Scheme.

In particular, the University recognizes and supports the need for the Faculty's engagement in systematic and consistent research activities and career advancement. Consequently, to motivate, support, and enhance the Faculty's research activities, the University has adopted the Teaching Hours Reduction (THR) policy, which is part of the broader University Research Policy (*please see pages 24-26 in APPENDIX X; EUC's Research Policy*). Through the THR policy, Faculty who have a contractual obligation of 12 teaching hours per semester, may, through this provision, have a reduced workload of either 6 or 9 hours per semester.

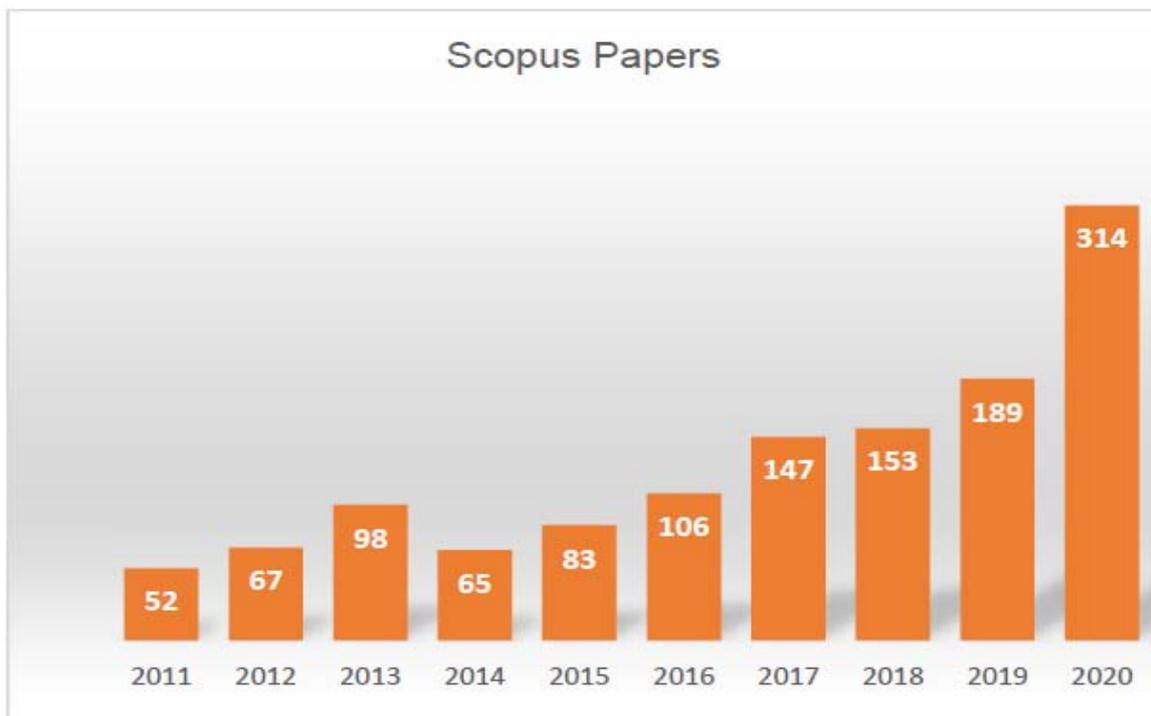
Following the introduction of the THR policy, the research activities of full-time Faculty have substantially increased in the EUC. This is evident from the steady increase in both the number of faculty who are granted a THR, and the parallel increase in research activities. For instance, during the Spring 2020 semester, 35 full-time faculty members obtained a THR, 19 of which had a three hour reduction, and 16 faculty members were granted a six hour reduction. Within a year, the percentage of full-time Faculty that was awarded a THR increased by 69% (February 2020 – February 2021), whereby in the Spring 2021 semester alone, 59 full-time faculty members were granted a THR: 37 members obtained a three hour reduction, and 22 faculty members were granted a six-hour reduction. A number of the Department's Faculty has systematically capitalized on the particular policy, while every year additional faculty members are eligible for the THR. Indicatively, the last two years in the Department of Life Sciences, the following Faculty was granted a THR.

- Dr. Panos Papageorgis
- Dr. Apostolos Zaravinos
- Dr. Eleni Moushi
- Dr. Anastasios Theodorou
- Dr. Anrreas Kalogirou
- Dr. Athanasios Metaxas
- Dr. Andreas Avgerinos
- Dr. Ioannis Stavrou
- Dr. Stavri Chrysostomou
- Dr. Vaso Gkretsi
- Dr. Antonia Sophocleous

The figure below demonstrates the steady increase in the total number of allocation of THR per semester in the EUC (2014 to date).



The THR policy has led into a boost of not only the quantity but also the quality of research output. Specifically, in the last five years, the University's output in Scopus indexed paper journals has quintupled as much. That is, for the years 2018, 2019 και 2020, the University's publications in Scopus indexed journals is of the order of 156, 192 and 312, respectively. On the basis of this track record, and provided that the University maintains the benchmark of 150 high quality journal articles in the years 2021 και 2022, it fulfils the criteria for the Times Higher Education World rankings in 2023. The figure below depicts the steady increase in the number of University's output in Scopus indexed paper journals per calendar year (2011 to date).



Moreover, the positive effect of the THR policy is evident from the strong growth in the research activity of the University as measured through competitive external research projects. Such funding has quadrupled during the last 5 years.

Apart from the cumulative nature of the THR policy, this high research culture is supported through the recently introduced Sabbatical leave scheme (*please see APPENDIX XII; Internal regulation on Sabbatical Leave*). The Sabbatical leave scheme aims at encouraging faculty members to engage in scholarly research and international networking, and it is granted with full remuneration. Sabbatical leave is granted for planned travel study, formal education, research, writing of papers, monographs and books or other experience of academic value. At the end of the Sabbatical period, the faculty member must submit a detailed report on the research activities performed under that period.

In addition, the "Annual Awards for Excellence in Research" (*please see APPENDIX XIII; Internal regulation on EUC's Annual Award for Excellence in Research*) may be seen as a further motivation for Faculty to engage in high quality research. Specifically, two faculty members are awarded these Awards, on the basis of the quality and impact of their research. These two awards are:

- The "EUC Research Award-Young Researcher", is awarded to young researchers that have demonstrated the ability to perform high-quality research. The Award aims to enhance young scientists' research activity who have shown an ability to produce significant and internationally recognized achievements from the early stages of their career.
- The "EUC Research Award-Distinguished Researcher" is granted to excellent scientists with extensive research experience who have demonstrated significant and internationally recognized research results. The Award aims to appraise and promote the work and personality of these distinguished scientists who honour European University Cyprus through their high-quality research and its impact.

To be eligible, full-time faculty members must be nominated by February 28 of each year. The nominations are assessed by a special committee, comprised of both internal and external members. A series of other incentives is also employed, so as to encourage and support full-time Faculty in their research activities, as outlined below:

- Based on their research profile and activities (at the time of hiring), newly hired full-time Faculty members may be granted a THR from the very first semester of employment.
- In addition, an annual budget of 1470 Euro is available for each full-time Faculty member, for participation in local and/or international conferences.
- A further, annual budget of the order of 120 Euro is available for each full-time faculty member, for subscription in scientific and professional associations.

Additionally, to provide further academic support, especially for academic writing and for top journal article submissions, the Department is setting up a research workshop in Spring 2021. The workshop will include a presentation, followed by a discussion on best practices amongst peers. It has also agreed, and a budget has been secured for a webinar on academic writing to be delivered by an external, international expert.

Moreover, the Office of the Vice-Rector of Research and External Affairs organizes a Research Week which includes a number of workshops on research funding opportunities. Furthermore, the specific Office organizes the EUC Research Day, which includes the participation of students and

pupils from local secondary schools as well as Faculty, students and researchers. The Office of the Vice-Rector of Research and External Affairs and the Research Office also disseminate on a regular basis funding opportunities to Faculty and researchers. It also disseminates funding opportunities and news forwarded by the European Office of Cyprus, of which the University is a member, and which has an office in Brussels.

4. As we mentioned before, the Department Council on its Meeting on the 27th of November 2020 by following EUC internal regulations on submission of new programmes of study has submitted the approval for the development of two Ph.D. Programmes to the School Council on the 7th of December 2020. These Ph.D. Programmes are:

- “Cancer Biology and Clinical Oncology”, Ph.D.
- “Exercise, Health, and Nutrition”, Ph.D.

The following stage of the preparation of the submission of the programmes to CY.Q.A.A. has a deadline mid-May 2021. The programmes are expected to be submitted for accreditation to CY.Q.A.A. in Fall 2021.

As a Department, we are confident that the introduction of the two Ph.D. programmes of study will increase the number of Ph.D. students, hence more advanced research activities. Furthermore, the establishment of the “Basic and Translational Cancer Research Center” (BTCRC), will support and promote research in undergraduate, master’s, and doctorate programmes in the Department.

Other incentives are also employed, so as to encourage and support the number of Ph.D. students, as outlined below:

- The University has introduced the Ph.D. Scholarships Award Scheme (*please see APPENDIX XIV; Ph.D. Scholarships Award Scheme*). The general aim of the scheme is to reward faculty members who have been able to demonstrate an excellent recent research record. The scholarships are awarded to faculty members who fulfil the selection criteria of the scheme and who have a suitable Ph.D. candidate in their field. All full-time faculty members of the University who hold the rank of Assistant Professor or higher are eligible to apply for the award. The Ph.D. scholarships are awarded to the most promising candidates of any nationality. They cover the tuition fees of new Ph.D. students for the whole duration of their studies. Five such scholarships have been announced for the academic year 2021-22.
- Following the Ph.D. scholarships award scheme, the University enhances Ph.D. students with the Policy for the Award of Scholarships for publishing a Scopus paper (*please see APPENDIX XV; Policy for the Award of Scholarships for publishing a Scopus paper*). This scheme awards scholarships to Ph.D. students who have presented an article to a Scopus Conference or published a paper in a Journal indexed by Scopus. The scholarships are in the form of a tuition fee exemption.

5. Currently in the Department, there is a full-time post-doctoral fellow working in the research group of Dr. Panos Papageorgis under a project funded by the Cyprus Research and Innovation Foundation entitled “Unveiling novel molecular mechanisms that regulate colonization of dormant metastatic breast cancer cells”. Furthermore, Dr. Anastasios Theodorou, as a supervisor, secured funding by the Cyprus Research and Innovation Foundation for a post-doctoral project entitled “Muscle fibre response to exercise in Cerebral Palsy”. This project is expected to start as soon as the restrictions imposed due to the current pandemic are eased to create safer conditions for the participants.



We expect that with the gradual growth of our Department, the further development of the Department's research culture, the acquisition of additional research funding and, importantly, the introduction of the two new Ph.D. programmes will increase the number of postgraduates and research staff in the Department of Life Sciences.

7. Resources

Comments by the EEC:

Areas of improvement and recommendations

The EEC did question the viability of the MSc degree with such low numbers of applicants, current students and completions. Clearly, the Department will review and act accordingly.

Response by EUC:

Indeed, the M.Sc. program in “Applied Sports Science” has a lower number of enrolled students than expected and compared to the rest of the Department's M.Sc. programs of study.

As the Committee noted, the Faculty teaching in the program has gained recognized international experience and qualification. All of them have a reputable track of peer-review publications and are actively engaged in research activities. It is clear that the academic staff in the program is highly qualified and a vital asset for the Department. Also, the infrastructure, the equipment, and the laboratories fully meet the needs of the programme.

Therefore, to address the issue of low enrolment, we should search for alternative etiologies. The M.Sc. program in Applied Sports Science is currently offered in the Greek language; thus, there is a limitation in recruiting only Greek-speaking students (from Cyprus and Greece). Moreover, it is evident that the Master students' pool in Sports Science in Cyprus is limited. Therefore, attracting students from Greece can be an excellent solution to strengthen enrollment in the program. However, most of the Master students are currently employed professionals, making it challenging to pursue a conventional master's degree program. Provided that the CY.Q.Q.A. will allow this, the development of online and blended teaching methodologies and the offering of specific sessions online even after the pandemic, could enhance the flexibility of students from abroad to be interested in submitting an application to enroll in the programme and could eliminate any geographical restrictions by visiting a physical class every week.

Before the Covid-19 emergency measures applied in March 2020, the European University Cyprus had a formulated policy in place to gradually include the majority (80%) of its conventional (face-to-face) courses in its Digital Enhanced Learning (D.e.L.) project by 2022 (please also see our response under Topic 1 in page 12). This project aims at incorporating digital material and resources and digital pedagogical activities using the LMS platform Blackboard Learn. Thus, EUC was well prepared when the COVID-9 pandemic forced all our conventional programs to be offered online in terms of available infrastructure and Faculty expertise and materialized this transformation in less than a week. The University's D.e.L. policy is currently being re-designed given the legacy that the pandemic period will leave us with, namely to keep supporting with digital teaching formats all our conventional courses after the pandemic has ended.

B. Conclusions and final remarks

Comments by EEC:

1. The EEC panel were very impressed by the commitment and engagement of all members of the Department who represented their component area(s) under evaluation. The Committee wish to thank and praise all for their cooperation, patience, honesty and integrity in the conduct of a difficult, and somewhat extraordinary, virtual 'on-site' evaluation. That we achieved so much over the course of the day is a credit to all, and bodes well for the future of the Department. Worthy of special mention are the student representatives who were exemplary and outstanding ambassadors for the Department and University.
2. Overall, the EEC gained a favourable impression of the policies and procedures adopted by the Department to manage a relative new and expanding portfolio of teaching and learning in the discipline of Sport and Exercise Sciences. For the most part these were judged compliant with the rules and regulations governing these activities.
3. It is evident that areas of overlap and synergy remain following the restructuring of Departments within the School of Sciences. It would appear advantageous for the Department of Life Sciences to exploit these synergies, particularly in the area of health, in future developments.
4. The EEC panel is confident that deficiencies identified within this evaluation will be considered by Departmental management in a timely and appropriate manner and in full consultation and engagement with the Faculty, support staff and student body.
5. Resources, deficient throughout most of the higher education sector around the globe, also pertain to this Department. We hope the University will react favourably to any request from the Department for additional resource to maintain and improve the current degree programmes and in the development of new postgraduate research degrees.

Response by EUC:

We would like to sincerely thank the EEC for the positive feedback and its constructive recommendations. As described in the previous sections of the report, the Department of Life Sciences made a focused effort to address each of the EEC's recommendations. We believe that these actions enhance our Department's quality, which builds on our strengths and our readiness to implement the program in an attractive student-friendly environment. As the EEC noted during the evaluation of our Department, the quality of our students is of high calibre. We strongly believe that our students' quality reflects our ability to provide a high academic education level. This particular comment from the EEC makes us very proud and increases our commitment to continuous development in all education and research sections.

We summarize in brief some of the major adaptations described in more depth above. According to the suggestions by the EEC, we have now:

- Established a research center in the Department to promote research. The name of the center is "Basic and Translational Cancer Research Center".
- Started the procedures to offer two new Ph.D. programs of study ("Cancer Biology and Clinical Oncology"; "Exercise, Health, and Nutrition"; to be submitted to the CY.Q.A.A. for accreditation in Fall 2021) to increase Ph.D. students in the Department.
- Announced a vacancy for the employment of a Mentor/Laboratory Assistant in the "Sports Science and Physical Education" programme who will be assigned tasks related to further enhancing and developing students' practical and laboratory skills in collaboration with each course Faculty.

- Modified the syllabi and teaching methodology for the practical and laboratory-based courses in the programme of "Sports Science and Physical Education" (B.Sc.) and "Applied Sports Science" (M.Sc.) in order to increase students' exposure to empirical learning.
- Developed grading rubrics to assess a range of activities in all the Department's programmes of studies. The use of rubrics in assessment grading will provide students with clear, directed, and focused feedback on ways to improve their learning.
- Initiated a series of actions directed to developing a research culture in the Department and attracting students to research.

In closing, we would like to say that the Department of Life Sciences found the EEC's candid discussions a constructive learning process. We all believe that this review was a positive experience and that we were provided with critical input on how to move forward effectively. We have thoroughly reviewed the findings, strengths, and areas of improvement indicated by the EEC following its review and attempted to respond to each item precisely and succinctly. By embracing the EEC's comments and suggestions, we are convinced that our programmes will ensure its students' learning outcomes more effectively. In this regards, we are grateful to the EEC for their candid discussions regarding our Department and the insightful comments and suggestions throughout their report.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Anastasios Theodorou	Chairperson, Department of Life Sciences	[Redacted Signature]
Panagiotis Papageorgis	Dean, School of Sciences	
FullName	Position	

Date: **22.03.2021**



School of Sciences

Proposal for the establishment of the Basic and Translational Cancer Research Center (BTCRC)

Background

Despite significant breakthroughs over the last decades, cancer is still a major cause of disease-related mortality, being the second leading cause of death worldwide, after cardiovascular diseases. Undoubtedly, it remains a serious public health issue with tremendous social and financial implications. While cancer incidence rates continue to increase, the World Health Organization (WHO) indicated that in 2018 alone there were 18.1 million diagnosed cases and 9.6 million cancer-related deaths. Based on demographic data it is expected that cancer incidence rates will continue to increase until 2040, in parallel with the ageing of the population.

In contrast to the traditional public belief, the term “Cancer” reflects a plethora of diseases, which exhibit an extensive heterogeneity at the molecular and histological level. Moreover, tumors have the ability to evolve and adapt to changes in their environment, thus becoming resistant to therapies. This complexity is predominantly responsible for the challenges, which researchers and clinicians face in their efforts to provide early diagnosis and effective treatments to cancer patients. It is, therefore, widely accepted that whereas more effective treatment regimens based on acquired basic science knowledge, have gradually lowered cancer mortality approximately 10% during the last decade, there is still a long way to go in order to further improve cancer patient survival rates. To this end, detailed investigation of the molecular etiology of tumor growth and progression, development of prevention approaches and diagnostic methodologies, as well as establishment of novel and more effective therapeutic strategies are urgently needed.

Several faculty members of the Department of Life Sciences and the Department of Medicine at European University Cyprus (EUC) are actively involved in cancer research, participate in national and international consortia as well as funded projects. However, there is a need to combine their research efforts under a common umbrella in order to

APPENDIX I



further enhance collaboration, research output, external funding acquisition and communication with the society.

To achieve these goals, we propose the establishment of the **Basic and Translational Cancer Research Center (BTCRC)**, which aspires to bring different cancer scientists together, mainly from the Department of Life Sciences and at a second stage from the Department of Medicine at EUC, aiming to advance our knowledge on various cancer-related research areas. These will include Faculty, researchers and students who will explore multiple facets in the development, diagnosis and/or treatment of various tumor types. The **BTCRC** will encourage scientists and experts to apply their individual knowledge and experiences offering their own research perspective. This initiative will also greatly benefit the University's image and role in society. Its long-term aspiration is to become a catalyst for novel discoveries in the areas of Basic, Translational and Clinical cancer research, thus contributing to the global efforts for a day when all cancers will be cured or, at least, become a chronic disease.

The **BTCRC** state-of-the-art research capacity will be in the unique position to address fundamental biological and clinical questions across different cancer types. It aims to become affiliated with other cancer-oriented research and professional organizations, foundations, networks, etc. at national and international level. Overall, the **BTCRC** will create collaborative research opportunities with other local and international Academic Institutions, Research Centers, Hospitals and Clinics that will be hugely beneficial to the scientific endeavor.

Mandate

The **Basic and Translational Cancer Research Center (BTCRC)** strives to become a point of reference and gradually transform into a future Center for Excellence in Cyprus and the broader Southeastern Europe in:

- a) Leading, conducting, and supporting high-quality cancer research.
- b) Fostering the spirit of scientific inquiry, creativity, and innovation.
- c) Promoting interdisciplinary collaboration among local and international cancer research networks.

APPENDIX I



- d) Advancing the fields of Cancer Biology, Translational and Clinical Oncology and creating new scientific knowledge to serve national, and international needs in cancer patient care.
- e) Supporting the education and research in post-graduate programs of study (MSc and PhD level) in the fields of Cancer Biology, Translational and Clinical Oncology.

Objectives

The main goal of the **BTCRC** is to apply existing and acquired knowledge from basic research to facilitate the design of better tools for tumor diagnosis and prognosis, as well as more effective, personalized cancer treatment modalities.

The specific objectives of the BTCRC are the following:

- a. To provide an organizational infrastructure to support research conducted by cancer research laboratories in the School of Sciences.
- b. To develop and establish permanent sustainable research equipment and laboratory infrastructure to address the needs for pursuing cutting-edge cancer research.
- c. To foster faculty and recruit talented researchers interested in working in the various fields of Cancer Biology, Translational and Clinical Oncology.
- d. To enhance the collaboration between faculty members, as well as between faculty and students, by facilitating and supporting student participation in cancer research projects.
- e. To publish high-quality research papers in internationally recognized peer-reviewed journals in the fields of Cancer Research.
- f. To prepare and submit research proposals to attract funds from Cyprus, European and international sources in order to conduct high quality cancer research.
- g. To develop collaborative networks with local and international research institutions and hospitals, such as the Karaiskakio Foundation, the German Oncology Center, the Cyprus Cancer Research Institute, the Bank of Cyprus

APPENDIX I



- Oncology Center, the National and Kapodistrian University of Athens, the Biomedical Research Foundation of the Academy of Athens, etc.
- h. To support and promote teaching and research of undergraduate, Master's and Doctorate programs in the Department of Life Sciences.
 - i. To implement outreach activities to inform the public about current trends and global developments in terms of prevention, diagnosis, and treatment options in various cancer types.
 - j. To provide opportunities for dialogue and communication among people and organizations related to public and private health care and social services through workshops, colloquia, conferences, guest lectures and press conferences which will emphasize innovations in the areas of Cancer Research and Oncology.
 - k. To position European University Cyprus as one of the leading academic institutions in conducting cutting-edge multi-disciplinary research in Basic, Translational and Clinical cancer-related fields.

Vision

The vision for the Basic and Translational Cancer Research Center is to become a well-reputed, international point of reference for researchers in the field of Cancer Research and Translational Oncology, as well as for health professionals associated with cancer patient care.

Mission

The mission of the BTCRC is to conduct high-quality research focusing on two main axes: a) Basic research on the molecular mechanisms underlying tumor development, progression and metastasis, and b) Translational research studies to facilitate the application of acquired knowledge from the laboratory to the clinic and vice-versa (**bench-to-bedside and back approach**), in order to reveal new perspectives and therapeutic approaches that could be applied in the clinic. These two axes will be mutually dependent and feed each other with new ideas based on current needs in the field.

APPENDIX I



Research:

The BTCRC will serve as the umbrella for hosting research groups led by participating Principal Investigators (PIs)/EUC faculty, each focusing in distinct research orientation in various cancer-related fields. Projects will be of a diverse scope, ranging from small interdepartmental collaborations, to large European-level projects jointly undertaken by multiple institutions/consortia around the continent. Research areas will include (but will not be limited to) the following topics:

a) Tumor microenvironment, Metastasis and Experimental Therapeutics Group (PI: Dr. Panos Papageorgis)

- Elucidation of the molecular, genetic and epigenetic alterations that drive cancer progression and metastasis.
- Identification and functional characterization of novel genes and signaling pathways involved in regulating metastatic tumor dormancy using molecular and cellular biology *in vitro* approaches, whole-genome gene expression analyses and *in vivo* mouse models coupled with whole-body animal imaging.
- Elucidation of the roles of TGF β signaling in the tumor microenvironment that regulate cancer progression and drug delivery.
- Development of xenograft, syngeneic and patient-derived xenograft (pdx) mouse models to evaluate and optimize the use of combinatorial treatments to improve efficacy of chemo-, nano- and immunotherapies.

b) Cancer Genetics, Genomics and Systems Biology Group (PI: Dr. Apostolos Zaravinos)

- Understanding of different mutational processes and patterns across genomic regions in cancer samples, aiming to explore the basic cell mechanisms that produce them.
- Identification of cancer driver mutations, genes and pathways across tumor types and their potential as therapeutic targets.
- Understanding the immune landscape in different tumors, aiming to decipher the determinants of immune response and to predict tumor responses to immune checkpoint blockade or other types of immunotherapies.

APPENDIX I



- Application of Systems Biology approaches to investigate how gene expression is regulated in cancer and decipher the interactions between genes.
- c) Cancer Metastasis and Adhesion Group (PI: Dr. Vasiliki Gkretsi)**
- Investigation of the role of integrin proximal protein complexes, extracellular matrix and actin cytoskeleton in cancer cell metastasis.
 - Identification of the molecular mechanisms governing basic cancer cell properties.
 - Investigation of culturally and linguistically appropriate practices during metastasis using 2D and 3D *in vitro* model systems.
 - Understanding the connection between inflammation and tumor microenvironment.
- d) Tumor Immunology and Biomarkers Group (PI: Dr. Marianna Christodoulou)**
- Study of immune-regulatory cell subpopulations and cytokines involved in immune-surveillance or tumor immune evasion in human cancers.
 - Elucidating the mechanisms of immunogenic-cell death (ICD) induced by current or novel treatments (including natural compounds).
 - Identification of novel biomarkers for the differential diagnosis, prognosis and monitoring of certain human cancer types.
- e) Angiogenesis and Cancer Drug Discovery Group (PI: Dr. Matina Kourti)**
- Unravelling the underlying mechanisms of malignant angiogenesis with the potential to identify novel anti-angiogenic drug targets in triple-negative breast cancer and other tumor types.
 - Use of prooxidant and antioxidant compounds of synthetic or natural sources as anti-cancer agents.
 - Inflammatory cancer subtypes and the potential use of anti-inflammatory drugs as a novel anticancer strategy.
 - Using medicinal chemistry and structure-activity relationships in potentiating the efficacy of existing or newly identified anticancer drugs.

APPENDIX I



f) **Microbiome and Cancer Group (PI: Dr. Antonia Sophocleous)**

- Investigate the role of gut microbiome on gastrointestinal cancers.
- Tumour-suppressive effects of *Lactobacillus* strains.
- Characterisation of conditioned media from tumour-suppressive *Lactobacillus* strains.

g) **Cancer Mechanobiology and Applied Biophysics Group (PI: Dr. Andreas Stylianou)**

- Investigation of tumor microenvironment's mechanical and biophysical properties
- Understanding of cancer and stromal cells mechanosensing and cell-substrate interactions.
- Study of tumor fibrosis and the role of collagen in cancer progression and identification of collagen-based biomarkers
- Identification of novel mechanical biomarkers for cancer diagnosis/prognosis and treatment monitoring.

Impact

Cancer research comprises a rapidly evolving research area that combines multiple fields of biomedical sciences all aiming at providing answers and solutions for one of the world's most challenging health issues. Thus, public health, biology, biochemistry, cellular and molecular biology, medicine, medical physics, biophysics, information technology, bioinformatics, biomechanics, and biomaterials, are all interconnected in cancer research, with the hope of leading to novel interdisciplinary approaches for diagnostic technologies and more effective cancer treatment approaches.

The **Basic and Translational Cancer Research Center (BTCRC)** will take advantage of the recently developed “**critical mass**” in the area of Cancer research at EUC and broader in Cyprus, which mainly consists of:

- **Academic personnel**, including faculty of the Department of Life Sciences (programs of BSc in Biological Sciences, BSc in Biomedical Sciences, BSc in

APPENDIX I



Pharmacy and MSc in Cancer Biology), all of them with extensive training and experience in some of the leading Universities, internationally.

- **Research infrastructure** at EUC, including the Biomedical Research lab, Molecular and Cellular Biology lab, Pharmaceutical Technology lab, Pharmaceutical Chemistry lab, Microbiology lab, which are equipped with state-of-the-art instruments. Faculty of the BTCRC also have access to collaborative laboratories and research infrastructure in Cyprus, such as the animal facility at the Cyprus Institute of Neurology and Genetics (CING), which also allows usage of a whole-body animal imaging system and small animal ultrasound equipment, state-of-the-art cell sorters and next-generation sequencing equipment at the Karaiskakio Foundation, MRI, CT Scan and PET/CT Scan at the German Oncology Center etc.
- **Clinical infrastructure** that includes public and private hospitals and Cancer Research Institutions, including some with which EUC has signed MoUs, such as the German Oncology Center and the Karaiskakio Foundation.

BTCRC focuses both on basic and applied cancer research, with emphasis on the production of innovative results, which can be translated into the development of diagnostic methods and/or discovery of therapeutic drugs for the timely monitoring and treatment of cancer. Thus, **BTCRC** objective/scope covers the gap between the rapidly developing field of basic cancer research and the need for trial and application of the acquired data. This is expected to create the ideal environment for the development of translational research that links laboratory discoveries with clinical practice, thus facilitating the transition of research discoveries **from bench to bedside and back**.

The **BTCRC** will therefore, contribute to the:

- a) **International scientific community** by providing novel knowledge in the field, through publications of research data in high impact factor peer-reviewed journals and presentations in international scientific congresses.
- b) **Educational activities** by providing specialized training to students and young researchers in the field of cancer research.
- c) **Economic development** in Cyprus by generating new job opportunities for young scientists.

APPENDIX I



- d) **Improvement of the quality of life of cancer patients**, through the development of personalized medicine, by identifying genes and mutations that predispose to cancer or are indicative of a better response to specific treatment modalities
- e) **Timely diagnosis, prognosis, stratification and monitoring of cancer patients** by development of appropriate assays to be applied in routine clinical-laboratory practice

Education/Training

The **BTCRC** seeks to contribute to the advancement scientific and content knowledge in the field of cancer as well as the training and preparation of the new generation of cancer research scientists. This will be accomplished through:

- Training of researchers of various experience levels in a plethora of cutting-edge, cancer-related areas.
- Contributing to reinforce and support the graduate (MSc and PhD) programs in relevant areas of all programs of the Department of Life Sciences, as well as programs of other closely related Departments, such as the Department of Health Sciences and the Department of Medicine at EUC.
- Contributing to the enhancement of the quality of cancer patient care services provided through the private and public sector in Cyprus.

Community Engagement

The **BTCRC** seeks to provide a platform that would bring together private and public sector interests to advance and disseminate scientific and content knowledge in the area of cancer research. This will be accomplished through:

- Organization of seminars, workshops and colloquia for various researchers, academics, health care professionals and other stakeholders.
- Affiliation with non-profit organizations dedicated to improving cancer patient treatment, care, and quality of life, such as the Europa Donna Cyprus, Europa Uomo etc.

APPENDIX I



- Participation in TV and/or radio broadcasts and press conferences to discuss and inform the public about the latest developments in cancer research and novel treatment opportunities.
- Performing other dissemination and outreach activities at the local and international level.

Structure

The BTCRC will be part of the European University Cyprus, School of Sciences, Department of Life Sciences and will be structured as follows:

1. The Director of the BTCRC

- The Center will initially be directed by **Dr Panos Papageorgis**, Associate Professor of Molecular Biology, coordinator of the Cancer Biology (MSc) program.
- The term of each Directorship of the BTCRC will be 3 years, with no restriction in the possibility of future appointment renewals. The Director is elected by the members of the Department of Life Sciences.
- The Director, in collaboration with the Advisory Board, will be responsible for the BTCRC operations, coordinating faculty members (Principal Investigators) to prepare submit and implement research proposals, activities, events, workshops etc.
- The Director will be responsible for the preparation of an annual report, to be initially approved by the Department's Chair and the School's Dean, before submitting it to the Vice-Rector of Research of EUC. The annual report will be submitted to the Vice-Rector of Research at the end of January each year.

2. Research groups

The Center will initially comprise **6 Research Groups**, led by participating faculty of the School, each with their **distinct** research orientations in various cancer-related fields, as described above.



3. The Advisory Board

- The Advisory Board of the BTCRC will consist of Representatives of the full-time faculty members of the Department of Life Sciences (minimum two, maximum six) with research and/or teaching interests in the field of cancer and, hereinafter, referred to as the “**local members of the Advisory Board**”. The local members of the Advisory Board are appointed by the Life Sciences Department Council.
- One EUC full time graduate student from the Department of Life Sciences working in the field of cancer research may also participate in the Advisory Board.
- The local membership of the Advisory Board may include up to two faculty members outside the Department of Life Sciences with research and/or teaching interests in the field of cancer. An invitation will be sent to those faculty members by the local members of the Advisory Board.
- The Advisory Board may also consist of external members (up to three) outside EUC and/or from abroad, either from academic institutions, research institutions, the private or public sector, with experience in the field of cancer research.
- The Advisory Board may also consist of representatives (minimum one, maximum three) of the health care sector, including Medical doctors, Oncologists, stakeholders of education, social services or policy making bodies in Cyprus – public and private sector, professional communities and educational institutions and services, the industry or non-profit organizations. The stakeholder representatives will be high profile leaders in the fields directly or indirectly related to the cancer field. They will provide their perspectives, expertise and networks on issues related to the research and teaching aims of the BTCRC, so as enable collaboration of professionals, educational and rehabilitation communities, public authorities and researchers, which lies at the heart of the philosophical and epistemological groundings of the BTCRC. An invitation will be sent to those stakeholders by the local members of the Advisory Board.

APPENDIX I



- The Advisory Board may also include one *ex-officio* member with no voting rights. The Chairs of the Department of Life Sciences will inter-changeably fulfill this position every two years.
- The Advisory Board service duration will be three years. Members of the Advisory Board will be approved by the Department of Life Sciences Council.
- In the case that one member withdraws from the Advisory Board, a new member will be approved by the Council of the Department of Life Sciences for the rest of the duration of the membership.
- The Advisory Board will meet regularly (a minimum of one meeting per year) during which members will discuss the past research and teaching activities and future/possible research activities of the BTCRC, as well as planning of each academic year.

4. Annual Budget

The revenues of BTCRC will mainly originate from the following sources:

- Research grants from local funding sources, i.e. the Research & Innovation Foundation Cyprus.
- Research grants from European research programs.
- Allocated budget from the annual School of Sciences budget.
- Donations from charities, the industry or other private sources.

- Revenues from the organization of meetings and conferences
- Diagnostic services

The BTCRC will be provided an annual budget for research activities. The Director will allocate the funds and be responsible for submitting a detailed budget analysis for the proposed research activities for approval. At the end of the year, each faculty member that has been awarded this funding, will submit a report describing the research conducted and related deliverables.

- Traveling Budget: The BTCRC will be provided an annual budget for one person to travel to Europe per year (in addition to any travel funds allocated to all faculty members travelling for conference presentations). This travel would disseminate research conducted by the BTCRC team, develop collaborations with research

APPENDIX I



- centers, support participation in proposal preparatory meetings. This budget would support and promote the BTCRC work among stakeholders and attract research collaborations. The Director will manage and allocate these funds based on the travel and interaction needs each academic year. The Director will submit a detailed budget analysis for the proposed travel for approval to the Chair, Dean, and Vice Rector for Research and External Affairs.
- Budget for Research Equipment, Infrastructure and Consumables: The BTCRC will be provided an annual budget for research equipment, infrastructure and consumables (in addition to any research equipment or other materials purchased through funded research programs or for teaching purposes). This budget will be used for developing research facilities for faculty members participating in BTCRC activities as well as for necessary infrastructure to attract funded research. Each academic year, the Director will submit a detailed budget analysis for the proposed purchases and upon approval will be responsible for these purchases.
 - Website: The BTCRC will have an official website linked to the EUC research website disseminating information on purpose, mission and activities (research, teaching and community engagement).



INTERNAL REGULATION ON

EUC's PROGRAM EVALUATION REVIEW (P.E.R.) PROCEDURES AND TEMPLATE

62nd Senate Decision: 28 January 2019

Program Evaluation Review (PER) Procedures

1. Rationale and Scope

The Program Evaluation Review (PER) encourages excellence in academic programs by aligning teaching and learning, curriculum, and other academic processes and activities with the mission of individual programs. The process is an essential part of EUC's continued effort to ensure that its mission is met through the delivery of its programs, that EUC programs of study comply, on institutional level, with Standards and Guidelines in the European Higher Education Area, and that EUC programs' structure, content and delivery mode meet stakeholders expectations and needs.

More specifically, the PER's goal is to provide a framework for developing, implementing, and maintaining an ongoing effective program evaluation review process that will:

- Result in the improvement of the program experience of students;
- Follow the standards of the EUC policies and align to accreditation bodies' decisions (e.g. CY.Q.A.A. The Cyprus Agency of Quality Assurance and Accreditation in Higher Education/ΔΙ.Π.Α.Ε. Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης);
- Assess the quality and enhance the overall effectiveness of the Programs, Departments, Schools and University as a whole;
- Identify the strengths and weaknesses in each program under evaluation review and offer opportunities for improvement;
- Establish program action plans and strategies for continuous and ongoing improvement;
- Utilize the information collected through the PER process to better plan and set priorities at the University level.

2. Sources of Information

The aim of every program is to satisfy the needs and expectations of its stakeholders. As a result, continuous monitoring of needs and expectations is essential. The table below shows the way by which the PER process monitors and collects information from the program stakeholders.

STAKEHOLDER	SOURCES OF INFORMATION	DOCUMENTATION
Students	Course Evaluation Questionnaires	Full report of questionnaires output shall be available at the end of each semester
	Program Committee	Students' representation in the Program Committee. Minutes of meetings
Alumni	Alumni Questionnaires (e.g. Έρευνα Αποφοίτων)	Full report of questionnaires output should be available
	Advisory Board	Alumni representation on the Advisory Board. Minutes of meetings.
	Graduate Employment Reports	Reports
Faculty Members	Program Committee	All faculty members teaching in the program are members of the Committee. Minutes of meetings
		Students' representatives in the Committee. Minutes of meetings
Professionals – Industrialists	Advisory Board	Professional Bodies, Industrialists representation on the Advisory Board. Minutes of meetings
	National & International Professional Bodies Curriculum Guidelines	Established guidelines
	National & International Legislative Directives on Program Curricula	Directives on program curricula
University Management	University Strategic Plan	University strategic plan document
	School/Departmental Strategic Plan	School/Dept. Strategic Plan.
Other		

In order to facilitate the collection of information from the stakeholders and the development of the PER report, the following Committees/Bodies need to be in place (additional to those described in the EUC Charter):

(a) Program Committee:

The School Council appoints a Program Committee (as *EUC Charter: Annex 12, Article VII, Section 2,*) that monitors the academic and other issues of each program. The Program

Committee can appoint sub-committee(s) to handle specific thematic areas and/or collect information.

(i) Terms of reference: The Program Committee shall report to the Department and/or School Council accordingly. For the purposes of the PER procedure the Committee meets at least once per semester. It shall have the following specific responsibilities:

- To oversee and monitor the implementation of the Senate policies and guidelines;
- To monitor curriculum development, delivery and assessment; and make recommendations to the School Council for proposed changes in regulations through the development of the PER report;
- To monitor students' admission and progress;
- To monitor the career path of the Alumni and maintain strong ties between the Alumni and the University;
- To receive and consider the minutes of meetings of the Sub-Committee for the program;
- To receive and consider the summary results of students evaluation questionnaires, as available;
- To provide a forum for discussion of general matters relating to the program;
- To submit the PER report of the program to the Department and School Council through the program coordinator.

The Program Committee Chair comprises the following members:

- The Program Coordinator (*as EUC Charter: Annex 12, Appendix B*);
- The Program's full time teaching personnel, plus selective part time teaching personnel, if necessary;
- Representative of the Administration personnel according to the specific administrative needs, if required;
- Student representatives.

(b) School or Department or Program Advisory Board:

Each program sets up an Advisory Board with the following broad terms of reference and membership.

(a) Terms of reference: The aim of the Advisory Board is to support the Undergraduate and Postgraduate Programs of each Department and School of the European University Cyprus through an independent evaluation of its activities, feedback and constructive criticism. Overall, the Advisory Board will review and contribute in several areas, including the following:

1. Improvement(s) on academic teaching;
2. Evaluation and provision of suggestions regarding the Undergraduate and Postgraduate Programs of the Department and School structure and content; thus providing students with an enhanced learning experience and a high quality educational program;
3. Proposition of courses that link the Department's/School's programs with the needs of the local and global industries, promote internationalization, academic and professional qualification and foremost employability of graduates;

4. Develop mutually beneficial relationships between the faculty, the industry, stakeholders and authorities, aiming to facilitate constructive exchange of ideas, as well as strengthen the links between them;
5. Contribution of unique and innovative ideas for research and its implementation;
6. Promotion of the faculty's work profile outside the University.

(b) Membership: C/o School and Departments.

(c) Expert Review Panel (ERP):

The PER process refers to the evaluation of the report by an Experts' panel with the following terms of reference and membership:

(i) Membership

The Program Review Panel comprises of academic and subject experts, namely:

- Two External Faculty members who are experts on the program thematic areas.

The Program Coordinator (on behalf of the Program Committee) appoints the two external experts.

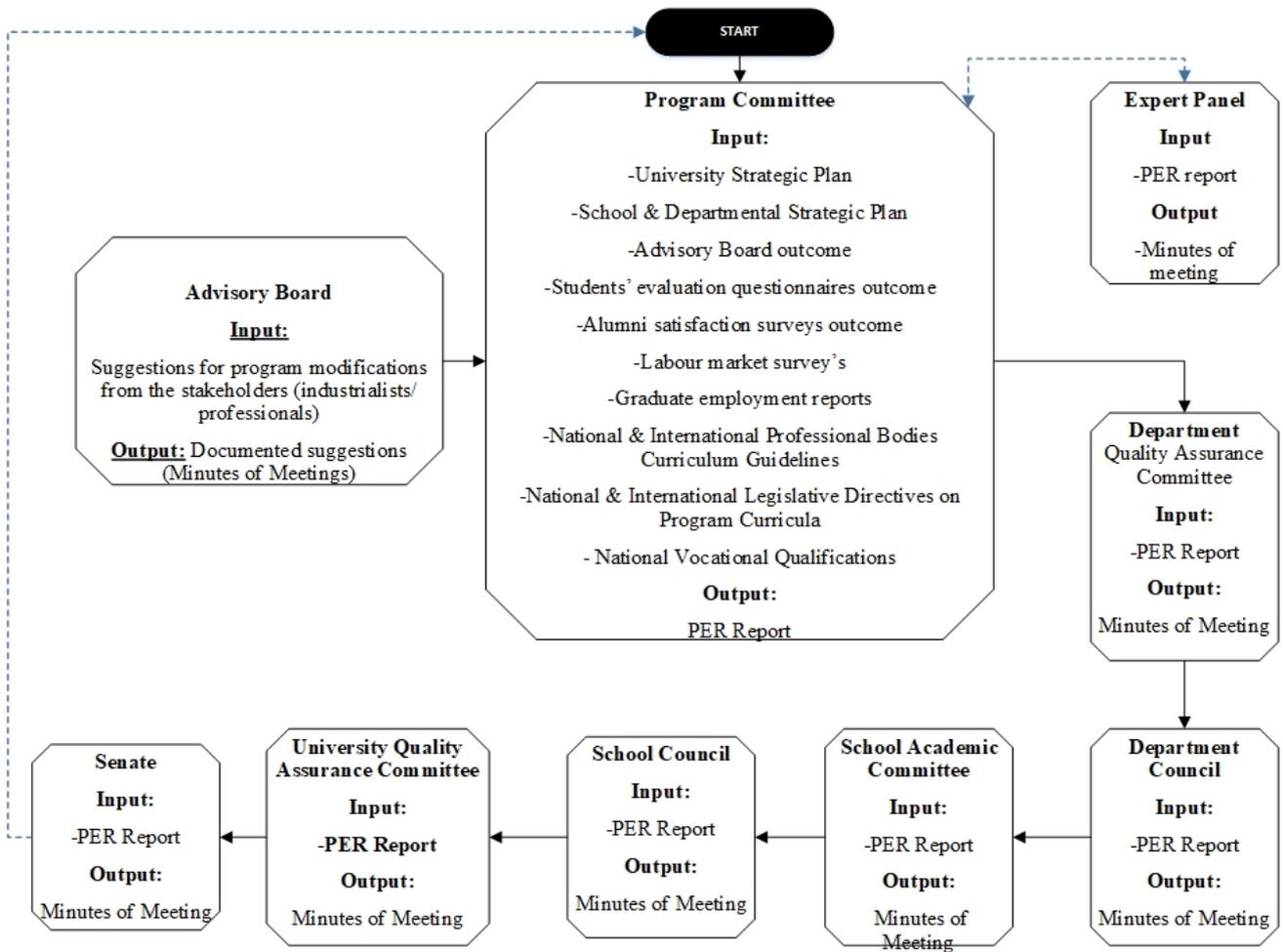
(ii) Terms of reference

The Expert Review Panel provides a written review report by commenting and evaluating the findings and implementation plan presented in the PER, as well as by providing relevant recommendations. The role of the Expert Review Panel is to provide feedback only on the academic elements of the Program Evaluation Review. Decisions about the viability and other aspects of the program remain within the remit of the School and University.

3. The PER Process

The PER process to be followed is illustrated in the diagram below. The PER process is a continuous process. It is expected that each Department implements the PER procedure and prepares the PER report (see Template attached) every five (5) years. The Program Committee can initiate a PER procedure at any time within the five year period suggesting documented program changes.

Diagram: PER Procedure



4. Timeframe

Program Evaluation Review is a continuous process. It is expected that every program should complete a PER process every five (5) years. However, the Program Committee is not restricted with regards to the exact time, as it can initiate a PER report at any time within the five year period suggesting documented program changes.

Schools with a program to be reviewed for the 5 years PER process will be notified by the Office of the Vice-Rector of Academic Affairs **in early July**. Since the review process is an ongoing process, the School shall follow all procedures so that the report with the associated documentation is approved by the Senate in its first meeting of the following calendar year.

Program Evaluation Review (PER) Template

“Program Title”

School of X
Department of X

Last Review Date: DD/MM/YY

1. Background/Contextual Information

Briefly describe the **status** of the Program in review (provide **headline** information in terms of student numbers, profiles and accreditations). Focus on any significant developments since the last program review.

Briefly present the actions taken since the **last Program Review**, and the progress of the suggested Program Action Plan (if any).

(Provide references wherever this is applicable / appropriate, see Section)

2. PER methodology

Briefly describe the **methodology** used for the implementation of this review. Refer to how this review is related to the overall University's QA process.

(Provide references wherever this is applicable/appropriate, see Section ...)

3. PER Data Sets & Other Sources of Information

List the **data sets** and **other sources of information**, which were used for the implementation of this review. Provide as appendix all the documentation.

4. Curriculum Structure, Objectives, and Learning Outcomes

Briefly describe and review the **general structure/content** and **rationale** of the Program Curriculum in Review. Possible review tasks, which may be undertaken, are the following:

- Review the relevance and adequacy of the **current Objectives / Learning Outcomes** of the Program in review in relation to the latest research, professional and technological developments (wherever applicable).
- Review how the Curriculum structure and content **satisfies the current Objectives and Learning Outcomes** of the Program in review (cross-reference matrices of 'Courses vs Learning Outcomes' can be designed / used for this purpose).
- Review how the Curriculum's structure / learning outcomes **satisfy the requirements of international standards and professional organisations, as well as any legislative requirements** (if applicable).
- Review how the Curriculum structure / learning outcomes **address stakeholders'** (students, alumni, professionals) **considerations and expectations**.

Feel free to implement any additional / alternative review task you consider appropriate for the Program in review.

(Provide references this is applicable / appropriate, see Section 2)

5. Teaching and Learning

Briefly describe and review the **teaching and learning methods, teaching and learning materials, academic personnel, resources, and academic support**, which are provided for the Program in review. Possible review tasks, which may be undertaken, are the following:

- Review the relevance and adequacy of the **current teaching, learning, and assessment methods followed**, in relation to international standards, stakeholders' feedback, and current educational trends.
- Review the adequacy of the **Program's current academic personnel** in relation to the teaching and learning needs of the Program Curriculum, international standards, stakeholders' feedback, School and University Strategy, and requirements from professional bodies.
- Review the relevance and adequacy of the Program's current teaching **resources and academic support** in relation to international standards, stakeholders' feedback, and current educational trends.

Feel free to implement any additional / alternative review task you might feel is appropriate for the Program in review.

(Provide references wherever this is applicable / appropriate, see Section 2)

6. Sustainability

Briefly describe and review the **Sustainability** aspects of the Program in review. Possible review tasks, which may be undertaken, are the following:

- Review the **student recruitment / retention policy**, which is followed for the Program in review, in relation to the latest enrolment, retention, and marketing data.
- Review the **employability dimension** of the Program in review, in relation to the latest alumni satisfaction and graduate employment reports, and in relation to the feedback provided by industrial stakeholders.
- Review how the Program in review fits and contributes to the satisfaction of **the School's and University's long-term strategic plans**.
- Review how the Program in review addresses the latest **national and international professional needs and trends**.

Feel free to implement any additional / alternative review task you consider as appropriate for the Program in review.

(Provide references wherever this is applicable / appropriate, see Section 2)

7. SWOT Analysis

Based on your review, please provide a Strengths/Weaknesses/Opportunity/ Threats Analysis for the Program in Review:

Strengths 1. Strength x 2. Strength y	Weaknesses 1. Weakness x 2. Weakness y
Opportunities 1. Opportunity x 2. Opportunity y	Threats 1. Threat x 2. Threat y

8. Proposed Program Modifications

Identify the proposed program modifications by providing the necessary documentation on the following areas:

I. Program modifications:

- (a) Title
- (b) Aim and Objectives
- (c) Learning Outcome(s)
- (d) Curriculum/Program structure
- (e) Entry requirements/criteria

II. Course(s) modifications

- (a) Title
- (b) Aim and Objectives
- (c) Learning Outcomes
- (d) Course Content
- (e) Teaching Methodology
- (f) Assessment Methods
- (g) Recommended Textbook(s)
- (h) Other (ECTS, hours, etc.)

III. Program quality control mechanisms

IV. Other (Specify)

9. Implementation Plan

Describe the proposed action plan for the proposed modifications/changes in a timetable or Gantt Chart.



An example of the data that are reviewed by Departments

F2020

School of Sciences

Department of Life Sciences Sciences

“Sports Science and Physical Education” (BSc) and “Applied Sports Science (MSc)”

Student Feedback on their Learning Experience

QUESTION	Average score
1. Enrolled students per course (average class size)	22
2. Responded to the survey (average)	11
1a. Enrolled students (%)	95.2%
2a. Responded to the survey (%)	51.8%
Q2: How satisfied are you in general? (1-5)	4.1
Q3a.1. I am satisfied with my communication with the administrative personnel of my School (0-10)	8.2
Q3a.2. I am satisfied with my communication with the course coordinator of my program of studies	8.8
Q3a.3. I am satisfied with my communication with my Student Advisor	8.7
Q3a.4. I am satisfied with the support that I receive from the MIS department (IT Support) of the University	7.7
I am satisfied with the operation:	
Q3b.5. of the Blackboard learning platform (for those who had their classes on Blackboard Learn)	8.1
Q3b.6. of the Moodle Learning platform (for those who had their classes on Moodle)	8.6
I am satisfied with the tools:	
Q3b.7. of the Blackboard learning platform (for those who had their classes on Blackboard Learn)	8.1
Q3b.8. of the Moodle Learning platform (for those who had their classes on Moodle)	8.4
Q3b.9. I am satisfied with the teleconferencing system Blackboard Collaborate	8.2
Q4: How satisfied are you in relation to the information that was provided to you by the University regarding the mode of delivering of this course during Fall Semester 2020? (1-5)	4.2
Q5: How satisfied are you in relation to guidance provided by your instructor regarding the delivery of this course during Fall Semester 2020? (1-5)	4.4
Instructor	

APPENDIX III

1. The instructor clearly explains the course outline at the beginning of the course (e.g. learning outcomes, weekly material, examinations, grading)	8.8
2. The instructor prepares and organizes the class in a way that facilitates learning	8.8
3. The instructor teaches the course material/content in a clear way	8.8
4. The instructor teaches the course in an interesting way	8.7
5. The instructor is prepared for every class	9.0
6. The instructor seems enthusiastic and enjoys teaching this course	9.0
7. The course learning outcomes and objectives (as stated in the course outline) are met	8.8
8. The course reading materials (books, articles, handouts) are useful	8.8
9. The instructor uses a variety of teaching methods (e.g. group discussions, student presentations, case studies, etc.) to support the learning process	8.8
10. The material and means of teaching (e.g. books, lecture notes, PowerPoint, videos, etc.) are suitable, useful, supportive and up-to-date	8.8
11. The instructor often makes use of technology in his/her teaching	8.6
12. The activities I participated in, were suitable in meeting the course objectives	8.7
13. The instructor encourages students to ask questions and participate in discussion	9.0
14. The assignments I completed, were suitable for the course objectives	8.8
15. The instructor is available and willing to support students (e.g. during office hours, via email, etc.)	9.0
16. The instructor keeps control of the class during the teaching session	9.2
17. The assessment of course assignments and activities is conducted by the instructor in an objective manner	8.9
18. The feedback provided by the instructor (e.g. corrections, comments, etc.) is constructive and helps me to improve my learning process	8.9
19. The instructor is on time for the beginning and the ending of the class	9.0
20. I find the Instructor's attitude towards students respectful and polite	9.2
21. I find that the instructor demonstrated professionalism in interactions with me and/ or other students	9.1
22. I find that the instructor shows genuine concern for my learning	8.9
23. I would take classes from this instructor again	8.7
Course	
1. The course content meets my expectations	8.6

APPENDIX III

2. The course contributed to the development of my ability to think critically	8.4
3. The course provides guidance on how I can develop professional competencies	8.6
4. The course helped me develop abilities and skills related to my program of study and/or my broader education	8.6
5. The practical/lab sessions correspond to the theoretical content of the course	8.1
6. Students are often provided with the opportunity to work on practical/lab activities throughout the course	7.7



Laboratory Calendar

Student's Name:	Reg. Number:
Semester:	Academic Year:
	Course ID:

Date	Start time	End time	Duration	Activities	Mentor's signature	Student's signature

Students must complete **X laboratory practice hours**

APPENDIX IV

Date	Start time	End time	Duration	Activities	Mentor's signature	Student's signature
Total Hours :						

Students must complete **X laboratory practice hours**

APPENDIX V

Course Title	Exercise Physiology I				
Course Code	SPE205				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	2 nd Year / 3 rd Semester				
Teacher's Name	Dr. George Panayiotou				
ECTS	6	Lectures / week	2 Hours / 14 weeks	Laboratories / week	1 Hour / 14 Weeks
Course Purpose and Objectives	<p>The main objective of this course is to provide students with fundamental knowledge of exercise physiology and understanding of the biological adaptations that occur, particularly in general population, performance athletes and people with chronic diseases and disabilities.</p> <p>In addition, it aims the explanation and analysis of training programme components that targets health promotion and fitness.</p> <p>It attempts, to assist students to understand the impact of environmental factors to sporting performance.</p>				
Learning Outcomes	<p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> • Report and explain acute and chronic adaptations as a result of exercise • Describe the mechanisms that activate and contribute in energy production during exercise • Describe the physiologic responses of the body during exercise in different environmental conditions • Present and interpret result that occur as result of exercise testing of athletes and general population • Stratify the effects of exercise and physical activity in different populations • Design, structure and implement training programs for different populations • Assess the contribution of exercise and training in maximizing sporting performance 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> • Introduction to Exercise Physiology • Energy systems • Energy sources 				

APPENDIX V

	<ul style="list-style-type: none"> • Energy expenditure. Energy economy • Aerobic Capacity • Anaerobic capacity • Training and metabolic adaptations • Muscle action • Muscular performance • Neuromuscular adaptations • Muscle fatigue • Motor control 	
Teaching Methodology	<p>Face-to-face</p> <p>Student workload:</p> <p>In class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>	
Bibliography	<ol style="list-style-type: none"> 1. Κλεισούρας Β. Εργοφυσιολογία. Ιατρικές εκδόσεις Πασχαλίδης, Αθήνα, Ελλάδα, (2011). ISBN: 960-489-226-6. 2. Raven P.B., Wasserman D.H., Squires W.G. και T.D. Murray (2016). <i>Exercise Physiology: A holistic approach</i>. Ιατρικές εκδόσεις Λαγός Δημήτριος. Αθήνα. 3. McArdle, W.D., Katch, F.I. & Katch, V.L <i>Exercise Physiology: Nutrition, Energy, and Human Performance</i>, 8th Ed. Lippincott Williams & Wilkins, Baltimore, USA, (2015). ISBN: 978-1-4511-9155-4 4. Kraemer, W.J., Fleck, S.J, & Deschenes, M.R. <i>Exercise Physiology: Integrating Theory and Application</i> 2nd Edition. Wolters Kluwer, Philadelphia, USA, (2016). ISBN: 978-1-4511-9319-0 5. Kenney, W.L., Wilmore, J.H. & Costill, D.L. <i>Physiology of Sport and Exercise</i> 7th Edition. Human Kinetics Publishers, Champaign, Illinois, USA, (2019). ISBN: 978-1-4925-7229-9 6. Plowman, S.A. & Smith, D.L. <i>Exercise Physiology: For Health, Fitness, and Performance</i>, 5th Edition. Wolters Kluwer, Philadelphia, USA, (2017). ISBN: 978-1-4963-2318-7 	
Assessment	Exams	70%
	Projects	20%
	Class Participation and Attendance	10%

APPENDIX V

		100%	
Language	Greek		

APPENDIX V

Course Title	Exercise Physiology II				
Course Code	SPE225				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2 nd Year / 4 th Semester				
Teacher's Name	Dr. Panayiotou George				
ECTS	6	Lectures / week	2 Hours / 14 weeks	Laboratories / week	1 Hour / 14 weeks
Course Purpose and Objectives	<p>The main objective of this course is to provide students with fundamental knowledge of exercise physiology and understanding of the biological adaptations that occur, particularly in general population and performance athletes.</p> <p>In addition, it aims the explanation and analysis of training programme components that targets health promotion and fitness.</p> <p>It attempts, to assist students to understand the impact of environmental factors to sporting performance.</p>				
Learning Outcomes	<p>By the end of this course students should be able to:</p> <ul style="list-style-type: none"> • Report and explain acute and chronic adaptations as a result of exercise • Describe the mechanisms that activate and contribute in energy production during exercise • Describe the physiologic responses of the body during exercise in different environmental conditions • Present and interpret result that occur as result of exercise testing of athletes and general population • Stratify the effects of exercise and physical activity in different populations • Design, structure and implement training programs for different populations • Assess the contribution of exercise and training in maximizing sporting performance 				
Prerequisites	SPE205	Required	None		
Course Content	<ul style="list-style-type: none"> • Cardiovascular control • Respiratory regulation • Cardiovascular adaptations 				

APPENDIX V

	<ul style="list-style-type: none"> • Exercise and hormonal regulation • Thermoregulation during exercise • Altitude training • Exercise and sports for children and adolescents • Aging and exercise • Gender differences in sports and exercise • Overtraining syndrome • Immune system and exercise • Athletic performance 								
Teaching Methodology	<p>Face-to-face.</p> <p>Student workload:</p> <p>In class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>								
Bibliography	<ol style="list-style-type: none"> 1. Κλεισούρας Β. Εργοφυσιολογία. Ιατρικές εκδόσεις Πασχαλίδης, Αθήνα, Ελλάδα, (2011). ISBN: 960-489-226-6. 2. Raven P.B., Wasserman D.H., Squires W.G. και T.D. Murray (2016). <i>Exercise Physiology: A holistic approach</i>. Ιατρικές εκδόσεις Λαγός Δημήτριος. Αθήνα. 3. McArdle, W.D., Katch, F.I. & Katch, V.L <i>Exercise Physiology: Nutrition, Energy, and Human Performance</i>, 8th Ed. Lippincott Williams & Wilkins, Baltimore, USA, (2015). ISBN: 978-1-4511-9155-4 4. Kraemer, W.J., Fleck, S.J, & Deschenes, M.R. <i>Exercise Physiology: Integrating Theory and Application</i> 2nd Edition. Wolters Kluwer, Philadelphia, USA, (2016). ISBN: 978-1-4511-9319-0 5. Kenney, W.L., Wilmore, J.H. & Costill, D.L. <i>Physiology of Sport and Exercise</i> 7th Edition. Human Kinetics Publishers, Champaign, Illinois, USA, (2019). ISBN: 978-1-4925-7229-9 6. Plowman, S.A. & Smith, D.L. <i>Exercise Physiology: For Health, Fitness, and Performance</i>, 5th Edition. Wolters Kluwer, Philadelphia, USA, (2017). ISBN: 978-1-4963-2318-7 								
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Class Participation and Attendance	10%								
	100%								

APPENDIX V

Language	Greek
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APPENDIX V

Course Title	Kinesiology - Biomechanics				
Course Code	SPE235				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2 nd Year / 4 th Semester				
Teacher's Name	George Pamboris				
ECTS	6	Lectures / week	1 Hour / 14 weeks	Laboratories / week	2 Hours / 14 weeks
Course Purpose and Objectives	The course aims to provide the students with the basic theoretical and laboratory knowledge in relation to movement involving the musculoskeletal system and, to apply the laws and principles of mechanics in human movement.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the basic human movements and functions of the musculoskeletal system • Apply kinesiology to determine human movement • Describe and explain the basic laws and principles of mechanics in relation to human movement and sports performance • Identify the contribution of biomechanics in evaluating and training of the musculoskeletal system • Demonstrate an understanding of parameters of kinesiology and biomechanics in theory and in laboratory practice • Determine the effect of various forms of mechanical loads on human body and on the generation of internal and external force 				
Prerequisites	None		Co-requisites	None	
Course Content	The course includes the following units: introduction to kinesiology/biomechanics, kinesiology of the musculoskeletal system, kinematic terminology related to the analysis of human movement (linear and angular movement, basic anatomy levels and axes, coordinating systems), terminology regarding the analysis of human movement (basic terms, mechanical loads on human body), biomechanics of the skeletal muscle (structure, velocity-force relationship, length-force relationship, muscle contraction cycle), linear kinematics of human movement (linear kinematic units, ballistic movement), angular kinematics of human movement (absolute and relative angle, angular movement relationships, relation between angular and linear movement), linear kinetics of human movement (Newton laws, friction, momentum, impetus, relationship between work, power and energy), balance and human movement (torque,				

APPENDIX V

	levers, dynamic and static balance, center of gravity), angular kinetics of human movement (inertia, rotating force, centrifugal forces).		
Teaching Methodology	Face- to- face Student workload: In class theory: 28 hours Lab: 14 hours Midterm assessment preparation: 25 hours Final assessment preparation: 36 hours Independent study: 23 hours Practical laboratory training: 24 hours Total: 150 hours		
Bibliography	<ol style="list-style-type: none"> 1. Hamill, J. & Knutzen, K.M. Βασική-Βιομηχανική της Ανθρώπινης Κίνησης. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα, (2007). ISBN: 960-399-522-3. 2. Enoka, R.M. Neuromechanics of Human Movement. 4th edition. Human Kinetics Publishers, Champaign, Illinois, USA, (2008). ISBN: 9780736074438. 3. McGinnis, P.M. Biomechanics of Sport and Exercise. 2nd edition. Human Kinetics Publishers, Champaign, Illinois, USA, (2005). ISBN: 9780736051019. 4. Knudson, D. Fundamentals of Biomechanics. 2nd edition. Springer, NY, USA, (2007). ISBN: 978-0-387-49311-4. 5. Watkins, J. Structure and function of the Musculoskeletal system. 2nd edition. Human Kinetics Publishers, Champaign, Illinois, USA, (2010). ISBN: 9780736078900. 		
Assessment	Examination	70%	
	Assignments/Lab	20%	
	Class Participation and Attendance	10%	
		100%	
Language	Greek		

APPENDIX V

Course Title	Sports Nutrition				
Course Code	SPE335				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3 rd Year / 6 th Semester				
Teacher's Name	Dr. Theodorou Anastasios				
ECTS	6	Lectures / week	2 Hours / 14 weeks	Laboratories / week	1 Hour / 14 weeks
Course Purpose and Objectives	The course aims to provide students with the necessary knowledge regarding the effect of nutrition on athletic performance.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • describe the basic principles of sports nutrition, • explain the athletes' needs for nutritional elements depending on the sport and the training periodization, • explain the effect of nutrients on athletic performance. • define the importance of nutrient timing, • recognize the efficacy and safety of nutritional supplement use for athletes 				
Prerequisites	None	Co-requisites	None		
Course Content	The course includes the following topics: introduction to sports nutrition, the importance of nutrition for a healthy lifestyle and athletic performance, basic principles of athletic nutrition, nutrition for endurance and ultra-endurance training, nutrition for middle-distance and speed-endurance training, nutrition for technical and skill-based training, nutrition for resistance training, nutrition for power and sprint training, nutrition for team sports training, periodization and nutrition planning, nutrient timing, competition nutrition, nutritional supplements and sport performance, losing, gaining and making weight for athletes, weight loss nutritional supplements, fat burner efficacy and safety.				

APPENDIX V

<p>Teaching Methodology</p>	<p>Face- to- face</p> <p>Student workload:</p> <p>In class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>					
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<p>Language</p>	<p>Greek</p>					

APPENDIX V

APPENDIX VI

Course title	Research Methods and Biostatistics				
Course code	SPS600				
Course type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	1 st year / 1 st semester				
Teacher's name	Dr. Klea Panayidou				
ECTS	10	Leatures / Weeks	3 hrs / 7 Weeks	Lab / Week	3 hrs / 7 Weeks
Course purpose and objectives	<p>This course aims at introducing and familiarizing the student with the basic principles of the research methodology. It aims at making the student able to formulate a research question, to search for relevant bibliography in databases, to critically read published research articles, to conduct research and to present the results to the scientific community. The purpose of the course is to understand the basic concepts of epidemiology and biostatistics. The course will introduce basic descriptive statistics on disease incidence as well as the importance of correct sampling to avoid accidental and systematic errors during an epidemiological study.</p>				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Recall the stages of the research process, • Use the methodology required by the research question, • Recognize the ethical issues that arise when designing and conducting an investigation and appropriately addressing them, • Design the protocol of a research proposal and submit it to funding bodies, • Select the appropriate sampling method and calculate the required sample size • Develops research tools for data collection, • Analyze the data and interpret the results of the survey, • Critically read published articles, know the way in which scientific journals operate with reviewers and submit work to them, • Submit summaries of papers at local and international conferences (oral and poster presentations), • Conduct qualitative and systematic reviews of the literature using international databases. 				
Prerequisites	None	Required	None	None	None

APPENDIX VI

<p>Course content</p>	<ul style="list-style-type: none"> • Introduction to research and description of the types of research (qualitative, quantitative, clinical trials, observational studies) • Bioethics issues: respect the rights of individuals involved in the survey, protect their personal data • Research protocol, sampling methods and sample size • Data collection tools (questionnaires, interviews, measuring instruments): tool development, reliability and validity of measurements • Data analysis (quantitative and qualitative research) and interpretation of findings • Introduction to Epidemiology and basic epidemiological concepts, • Simple descriptive statistics, • The concept of random and systematic error, • Frequency outcome measures, relationship measures, • The concepts of the determinant, cofounder, intermediate and modifier • Stratification and statistical adaptation, • Internal and external validity, • Types of research: Synchronous studies, "Index-control" studies, Cohort studies, Clinical trials 																		
<p>Teaching methodology</p>	<p>Face to Face</p> <p>ECTS Load Distribution</p> <table border="1" data-bbox="478 1254 1316 1458"> <thead> <tr> <th></th> <th>ECTS</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Instruction / Facilitation</td> <td>2</td> <td>60</td> </tr> <tr> <td>Exams Preparation</td> <td>3</td> <td>90</td> </tr> <tr> <td>Learning /Portfolio Activities</td> <td>3</td> <td>90</td> </tr> <tr> <td>Independent Study</td> <td>2</td> <td>60</td> </tr> <tr> <td>Total</td> <td>10</td> <td>300</td> </tr> </tbody> </table>		ECTS	Hours	Instruction / Facilitation	2	60	Exams Preparation	3	90	Learning /Portfolio Activities	3	90	Independent Study	2	60	Total	10	300
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APPENDIX VI

	<p>5. Galanis, P. A. Health Science Data Analysis Methodology. IBM SPSS Statistics Applications. P. Ch. Paschalides Medical Publications, Athens, Greece (2015). ISBN: 978-9-9632-5805-5</p> <p>6. Bowers, D., Fundamental Concepts in Biostatistics. Introduction for Health Professionals. Greek Editing – Nicos Middleton. P. Ch. Paschalides Medical Publications, Athens, Greece, (2011). ISBN: 978-9-6048-9033-0</p> <p>7. Diomides, M. Basic Epidemiology. P. Ch. Paschalides Medical Publications, Athens, Greece, (2011). ISBN: 978-9-6039-9813-6</p> <p>8. Galanis, P. & Sparos, L. Epidemiology Handbook, Beta Medical Publications, Athens, Greece, (2010). ISBN: 978-9-6045-2090-9</p>										
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	100%										
<p>Language</p>	<p>Greek</p>										

APPENDIX VI

Course title	Applied Exercise Physiology				
Course Code	SPS605				
Course Type	Compulsory				
Level	Master (2 nd cycle)				
Year /Semester	1 st Year / 1 st Semester				
Teacher's name	Dr. Gregoris Bogdanis				
ECTS	10	Leactures / Week	3 hrs / 7 Weeks	Lab / Week	3 hrs / 7 Weeks
Course purpose and objectives	This course aims into providing in depth knowledge of body systems synergy and function (neural, muscular, cardiovascular, respiratory, glandular, immune system), during exercise and both short and long-term adaptations as a result of exercise. Every chapter covers the relevant subject with special reference to gender, age, and training, energy requirements of sport or physical activity.				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> Record and explain in detail the acute and chronic adaptations to exercise and training, Describe in detail the physiological body functions that take place during work production, Describe in detail the physiological responses during exercise in different environmental conditions, Present and interpret results that derive from exercise testing, Describe the impact that exercise has on different populations, Design, structure and construct in detail, the components of exercise training programs on different populations, Accurately evaluate the contribution of training in optimizing performance in sports. 				
Prerequisites	None	Required	None		
Course Content	<ul style="list-style-type: none"> Energy sources – exercise metabolism I Exercise metabolism II Neuromuscular synapse – muscle contraction and adaptations during exercise Neuromuscular adaptations to power training Fatigue mechanisms during exercise Basic nutritional elements of exercise I 				

APPENDIX VI

	<ul style="list-style-type: none"> • Basic nutritional elements of exercise II • Obesity and adaptations during exercise • Cardiovascular function and adaptations to exercise • Respiratory function and adaptations to exercise • Aerobic capacity assessment • VO_{2max} testing 																		
Teaching methodology	<p>Face to Face</p> <p>ECTS Load Distribution</p> <table border="1" data-bbox="491 723 1326 925"> <thead> <tr> <th></th> <th>ECTS</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Instruction / Facilitation</td> <td>2</td> <td>60</td> </tr> <tr> <td>Exams Preparation</td> <td>3</td> <td>90</td> </tr> <tr> <td>Learning /Portfolio Activities</td> <td>3</td> <td>90</td> </tr> <tr> <td>Independent Study</td> <td>2</td> <td>60</td> </tr> <tr> <td>Total</td> <td>10</td> <td>300</td> </tr> </tbody> </table>		ECTS	Hours	Instruction / Facilitation	2	60	Exams Preparation	3	90	Learning /Portfolio Activities	3	90	Independent Study	2	60	Total	10	300
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APPENDIX VI

Assessment	<table border="1"><tbody><tr><td data-bbox="491 414 1018 448">Mid-term exam</td><td data-bbox="1018 414 1241 448">20%</td></tr><tr><td data-bbox="491 448 1018 481">Final exam</td><td data-bbox="1018 448 1241 481">20%</td></tr><tr><td data-bbox="491 481 1018 515">Portfolio</td><td data-bbox="1018 481 1241 515">30%</td></tr><tr><td data-bbox="491 515 1018 548">Assignments</td><td data-bbox="1018 515 1241 548">20%</td></tr><tr><td data-bbox="491 548 1018 582">Class Participation and Attendance</td><td data-bbox="1018 548 1241 582">10%</td></tr><tr><td data-bbox="491 582 1018 616"></td><td data-bbox="1018 582 1241 616">100%</td></tr></tbody></table>	Mid-term exam	20%	Final exam	20%	Portfolio	30%	Assignments	20%	Class Participation and Attendance	10%		100%
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Assignments	20%												
Class Participation and Attendance	10%												
	100%												
Language	Greek												

APPENDIX VI

Course Title	Applied Sports Psychology				
Course code	SPS610				
Course type	Compulsory				
Level	Master (2 nd cycle)				
Year / Semester	1 st year/ 1 st semester				
Teacher's name	Dr. Despoina Kouali				
ECTS	10	Lectures / week	3 hrs / 7 Weeks	Lab / Week	3 hrs / 7 Weeks
Course purpose and objectives	The aim of this course is to provide students with the fundamental knowledge of basic theories, research and application about sports and social psychology in physical activity and sports performance. In addition, it aims to apply psychological learning skills and performance in order to develop psychological skills by athletes.				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Define perspectives regarding exercise and sports, • Apply literature review in the field of sports psychology, • Recognise how psychology principles are applied in sports and exercise, • Record behaviours of people in sport facilities, • Apply principles against violence and aggression in sport facilities through the science of psychology, • Analyse the skills necessary to develop learning and performance, • Evaluate people behaviour in sport facilities before and after a psychological intervention program, • Organise, apply, supervise and evaluate programs of psychological counselling in athletes and general population. 				
Prerequisites	None	Co-required	None		
Course content	<ul style="list-style-type: none"> • Introduction in sports psychology and psychological counselling and support of athletes • Motivation and facilitation in sports and physical activity • Goal setting in sports • Self-efficacy in sports and physical activity • Violence and aggression in sports (theory, environmental factors that promote violence, violence restriction between athletes) • Development of ethics in sports 				

APPENDIX VI

	<ul style="list-style-type: none"> • Psychological perspectives in children sports • Psychological learning techniques • Positive attitude development for sports and physical activity • Relaxation techniques • Mental practice • Self-talk in elite and mass participation • Self-confidence in elite and mass participation • Stress management before and during the event • Selective attention and concentration in elite sports • Stress management techniques against stressors in sports. 																		
Teaching methodology	<p>Face to Face</p> <p>ECTS Load Distribution</p> <table border="1" data-bbox="491 913 1326 1115"> <thead> <tr> <th></th> <th>ECTS</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Instruction / Facilitation</td> <td>2</td> <td>60</td> </tr> <tr> <td>Exams Preparation</td> <td>3</td> <td>90</td> </tr> <tr> <td>Learning /Portfolio Activities</td> <td>3</td> <td>90</td> </tr> <tr> <td>Independent Study</td> <td>2</td> <td>60</td> </tr> <tr> <td>Total</td> <td>10</td> <td>300</td> </tr> </tbody> </table>		ECTS	Hours	Instruction / Facilitation	2	60	Exams Preparation	3	90	Learning /Portfolio Activities	3	90	Independent Study	2	60	Total	10	300
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APPENDIX VI

	<p>8. Jowett, S. & Lavallee, D. Social Psychology in Sport. Human Kinetics Publishers, Champaign, Illinois, USA, (2011). ISBN: 978-0-7360-5780-6</p> <p>9. Smith, D., Bar-Eli, M. Essential Readings in Sport and Exercise Psychology. Human Kinetics Publishers, Champaign, Illinois, USA, (2007). ISBN: 978-0-7360-5767-7.</p>												
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APPENDIX VI

Course title	Applied Biochemistry of Exercise				
Course code	SPS615				
Course type	Compulsory				
Level	Master (2nd cycle)				
Year / Semester	1 st year / 2 nd semester				
Teacher's name	Dr. Anastasios Theodorou				
ECTS	10	Lectures / week	3 hrs / 7 Weeks	Lab / Week	3 hrs / 7 Weeks
Course aim and objectives	The aim of this course is to provide students with the knowledge regarding biochemical adaptations that occur to the body because of exercise. In addition, particular emphasis is given into planning and evaluating training based on specific biochemical markers and measures.				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the basic biochemical changes and adaptations that occur on metabolism as a result of exercise, • Define the principles that govern human metabolism during rest and exercise, • Explain the basic biochemical measures procedure that regarding exercise and modify training program based on results, • Explain the structure and biological role of basic biomolecules of the body and analyse biochemical changes during muscle contraction, • Identify biochemical procedures of muscle recovery following exercise induced injuries and the role of free radicals. 				
Prerequisites	None	Co-required	None		
Course content	<ul style="list-style-type: none"> • Introduction in biochemistry. Fundamental knowledge and concepts of biochemistry. • Metabolism. • Biomolecules: Carbohydrates / Lipids / Proteins. • Nucleic acids/Gene expression. • Principles of metabolism during exercise. High phosphate compounds. • Carbohydrate metabolism during exercise. • Lipid metabolism during exercise. • Mid-term exam • Protein metabolism during exercise. 				

APPENDIX VI

	<ul style="list-style-type: none"> • Summary and finalisation of metabolism during exercise. • Convection of exercise induced signals and molecular adaptations during training. • Oxidative stress and exercise. Presentation of up-to-date research data. • Muscle injury and exercise. Presentation of up-to-date research data. • Biochemical screening in athletes 																		
Teaching methodology	<p>Face to Face</p> <p>ECTS Load Distribution</p> <table border="1" data-bbox="491 712 1326 913"> <thead> <tr> <th></th> <th>ECTS</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Instruction / Facilitation</td> <td>2</td> <td>60</td> </tr> <tr> <td>Exams Preparation</td> <td>3</td> <td>90</td> </tr> <tr> <td>Learning /Portfolio Activities</td> <td>3</td> <td>90</td> </tr> <tr> <td>Independent Study</td> <td>2</td> <td>60</td> </tr> <tr> <td>Total</td> <td>10</td> <td>300</td> </tr> </tbody> </table>		ECTS	Hours	Instruction / Facilitation	2	60	Exams Preparation	3	90	Learning /Portfolio Activities	3	90	Independent Study	2	60	Total	10	300
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APPENDIX VI

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Language	Greek												

APPENDIX VI

Course title	Physical Training Planning and Guidance				
Course code	SPS620				
Course type	Compulsory				
Level	Master (2 nd cycle)				
Year / semester	1 st year / 2 nd semester				
Teacher's name	Dr. Gregoris Bogdanis				
ECTS	10	Lectures / week	3 hrs / 7 Weeks	Lab / Week	3 hrs / 7 Weeks
Course aim and objectives	The aim of this course is to introduce students into the theory of training science. In addition, the course aims into providing students with the fundamental knowledge required for training program design for both athletes and general population. Moreover, specific attention will be drawn into understanding the structures and content of training procedures and human performance principles, in order for students to acquire knowledge in training.				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the training principles of fitness, • Describe the body requirements of trainees in terms of fitness, • Describe, analyse and explain elements of training load, • Analyse the annual periodization plan, • Structure training units, microcycles, mesocycles and macrocycles of training for both individual and team sports, • Apply the relevant training programs to improve fitness and modify them according to assessment data 				
Prerequisites	None	Co-required	None		
Course content	<ul style="list-style-type: none"> • Basic training principles • Basic principles of periodization in training • Importance of exercise testing and quantifying training load for planning and guiding training • Warm-up, cool-down and recovery methods after training • Strength and power training program design • Cardiovascular endurance training program design • Flexibility training program elements • Speed and agility training program design 				

APPENDIX VI

	<ul style="list-style-type: none"> • Physical conditioning training program for individual sports • Physical conditioning training programs for team sports • Optimizing sport performance: peaking/tapering and overtraining • Physical conditioning improvement in young ages 																		
Teaching methodology	<p>Face to Face</p> <p>ECTS Load Distribution</p> <table border="1" data-bbox="491 638 1326 840"> <thead> <tr> <th></th> <th>ECTS</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Instruction / Facilitation</td> <td>2</td> <td>60</td> </tr> <tr> <td>Exams Preparation</td> <td>3</td> <td>90</td> </tr> <tr> <td>Learning /Portfolio Activities</td> <td>3</td> <td>90</td> </tr> <tr> <td>Independent Study</td> <td>2</td> <td>60</td> </tr> <tr> <td>Total</td> <td>10</td> <td>300</td> </tr> </tbody> </table>		ECTS	Hours	Instruction / Facilitation	2	60	Exams Preparation	3	90	Learning /Portfolio Activities	3	90	Independent Study	2	60	Total	10	300
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APPENDIX VI

Course title	Physical Capacity Evaluation and Exercise Prescription				
Course code	SPS625				
Course type	Compulsory				
Level	Master's (2 nd cycle)				
Year / Semester	1 st year/ 2 nd semester				
Teacher;s name	Dr. George Panayiotou, Dr. Toumpekis Anargyros				
ECTS	10	Leactures / Week	3 hrs / 5 Weeks	Lab / Week	3 hrs / 9 Weeks
Course aims and objectives	The aim of this course is to provide students with the capacity of acquiring the fundamental knowledge in planning and executing both field and laboratory exercise testing with regards to physical conditioning and body composition in order to utilise these results and successfully design and implementation of exercise training programs for healthy and chronically ill population.				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> Record the potential health dangers due to participation in exercise and exercise testing, Describe and exhibit safety measures that should be taken during exercise testing, Record testing parameters per sport based on physical capabilities that determine sport performance. Describe and explain measure units for every maximal and submaximal laboratory or field test. Analyse, interpret and present results that derive from exercise testing and kinathropometry, Categorize and compare results against normative data. Identify and analyse limiting factors to performance as these arise from exercise testing, Design, structure, construct, supervise and evaluate application of specialised training programs, aiming in improving fitness levels based on results derived from exercise testing, Exhibit competency in identifying risk factors that occur from metabolic, respiratory, cardiovascular and musculoskeletal diseases that require clinical assessment prior to participation, Modify/adopt appropriate fitness tests and intervention programs in special populations such as children, older individuals, pregnant women and people with chronic diseases and disabilities, Apply theoretical basis of testing selection and present competency in their application, 				

APPENDIX VI

	<ul style="list-style-type: none"> Present competency in use, regulation, function check and calibration of testing equipment that is commonly used in clinical exercise physiology such as respiratory gas analysers, arterial blood gases analysers and biochemical markers analysers 																				
Prerequisites	None	Co-required	None																		
Course content	<ul style="list-style-type: none"> Testing orientation in exercise physiology Measurement-evaluation-assessment, conditions of exercise testing Muscular work assessment Cardiovascular responses assessment during exercise-heart rate-blood pressure Resting and exercise metabolic rate Pulmonary function tests Aerobic capacity Anaerobic capacity Power Range of motion Coordination, balance Anthropometry 																				
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APPENDIX VI

	<ol style="list-style-type: none"> 5. ACSM. ACSM's Guidelines for Exercise Testing and Prescription 10th Ed. Wolters Kluwer, Philadelphia, USA, (2017). ISBN: 978-1-4963-3906-5. 6. Kleisouras, V., Geladas, N. & Koskolou, M. Exercise Testing, (3rd Ed.). Broken Hill Publishers Ltd, Nicosia, Cyprus (2015). ISBN: 978-996-325-803-1. 7. Morrow, J., Mood, D., Disch, J. & Kang, M. Measurement and Evaluation in Human Performance, 5th Ed. Human Kinetics Publishers, Champaign, Illinois, USA, (2015). ISBN: 978-1-4504-7043-8. 8. Australian Institute of Sport, Physiological Tests for Elite Athletes, 2nd Ed. Human Kinetics Publishers, Champaign, Illinois, USA, (2013). ISBN: 978-0-7360-9711-6. 9. Beam, W.C. & Adams, G.M. Exercise Physiology Laboratory Manual 7th Ed. McGraw-Hill, Columbus, OH, USA, (2011). ISBN: 978-0-0780-2265-4. 10. Nieman, D.C. Exercise testing and Prescription. A health-related approach, 7th Ed. McGraw-Hill, Columbus, OH, USA, (2010). ISBN: 978-0-0733-7648-6. 11. Eston, R. & Reily, T. Kinanthropometry and Exercise Physiology Laboratory Manual. Tests, Procedures and Data: Anthropometry. 3rd Ed. Routledge, New York, USA, (2009). ISBN: 978-0-415-43720-2. 12. Eston, R. & Reily, T. Kinanthropometry and Exercise Physiology Laboratory Manual. Tests, Procedures and Data: Physiology. 3rd Ed. Routledge, New York, USA, (2009). ISBN: 978-0-415-43723-3. 13. Κέλλης, E. Neuro-mechanical Principles of Muscular Strength Evaluation. Telethron Publishers, Athens, Greece, (2009). ISBN: 960-8410-56-8. 												
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	100%												
Language	Greek												

APPENDIX VI

Course title	Applied Biomechanics				
Course Code	SPS640				
Course type	Elective				
Level	Master's (2 nd cycle)				
Year / Semester	2 nd year / 1 st semester				
Teacher's name	Dr. George Pamboris				
ECTS	10	Lectures / week	3 hrs / 5 Weeks	Lab / Week	3 hrs / 9 Weeks
Course aim and objectives	The aim of this course is to provide students with knowledge regarding applied principles of biomechanics and sporting activities assessment, in order to enhance performance and injury prevention. In addition, the course aims to develop application of basic biomechanics tools of kinetics and kinematic analysis, and data interpretation.				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Identify and apply basic biomechanical assessment procedure, • Assess biomechanical factors that affect technique of different sports and activities, • Use biomechanical and physiologic principles of isokinetic strength test, • Be aware of gait cycle mechanics and running in apparently healthy clientele, • Be aware of the biomechanics of basic kinetic models that are used in a number of sporting activities and exercise. • Be aware of the biomechanics of major joints (shoulder, elbow, forearm, hip, knee and ankle). 				
Prerequisites	None	Co-required	None		
Course content	<ul style="list-style-type: none"> • Biomechanical and physiological principles of isokinetic dynamometry • Application of biomechanical assessment of musculoskeletal system and sports injury prevention. • Gait and running cycle biomechanical assessment. • Contemporary methods of human motion analysis with 3D electro visual system wireless EMG and force platforms. • Biomechanical analysis of joint motion with the highest injury frequency due to improper and unbalanced forces (hip, knee and shoulder). 				

APPENDIX VI

Teaching methodology	Face to Face		
	ECTS Load Distribution		
		ECTS	Hours
	Instruction / Facilitation	2	60
	Exams Preparation	3	90
	Learning /Portfolio Activities	3	90
Independent Study	2	60	
	Total	10	300
Bibliography	<ol style="list-style-type: none"> 1. Hall, S.J. Basic Bioamechanics. Parisianos Scientific Publicattions, Athens, Greece, (2018). ISBN: 978-9-6058-3387-9 2. Enoka, R.M. Neuromechanics of Human Movement (5th Edition). Human Kinetics Publishers, Champaign, Illinois, USA, (2015). ISBN: 978-1-4504-5880-1. 3. McGinnis, P.M. Biomechanics of Sport and Exercise. (3rd Edition). Human Kinetics Publishers, Champaign, Illinois, USA, (2013). ISBN: 978-0-7360-7966-2. 4. Watkins, J. Structure and function of the Musculoskeletal system (2nd Edition). Human Kinetics Publishers, Champaign, Illinois, USA, (2010). ISBN: 978- 0-7360-7890-0. 5. Hamill, J. & Knutzen, K.M. Fundamental Biomechanics of Human Movement. Ch. Paschalides Medical Publications, Athens, Greece, (2007). ISBN: 960-399-522-3. 6. Knudson, D. Fundamentals of Biomechanics. (2nd Edition). Springer, NY, USA, (2007). ISBN: 978-0-387-49311-4. 		
Assessment	Mid-term exam	20%	
	Final exam	20%	
	Portfolio	30%	
	Assignments	20%	
	Participation	10%	
		100%	
Language	Greek		

APPENDIX VI

Course title	Sport Nutrition				
Course code	SPS645				
Course type	Elective				
Level	Master's (2 nd cycle)				
Year / Semester	2 nd year / 1 st semester				
Teacher's name	Dr. Anastasios Theodorou, Dr. Stavrie Chrysostomou				
ECTS	10	Lectures / week	3 hrs / 7 Weeks	Lab / Week	3 hrs / 7 Weeks
Course aims and objectives	The aim of this course is to assess advanced nutritional applications in sports and exercise. In addition, aims it aims into understanding the relation between nutrition and sport performance and application of nutritional principles in optimizing sport performance.				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the basic principles that govern sport nutrition, • Explain the needs of athletes in nutritional elements depending on sport and training conditions, • Understand action mechanisms of nutritional elements in sports performance, • Define the importance of proper chronic energy balance, • Predict potential nutritional risks of athletes, • Analyse and present the latest research data regarding sports nutrition 				
Prerequisites	None	Co-required	None		
Course content	<ul style="list-style-type: none"> • Sport nutrition principles. • Nutrition sources and their interaction with energy production systems. • Nutritional approach in endurance, power, strength, speed and team sports. • Nutritional elements timing for optimizing sport performance. • Nutritional intervention during exercise in extreme environment • Nutritional strategies for weight reduction in combination with exercise. • Exercise and lipolysis, • Nutritional aids for optimizing sport performance. • Nutritional aids for weight reduction and fat reduction. 				

APPENDIX VI

	<ul style="list-style-type: none"> • Oxidative stress, antioxidants and exercise. • Contemporary research issues in sports nutrition. 																		
Teaching methodology	<p>Face to Face</p> <p>ECTS Load Distribution</p> <table border="1"> <thead> <tr> <th></th> <th>ECTS</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Instruction / Facilitation</td> <td>2</td> <td>60</td> </tr> <tr> <td>Exams Preparation</td> <td>3</td> <td>90</td> </tr> <tr> <td>Learning /Portfolio Activities</td> <td>3</td> <td>90</td> </tr> <tr> <td>Independent Study</td> <td>2</td> <td>60</td> </tr> <tr> <td>Total</td> <td>10</td> <td>300</td> </tr> </tbody> </table>		ECTS	Hours	Instruction / Facilitation	2	60	Exams Preparation	3	90	Learning /Portfolio Activities	3	90	Independent Study	2	60	Total	10	300
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Language	Greek																		

APPENDIX VI

APPENDIX VI

Course title	Prevention and Rehabilitation of Athletic Injuries				
Course code	SPS650				
Course type	Elective				
Level	Master's (2 nd cycle)				
Year / semester	2 nd year / 1 st semester				
Teacher's name	Prof. Anastasia Beneka				
ECTS	10	Lectures / week	3 hrs / 7 Weeks	Lab / Week	3 hrs / 7 Weeks
Course aims and objectives	The aim of this course is to provide students with fundamental medical knowledge that relate to sport performance, taking into consideration health promotion in conjunction with sport performance. In addition, this course aims to provide a complete practical and research/evidence based knowledge in topics related to injury prevention and rehabilitation.				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Define and explain musculoskeletal, cardiovascular, respiratory and gastrointestinal symptoms during exercise, • Identify major musculoskeletal and visceral injuries and their impact in sport activities, • Suggest the use of aids that can be used as protective equipment for injury prevention in sports, • Define the concept of sport injury, overuse syndrome and various injuries epidemiology, • Identify the importance of rehabilitation and functional capacity following an injury, • Understand the pathophysiology of athletic injuries and understand the principles and stages of rehabilitation of upper and lower extremities. 				
Prerequisites	None	Co-required	None		
Course content	<ul style="list-style-type: none"> • Athletes' medical issues. • Sports medicine support in sports. • Medical prevention during organisation of sport events. • Team medical care. • Hygiene issues. • Cardiovascular, respiratory and gastrointestinal symptoms during exercise. 				

APPENDIX VI

	<ul style="list-style-type: none"> • Common sporting injuries (cranio-fascial injuries, eye, ear, face, oral cavity, larynx, spine, shoulder girdle, arm, elbow, forearm, wrist, hand, pelvis, hip, thigh, knee, shin, ankle, foot). • Special sports medicine issues (overuse syndrome, pre-participation screening, team and individual sport injuries). • Principles of diagnosis, therapy and rehabilitation. • Athletic rehabilitation. • Sport injury prevention and pre-participation musculoskeletal screening. • Musculoskeletal injuries pathophysiology. • Sport injury assessment. • Acute sport injury management. • Systematic progressive functional rehabilitation and return to sport criteria. 																		
Teaching methodology	<p>Face to Face</p> <p>ECTS Load Distribution</p> <table border="1" data-bbox="491 1014 1326 1216"> <thead> <tr> <th></th> <th>ECTS</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Instruction / Facilitation</td> <td>2</td> <td>60</td> </tr> <tr> <td>Exams Preparation</td> <td>3</td> <td>90</td> </tr> <tr> <td>Learning /Portfolio Activities</td> <td>3</td> <td>90</td> </tr> <tr> <td>Independent Study</td> <td>2</td> <td>60</td> </tr> <tr> <td>Total</td> <td>10</td> <td>300</td> </tr> </tbody> </table>		ECTS	Hours	Instruction / Facilitation	2	60	Exams Preparation	3	90	Learning /Portfolio Activities	3	90	Independent Study	2	60	Total	10	300
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APPENDIX VI

	<p>7. Baltopoulos, P. Sport Medicine. Volume II. Ch. Paschalides Medical Publications, Athens, Greece, (2002). ISBN: 960-399-930-0</p> <p>8. Iversen, R.S. & Richard, D.I. Sport Injuries. Prevention and Rehabilitation. Telethron Publications, Athens, Greece, (2007). ISBN: 960-8410-51-7.</p> <p>9. Sherry, E. & Wilson, S. Oxford Sport Medicine Handbook. Ch. Paschalides Medical Publications, Athens, Greece, (2007). ISBN: 978-960-399-411-1</p> <p>10. Frontera, W.R., Herring, S.A., Micheli, L.J. & Silver, J.K. Clinical Sports Medicine. Saunders Elsevier, Philadelphia, USA, (2006). ISBN: 978-1-4160-2443-9</p> <p>11. Prentice, W. Sport Injuries Rehabilitation Techniques. Ch. Paschalides Medical Publications, Athens, Greece, (2004). ISBN: 960-394-449-1.</p>												
<p>Assessment</p>	<table border="1"> <tr> <td>Mid-term exam</td> <td>20%</td> </tr> <tr> <td>Final exam</td> <td>20%</td> </tr> <tr> <td>Portfolio</td> <td>30%</td> </tr> <tr> <td>Assignments</td> <td>20%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Mid-term exam	20%	Final exam	20%	Portfolio	30%	Assignments	20%	Class Participation and Attendance	10%		100%
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Final exam	20%												
Portfolio	30%												
Assignments	20%												
Class Participation and Attendance	10%												
	100%												
<p>Language</p>	<p>Greek</p>												

APPENDIX VI

Course Title	Applied Clinical Exercise Physiology				
Course Code	SPS655				
Course Type	Elective				
Level	Master's (2 nd cycle)				
Year / Semester	2 nd year/ 1 st Semester				
Teacher	Dr. George Panayiotou				
ECTS	10	Lectures / Week	3 hrs / 7 Weeks	Lab / Week	3 hrs / 7 Weeks
Course aims and objectives	<p>The main objective of this course is to provide students with knowledge on issues regarding the impact/effect of exercise on functional capacity on patients with chronic diseases and disabilities. In addition, it takes into consideration the interaction between medication and exercise, as well as organising and carrying out pre-participation screening and clinical assessments. Moreover, it aims to provide understanding of the limitations of exercise and functional capacity due to diseases, particularly exercise for special populations such as metabolic, cardiovascular and respiratory diseases. Finally, it aims to inform about the impact of systematic exercise on the manifestation of chronic diseases, morbidity reduction, quality of life improvement and consequently on lifespan of chronic patients.</p>				
Learning outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Record physical limitations as a result of chronic disease, • Describe the pathophysiology that dictate limitation of functional capacity, • Present and interpret fitness and functional capacity assessment results of chronic patients, • Stratify the impact of exercise and physical activity on chronic diseases, • Plan, design and structure exercise and physical activity training programs for special populations, • Identify the risk level for different diseases on participation in exercise programs. 				
Prerequisites	SPS605: Applied Exercise Physiology	Required	None		
Course Content	<ul style="list-style-type: none"> • Exercise, health and well-being <ul style="list-style-type: none"> ○ Guidance-regulation of training procedures ○ Aerobic Capacity 				

APPENDIX VI

	<ul style="list-style-type: none"> ○ Strength ○ Mobility ○ Co-ordination ○ Speed ● Exercise and special populations <ul style="list-style-type: none"> ○ Exercise for children ○ Exercise for the elderly ● Cardiac diseases <ul style="list-style-type: none"> ○ Coronary heart disease ○ Congestive heart failure ○ Valvular diseases ● Vascular diseases <ul style="list-style-type: none"> ○ Hypertension ○ Hyperlipidaemia και Dyslipidaemia ● Exercise and chronic respiratory diseases <ul style="list-style-type: none"> ○ Chronic obstructive pulmonary disease ○ Asthma ● Metabolic diseases <ul style="list-style-type: none"> ○ Diabetes ○ Obesity ○ Metabolic syndrome ● Exercise and renal diseases ● Skeletal system diseases <ul style="list-style-type: none"> ○ Osteoporosis ○ Osteoarthritis ○ Rheumatoid arthritis ● Immune system diseases <ul style="list-style-type: none"> ○ Cancer ○ Acquired Immuno-Deficiency Syndrome (AIDS) ● Neuromuscular diseases <ul style="list-style-type: none"> ○ Multiple Sclerosis ○ Cerebral Palsy ○ Alzheimer ○ Parkinson ● Exercise, stress and anxiety ● Exercise and depression
Teaching methodology	<p>Face to Face</p> <p>ECTS Load Distribution</p>

APPENDIX VI

	ECTS		Hours	
	Instruction / Facilitation	2	60	
	Exams Preparation	3	90	
	Learning /Portfolio Activities	3	90	
	Independent Study	2	60	
	Total	10	300	
Bibliography	<ol style="list-style-type: none"> 1. Thompson, W.R. ACSM's Clinical Exercise Physiology. Human Kinetics Champaign Illinois, USA (2019). ISBN: 9-781-4963-8780-6 2. Taylor, A. & Johnson, M. Physiology of Exercise and Healthy Aging. Human Kinetics Champaign Illinois, USA (2019). ISBN: 9-780-7360-5838-4 3. Ehrman, J., Gordon, P., Visich, P. & Keteyian, S. Clinical Exercise Physiology. 4th Edition. Human Kinetics Champaign Illinois, USA (2018). ISBN: 978-1-4925-8849-8 4. Coast, J.R., & Oden, G. Clinical Exercise Physiology: Physiological Assessments in Health Disease and Sport Performance, 3rd Ed. Kendall Hunt Publishing Company Dubuque, IA, USA (2017). ISBN: 978-1-5249-0159-2 5. Moore, G.E., Durstine, J.L & Painter, P.L. ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities. Human Kinetics Champaign Illinois, USA (2016). ISBN: 978-1-4504-3414-0 6. Scott, A. & Gidlow, C. Clinical Exercise Science. Routledge, Abingdon, UK and New York, (2016). ISBN: 9-781-1346-1784-5 7. Chodzko-Zajko, W. ACSM's Exercise for Older Adults. Human Kinetics Champaign Illinois, USA (2014). ISBN: 978-1-6091-3647-5 8. Exercise Alliance for Health. Exercise as a means of prevention and Rehabilitation of Chronic Diseases. (2013). http://www.exerciseforhealth.gr 9. Goodman, C, & Helgeso, K. (2011). Exercise Prescription for Medical Conditions: Handbook for Physical Therapists. F.A. Davis Company, USA. ISBN-13: 978-0803617148 10. Myers, J. & American College of Sports Medicine. ACSM's Resources for Clinical Exercise Physiology: Musculoskeletal, Neuromuscular, Neoplastic, Immunologic, and Hematologic Conditions. Wolters Kluwer, Philadelphia, USA, (2010). ISBN: 978-0-7817-6870-2 11. Buckley, J.P. Exercise Physiology in Special Populations Churchill Livingstone/Elsevier New York, (2008). ISBN: 9780443103438 12. Tokmakidis, S. & Volaklis, K. Exercise as a Therapeutical Means in Coronary Disease Patients. P. Ch. Paschalides Medical Publications, Athens, Greece, (2008). ISBN: 978-960-399-680-4 			

APPENDIX VI

	<p>13. Dustine, J. & Moore, G. "ACMS's Exercise, Chronic Diseases & Disabilities". P. Ch. Paschalides Medical Publications, Athens, Greece, (2005). ISBN: 960-399-329-8.</p> <p>14. Skinner, J.S. Exercise Testing and Prescription for Special Cases: Theoretical Basis and Clinical Application. Lippincott Williams & Wilkins, Baltimore, USA, (2005). ISBN: 978-0-7817-4113-2</p> <p>15. Volaklis, K. & Tokmadidis, S. Exercise in Acute Rehabilitation in Patients with Myocardial Infraction. P. Ch. Paschalides Medical Publications, Athens, Greece, (2005). ISBN: 978-960-399-299-8.</p> <p>16. Bar-Or, O. & Rowland, T. Pediatric Exercise Medicine: From Physiologic Principles to Health Care Application. Human Kinetics Champaign Illinois, USA, (2004). ISBN: 9-780-8801-1597-1</p> <p>17. Tokmakidis, S. Exercise and Chronic Diseases. P. Ch. Paschalides Medical Publications, Athens, Greece, (2003). ISBN: 978-960-399-079-6</p> <p>18. LeMura, L.M. & Von Duvillard, S.P. Clinical exercise physiology: application and physiological principles. Lippincott Williams & Wilkins, Baltimore, USA, (2003). ISBN: 0-7817-2680-8</p>												
Assesment	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Mid-term exam</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Final exam</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Portfolio</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Assignments</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td style="text-align: center;">10%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Mid-term exam	20%	Final exam	20%	Portfolio	30%	Assignments	20%	Class Participation and Attendance	10%		100%
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Final exam	20%												
Portfolio	30%												
Assignments	20%												
Class Participation and Attendance	10%												
	100%												
Language	Greek												

APPENDIX VI

Course Title	Masters' Thesis				
Course Code	SPS690				
Course Type	Compulsory				
Level	Master (2 nd Cycle)				
Year / Semester	2 nd Year / 1 st Semester				
Teacher's Name	Dr. Irene Tzanetakou, Dr. Andreas Avgerinos				
ECTS	30	Lectures / week	3 hrs / 4 Weeks	Lab / Week	3 hrs / 10 Weeks
Course Purpose and Objectives	<p>This course aims in providing students with all the necessary resources needed to design, organize and implement a scientific study, as well as to analyze, document and present its content. The ultimate goal of the course is to complete a scientific paper as well as to support it through an oral presentation under the individual guidance and supervision of a three-member advisory committee as well as by the person in charge of the particular course.</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • List with a reasonable chronological order the steps required to organize and implement a bibliographic review and experimental work, • Identify and recognize scientific sources related to the subject matter by searching in scientific and electronic databases and critically extracting scientific information, • Describe and explain the structure of scientific articles, summarize their content clearly and compose it in a single text, • Evaluate and discuss issues related to research bioethics and ethics, • Design, organize, compile and implement a descriptive bibliographic review and an experimental study on the subject of sports science in accordance to international standards and using reputable bibliographic systems, • Clearly present the problem, purpose, methodology and results arising from the analysis of the data of an experimental study, as well as document the findings and compare them critically with findings from other studies. • Prepare and carry out the presentation of a scientific paper by means of a printed book as well as an oral presentation to the public. 				

APPENDIX VI

Prerequisites	SPS600. Research Methods and Biostatistics GPA before course enrolment: 2.5	Co-requisites	SPS600															
Course Content	<p>Preparation and presentation of a research proposal: The student, under the guidance of their supervisor, prepares a research proposal on the subject they have been assigned. The matter is finalized after the written consent of the Three-member Committee has been received and submitted to the Secretariat of the Department of Sciences.</p> <p>Course attendance: The student participates in pre-defined lectures for the dissertation thesis, in which specific topics related to different types of scientific work in sports are discussed. In addition, the implementation of research as well as the writing and presentation of work is analyzed.</p> <p>Supervision and guidance: At specific stages of work, meetings are held between a student and a three-member committee to discuss the progress of the work and to receive guidance and feedback.</p> <p>Project Presentation: After completing the scientific search the student writes his / her work according to the instructions given in the Diploma Work Guide. After the three-member committee accepts the final text, the student receives a presentation date to present their work. After being accepted and assessed by the Three-Member Committee, the student delivers the final text to the Department's Secretariat in order to receive their grade.</p>																	
Teaching Methodology	<p>Face- to- face</p> <p>ECTS Load Distribution</p> <table border="1" data-bbox="464 1361 1302 1563"> <thead> <tr> <th></th> <th>ECTS</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Instruction / Facilitation</td> <td>1</td> <td>30</td> </tr> <tr> <td>Independent Study / Experimental Procedures</td> <td>28</td> <td>840</td> </tr> <tr> <td>Presentation</td> <td>1</td> <td>30</td> </tr> <tr> <td>Total</td> <td>30</td> <td>900</td> </tr> </tbody> </table>				ECTS	Hours	Instruction / Facilitation	1	30	Independent Study / Experimental Procedures	28	840	Presentation	1	30	Total	30	900
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APPENDIX VI

	<p>4. Thomas, J.R., Nelson, J.K. & Silverman, S.J. Research Methods in Physical Activity, (7th Ed.). Human Kinetics, Champaign, Illinois, USA. (2015). ISBN: 978-1-4504-7044-5</p> <p>5. Darviri, Ch. Research Methodology in Healthcare, P. Ch. Paschalides Medical Publications, Athens, Greece, (2009). ISBN: 978-9-6039-9915-7</p> <p>6. Sachini - Kardasi A. Research Methodology. Applications in Healthcare, Beta Publications, Athens, Greece, (2007). ISBN: 978-9-6073-0880-1</p>		
Assessment	Master Thesis Presentation	60%	
		40%	
		100%	

APPENDIX VI

Language	Greek
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APPENDIX VI

Course Title	Quantitative Approaches in Health Science Research				
Course Code	SPS630				
Course Type	Elective				
Level	Master (2 nd Cycle)				
Year / Semester	2 nd Year/1 st Semester				
Teacher's Name	Dr. Irene Tzanetakou				
ECTS	10	Lectures / week	3 hrs / 4 Weeks	Lab / Week	3 hrs / 10 Weeks
Course Purpose and Objectives	This course aims at introducing students to recent topics related to quantitative research approaches. Its purpose is to help students to plan and apply statistical techniques used to investigate issues related to Life Sciences. The course focuses on the basic techniques of descriptive and inductive statistics, focusing on the understanding of techniques, the interpretation and presentation of results, and the analysis of empirical data using statistical packets.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Launch research questions and hypotheses to design data collection, • Analyse data with appropriate statistical techniques to answer to specific research questions and study hypotheses, • Explain the basic concepts and procedures used in quantitative data analysis for educational research purposes in Life Sciences, • Use statistical software packages for the entry, processing and analysis of research data, • Interpret and present results of statistical analysis, • Explain and analyse high level research studies in the field of Life Sciences. 				
Prerequisites	SPS600. Research Methods and Biostatistics Grade point average (GPA): 2.5	Co-requisites	None		
Course Content	<p>Course Content: Description</p> <ul style="list-style-type: none"> • Formulation of research and statistical hypotheses, 				

APPENDIX VI

	<ul style="list-style-type: none"> • Organization and presentation of data, • Descriptive statistics: measures of central tendency, dispersion and curvature measurements, • Probability, probability models, sampling, principles of inductive statistics, • Case tests for average, percentage, and dispersion for one and two samples, • Confidence intervals, • Analyzing variance, • Correlation and linear regression (single and multiple) indices, • Non-parametric statistical controls, • Use of statistical software packages for data entry, processing and analysis. 																		
Teaching Methodology	<p>Face- to- face</p> <p>ECTS Load Distribution</p> <table border="1" data-bbox="464 969 1302 1171"> <thead> <tr> <th></th> <th>ECTS</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Instruction / Facilitation</td> <td>2</td> <td>60</td> </tr> <tr> <td>Exams Preparation</td> <td>3</td> <td>90</td> </tr> <tr> <td>Learning /Portfolio Activities</td> <td>3</td> <td>90</td> </tr> <tr> <td>Independent Study</td> <td>2</td> <td>60</td> </tr> <tr> <td>Total</td> <td>10</td> <td>300</td> </tr> </tbody> </table>		ECTS	Hours	Instruction / Facilitation	2	60	Exams Preparation	3	90	Learning /Portfolio Activities	3	90	Independent Study	2	60	Total	10	300
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APPENDIX VI

	<p>Blackwell, New Jersey, USA. (2013). ISBN: 978-1-4443-3608-5.</p> <p>8. Supino, P.G., Borer, J.S. Principles of Research Methodology: A Guide for Clinical Investigators. Springer, New York, USA, (2012). ISBN: 978-1-4614-3359-0.</p> <p>9. Trichopoulos, D. & Lagiou, D.P. General & Clinical Epidemiology. Principals, Methodology, and Applications in Medical Research and Public Health (2nd Ed.). Parisianos Publications U.C., Metamorfofi, Athens, Greece, (2011). ISBN: 978-9-6039-4727-1.</p> <p>10. Darviri, Ch. Research Methodology in Healthcare, P. Ch. Paschalides Medical Publications, Athens, Greece, (2009). ISBN: 978-9-6039-9915-7</p> <p>11. Sachini - Kardasi A. Research Methodology. Applications in Healthcare, Beta Publications, Athens, Greece, (2007). ISBN: 978-9-6073-0880-1</p> <p>12. Bonita, R. & Beaglehole, R. Basic Epidemiology, (2nd Ed.). World Health Organization. Geneva, Switzerland, (2006). ISBN: 978-9-2415-4707-9.</p> <p>13. Sparos, L. Post-Epidemiology or Applied Medical Research. Cause-gnostics, Dia-gnostics, Pro-gnostics. BETA Publications, Athens, Greece, (2001). ISBN: 978-9-6080-7133-9.</p> <p>14. Laake P., Benestad H. & Olsen B. Research Methodology in the Medical and Biological Sciences. Academic Press, London, UK. (2007). ISBN: 978-0-1237-3874-5.</p>												
<p>Assessment</p>	<table border="1"> <tr> <td>Mid-term exam</td> <td>20%</td> </tr> <tr> <td>Final exam</td> <td>20%</td> </tr> <tr> <td>Portfolio</td> <td>30%</td> </tr> <tr> <td>Assignments</td> <td>20%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Mid-term exam	20%	Final exam	20%	Portfolio	30%	Assignments	20%	Class Participation and Attendance	10%		100%
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Class Participation and Attendance	10%												
	100%												
<p>Language</p>	<p>Greek</p>												

APPENDIX VI

Course Title	Qualitative Approaches in Health Science Research				
Course Code	SPS635				
Course Type	Elective				
Level	Master (2 nd Cycle)				
Year / Semester	2 nd Year/1 st Semester				
Teacher's Name	Dr. Irene Tzanetakou				
ECTS	10	Lectures / week	3 hrs / 4 Weeks	Lab / Week	3 hrs / 10 Weeks
Course Purpose and Objectives	<p>The aim of the course is to study the philosophical background on which qualitative research is based and to introduce students to recent topics related to quality research approaches in Life Sciences. It also intends to train students qualitative research method examples, as well as in interpreting and evaluating published qualitative research surveys in Life Sciences. In addition, it aims to further develop the students' skills in the design, implementation and presentation of simple and advanced quality research surveys around Life Sciences.</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Explain recent qualitative research approaches in Life Sciences, • Explain the theoretical and epistemological principles on which the various qualitative research approaches are based, • Highlight the characteristics of different research methodologies of qualitative research and how they have been applied in the field of Life Sciences, • Discuss the practical dimensions of quality research and, in particular, ethnographic research in Life Sciences • Develop quality research projects in the field of Life Sciences (including methods of collecting and analyzing quality data) according to the research objectives and research questions that have been set, • Recognize and discuss dilemmas on core issues related to the implementation and acceptance of quality approaches to Life Sciences. • To be a critical reviewer of quality educational research from the field of Life Sciences. 				

APPENDIX VI

Prerequisites	SPS600. Research Methods and Biostatistics Grade point average (GPA): 2.5	Co-requisites	None																		
Course Content	<p>Course Content: Description</p> <ul style="list-style-type: none"> • Introduction to Life Sciences: Theoretical and epistemological principles, • Historical review of qualitative research: Objectivity and Subjectivity, • Research Models / Methodologies: Case Study, Action Research, Ethnography, Founded Theory, Phenomenology, etc., • Theoretical frameworks in qualitative research: Feminist approaches to data analysis, post-structuralism, critical theories, etc., • Issues of credibility, validity and morality in quality research, • Development of research questions of qualitative research, • Design research, data collection and ensure access to databases. 																				
Teaching Methodology	<p>Face- to- face ECTS Load Distribution</p> <table border="1" data-bbox="855 1256 1302 1462"> <thead> <tr> <th></th> <th>ECTS</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Instruction / Facilitation</td> <td>2</td> <td>60</td> </tr> <tr> <td>Exams Preparation</td> <td>3</td> <td>90</td> </tr> <tr> <td>Learning /Portfolio Activities</td> <td>3</td> <td>90</td> </tr> <tr> <td>Independent Study</td> <td>2</td> <td>60</td> </tr> <tr> <td>Total</td> <td>10</td> <td>300</td> </tr> </tbody> </table>				ECTS	Hours	Instruction / Facilitation	2	60	Exams Preparation	3	90	Learning /Portfolio Activities	3	90	Independent Study	2	60	Total	10	300
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Bibliography	<ol style="list-style-type: none"> 1. Norusis, M. J. IBM SPSS Statistics 19 Guide to Data Analysis. Addison Wesley, Boston, USA (2019). ISBN: 978-0-321-74841-6. 2. Aschengrau, A. & Seage, G.R III. Essentials of Epidemiology in Public Health. Jones & Bartlett Learning, Massachusetts, USA (2018). ISBN: 978-1-2841-2835-2. 3. Armstrong, L.E. & Kraemer, W.J. ACSM's Research Methods. Wolters Kluwer, Philadelphia, USA, (2016). ISBN: 978-1-4511-9174-5. 																				

APPENDIX VI

	<ol style="list-style-type: none"> 4. Galanis, P. A. Healthcare Data Analysis Research Methodology. Applications with IBM SPSS statistics. P. Ch. Paschalides Medical Publications, Athens, Greece, (2015). ISBN: 978-9-9632-5805-5 5. Thomas, J.R., Nelson, J.K. & Silverman, S.J. Research Methods in Physical Activity, (7th Ed.). Human Kinetics, Champaign, Illinois, USA. (2015). ISBN: 978-1-4504-7044-5. 6. Laake, P., Benestad, H. & Olsen B. Research in Medical and Biological Sciences: From Planning and Preparation to Grant Application and Publication. Academic Press, Massachusetts, USA. (2015). ISBN: 978-0-1279-9943-2. 7. Gerstman, B.B. Epidemiology Kept Simple: An Introduction to Traditional and Modern Epidemiology, (3rd Ed.). Wiley-Blackwell, New Jersey, USA. (2013). ISBN: 978-1-4443-3608-5. 8. Supino, P.G., Borer, J.S. Principles of Research Methodology: A Guide for Clinical Investigators. Springer, New York, USA, (2012). ISBN: 978-1-4614-3359-0. 9. Trichopoulos, D. & Lagiou, D.P. General & Clinical Epidemiology. Principals, Methodology, and Applications in Medical Research and Public Health (2nd Ed.). Parisianos Publications U.C., Metamorfosi, Athens, Greece, (2011). ISBN: 978-9-6039-4727-1. 10. Darviri, Ch. Research Methodology in Healthcare, P. Ch. Paschalides Medical Publications, Athens, Greece, (2009). ISBN: 978-9-6039-9915-7 11. Sachini - Kardasi A. Research Methodology. Applications in Healthcare, Beta Publications, Athens, Greece, (2007). ISBN: 978-9-6073-0880-1 12. Bonita, R. & Beaglehole, R. Basic Epidemiology, (2nd Ed.). World Health Organization. Geneva, Switzerland, (2006). ISBN: 978-9-2415-4707-9. 13. Sparos, L. Post-Epidemiology or Applied Medical Research. Cause-gnostics, Dia-gnostics, Pro-gnostics. BETA Publications, Athens, Greece, (2001). ISBN: 978-9-6080-7133-9. 14. Laake P., Benestad H. & Olsen B. Research Methodology in the Medical and Biological Sciences. Academic Press, London, UK. (2007). ISBN: 978-0-1237-3874-5. 												
<p>Assessment</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Mid-term exam</td> <td style="width: 40%; text-align: center;">20%</td> </tr> <tr> <td>Final exam</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Portfolio</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Assignments</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td style="text-align: center;">10%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Mid-term exam	20%	Final exam	20%	Portfolio	30%	Assignments	20%	Class Participation and Attendance	10%		100%
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Assignments	20%												
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	100%												

APPENDIX VI

Language	Greek
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APPENDIX VII

Indicative Example of an Assessment Rubric for all the teaching and learning procedure components.

Criterion	4 A-level qualities (90–100)	3 B-level qualities (80–89)	2 C-level qualities (70–79)	1 or 0 D- or F-level qualities (60–69 or below 60)
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
Understanding	Demonstrates a sophisticated understanding of the topic(s) and issue(s)	Demonstrates an accomplished understanding of the topic(s) and issue(s)	Demonstrates an acceptable understanding of the topic(s) and issue(s)	Demonstrates an inadequate understanding of the topic(s) and issue(s)
Analysis, evaluation, and recommendations	Presents an insightful and thorough analysis of all issues identified	Presents a thorough analysis of most issues identified	Presents a superficial analysis of some of the issues identified	Presents an incomplete analysis of the issues identified
	Makes appropriate and powerful connections between the issues identified and the instructional strategies studied in class; demonstrates complete command of the strategic concepts and analytical tools studied	Makes appropriate connections between the issues identified and the instructional strategies studied in class; demonstrates good command of the strategic concepts and analytical tools studied	Makes appropriate but somewhat vague connections between the issues and the instructional strategies studied in class; demonstrates limited command of the strategic concepts and analytical tools studied	Makes little or no connection between the issues identified and the instructional strategies studied in class
	Supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective	Supports diagnosis and opinions with reasons and evidence; presents a fairly balanced view; interpretation is both reasonable and objective	Supports diagnosis and opinions with limited reasons and evidence; presents a somewhat one-sided argument	Supports diagnosis and opinions with few reasons and little evidence; argument is one-sided and not objective
	Presents detailed, realistic, and appropriate recommendations clearly supported by the information	Presents specific, realistic, and appropriate recommendations supported by the information	Presents realistic or appropriate recommendations supported by the information presented and	Presents realistic or appropriate recommendations with little, if any, support from the information presented and

APPENDIX VII

	presented and concepts from the reading	presented and concepts from the reading	concepts from the reading	concepts from the reading
Research	Supplements case study with relevant and extensive research into the issues; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the issues; documents all sources of information	Supplements case study with limited research into the issues; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized
APA guidelines	Uses APA guidelines accurately and consistently to cite sources	Uses APA guidelines with minor violations to cite sources	Reflects incomplete knowledge of APA guidelines	Does not use APA guidelines
Total:				

SCHOOL:	SCIENCES
DEPARTMENT:	LIFE SCIENCES

COURSE OUTLINE

Course Information		
Course Title: Medical Genetics		
Mode of Delivery: Conventional		
Course Code & Section: BMS224A	Semester: SPRING 2021	
Day and Time: Theory: Monday 8:15-11:05 Lab: Wednesday 8:15-10:05	Lecture Room No.: online	Lab Room No.: N34
Prerequisite(s): None Co-requisite(s): None	ECTS: 8	
Level: Bachelor (1 st Cycle)	Lecture Hours per week: 3	Laboratory Hours per week: 2
Type of Course: Compulsory		
Instructor Information		
Name: Vasiliki Gkretsi		
Office Room No.: 116	Office Telephone Number: 22559630	
E-Mail: v.gkretsi@euc.ac.cy	Office Hours (online): Monday: 11:30-13:20 Tuesday: 16:00-17:50 Wednesday: 10:15-12:20	
Website Link: https://euc.ac.cy/el/faculty-profiles/vasiliki-gkretsi/		
Website/Links		
University Website: www.euc.ac.cy		
EUC App: https://mobile.euc.ac.cy/		

COURSE DESCRIPTION:

Objective:

The objective of the course is to familiarize students with:

- The fundamentals of human genetics and their manifestation at the cellular, organ, individual and population levels
- Classical as well as modern Genetics and its applications in diagnosis and research
- The expression of genetic diseases and their significance for clinical medicine, diagnosis and treatment

LEARNING OUTCOMES:

Upon successful completion of this course students should be able to:

- Discuss the basic concepts of human genetics.
- Identify the genetic components of polygenic and multifactorial diseases.
- Describe the relationship between gene structure and function and its implication in the development of genetically-based diseases.
- Identify the clinical presentation and etiology of genetic disorders including: single gene disorders, disorders of chromosome abnormalities, inborn errors of metabolism, multifactorial genetic disorders and cancer genetics.
- Account for the occurrence, causes, pathophysiology, diagnostic principles, and ethical considerations of the most common genetic disorders (i.e. muscular dystrophies, cystic fibrosis, thalassaemias, hemophilia, genetic deafness, Huntington's disease, color blindness, hereditary cancer).
- Assess and appraise the importance, usefulness and limitations of genetic tests including: cytogenetic testing, molecular testing, pre-natal testing, genome scanning, newborn screen and biochemical genetics testing. Determine which test(s) are most appropriate for a given clinical scenario.
- Record family-history in relation to the inheritance of a certain genetic trait (pedigree analysis), and predict inheritance pattern.
- Debate the contribution of current advances in molecular genetic research and its implementation in clinical practice.
- Explain the importance of the study of population genetics and pharmacogenetics in the study of genetic diseases.

SUGGESTED TEXTBOOK(S):

- Medical Genetics: An Integrated Approach
by G. Bradley Schaefer, James N. Thompson, Jr.; McGraw Hill Medical; ISBN 978-0-07-166438-7
- Lewin's Genes X; Jocelyn E. Krebs; 10th; 978-0763779924; Jones and Bartlett Publishers, Inc; 2009
- Genetics: From Genes to Genomes, by Hartwell LH., Hood L., Goldberg ML., Reynolds AE., and Silver LM., 2014

RECOMMENDED/ADDITIONAL READINGS:

Essential Medical Genetics;; Connor, M. / Ferguson, M.; 978-1405169745; Wiley-Blackwell; 2011

Thompson and Thompson Genetics in Medicine; Nussbaum, R.; 7th; 978-1416030805; Saunders; 2007

The Copyright Law on Data Protection in Cyprus and the European Union

‘Copyright’ is the legal term used to describe the rights given to an author to protect his/her original work. The Law protects this work from being copied without permission and upholds the author’s right to derive an income from his/her work.

It is an offence to photocopy *more than 10% or one chapter* (whichever is the greater) of the course textbook or any other textbook, which is not less than 10 pages long. The photocopy must be for *personal* use only.

Possession of substantial photocopied material (such as a whole textbook) on the campus of the European University Cyprus can result in disciplinary measures by the institution and by the Law enforcement authorities.

Buy your course textbook and keep it forever!

It offers you a better deal in visual learning skills, course links, and online data bases. and Cyprus can maintain a good name in the academic community!

WEEKLY BREAKDOWN (excluding Christmas and Easter Holidays):	
WEEK	TOPIC
1 8/2/2021- 12/2/2021	Theory: Role of Genetics in Medicine. Flow of genetic information. Lab: Safety regulations. Safety Quiz. Introduction to Medical Genetics. Gene nomenclature. (online)
2 15/2/2021- 19/2/2021	Theory: Gene structure and function Lab: DNA isolation from hair. Paternity test.
3 22/2/2021- 26/2/2021	Theory: Genetically-based diseases and Mendel’s laws Lab: ABO blood typing
4 1/3/2021- 5/3/2021	Theory: Chromosomal theory of inheritance Lab: Pedigree analysis and case studies
5 8/3/2021- 12/3/2021	Theory: Cytogenetics Lab: Sex identification based on PCR-I
6 15/3/2021- 19/3/2021	Theory: GREEN MONDAY Lab: Sex identification based on PCR-II
7 22/3/2021- 26/3/2021	Theory: MIDTERM EXAMINATION Lab: Cytogenetics; case studies-disorder detectives
8	Theory: Molecular genetic testing, pre-natal testing and newborn testing Lab: CSiKit I-Crime Scene Investigation I

APPENDIX VIII



29/3/2021-2/4/2021	
9 5/4/2021-9/4/2021	Theory: Extranuclear inheritance and mitochondrial disorders Lab: CSKit I-Crime Scene Investigation II
10 12/4/2021-16/4/2021	Theory: Current advances in molecular genetic research and their implementation in clinical practice. Pharmacogenetics and pharmacogenomics Lab: Amplification of mitochondrial DNA
11 19/4/2021-23/4/2021	Theory: Gene therapy Lab: Molecular genetics analysis and gene sequencing using Bioinformatics (Genes and conSEQUENCES) (<i>online</i>)
12 10/5/2021-14/5/2021	Theory: Population genetics Lab: ORAL PRESENTATIONS (<i>online</i>)
13 17/5/2021-21/5/2021	Theory: Review Lab: Genetic traits; taste analysis. Detection of Genetically modified organisms using lateral flow strips
14	FINAL EXAMS

GRADE DISTRIBUTION:	
DESCRIPTION:	PERCENTAGE
1. Midterm examination	30%
2. Final examination	40%
3. Assignments/Lab reports Lab reports: 8 reports (2% each)=16% Oral presentation: 4%	20%
4. Class participation	10%
TOTAL	100%

ADDITIONAL NOTES:
1. The basic textbook(s) and/or the recommended/additional readings listed in this course outline are the responsibility of the student to purchase, as per instructed by the Course Instructor.
2. The final examination for this course will be taking place between 24/5-04/06/2021 . The final date and time will be provided at a later stage.
3. For a student who fails (one time) a course, see the 'Resit of the Final Examination' policy of European University Cyprus (EUC) at the EUC website here https://www.euc.ac.cy/en/current-students/academic-policies--regulations
4. Students with learning difficulties and disabilities are strongly encouraged to contact before the end of the third week of each academic semester the committee E.Φ.E.E.A. at [e] y.christofi@euc.ac.cy and [t]+357 22559509], in order to ensure that the appropriate academic accommodations and support will be provided to them throughout the semester, as well as during the final examination.
5. Please remember to evaluate this course electronically, always in alignment to the guidelines that will be provided. The evaluation period will be announced.



Attendance policy

Policy of class attendance and assignment submission Undergraduate programs

The Department of Life Sciences of the European University Cyprus has determined the following policy with regard to the attendance and assignment submission in order to ensure that maximum teaching efficiency is achieved and actual learning is accomplished.

Absences limit:

1. **Theory:** up to 3 absences or up to 25% of teaching time
2. **Laboratories:** up to 2 absences or up to 16.7% of teaching time
3. **Practice (clinical and other):** The defined by Cyprus legislation and study guides number of hours.

Attendance:

In order to facilitate the smooth conduction of lectures during the semester, students should attend the class on time, otherwise they will not be accepted until the next teaching period (after the break) while their absence will be recorded accordingly.

The absences limit will be reached when the maximum allowed number of absences has been recorded. Indicatively, three (3) absences could correspond to either 3 absences on 3 different dates that a three-hour course is being taught or to absence from 9 teaching hours on different dates (including being late or leaving early).

Regarding the clinical or other practice, the respective study guides provide appropriate guidelines. In the unlikely event that a student does not attend his/her practice facility but his/her absence is properly justified and documented, he/she will be required to extend the practice period by the number of hours/days that were lost. Even during practice, students are expected to attend their placement facility on time and leave at the designated time. Failure to do so will result in absence, as described above.

Absence justification is allowed only in cases where the maximum number of absences (as defined by the respective study guide) is not reached. Otherwise, the student has to repeat the course.

Class participation:

APPENDIX VIII



Class participation and the respective grading, does not only correspond to the physical presence of students in class but rather to their active participation during the lecture. Asking and answering questions, making arguments, defending a view or articulating a thought and participating in the dialogue generated in class, are a few examples of what is considered as active participation. The instructor of each course is responsible to determine and evaluate each student's participation.

Absence justification:

In order to evaluate the justification provided for a student's absence in a lecture or exam, the following criteria must be met:

1. The instructor should have been informed of the prospective absence prior to it or 48h after it, the latest.
2. Proper documentation should be provided to the course instructor by e-mail along with a written explanation of the reasons that prevented him/her from attending class/exam. This documentation has to be received within one (1) week from the date when the student did not attend the class (the latest).

It goes without saying that failure to conform to one of the two criteria will result in denial to reconsider justification of the respective absence. Moreover, it should also be noted that presenting the documentation as described above does not by itself mean that the absence is justified as this has to be considered by the Departmental Council whose decisions will be made clear to the instructor and student.

The following are considered as possible reasons for justification of an absence following proper documentation:

1. Sickness /injury
2. Military service
3. Court service
4. Participation in an international sports event/race
5. Other significant reasons (to be judged by the Departmental Council)

Absence justification should, by no means, result in "loss" of more than **50%** of theory or **30%** of laboratory classes (regardless of the underlying reason).

Hybrid courses:

Attendance policy in hybrid courses (with regard to the distance learning part of the course) is determined by the instructor and is monitored through the respective electronic platform.

Submission of assignments/projects:

In order to ensure that no discrimination takes place among students, deadlines are strictly followed. Thus, late submission of an assignment/project will result in either its rejection (no grade given for it), or in grade reduction, as the instructor deems necessary.

6.

GRADING SYSTEM:							
UNDERGRADUATE				GRADUATE			
Letter Grade	Grade Meaning	Grade Points	Percentage Grade	Letter Grade	Grade Meaning	Grade Points	Percentage Grade
A	Excellent	4.0	90 and above	A	Excellent	4.0	90 and above
B+	Very Good	3.5	85-89	B+	Very Good	3.5	85-89
B	Good	3.0	80-84	B	Good	3.0	80-84
C+	Above Average	2.5	75-79	C+	Above Average	2.5	75-79
C	Average	2.0	70-74	C	Average	2.0	70-74
D+	Below Average	1.5	65-69				
D	Poor	1.0	60-64				
F	Failure	0		F	Failure	0	
I	Incomplete	0		I	Incomplete	0	
W	Withdrawal	0		W	Withdrawal	0	
P	Pass	0		P	Pass	0	
AU	Audit	0		AU	Audit	0	

(a) The grade "I" is awarded to a student who has maintained satisfactory performance in a course but was unable to complete a major portion of course work (e.g. assignment/paper or final exam) and the reasons given are acceptable to the instructor. It is the responsibility of the student to bring pertinent information to the instructor to justify the reasons for the missing work and to reach an agreement on the means by which the remaining course requirements will be satisfied. A student is responsible, after consulting with the instructor, for fulfilling the remaining course requirements within the first four weeks of the following semester for which an "I" was awarded. In very special cases, the instructor may extend the existing incomplete grade to the next semester. Failure of the student to complete work within this specific time-limit will result in an "F" which will be recorded as the final grade.

(b) The grade "W" indicates withdrawal from the course before the specified time as explained in the withdrawal policy.

(c) Grades of "P" will not be computed into a student's cumulative grade point average but will count towards graduation credits.

(d) Grades of "F" will be computed into the student's cumulative grade point average.

(e) Students enrolling for an Audit must designate their intent to enrol on an Audit basis at the time of registration. Students registering for a course on an Audit basis receive no credit.



UNIVERSITY EMAILS:

The University has taken the decision that all students, attending any University program of study, make use of the EUC email addresses when corresponding with EUC academic and administration staff, as well as all scientific collaborators and special scientists. It should be noted that the EUC staff will not be replying to any non-official EUC University email addresses.

UNIVERSITY EMAIL SUPPORT:

Kindly contact support@euc.ac.cy in case you do not know your University email address or face any difficulty in using it.

LIBRARY:

OpenAthens (<http://openathens.euc.ac.cy/>) is an Identity and Access Management System used to authenticate eligible students, faculty and staff to the electronic resources delivered by the library of the European University Cyprus. More importantly, OpenAthens provides the user with single sign-on access to both internal and external web-based resources. Student credentials are the same EUC email and password that is used to access the EUC student portal and library account.

Additionally, students and instructors can find the relevant **textbooks** used for their courses, in the **e-textbook list**, that is uploaded in the **EUC STUDENTS PORTAL**. The list includes the course number, the title and author of the suggested textbook, as well as the publisher's **link**. Students can click on the publisher's link and buy, if they wish, their textbook, either in print version or electronic, if available.

INTERNAL REGULATIONS ON ACADEMIC ETHICS AND STUDENTS' DISCIPLINE

1. PREAMBLE

E.U.C. European University - Cyprus is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University or with the rights of other members of the University cannot be tolerated. Students enrolling in the University assume an obligation to conduct

themselves in a manner compatible with the University's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the University retains the power to maintain order within the University and to exclude those who are disruptive of the educational process.

2. POLICY AND PROVISIONS ON ACADEMIC ETHICS

The University has a responsibility to uphold and promote quality scholarship and to ensure that its students understand what academic integrity is. This section outlines the University's policy on dishonest academic performance by its students. Such offences carry penalties. Students should read carefully the Internal Regulations on Academic Ethics and Students' Discipline, and are encouraged to ask Faculty for help and guidance on honest academic practice, particularly in using source material from the Internet. In this way, they can avoid any unintentional dishonesty.

2.1. ORIGINALITY

For the purposes of this Policy on Academic Ethics 'original' work is work that is genuinely produced specifically for the particular assessment task by the student whose name is attached to it. Any use of the ideas or scholarship of others is acknowledged. 'Work' includes not only written material but also oral, audio, visual or other material submitted for assessment.

2.2. ACADEMIC DISHONESTY

Academic dishonesty is determined by the extent and the level of intent. In assessing the extent or scale of the dishonesty the instructor will evaluate how much of the work is the student's own after all unacknowledged source material has been removed. In no case can work that is plagiarized be taken into account in determining a grade. Intent to deceive is the single most significant aspect of academic dishonesty. Repeated instances of deception will incur heavy penalties for the student and the violation will be officially and permanently recorded in the student's record.

2.3. PLAGIARISM

Plagiarism is representing the work of somebody else as one's own. It includes the following:

- i. submission of another student's work as one's own;
- ii. paraphrasing or summarizing without acknowledgement of source material;
- iii. direct quoting or word copying of all or part of a work, ideas, or scholarship of another without identification or acknowledgement or reference;
- iv. submitting as one's own work purchased, borrowed or stolen research, papers, or projects.

2.4. CHEATING

Cheating is giving or receiving unauthorized help for unfair advantage before, during, or after examinations, tests, presentations or other assessments, such as:

-
- i. collaboration beforehand if it is specifically forbidden by the instructor
 - ii. verbal collaboration during the examination, unless specifically allowed by the instructor;
 - iii. the use of notes, books, or other written aids during the examination, unless specifically allowed by the instructor;
 - iv. the use of electronic devices and mobile telephony to store, transmit or photograph information to or from an external source;
 - v. the use of codes or signals to communicate with other students in the examination room;
 - vi. looking upon another student's papers and / or allowing another student to look upon one's own papers during the examination period;
 - vii. passing on any examination information to students who have not yet taken the examination;
 - viii. falsifying exam identification by arranging with another student to take an examination in their place or in one's own place;
 - ix. pretending to take the exam but not submitting the paper, and later claiming that the instructor lost it.

2.5. COLLUSION

Collusion is false representation by groups of students who knowingly assist each other in order to achieve an unfair assessment advantage. It involves:

- i. representation of the work of several persons as the work of a single student with both parties knowingly involved in the arrangement;
- ii. representing the work of one student as the work of a group of students with both parties knowingly involved in the arrangement;
- iii. willing distribution of multiple copies of one's assignments, papers, projects to other students for submission after re-labeling the paper as their own original work.

2.6. FABRICATION

Fabrication is the false representation of research data or 'performance' material as original, authentic work for submission for assessment. Examples are:

- i. invention of data;
- ii. willfully omitting some data to falsely obtain desired results

2.7. PENALTIES AND PROCEDURES

A faculty member, after evaluating the extent of the dishonesty and the level of intent and proving academic dishonesty, may use one or a combination of the following penalties and procedures:

- i. requiring rewriting of a paper containing some plagiarized material;
 - ii. lowering of a paper or project grade;
 - iii. giving a failing grade on a paper;
 - iv. lowering a course grade;
 - v. giving a failing grade in a course;
-



vi. referring the case to the Senate for further action that may include academic suspension or expulsion.

Instructors are expected to report in writing to the Registrar's Office (through their Chairperson of Department) all the penalties they impose, with a brief description of the incident, with copies sent to the Dean of the relevant School and the Rector. Should an instructor announce a failing grade in the course because of academic dishonesty, the student under penalty shall not be permitted to withdraw from the course.

APPEALS PROCEDURE:

In the case where a student believes that the grade received in the Final Exam is different from what was expected, he/she must exhaust all possibilities of resolving the problem with the pertinent instructor first. If this does not lead to a resolution, the student may appeal against the Final Exam grade by filing a petition with the Office of the Registrar (Petition Fee €34).

The Registrar will forward a copy of the petition to the pertinent Chairperson of Department, who will first ascertain that no error was made by the instructor, and if so will assign an anonymous re-evaluation of the final examination/project to another instructor. In the case of major discrepancy between the instructor's evaluation and the re-evaluation that will require change of grade, the average of the two evaluations will be assigned as the final grade to the final examination/project. Changes of grades resulting from an appeal require the endorsement of the Dean of School.

For a petition to be reviewed, a student must appeal within four (4) weeks from the date the results are announced.

APPENDIX IX



Indicative Undergraduate Thesis topics for Academic Year 2021-2022

"Sports Science and Physical Education" B.Sc.

Dr. Anastasios Theodorou

- The effect of acute citrulline supplementation on respiratory muscle oxygenation.
- The effect of acute citrulline supplementation on exercise muscle fatigue.
- Association between dietary cysteine intake and muscle strength.
- The effect of chronic eccentric exercise on blood lipids profile.

Dr. Antreas Avgerinos

- Physical activity of employees at the European University of Cyprus in the context of their work: a comparative study
- Does the use of different teaching styles affects the level of physical activity during the physical education lesson in primary school students?
- The role of 'activity breaks' on total physical activity level of elementary school students.
- The effectiveness of the digital game of the Erasmus + "SUGAPAS" research program in promoting physical activity and a healthy lifestyle in adolescents students in Cyprus.

Dr. George Panayiotou

- Attitudes, perceptions and opinions of exercise professionals towards pre-exercise health screening.
- Validity and reliability of resting and exercise heart rate monitoring methods.
- Validity and reliability of resting and exercise blood pressure monitoring methods.
- Validity and reliability of power prediction methods

Dr. Antonis Alexopoulos

- Policy framework for Sexual Harassment and Abuse in Sport of Sports Federations in Cyprus.
- Consumers' protection in the fitness industry: Knowledge and perceptions of consumer rights of commercial gyms customers.

APPENDIX IX

- Consumers' protection in the fitness industry: Knowledge and perceptions of gym managers (Interviews-focus groups).
- Exercise and a supplementary therapy. Opinions and attitudes of medical professionals.

Dr. Andrea Tryfonos

- Examine childhood obesity and/or physical (in)activity level in Cyprus (or adolescences; measurements could take place in either school environment or afternoon activities i.e. football team etc.)
- Acute effects of high-intensity-interval exercise (HIIE) on endothelial function of young healthy males (or/and women)
- Acute effects of moderate-intensity-continuous exercise (MICE) on endothelial function of young healthy males (or/and women)
- Comparison between two different exercise protocols (high-intensity-interval exercise (HIIE) vs. moderate-intensity-continuous exercise (MICE)) on endothelial function of young healthy males (or/and women)

Dr. Orestis Antoniadis

- Effects of strength training on muscle development in pubescent males.
- Muscular adaptations in response to three different resistance-training regimens: specificity mode of construction.

Dr. Nicolaos Margaritelis

- Acute nicotinamide riboside supplementation and exercise performance in old individuals.
- Evaluation of the effect of body composition on redox homeostasis in response to acute eccentric exercise.



INTERNAL REGULATION ON

RESEARCH POLICY

54th Senate Decision: 21 December 2017

60th Senate Decision: 2 October 2018

70th Senate Decision: 13 December 2019

80th Senate Decision: 28 January 2021

Table of Contents

INTRODUCTION	5
1. EUC RESEARCH ETHICS POLICY	6
1.1 SCOPE AND PURPOSE	6
1.2 GENERAL PRINCIPLES	7
1.3 THE DEFINITION OF HUMAN-RELATED RESEARCH	7
1.4 VULNERABLE PARTICIPANTS	7
1.5 THE LEGAL FRAMEWORK, THE ROLE OF PROFESSIONAL ASSOCIATIONS AND RESEARCH COUNCILS	8
2. GOOD RESEARCH PRACTICES / CODE OF ETHICAL CONDUCT IN RESEARCH	8
2.1 CODE OF ETHICAL CONDUCT IN RESEARCH	8
2.2 OPENNESS IN RESEARCH	9
2.3 INTEGRITY	9
2.4 MISCONDUCT IN RESEARCH	9
3. INTELLECTUAL PROPERTY POLICY	10
3.1 INTRODUCTION	10
3.2 DEFINITIONS	10
3.3 INTELLECTUAL PROPERTY REGULATIONS	11
3.3.1 Responsibility	11
3.3.2 Identification of IP (including duty of confidentiality)	11
3.3.3 Coverage of the Regulations	14
3.3.4 Exceptions to the Regulations	15
3.3.5 Disclosure of IP	15
3.3.6 Ownership of IP	16
3.3.7 Modus Operandi for Commercial Exploitation of the IPR	16
3.3.8 IPR protection	17
3.3.9 Revenue Sharing Mechanism	18
3.3.10 Leaving the EUC	18
3.3.11 Applications to use the EUC's IP	18
3.3.12 Breach of the Regulations	18
3.3.13 Discretion to assign/licence back	18
3.3.14 Amendments to the Regulations	19
3.3.15 Death	19
3.3.16 Disputes	19
4. OFFICES, COMMITTEES AND CENTRES FOR RESEARCH	20
4.1 VICE RECTOR FOR RESEARCH AND EXTERNAL AFFAIRS	20
4.2 SENATE RESEARCH COMMITTEE	20
4.3 RESEARCH FOUNDATIONS AND CENTRES	20
4.4 RESEARCH OFFICE	20

5. RULES GOVERNING EXTERNAL RESEARCH PROGRAMMES.....	20
5.1 SUGGESTED PROCEDURE FOR SUBMITTING AND IMPLEMENTING A FUNDED RESEARCH PROJECT.....	20
5.1.1 Submission of research proposals:.....	20
5.1.2 Project implementation	21
5.1.3 Financial issues concerning externally funded research projects ...	22
5.1.4 University research fund.....	22
6. RULES GOVERNING INTERNAL RESEARCH AWARDS	23
6.1 PURPOSE	23
6.2 ELIGIBILITY FOR THE AWARDS	23
6.3 APPLICATION PROCEDURE	24
7. TEACHING HOURS REDUCTION FOR RESEARCH PURPOSES.....	24
7.1 AWARD OF A THR FOR PARTICIPATION IN RESEARCH PROJECTS	24
7.2 AWARD OF A THR FOR WRITING A BOOK	25
7.3 AWARD OF A THR BY ACCUMULATION OF POINTS	25
8. EQUIPMENT ACQUIRED THROUGH INTERNAL AND EXTERNAL FUNDING	25
8.1 EQUIPMENT ACQUIRED THROUGH UNIVERSITY FUNDS.....	25
8.2 EQUIPMENT PURCHASED THROUGH EXTERNAL FUNDING.....	26
8.3 PROVISION OF COMPUTING EQUIPMENT BY MIS	26
9. POLICY ON RESEARCH STAFF	27
9.1 INTRODUCTION.....	27
9.2 DEFINITIONS OF ROLES	27
9.2.1 Job Description for the Position of Research Associate.....	27
9.2.2 Job Description for the Position of Research Fellow	29
9.2.3 Job Description for the Position of Senior Research Fellow	31
9.3 PROCEDURES FOR APPOINTMENT	32
9.3.1 Selection and Search Procedures	32
9.3.2 Criteria for the Appointment to Rank of Research Associate	33
9.3.3 Criteria and Procedures for the Promotion to the Rank of Research Fellow	33
9.4 HONORARY RESEARCH STAFF.....	33
9.4.1 Honorary Principal Research Fellow	34
9.4.2 Honorary Senior Research Fellow.....	34
9.4.3 Honorary Research Fellow	34
9.4.4 Honorary Research Associate.....	34
9.5 INTELLECTUAL PROPERTY RIGHTS.....	34
9.6 INVOLVEMENT OF RESEARCH STAFF	34
APPENDIX A:	35
APPENDIX B:	35
APPENDIX C:	38

APPENDIX X

APPENDIX D.....	39
D1. POINTS ACCUMULATION FROM RESEARCH.....	39
D2. POINTS ACCUMULATION FROM RESEARCH/DEPARTMENT OF ARTS.....	42

Introduction

Within the framework of further contribution to the research community, the mission of the European University Cyprus (from now on referred to as the University or EUC) is to develop a pioneering and innovative research infrastructure with the objective of generating new knowledge. The university focuses on both fundamental and applied research and wherever possible the commercial application or exploitation of the research results.

The policy is guided by the following broad objectives:

- 1) The establishment of an interdisciplinary approach for researchers with attractive conditions for accessible movement among institutions, disciplines, sectors and countries, without financial and administrative obstacles.
- 2) The creation of state of the art research infrastructures, including research centres, foundations, units and/or laboratories, which are integrated and networked and accessible to research teams from across the EUC.
- 3) Introduction of a simple and harmonized regime for intellectual property rights in order to enhance the efficiency of knowledge transfer, in particular between public research and industry.
- 4) Optimization of research programs and priorities, for example by developing joint principles for the administration of European, national and regional funding programs.
- 5) The strengthening of international cooperation enabling faculty and other scholars in the world to participate in various research areas, with special emphasis on developing multilateral initiatives to address global challenges.
- 6) The transfer of research-based knowledge to EUC students

Research is conducted by faculty members, research associates/research personnel and PhD students either on their own or within the framework of external (national, European, international) and internal funding programs that are launched by the University.

The Research Policy provides a code of conduct for research and is intended for all staff, including people with honorary positions, faculty members, special teaching personnel, scientific collaborators, special scientists, research associates, and students carrying out research at or on behalf of the University.

All groups mentioned above must familiarize themselves with the Research Policy to ensure that its provisions are observed.

1. EUC Research Ethics Policy

1.1 Scope and Purpose

1. The aim of the EUC Research Ethics policy is to promote and encourage a high quality research and enterprise culture, with the highest possible standards of integrity and practice. The policy applies to all academic, contract research and administrative staff, all research students, as well as undergraduate and masters students who are undertaking research. In short, the policy applies to all disciplines and research activities within the University, or sub-contracted on its behalf.
2. All staff and students are expected to act ethically when engaged in University business. Any research involving animals, human participants, human tissue or the collection of data on individuals requires ethical consideration. While particular attention must be paid to the interests of potentially vulnerable groups, such as children, the University recognises that it has a duty of care towards all members of the wider community affected by its activities. The University also recognises that it has a duty of care to its own staff, and that this includes the avoidance of harm to those undertaking research.
3. The University will establish a framework for research ethics governance in which its Research Ethics Committee will have a central approval, monitoring and training role. The University will establish a Research Ethics Committee with representatives from all the Schools. The Research Ethics Committee will put in place the procedures needed to obtain approval.

It is, however, recognised that it may not always be appropriate or practicable for ethical approval to be sought from the Research Ethics Committee especially when it comes to short or undergraduate projects. Normally undergraduate or taught projects will not require clearance from the Research Ethics Committee and the matter can be dealt with at School and/or Department level. However, when active intervention is involved whether physically invasive or psychologically intrusive the Research Ethics Committee will need to be consulted. In particular, university staff has an obligation to ensure that not only their own research but any undergraduate or masters student research conducted under their supervision is ethically sound. Where research projects are subject to external approval, the School or Department responsible must ensure that this approval is sought and given. Where approval for a project has been given by a Research Ethics Committee at another university, as may be the case with a collaborative project, the EUC Research Ethics Committee must be provided with proof of this.

4. For some research projects it may be necessary to obtain the approval of the Cyprus National Bioethics Committee. Researchers should consult directly with the Cyprus National Bioethics Committee. Contact details and more information on the approval process can be found on <http://www.bioethics.gov.cy>.

1.2 General Principles

1. The EUC Research Ethics Policy is based on widely accepted principles and practices governing research involving human participants. The key elements are:
 - Minimal risk of harm to participants and researchers;
 - Potential for benefit to the society;
 - Maintenance of the dignity of participants;
 - Minimal risk of harm to the environment;
 - Voluntary informed consent by participants, or special safeguards where this is not possible;
 - Transparency in declaring funding sources;
 - Confidentiality of information supplied by research participants and anonymity of respondents;
 - Acknowledgement of assistance;
 - Appropriate publication and dissemination of research results;
 - Independence and impartiality of researchers.

1.3 The Definition of Human-Related Research

1. All human-related research which includes one or more of the following require ethical assessment and approval at the appropriate level:
 - Direct involvement through physically invasive procedures, such as the taking of blood samples
 - Direct involvement through non-invasive procedures, such as laboratory-based experiments, interviews, questionnaires, surveys, observation
 - Indirect involvement through access to personal information and/or tissue
 - Involvement requiring consent on behalf of others, such as by parents for a child participant

1.4 Vulnerable Participants

1. Some participants may be particularly vulnerable to harm and may require special safeguards for their welfare. In general, it may be inappropriate for undergraduates to undertake research projects involving such participants.
2. Particularly vulnerable participants might be:
 - Infants and children under the age of eighteen

- People with physiological and/or psychological impairments and/or learning difficulties.
- People in poverty
- Relatives of sick, or recently–deceased, people

1.5 The Legal Framework, the Role of Professional Associations and Research Councils

1. All research undertaken under the auspices of EUC must meet statutory requirements. Of particular relevance is the Bioethics Law (N.150 (I)/2001 and 53 (I)/2010), the Data Protection Law (2001), the Patients Protection Law (2005), and all those laws that create the legal framework for the Cyprus National Bioethics Committee.
2. Researchers in particular disciplines should comply with any research ethics guidelines set out by their professional associations.
3. Research Councils, charitable trusts and other research funding bodies in most cases require an undertaking from grant applicants that research proposals involving human participants have been approved by the University Research Ethics Committee or another appropriate body. Some also require audited compliance with their guidelines.

2. Good Research Practices / Code of Ethical Conduct in Research

2.1 Code of ethical conduct in research

Scholarly inquiry and the dissemination of knowledge are central functions of the University. They can be carried out only if faculty and research personnel abide by certain rules of conduct and accept responsibilities stemming from their research. And they can only be carried out if faculty and research personnel are guaranteed certain freedoms. The University expects that faculty and research personnel will be bound by the following research practices:

All faculty and research personnel are free to choose any research matter, to receive support from any legitimate source, and to create, analyse and derive their own findings and conclusions.

Research methods, techniques, and practices should not violate any established professional ethics, or infringe on health, safety, privacy and other personal rights of human beings and/or animals.

The above principles define the university's role with respect to research carried out on its premises. They are set forth to reinforce, and not diminish each faculty and research personnel's personal responsibilities toward their research, and to assure that each faculty and research personnel's source of funding and research applications are consistent with moral and societal conscience.

2.2 Openness in research

The University recognizes and supports the need for faculty and research personnel to protect their own rights, be they academic or intellectual property rights. Even so, the University encourages all faculty and research personnel to be as open as possible when discussing their research with other researchers and the public. This aims at the dissemination of research performed in the University to enhance the international research community's knowledge and understanding.

2.3 Integrity

Faculty and research personnel must be honest about their research and in their review of research coming from other researchers. This applies to all types of research work, including, but not limited to, analysing data, applying for funding, and publishing findings. The contributions of all involved parties should be acknowledged in all published forms of findings.

Faculty and research personnel are liable to the society, their professions, the University, their students and any funding agency that may fund their research. For this reason, faculty and research personnel are expected to understand that any form of plagiarism, deception, fabrication or falsification of research results are regarded as grave disciplinary offences managed by procedures described in detail in Section 2.4.

Any real or potential conflict of interest should be reported by faculty and research personnel to any affected party in a timely manner in all matters concerning research and peer review. According to the United States National Institute of Health "Conflict of interest occurs when individuals involved with the conduct, reporting, oversight, or review of research also have financial or other interests, from which they can benefit, depending on the results of the research." (<http://www.nih.gov>).

2.4 Misconduct in research

Misconduct in research may involve Fabrication, Falsification, or Plagiarism in proposing, performing, or reviewing research, or in reporting research results. To prove that there has been misconduct in research, the following conditions must be met: The performance of said research has significantly deviated from accepted practices used in the field that the research was performed, and there was intention in the misconduct by the researcher(s).

Any allegations about misconduct in research will be investigated by the University thoroughly, through a special committee formed as described in the University Charter, Annex 11, Article VII.

3. Intellectual Property Policy

3.1 Introduction

The EUC is dedicated to teaching, research, and the extension of knowledge to the public. Faculty, research personnel, and students at the University, hereafter referred to as "University Employees," recognize as two of their major objectives the production of new knowledge and the dissemination of both old and new knowledge. Because of these objectives, the need is created to encourage the production of creative and scholarly works and to develop new and useful materials, devices, processes, and other inventions, some of which may have potential for commercialization.

The University acknowledges the need for an Intellectual Property Rights (IPR) policy, which will promote the University's reputation as socially relevant, leading research and teaching organisation and will directly contribute to the financial position of the EUC if its commercial value is realised.

The policy is based on the principles that will govern the ownership rights emanating from research of and/or materials produced by the EUC's members of staff and students, and to establish objectively fair and equitable criteria for the transfer of knowledge. The EUC thus aims to provide support services to promote the creation of Intellectual Property (IP) whilst seeking to maximise the commercial exploitation of the resulting IPR.

Intellectual Property includes, but is not limited to, patents, registered designs, registered trademarks and applications and the right to apply for any of the foregoing, copyright, design rights, topography rights, database rights, brands, trademarks, utility model rights, rights in the nature of copyright, knowhow, rights in proprietary and confidential information and any other rights in inventions.

The EUC acknowledges that registration and commercial exploitation of Intellectual Property is often a long and costly process that is justified once it is ascertained that there exists a business case for such registration and exploitation. It is known that in practice, only a small number of works can be commercially exploited in a viable manner, depending on the nature and marketability of the work in question.

3.2 Definitions

For the purposes of this Policy:

Creator - "Creator" shall mean, employees of EUC, a student, non-employees contracted to EUC for contracts and services, or a member of a Visiting Teaching Staff involved in the production of Disclosable Work.

Disclosable Work – "Disclosable Work" shall mean such work that is novel, original, and/or important and is likely to bring impact and enhance the Creator's reputation. This work is characterised by the IP rights it generates.

Intellectual Property Policy – “IP Policy” is the name of the policy described here that outlines the regulations of the EUC in regard to disclosure and exploitation of Intellectual Property Rights (IPR).

Organisation – “Organisation” for the purpose of this document is the European University Cyprus (EUC).

Intellectual Property Adjudication Committee – is the name of the committee established to resolve disputes over interpretation or claims arising out of or relating to this policy, or dispute as to ownership rights of Intellectual Property under this policy.

Office of the Vice Rector for Research and External Affairs – is the office within the EUC responsible for the development of and enacting this IP Policy and is the interface between the EUC and the Technology Transfer Facility.

Technology Transfer Facility – “TTF” for the purpose of this policy, is the relevant body responsible for Technology Transfer support in Cyprus.

3.3 Intellectual Property Regulations

3.3.1 Responsibility

1. The IP Policy acknowledges that all members of staff and students have responsibilities with regard to IPR arising from and/or used by them in the course of their teaching/employment.
2. The IP Policy also recognises that all members of staff and students require support and assistance to help them to meet their responsibilities and this will be provided by the Office of the Vice Rector for Research and External Affairs and, subsequently, by the Technology Transfer Facility.

3.3.2 Identification of IP (including duty of confidentiality)

1. It is expected that identification will take place when employees, students, or members of staff are involved in creating and developing IP. Much of the IP which will be created by the EUC’s employees may be anticipated prior to its creation depending on the nature of the project in question and outputs and results that are expected to be generated. Examples of such outputs which are likely to have potential IP rights arising include (but are not limited to):
 - Inventions (whether or not patentable);
 - Methodologies;
 - Software;
 - Databases;
 - Educational/training materials and tools;
 - Modelling tools;
 - Solutions to technical problems; and
 - Design/artistic products.

2. A Summary of the main classes of IPR is listed below:

Patent

A registered patent provides a time-defined (up to 20 years) geographically defined monopoly right to exploit a new commercially valuable invention or process. The basis of the permission to exploit is that the invention's working is disclosed, although patenting is not possible if there has been ANY prior disclosure of the invention. Patents are governed by Cyprus Law or EU Law such as the New Patent Law of Cyprus (Law No. 16(I)/1998).

Copyright

This time-limited right (which varies between 25 and 70 years according to the material) arises automatically on the physical creation (not the idea) of software, original literary, dramatic, artistic or musical work, and in recorded (e.g. film) or published (e.g. layout) derivations. Use of the © mark and owner's name and date is the internationally recognised way of alerting the public to the copyright ownership but the protection (the right to preventing unauthorised copying) exists regardless. Copyright is governed by the Copyright Law, 59/76.

Copyright may be assigned to a third party, but until that point or until a licence is agreed it remains the property of the Creator, unless s/he creates the work 'in the course of his/her employment', in which case it is the property of the employer.

Moral rights

All European countries recognise an author's moral rights. In Cyprus, there are two moral rights: the right of paternity and the right of integrity. These rights relate to the reputation or standing of the creator in the eyes of fellow human beings. To infringe a moral right involves denigrating or harming the author's reputation. The right of integrity means the creator has the right to object to derogatory treatment of his/her work. Basically, this means changing it in a way that affects the nature of the work without permission. Moral rights can be waived (i.e. the author chooses not to exercise the rights) or they can be bequeathed. They cannot be assigned.

Performing rights

Creators of copyright works have the right to protect the physical form in which those works are created – words on the page, pigment on a canvas, or the clay or metal of a sculpture. Performers such as teachers, actors, musicians and dancers also enjoy protection of their performance, especially when recorded on film, video, tape, CD, or in other form.

Performing rights may affect the multimedia elements of online courseware, as well as the Creator's copyright in the material itself.

Database Right

This time-limited (15 years) right arises without registration to protect the compilers of non-original information from losing the benefit of their work through unauthorised copying or re-use.

Industrial Designs

There is automatic time-limited (15 years) protection (the right to prevent unauthorised copying) for unregistered designs, provided authorship can be proved, under the Legal Protection of Industrial Designs and Models Law 4(I)/2002. This design right covers "the appearance of the whole or a part of a product resulting from the features of, in particular, the lines, contours, colours, shape, texture and/or materials of the product itself and/or its ornamentation" on condition of novelty of the design.

On registration under Legal Protection of Industrial Designs and Models Law, the designer of the new pattern or shape which has aesthetic appeal (can be 2 or 3 dimensional) acquires a monopoly right of commercialisation for a maximum of 25 years from the filing of the application, divided into 5 periods of 5 years.

An unregistered community design (UCD) gives its owner the right to prevent unauthorised copying of their design throughout the European Union. It is not a monopoly right and lasts for 3 years from the date on which the design was first made available to the public within the Community.

Domain Names

Registering a domain name for Internet use gives a right to use the domain name typically for a period of two years, registered with bodies like ICANN internationally and the University of Cyprus in Cyprus. Owners of trademarks can have established rights to domain names.

Trade Marks

Registering a trade mark under the Cyprus Trade Marks Law, Chapter 268, gives a monopoly right for the use of graphically distinct trading identification signs. Unregistered trade marks have some protection through court actions against "passing off" (piracy), provided that their use has not lapsed for a period of 5 years. Cyprus legislation is fully harmonised with EU Standards applicable in trade mark protection.

3. EUC's members of staff and students undertake to keep confidential and not disclose any confidential information, data, materials, knowhow, trade secrets or any other IP, to any unauthorised third party and shall also undertake to keep such information secure and strictly confidential both during the course of research activity, be it of an Academic or Collaborative/Contract nature, and also on and following completion thereof.

4. Any breach of this confidentiality and non-disclosure obligation constitutes a serious breach and may lead to disciplinary action and does not prejudice the rights of the EUC to file any action for damages or any other rights available at law.

3.3.3 Coverage of the Regulations

1. Whom does this IP Policy apply to?
 - Employees:
By persons employed by the EUC in the course of their employment.
 - Students:
By student members in the course of or incidentally to their studies at EUC.
 - Non-employees contracted to the EUC:
By persons engaged by EUC under contracts for services during the course of or incidentally to that engagement.
2. Sabbatical, Seconded, Visiting Academics and others:
By other persons engaged in study or research in the University who, as a condition of their being granted access to the EUC's premises or facilities, have agreed in writing that this Part shall apply to them.
3. Participation of the EUC members of staff/employees and or students in Collaborative and/or Contracted Research.
The preparation and negotiation of any IP agreements or contracts involving the allocation of rights in and to IP will be undertaken by a competent person authorised for this purpose by the EUC.
Issues that will be addressed in such agreements include, but will not always be limited to:
 - ownership of Foreground IP;
 - licences to Foreground IP for uses outside the project;
 - ownership of Background IP;
 - licences to use Background IP in the project or activity in question and in relation to the use of the Foreground IP arising from such project or activity;
 - allocation of rights to use or commercialise IP arising from any such project or activity and the sharing of revenues; and
 - publications arising from the relevant project or activity and the rights arising from such projects or activities.

The terms of such agreements may be subject to negotiation.

3.3.4 Exceptions to the Regulations

1. Unless specifically commissioned, typically the EUC will NOT claim ownership of copyright in certain types of Disclosable Work described in this policy as “Creator Copyright Works”:
 - artistic works;
 - text and artwork for publication in books;
 - articles written for publication in journals;
 - papers to be presented at conferences;
 - theses and dissertations;
 - oral presentations at conferences;
 - posters for presentation at conferences; and
 - musical scores.
2. Where IP has been generated under the exception clause of this regulation, the EUC may assign the copyright to the Creator.
3. Students – undergraduate and/or postgraduate.

3.3.5 Disclosure of IP

1. All persons bound by these Regulations are required to make reasonably prompt written disclosure to the EUC’s Office of the Vice Rector for Research and External Affairs at the outset of the work or as soon as they become aware of it (by completion of the Invention Disclosure Form, the information required for which is provided in Appendix B):
 - any IP of potential commercial value arising from their work;
 - the ownership by a third party of any IP referred to or used for their work;
 - any use to be made of existing EUC IP during their work;
 - any IP which they themselves own which is proposed to be used by the EUC.
2. Creators shall keep all Disclosable Work confidential and avoid disclosing this prematurely and without consent;
3. Only disclose any Disclosable Work and the IP relating to it in accordance with the EUC’s policy and instructions;
4. Seek EUC’s consent to any publication of information relating to any Disclosable Work;
5. Creators must NOT:
 - i. apply for patents or other protection in relation to the Disclosable Work; and
 - ii. use any Disclosable Work for their own personal and/or business purposes and/or on their own account.

3.3.6 Ownership of IP

1. Ownership of IP created by an individual who is an employee is generally determined by considering:
 - Who created the IP?
 - Was the IP created in the course of the Creator's employment?
 - Are there any contractual conditions that affect ownership?
2. Assignment of ownership rights

Generally, the Creator of IP is its legal owner. From the EUC's point of view, the most important exception to this is the general rule that IP is owned by a person's employer where the IP is created as part of, or through the auspices of, the person's employment.
3. The EUC claims ownership of all the Intellectual Property specified in section 2.2, which is devised, made or created by those specified in section 3 and under the exceptions to the regulations in Section 4. It also includes but is not limited to the following:
 - i. Any work generated by computer hardware/software owned/operated by the EUC.
 - ii. Any work generated that is patentable or non-patentable.
 - iii. Any work generated with the aid of the EUC's resources and facilities including but not limited to films, videos, field and laboratory notebooks, multimedia works, photographs, typographic arrangements.
 - iv. Any work that is registered and any unregistered designs, plant varieties and topographies.
 - v. Any University commissioned work generated. Commissioned work is defined as work which the EUC has specifically employed or requested the person concerned to produce, whether in return of special payment or not and whether solely for the University or as part of a consortium.
 - vi. Know-how and information related to the above
 - vii. Any work generated as a result of the teaching process including but not limited to teaching materials, methodologies and course outlines.
 - viii. Material produced for the purposes of the design, content and delivery of an EUC course or other teaching on behalf of the school, whether used at the school's premises or used in relation to a distance learning and/or e-learning project. This type of material includes slides, examination papers, questions, case studies, and assignments ("course materials").
 - ix. Material for projects specifically commissioned by the EUC
 - x. All administrative materials and official EUC documents, e.g. software, finance records, administration reports, results and data.

3.3.7 Modus Operandi for Commercial Exploitation of the IPR

1. The EUC is entitled to commercially exploit any result obtained under its aegis (unless this entitlement is relinquished). The Office of the Vice Rector for Research and External Affairs has the responsibility for administration of Disclosures and will work with the TTF of Cyprus, which has responsibility for

- commercialisation of Disclosures. As guidance to the commercialisation process, the EUC/TTF will follow a standard process, graphically presented in Appendix A.
2. The Creator/s shall notify the Office of the Vice Rector for Research and External Affairs of all IP which might be commercially exploitable and of any associated materials, including research results, as early as possible in the research project. This notification shall be effected by means of an Invention Disclosure Form (contents as noted in Appendix B). In case of doubt as to whether research is commercially exploitable or otherwise, the Creator/s undertake/s to seek the advice of Cyprus Central TTF.
 3. The Office of the Vice Rector for Research and External Affairs shall immediately acknowledge receipt of the Disclosure Form. In consultation with the TTF and the Creator/s, shall decide whether the EUC and the TTF has an interest to protect and exploit the relevant IPR.
 4. The TTF shall communicate the decision in writing to the Office of the Vice Rector and the Creator/s by not later than three months from the date of receipt of the Invention Disclosure Form. If the EUC and TTF decide to protect and exploit the IPR, it is understood that:
 - the Creator/s shall collaborate with the EUC and the TTF, to develop an action plan for the protection and commercial exploitation of the IP;
 - the TTF in collaboration with the Creator/s shall ensure that third party rights are not infringed in any way through the process; and
 - the EUC/TTF shall seek to protect the right of the Creator/s to use the said IP for strictly non-commercial purposes.
 5. Should the EUC and TTF decide that there is no interest in protecting and exploiting the relevant IPR, or should it fail to inform the Creator/s about its decision within the stipulated time, the EUC may assign all its rights, title and interest in such IP to the Creator/s concerned, whilst the EUC retains the right to use the said IP in whichever manifestation for strictly non-commercial purposes.
 6. The Creator/s SHALL NOT enter into any sponsorships or commercial agreements with third parties related to their research at EUC without prior written authorisation by the Office of the Vice Rector for Research and External Affairs. This said, it is understood that consent shall generally be granted to Creator/s for such requests as long as the IPRs of the EUC are safeguarded; otherwise the claims on IPR expected by the third party must be agreed upon explicitly upfront.

3.3.8 IPR protection

1. Some forms of IP require active steps to be taken to obtain protection (e.g.: patents, registered trademarks and registered designs). Other forms of IP rights are protected on creation (e.g. Copyright, EU Database Rights) but still require appropriate management in order to maximise the protection available. Best practices in patent protection require that all materials made publicly available by any employees, members of staff and/or students should include a copyright notice.

2. Any decisions relating to the registration of any IP rights such as making an application for a patent or a registered trade mark or a registered design (including any decisions to continue or discontinue any such application) should be made in consultation with the Office of the Vice Rector for Research and External Affairs and the TTF. The IP registration process can be very expensive and IP protection costs should not be incurred without appropriate consideration of how such costs will be recovered.

3.3.9 Revenue Sharing Mechanism

The EUC's employees and students can benefit from the Revenue Sharing Scheme if their work generates income for the EUC. The scheme is presented in Appendix C. Note that such revenue to be shared is typically calculated after deduction of all costs incurred by the EUC and TTF in developing, protecting, exploiting, and marketing the Disclosable Work and the Intellectual Property it contains.

3.3.10 Leaving the EUC

Cessation of employment, under normal circumstances, will not affect an individual's right to receive a share of revenue. Exceptions to this rule include: cessation of employment due to disciplinary actions.

3.3.11 Applications to use the EUC's IP

1. The EUC may be willing to consider requests from its staff and/or students for a licence to use specific IP, owned by EUC for their use although the terms and decision to grant any such licences is a decision wholly made by the EUC.
2. Applications for such licence should be made in writing to the Office of the Vice Rector for Research and External Affairs.

3.3.12 Breach of the Regulations

1. Breach of the regulations listed in this Policy may be a disciplinary matter for the EUC's staff and students under the normal procedures.
2. The EUC shall consider all avenues available to it, including legal action if necessary, in respect to persons bound by these regulations who acted in breach of them.

3.3.13 Discretion to assign/licence back

1. If the EUC does not wish to pursue the commercialisation of any Intellectual Property or does not wish to maintain an interest in the IPR, it has the right to assign such IPR rights to the Creator/s of the IPR by entering into an agreement to enable the IP to be used by the Creators. This will generally only be granted where there is clear evidence that the IP provides no other benefit to the EUC and is not related to other IP, which the EUC has an interest in. However, the EUC shall not assign its IP if they consider that the commercialisation of the IP could potentially bring harm to the name of the EUC. Decisions regarding potential harm will be taken by the Research Ethics Committee of EUC.

2. Requests for any transfer of rights from the EUC to another party with rights should be made in the first instance to the Vice Rector for Research and External Affairs.

3.3.14 Amendments to the Regulations

These Regulations may be amended by the Senate of the EUC on the recommendation of the Vice Rector for Research and External Affairs.

3.3.15 Death

In the event of a researcher's death, the entitlement shall continue for the benefit of his or her estate.

3.3.16 Disputes

1. Any question of interpretation or claim arising out of or relating to this policy, or dispute as to ownership rights of intellectual property under this policy, will be settled by submitting to the EUC's Intellectual Property Adjudication Committee a letter setting forth the grievance or issue to be resolved. The committee will review the matter and then advise the parties of its decision within 60 days of submission of the letter.
2. The Intellectual Property Adjudication Committee will consist of a chair who is a member of the tenured faculty, at the rank of either a Professor or an Associate Professor, one member of the faculty from each School, at the rank of either Assistant Professor or Associate Professor or Professor, an individual from the EUC with knowledge of Intellectual Property and experience in commercialisation of Intellectual Property, and two other members representing, respectively, the EUC administration, and the student body. The chair will be appointed by the Vice Rector for Research and External Affairs, with the advice and consent of the Senate Research Committee, and the remaining members of the committee will be appointed: the faculty members, each by their School's Council, the administration representative by the University Council or its designee, and the student representative by the Student Union.
The committee will use the guidelines set forth in this policy to decide upon a fair resolution of any dispute.
3. Any disputes regarding the revenue distribution from the exploitation of Disclosable Works will be dealt with in accordance with the EUC's normal member of staff or student dispute procedures as outlined in the contractual terms of conditions.
4. The Parties shall attempt to settle any claim, dispute or controversy arising in connection with this Policy, including without limitation any controversy regarding the interpretation of this Policy, through consultation and negotiation in good faith and spirit of mutual cooperation. Where such claims or disputes cannot be settled amicably, they may be taken to court.
5. This Agreement shall be governed by, and construed in accordance with the laws of Cyprus.

4. Offices, Committees and Centres for Research

4.1 Vice Rector for Research and External Affairs

The Vice Rector for Research and External Affairs (from now on referred to as the Vice Rector) is the person responsible for representing the University on research matters and enhancing activities related to research within the University. Moreover the Vice Rector facilitates and supports, when asked by faculty or research members, all research activities, including the implementation of research projects, the organization of scientific conferences and the establishment of research units/labs. In addition, the Vice Rector is responsible for the smooth implementation of the University's Research Policy.

4.2 Senate Research Committee

The administration of the research activity is facilitated by the Senate Research Committee of the University. The Committee composition is prescribed in the University Charter and the Committee is accountable to the Senate of the University.

4.3 Research Foundations and Centres

Research is carried out in university departments, research foundations, and centres. The Senate suggests to the University Council the formation of new foundations and research centres or the discontinuation of existing ones, if necessary.

The University Council approves the establishment of these foundations and research centres. Separate regulations are issued for the establishment of University research centres. Detailed description of the mission, area of specialization, and operation of each foundation or research centre is given in a separate document.

4.4 Research Office

Detailed description of the mission, area of specialization, and operation of the Research Office is given in a separate document.

5. Rules Governing External Research Programmes

5.1 Suggested procedure for submitting and implementing a funded research project

The following rules apply for externally funded research projects:

5.1.1 Submission of research proposals:

Faculty and research personnel that are interested in submitting a proposal or participate in a proposal for ANY kind of externally funded research project

(commercial, consultancy, RPF, European etc) should consult and get the approval of the EUC Research Office. The formal procedures developed by the Research Office pertaining to the development of a research proposal and to participation in a research project should be followed in all cases. Given that in all research and consulting application forms a budget also needs to be prepared, the budget will be developed in collaboration with the EUC Research Office, sharing their expertise with the faculty and research personnel and advising them accordingly about the cost models and cost categories used in each case. This procedure should make sure that the proposal satisfies all the necessary criteria of the particular research call.

The final approval for financial and administrative issues of proposals or projects will be signed by the legal representative of EUC.

5.1.2 Project implementation

The formal procedures developed by the Research Office pertaining to the administration of a research project should be followed in all cases.

In the case where a project is awarded, a copy of the contract and all the original receipts, invoices, contracts and other accounting documents regarding expenses of the project will be maintained by the EUC Research Office without any additional remuneration or personnel costs added to the budget of a project. The researcher/s involved in an externally funded project are responsible for submitting all receipts, invoices, contracts and other accounting documents relevant to their project to this department. No payment will be processed before the submission of the aforementioned documents to the Research Office.

Timesheets should be kept for all projects. These will be used as the basis for calculating the money to be paid to researchers for all types of projects. The EUC Research Office will assist researchers to calculate the hourly and daily rate for each staff member.

The researcher must also inform the Chief Financial Officer of the University, through the EUC Research Office, in order to create a separate ledger (account) in the University's Accounts Department. After completion of the project, the Accounts Department will keep the file on record for 5 years or more if needed by the contractual agreement.

The EUC Research Office should keep a file with all the details concerning the project. The file must be made available to the Senate Research Committee upon request.

5.1.3 Financial issues concerning externally funded research projects

All incoming funds for the execution of a project are deposited in a separate account (ledger) of the University and all necessary expenses with their receipts relating to the project are paid/signed by the Vice Rector for Research and External Affairs, the CFO and the CEO of the University.

The time spent by faculty and research personnel on national, European or international research projects is, with rare exceptions, an eligible cost for inclusion in a project budget at a level which reflects the time to be spent by faculty and research personnel on the project and the employer's cost. These are real project costs and their inclusion in project budgets is strongly required.

Salary payments to faculty and research personnel will be paid out regularly by the Accounts department upon the project coordinator's request to the Research Office and provided that the allocated amount for the previous period has been received from the funding agency and all reporting requirements for the previous period to the funding agency have been met.

In cases of delay in receiving the predetermined instalment, the University will grant to the researcher the required funds (not his/her compensation/remuneration but costs such as equipment, consumables, traveling) to initiate the research, provided that a copy of the contract and all necessary documentation had been submitted to the Research Office.

Employment of additional temporary staff, budgeted for completion of the research project, will be the responsibility of the project coordinator. The remuneration for temporary staff will depend on the corresponding budget of the project and the possible allocation of funds for this purpose.

Subcontracting activities within the framework of a research project will be the responsibility of the project coordinator. These activities should be in alignment with the corresponding budget of the project, the grant rules, and the EUC subcontracting policy.

In the case where a faculty or research personnel fails to complete a research project due to failure to meet his/her contractual obligations, or if it is clear that there was an intention of misconduct and there are financial damages laid upon the University relating to this event, the faculty or research personnel is liable to pay these damages. This will not be applied in cases such as health problem, etc, where there is clearly not an intention of misconduct.

5.1.4 University research fund

All funds allocated for research from externally-funded research projects, the University as well as funds offered for research purposes from third parties will be deposited in the University Research Fund. Recommendations for the allocation of funds are made by the Senate Research Committee and are subject

to the final approval of the Management of the University. These funds can be used to finance such activities as:

- (a) Participation of academic researchers in conferences, seminars, and meetings to co-ordinate activities, which are needed for submission of external programmes.
- (b) The administration costs associated with providing support services to academic researchers.
- (c) Organisation of training seminars for the faculty and research personnel of the University; these seminars shall be organized if and only will help/assist and/or facilitate researchers to enhance and further develop their knowledge in subjects related to their research fields and help them design and implement research projects.
- (d) Purchase of software, hardware and equipment that are needed by faculty and research personnel for research projects.
- (e) The funding for the University's Internal Research Awards such as PhD scholarships
- (f) Development of Infrastructure related to the research activity of the University.
- (g) Funding of the activities of the Research Office of the University.

6. Rules Governing Internal Research Awards

The University's "Internal Research Awards" (IRA) are launched on an annual basis by the Senate Research Committee, are announced by the Vice Rector for Research & External Affairs and financed by the University Research Fund and external sponsors as described in Section 5.1.4 above.

6.1 Purpose

IRAs are awarded to EUC faculty in order to pursue research and other creative work. IRAs provide support for exploratory research projects which might result in proposals submitted for external funding or in creative work that is likely to enhance the recognition of the faculty and research personnel and the University at large. IRAs may be used for funding travel, equipment, supplies, PhD student assistants' scholarships, student assistants, research assistants and other expenses. Funding for this programme comes from the University Research Fund.

6.2 Eligibility for the awards

All full-time faculty members of the University who have the rank of Assistant Professor or higher are eligible to apply for the awards. Specific eligibility criteria may apply for each type of award.

6.3 Application Procedure

The Vice Rector for Research and External Affairs initiates the selection process by issuing a call for proposals. The deadline for the submission of proposals will be announced. Application materials will be available from the office of the Vice Rector for Research and External Affairs and the proposals will be submitted electronically to the office of the Vice Rector.

7. Teaching Hours Reduction for Research Purposes

The University rewards members of staff who excel in research by awarding them Teaching Hours Reduction (THR). A THR may be awarded if the member of staff fulfils the conditions in one or more of the three schemes outlined below.

A member of staff may be awarded a THR under more than one of the schemes described below if he/she is eligible. The minimum teaching per semester can be reduced down to 6 hours per week based on the accumulated research load reduction hours. An exemption may be considered for Deans and Chairs.

All allocations of THR under the three schemes outlined below will be made after a recommendation of an ad-hoc committee chaired by the Vice Rector for Research and External Affairs. The committee will take into account scheduling constraints and other considerations for the sustainable development of research activity at the university. The committee will meet at an appropriate time in each semester in order to make the THR allocations in time for the preparation of the schedule of classes for the next semester.

7.1 Award of a THR for participation in research projects

Members of staff are eligible to apply for a Teaching Hours Reduction (THR) when conducting funded research for the full duration and until the completion of relevant funded projects. Should their application meets with success, funded project coordinators are entitled to a three-hour teaching reduction per semester for the whole duration of the project, whereas research partners are eligible for a THR equivalent to at least one third of the duration of the project.

Based on the policy of the University with regard to THR requests, Faculty, research and Other Teaching Personnel (OTP) members are expected to submit a written request to the Chairperson of his/her Department before the beginning of the academic year/semester. The Chairperson will process the THR request by way of making a relevant recommendation to the Dean of School. The Dean will then forward his/her recommendation to the Vice Rector for final approval. After the deadline expires, applications for teaching hours reduction will not be accepted.

The deadlines for submitting a request for teaching load reduction per semester are the following:

For the Fall Semester: 1st of May
 For the Spring Semester: 31st of October

If a research proposal was awarded a grant after the special case of approval of a research/grant proposal (i.e. RPF, EU etc) while an academic year is in progress, a THR request should be submitted and be approved prior to the beginning of the next semester, during which the teaching load reduction will be applied. The research project should commence at least one month before the beginning of the next semester for the THR to be awarded.

7.2 Award of a THR for writing a book

A three-hour teaching reduction per semester will be awarded for the purpose of writing a book upon submission of a publishing contract by a reputable publisher. A total of two THR allocations (maximum 6 credits) will be made under the scheme for each book contract. The same deadlines and application procedure apply as in the scheme described in section 7.1.

7.3 Award of a THR by accumulation of points

A third scheme for the award of a THR takes into account the research activity of members of staff and the points they have accumulated according to the tables given in Appendix D. A THR of 3 hours per week is awarded to faculty members once they accumulate 100 (one hundred) points and the same number of points are automatically deducted from his/her accumulated total. Points accumulated over time but not utilized by a member of staff will simply remain at his/her disposal.

Note that members of staff may consider the year 2016 as the starting point for calculating points accumulated through research. The calculation of points will be valid after it has been approved by the Dean of the School and the Vice Rector for Research and External Affairs.

New faculty members can also get THRs under this scheme from the first semester of their employment. The points accumulated from their publications in the five (5) years prior to their appointment will be taken into account.

8. Equipment Acquired through Internal and External Funding

8.1 Equipment acquired through University funds

All equipment that has been acquired through funds that come directly through the university's funds (internal research grants, university research funds) will belong solely to the University and will be used by the faculty and research personnel's affiliated department or lab, according to the affiliation used by said faculty and research personnel in the funded research proposal and/or project. The faculty and research member is entitled to use the equipment throughout the duration of the funded project and this remains within the research unit/laboratory once the project

is completed, or within the faculty member's department, under his/her direct supervision if s/he does not belong to a unit / lab. Any required maintenance of the equipment should be undertaken by the University.

8.2 Equipment purchased through external funding

Equipment (software and hardware) is often provided in full or partly in the budget of proposals for external funding to enable the faculty and research member to carry out research effectively. This kind of equipment (computers, projectors, software programmes, fax and printing machines, etc.) is the property of the University but remains in the faculty or research personnel's research unit/laboratory or when this is not applicable in his/her department, under his/her supervision. The faculty member is entitled to use the equipment throughout the duration of the externally funded project. When faculty or research personnel who have had externally funded research projects leave the University, the status of any equipment purchased remains a property of the unit/lab or department that the faculty or research personnel belonged.

Any required maintenance of the equipment should again be undertaken by the University.

In the unlikely event that a faculty or research personnel obtains equipment via external funding that is not processed through the University's budget, the status of the equipment should be negotiated with the Vice Rector to determine ownership and responsibility for repair and replacement. Faculty or research personnel are encouraged to seek outside funding to upgrade, or replace their research equipment.

The Research Office is committed to working with faculty or research personnel to develop proposals for research and teaching equipment. Equipment grants usually require an institutional match, and faculty or research members are advised to consult with the Research Office and the Director of MIS early in the process about this matter. The MIS should be able to help faculty or research personnel to identify the best hardware and software products and estimate costs for proposal budgets.

8.3 Provision of computing equipment by MIS

The MIS department supplies desktop office computers, computer teaching labs, copy and printing machines and other types of equipment needed for research (software and hardware). The Director of the MIS department is responsible for keeping the University's inventory records and adjust these in the case of equipment purchases or wearing out of equipment (being fully depreciated).

9. Policy on Research Staff

9.1 Introduction

Academic Research Staff are EUC contract employees hired to work on EUC research activities as defined below. As EUC employees, Academic Research Staff are subject to all policies and procedures related to EUC employment, and receive all benefits implied by the employment law.

9.2 Definitions of Roles

The following positions for research staff are being described in the following sections:

- Research Associate
- Research Fellow
- Senior Research Fellow
- Honorary Research Staff

9.2.1 Job Description for the Position of Research Associate

9.2.1.1 Overall Role

For researchers who are educated to first degree level (and Master's degree) and who possess sufficient breadth or depth of knowledge in the discipline of research methods and techniques to work within their own area. Role holders who gain their doctorate during the course of employment will normally be recommended for promotion to Research Fellow, if this is appropriate for the duties and responsibilities of the post.

As a team member of the Research Laboratory/Programme the Research Associate will contribute quality research outputs and conceptual support to projects. With the guidance of the supervisor/programme leader, and within the bounds of the Research Laboratory/Programme mandate, the Research Associate will:

9.2.1.2 Key Responsibilities

- Conceptualize and conduct short-term experiments and research activities in support of broadbased/longitudinal research projects, ensuring consistency with established methodological approaches and models, adherence to project timelines, and completeness of documentation;
- Conduct studies of related literature and research to support the design and implementation of projects and development of reports, ensuring conceptual relevance, comprehensiveness, and currency of information;

- Write and publish articles in peer-reviewed journals that highlight findings from research and experimental activities ensuring consistency with the highest standards of academic publication and showcasing the Centre's/Programme's scientific leadership;
- Communicate to Programme/Project team developments/progress and results of research activities ensuring that relevant information and issues in the implementation of projects/experiments are captured in as comprehensive and timely manner as possible;
- Develop collaborative links with core scientific personnel in related programme areas to gain exposure to, and build knowledge on experimental/research activities and approaches, in order to subsequently improve conceptual development and implementation of existing programmes;
- Utilize appropriate and current techniques/protocols in experimental laboratory management to ensure integrity and security of experimental process, comprehensive documentation, and replicability of experimental procedures;
- Design and organize databases along project frameworks and experimental research design that support overall research management, including the monitoring and evaluation of project inputs, actions, and outcomes, as well as the subsequent integration of these databases to other databanks;
- Identify areas of improvement within the research structure using integrated management approaches in pursuit of capacity building/strengthening and the preservation of scientific rigor in research studies.
- To contribute to the design of a range of experiments/fieldwork/research methodologies in relation to the specific project that they are working on
- To set up and run experiments/fieldwork in consultation with the Principal Investigator, ensuring that the experiments/fieldwork are appropriately supervised and supported. To record, analyse and write up the results of these experiments/fieldwork.
- To prepare and present findings of research activity to colleagues for review purposes.
- To contribute to the drafting and submitting of papers to appropriate peer reviewed journals.
- To prepare progress reports on research for funding bodies when required.
- To contribute to the preparation and drafting of research bids and proposals.
- To contribute to the overall activities of the research team and department as required.
- To analyse and interpret the results of their own research

9.2.1.3 Skills and Qualifications

Education: Level Bachelor and/or Master's in the Programme Area

Experience and Skills:

Basic research skills and knowledge of research techniques

Ability to analyse and write up data

Ability to present and communicate research results effectively to a range of audiences

9.2.1.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.

- Desk, Telephone line and PC
- MS Office, SPSS, Email and Printing Rights
- Business Cards with the University Emblem and the Research Laboratory they belong to
- Full access to the library

All researchers must receive the same forms of employment documentation as other academic-related staff of the University:

- a formal contract signed by the relevant appointing authority;
- written confirmation of any changes in the terms of employment;
- job description or the generic description of the role and, where appropriate, a list of expected research goals;
- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them.

9.2.2 Job Description for the Position of Research Fellow

9.2.2.1 Overall Role

A Research Fellow is a researcher with some research experience and who has typically been awarded a doctoral degree. A Research Fellow will often have supervisory responsibilities for more junior researchers and will often lead a team of researchers to achieve a research project's aims. They will initiate, develop, design and be responsible for the delivery of a programme of high quality research and may have full authority over several phases of project work.

9.2.2.2 Key Responsibilities

- Design, Conceptualize and conduct short-term experiments and research activities in support of broadbased/longitudinal research projects, ensuring consistency with established methodological approaches and models, adherence to project timelines, and completeness of documentation;
- Supervise and Conduct studies of related literature and research to support the design and implementation of projects and development of reports, ensuring conceptual relevance, comprehensiveness, and currency of information;
- Write and publish articles in peer-reviewed journals that highlight findings from research and experimental activities ensuring consistency with the highest standards of academic publication and showcasing the Centre's/Programme's scientific leadership;
- Take the lead within the team and communicate to Programme/Project team developments/progress and results of research activities ensuring that relevant

information and issues in the implementation of projects/experiments are captured in as comprehensive and timely manner as possible;

- Develop collaborative links with core scientific personnel in related programme areas to gain exposure to, and build knowledge on experimental/research activities and approaches, in order to subsequently improve conceptual development and implementation of existing programmes;
 - Utilize appropriate and current techniques/protocols in experimental laboratory management to ensure integrity and security of experimental process, comprehensive documentation, and replicability of experimental procedures;
 - Design and organize databases along project frameworks and experimental research design that support overall research management, including the monitoring and evaluation of project inputs, actions, and outcomes, as well as the subsequent integration of these databases to other databanks;
 - Identify areas of improvement within the research structure using integrated management approaches in pursuit of capacity building/strengthening and the preservation of scientific rigor in research studies.
 - Develop research objectives, projects and proposals.
 - Conduct individual or collaborative research projects.
 - Identify sources of funding and contribute to the process of securing funds.
- Act as principal investigator on research projects.
 - Manage and lead a team of researchers to achieve the aims of a research project.
 - Oversee and appropriately supervise and support the research activities (experiments, fieldwork etc.) of a research programme/project.
 - Ensure that research results are recorded, analysed and written up in a timely fashion.
 - Manage research grants in accordance with EUC Financial Regulations and the conditions of the funding body (e.g. EU, RPF etc.)
 - Prepare and present findings of research activity to colleagues for review purposes.
 - Submit papers to relevant peer reviewed journals and attend and present findings at relevant conferences.
 - Prepare progress reports on research for funding bodies when required
 - Participate in and develop external networks, for example to identify sources of funding or to build relationships for future research activities

9.2.2.3 Skills and Qualifications

Education: Level PhD in the Programme Area

Experience: at least 1-3 years relevant experience.

The candidate must possess sufficient specialist knowledge in the specific discipline to develop research programmes and methodologies.

9.2.2.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.

- Desk, Telephone line and PC
- MS Office, SPSS, Email and Printing Rights
- Business Cards with the University Emblem and the Research Laboratory they belong to
- Full access to the library

All researchers must receive the same forms of employment documentation as other academic-related staff of the University:

- a formal contract signed by the relevant appointing authority;
- written confirmation of any changes in the terms of employment;
- job description or the generic description of the role and, where appropriate, a list of expected research goals;
- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them

9.2.3 Job Description for the Position of Senior Research Fellow

9.2.3.1 Overall Role

A Senior Research Fellow is an experienced researcher holding a leadership role in a research group/centre/institute. Post-holders are expected to undertake the role of Principal Investigator on major research projects, exhibit a strong reputation for independent research, and provide academic leadership. They are also expected to support the management activity of the relevant School/Research Centre, and contribute to the delivery of the School's/ Centre's/Laboratory's research strategy.

9.2.3.2 Key Responsibilities

- Supervise postgraduate research students
- Contribute to the development of research strategies for the relevant School/Centre/Laboratory.
- Define research objectives and questions
- Develop proposals for research projects which will make a significant impact by leading to an increase in knowledge and understanding
- Actively seek research funding and secure it as far as it is reasonably possible
- Generate new research approaches
- Review and synthesise the outcomes of research studies
- Interpret findings obtained from research projects and develop new insights
- Contribute generally to the development of thought and practice in the field
- Provide academic leadership to those working within research areas - for example, by co-ordinating the work of others to ensure that research projects are delivered effectively and to time
- Contribute to the development of teams and individuals through the appraisal system and providing advice on personal development

- Act as line manager (e.g. of research teams)
- Act as a personal mentor to peers and colleagues
- Provide advice on issues such as ensuring the appropriate balance of research projects, appointment of researchers and other performance related issues
- Identify opportunities for strategic development of new projects or other areas of research activity and contribute to the development of such ideas

9.2.3.3 Skills and Qualifications

Education: Level PhD in the Programme Area

Experience: at least 7-10 years relevant experience. Significant post-qualification research experience with a track record of high-quality publications.

Experience of successful supervision of students

Experience in a leadership role in a Research Group/Centre or Laboratory

9.2.3.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.

- Desk, Telephone line and PC

- MS Office, SPSS, Email and Printing Rights

- Business Cards with the University Emblem and the Research Laboratory they belong to

- Full access to the library

All researchers must receive the same forms of employment documentation as other academic-related staff of the University:

- a formal contract signed by the relevant appointing authority;
- written confirmation of any changes in the terms of employment;
- job description or the generic description of the role and, where appropriate, a list of expected research goals;
- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them

9.3 Procedures for Appointment

9.3.1 Selection and Search Procedures

As a general rule, an appointment to the Academic Research Staff requires a search for a suitable candidate. Searches are initiated with a written vacancy announcement, such as in relevant professional journals or other publications.

The text for the announcement should be sent to the Office of the Vice Rector of Research and External Affairs and the Office of the Director of Human Resources, clearly describing the terms of employment, length of employment, identity and duration of funding sources contributing to his or her salary and line manager (the person the

researcher will be reporting to). The text should be advertised for a reasonable amount of time. A copy of a current CV, a cover letter and at least one recommendation should be sought for. A short list of the potential candidates will be created based on merit and the top part of the list will be called for a structured interview with the line manager. At the end of the procedure, the line manager will report back to the Office of the Vice Rector of Research and External Affairs and the Office of the Director of Human Resources, the name(s) of the proposed Researcher.

9.3.2 Criteria for the Appointment to Rank of Research Associate

Minimum qualifications as described in Section 9.2.1.

9.3.3 Criteria and Procedures for the Promotion to the Rank of Research Fellow

A Research Associate may, during the course of his/her appointment obtain, his/her PhD. In such cases, the employee (provided that he/she fulfills the work experience as described in Section 9.2.2) is promoted to the rank of Research Fellow. If the funding source that sponsors the program the researcher is assigned to accounts for a pay rise this is immediately applied.

9.4 Honorary Research Staff

The work of Research Centers is enhanced by the involvement and collaboration in the Research Centers' activities of personnel who are not employees of the University. To recognise the association, EUC may confer an honorary title to such individuals during the period of their association. An honorary title may not be conferred on an employee of EUC.

The title to be conferred will depend on the level of distinction and qualification of the candidate. Applications should come from the Dean of the School with:

- a copy of the person's CV
- a citation that should include:
 - a description of contributions to teaching
 - research being undertaken with academic staff as evidenced by joint publications/research projects and research grants or contracts being held jointly or a significant involvement in industry/academic joint activities within the College
 - rationale for offering the association
 - the start date and end date of the association

Honorary titles are intended to recognise ongoing attachments and are awarded for a fixed term, normally up to three years in the first instance. No monetary honorarium is associated with the offer.

The honorary research titles that can be awarded are:

9.4.1 Honorary Principal Research Fellow

Will have made an outstanding contribution to teaching and research

9.4.2 Honorary Senior Research Fellow

Extensive research experience required, the quality of which is determined by refereed publications, invitations to speak at conferences, hold an established national reputation and a known or developing international reputation. Have the ability to attract significant external research funding. Will usually lead a team of other research staff, possibly drawn from several disciplines

9.4.3 Honorary Research Fellow

Proven ability of high quality research, evidenced by authorship of a range of publications. Capable of attracting external research funding. May be required to undertake project management and/or supervise teams and other research staff; expected to provide expert advice and guidance to others

9.4.4 Honorary Research Associate

Required to produce independent original research and to take initiatives in planning of research.

9.5 Intellectual Property Rights

All IP generated throughout the employment of an Academic Research Staff Member belongs to EUC. In such cases that the Researcher is employed in a project that assigns explicit IP rights (e.g. an EU funded project) then the rules as set out by the funding agency are followed.

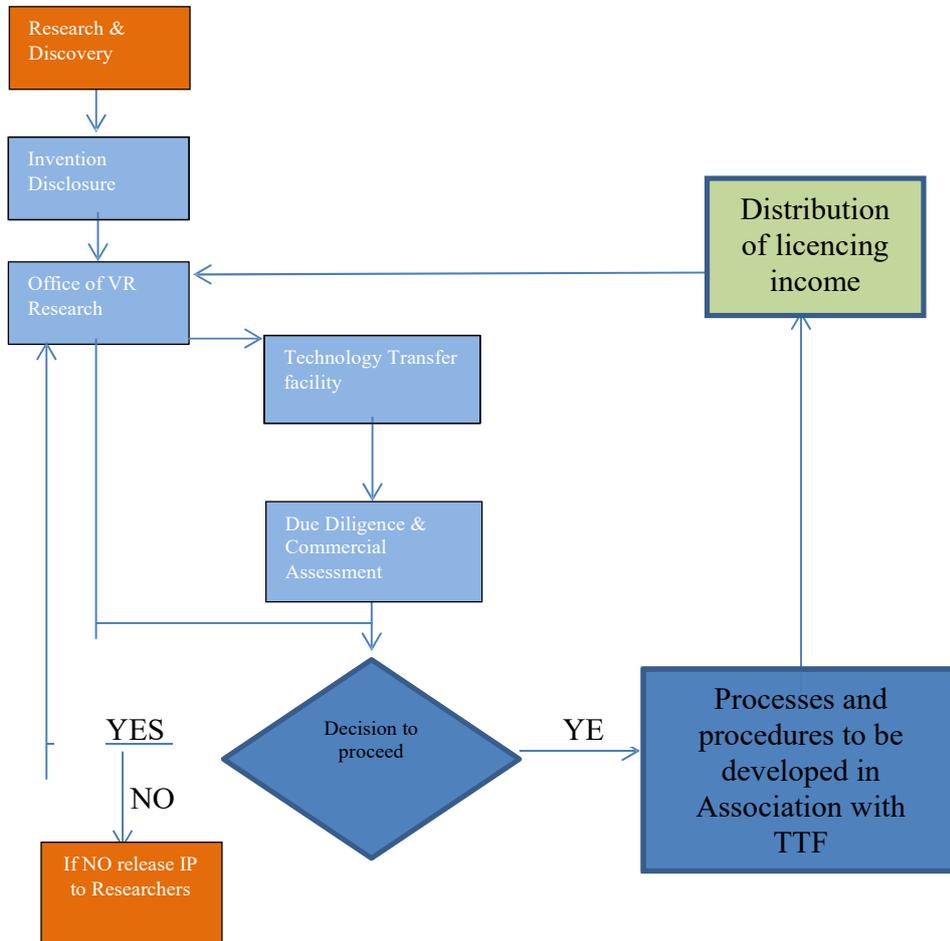
Honorary Research Staff may be required to assign the rights to any IP they create in the course of their academic activities to EUC. EUC may have obligations to organisations which are funding the research (e.g. an EU funded project) in question which it will not be able to honour without such an assignment of rights being in place. Associates are treated as if they were EUC Employees for the purposes of revenue sharing.

9.6 Involvement of Research Staff

Wherever possible, Academic Research staff should be encouraged to take part in university decision making processes, for example by inclusion in relevant departmental committees. Where appropriate, researchers should be included at University level, for example as representatives in working groups and staff consultation exercises.

Appendix A:

A Technology Transfer Process Map – to be completed when the TTF has been established.



Appendix B:

Invention Disclosure Guidelines

Invention Disclosure Form - Example

An Invention Disclosure Form (IDF) is designed to determine the basic facts relating to an invention, design, or copyright material. It is a way of capturing an invention and establishing who the inventors are, what the invention is, who is funding it, what the anticipated product/ market is and initiate Intellectual Property (IP) due diligence. Information on the following aspects of an invention should be included in an Invention Disclosure Form.

1. Descriptive Title of the Invention.
2. Who was involved? Please specify for each individual who contributed, invented or authored (if software):
 - a. Their names and if any are foreign nationals;
 - b. Who their employer is; are any contracts or arrangements in place?
 - c. What they contributed to the development of the technology (e.g. came up with the original idea; designed experiments; carried out experimental work; wrote code)
3. Detail of your invention:
 - a. What do you think your invention is?
 - b. What will your invention be used for?
 - c. What are the advantages of your invention and how does it improve on the present situation?
 - d. What is new about your invention?
 - e. How and why does it work? What is the science behind the invention
 - f. Are there any other uses of the invention?
4. Interest from external organisations and their details.
5. Information on published literature (including patents) relevant to your invention?
6. When and where the invention was first conceived?
7. What are your future plans for developing the technology?
8. Who have you told about the invention, when and where?
9. When did you first describe the invention in writing or electronically?
10. Publications, abstracts, conferences to date.
11. Publication and conference plans.
12. Funding information (comprehensive), e.g including third party support, Material Sales or Transfers, patient consents.
For inventions that include software, please provide the following additional information.
13. Application name and version number.

14. For source code developed by the researchers identified in question 2 above, include: source files used, programming languages, development tools, copyright protection in source code.
15. For new versions, include: source files changed, added or removed since the previous version, documentation required for others to use, if the source files have been distributed outside the university, and in what form, and are the source files available as a web-download – inc. URL and terms under which the download is available.
16. For other source files or libraries that are required to build the software application (external software), list the following: all external software required to use the application; who owns that software, how was the software obtained, licence terms or FOSS – name of the licence.

Appendix C:**Suggested Revenue Sharing Scheme**

The EUC will share royalty income with employees and/or students involved in producing Disclosable Work whose exploitation generates revenue for the EUC. Payments are made at the Organisation's sole discretion, but the EUC will normally share royalty income in accordance with the table below. This may be either as a lump sum or as royalty income over a period of time.

Table C1

Net Revenue	Allocated to the Creator/s	Allocated to the EUC Central Budget	Allocated to the Creator'/s School of Study or Department Budget	Allocated to Support the TTF
100%	50%	20%	20%	10%

Appendix D

D1. Points accumulation from Research

Table D1 details the evaluation categories which will be used for the calculation of research points allocated to EUC researchers. The table has been constructed taking into account the following:

1. The points awarded are based on the evaluation of research accomplishments, not on the estimation / calculation of hours spent during the implementation of a research activity.
2. A research accomplishment is any research-related activity which strengthens the research portfolio and enhances the research esteem of a researcher in particular, and the EUC in general
3. It is apparent that specific research accomplishments cannot be evaluated in a similar manner across the range of research disciplines. Therefore, the following table is implicitly “averaging” the weight of these accomplishments, so that the scheme can be operational and fair.
4. The term “national”, when used in association with a conference, refers to one which is local in nature (i.e. only researchers from Cypriot Universities and other Cypriot research establishments participated in it).
5. The term “international”, when used in association with a conference, refers to one which is international in nature (i.e. researchers from Universities and other research establishments from at least two countries participated in it).
6. The term “national”, when used in association with a publication refers to one published by a Cypriot university or other Cypriot academic publishing house.
7. The term “international”, when used in association with a publication refers to one published by an international university or other international academic publishing house.

Where a publication of any type (conference, journal, book chapter, monograph, textbook, book, or other) concerns two or more authors, the following points’ calculation rules will apply: For cases up to (and including) two (2) authors, full points are awarded to the author in consideration. For each additional co-author (three (3) authors or more), a deduction of 2 points will be implemented on the full points’ allocation for the category considered. The minimum points that an author will be awarded cannot be smaller than 50% of the full points’ allocation for the category considered.

Table D1

Points	Conferences	Journals	Books	Research Projects	Other*
5	1. Presentation of poster / article in national conference (refereed) 2. Presentation as invited keynote speaker (refereed national conference)			1. Unsuccessful submission of funded research proposal in national / international organization (research partner)	Member of scientific / conference organizing committee (national / international)
10	1. Presentation of refereed poster / article in international conference (refereed) 2. Presentation as invited keynote speaker (refereed international conference) 3. Editor of national conference proceedings (refereed)	1. Publication of refereed journal article (journal not in ISI / Scopus / ACM / IEEE/etc.) 2. Editor of refereed journal special issue (journal not in ISI / Scopus / ACM / IEEE/etc.)	Publication of refereed book chapter (national)	1. Unsuccessful submission of funded research proposal in national organisation (project coordinator)	General Chair or Program Chair of refereed national conference
15	1. Editor of international conference proceedings (refereed)		Publication of refereed book chapter (international)	1. Unsuccessful submission of funded research proposal in international organization (project coordinator)	General Chair or Program Chair of refereed international conference

Table D1 (continues)

Points	Conferences	Journals	Book Chapters / Editors	Research Projects	Other*
20		1. Editor of refereed journal special issue (journal in ISI / Scopus / ACM / IEEE/etc.)	Editor of refereed book / book series		
25		1. Publication of refereed journal article (journal in ISI / Scopus / ACM / IEEE/etc.)			

* For these categories only 50% of the points will be accumulated

D2. Points accumulation from Research / Department of Arts

Due to the nature of the research conducted in the Department of Arts, Table D2 has been produced to address the research output of the Department. For all other research outputs such as journal papers, conferences, books, etc. the European University Cyprus' "Points' accumulation" table given in section D1 must be followed.

Table D2

Points	Other				
	Performance /Exhibition (Artist		Creative works		Workshop/Seminars/Festivals /Competitions/ Broadcasts/Residencies
	Music	Graphic Design/Visual Arts	Music	Graphic Design/Visual Arts	
5	A01 Performance - National level (partial performance)	A02 Participation in local group exhibition	A03 Composition for up to 4 musicians		A04 <ul style="list-style-type: none"> National Performance or Broadcast of a composition/arrangement Adjudication of Competition Invited workshop / art lecture in national conference/festival
10	A05 Performance - International level (partial performance) Part of ensemble studio recording/ less than 3 tracks	A06 Participation in international group exhibition	A07 Composition from 5-10 musicians	A08 Publication design (national/international) - booklets covers	A09 <ul style="list-style-type: none"> International Performance or Broadcast of a composition/arrangement Competition Finalist Invited workshop / art lecture in international conference/festival Invited Artist (Workshop)
15	A10 Performance - National level (entire concert) Performance with Large Ensemble Part of ensemble studio recording/ more than 3 tracks	A11 Editor of exhibition catalogue (national/international)	A12 Composition for 10 musicians and above	A13 Publication design (international) - books and exhibition catalogues	A14A <ul style="list-style-type: none"> Competition Winner Invited Artist (Festival – duration more than three days) A14B Chair of international arts/music festival

20	<p>A15 Performer – International level (entire concert) /</p> <p>Solo studio Recording (CD) less than 3 tracks</p>	<p>A16 Participation in national solo exhibition</p>	<p>A17 Composition for Symphonic Orchestra</p>	<p>A18 Commissioned work by government/museum/ other cultural institution</p>	<p>A19 Participation in funded international residency</p>
25	<p>A20 Solo studio Recording (CD) more than 3 tracks</p>	<p>A21 Participation in international solo exhibition</p>	<p>A22 Publication of a composition (Score/CD) by an International Music Publishing House /Recording company</p>	<p>A23 Project: Curation of national / international exhibition</p>	



Guidelines on Authorship in Scholarly Publications

Vice Rector of Research and External Affairs

Draft 2

February 2021

APPENDIX XI

The University strongly encourages the dissemination of findings and conclusions arising from research activity in scholarly publications. At the same time, the University would like to ensure that ethical standards are met regarding the attribution of authorship in such publications. Such publications may include, but are not limited to, articles, abstracts, manuscripts submitted for publication and presentations at professional meetings.

While it is generally accepted that authorship should give credit to those that carried out the work, it should also be clear that authorship also carries accountability so it should be granted with care.

There are no universally accepted practices about authorship. There is a lot of variation in the practices adopted in different disciplines. Different Schools of the University may develop their own specific guidelines for authorship of scholarly publications.

Responsibility for decisions about authorship generally lies to those who carried the work and intend to disseminate it in a publication. The lead author of a publication, who is usually the corresponding author, ultimately has the responsibility to ensure that all other authors meet the requirements for authorship and that the publication meets the necessary standards of ethical integrity. In general, authors should follow the specific guidelines and instructions provided by journals in their instructions to authors.

In cases where this is not possible, it is suggested to consider the following two criteria to decide whether an individual should be granted authorship of a work:

1. An individual has made a significant contribution in the conception or design of at least part of a project or its execution in order to acquire, analyse, or interpret the data; **and/or**
2. An individual has made a significant contribution in writing a draft of the work or have provided critical reviews/comments to its intellectual content.

Students are usually the lead authors in any publication that arises from their dissertation or thesis. Advisors discuss publication plans with students as early as feasible and throughout the research and publication process.

All authors should approve the final version of the work before submission and should be able to identify their contribution to the publication. All authors should also agree to be accountable for the work they conducted and to ensure that any questions posed in relation to the integrity or accuracy of the work are resolved.

APPENDIX XI

Individuals who have contributed to the work but their contribution is not deemed to be sufficient to warrant co-authorship should be acknowledged in the relevant section of the publication. The acknowledgement should reflect clearly and fairly the contribution of the individual to the work.

Any financial or supporting relationships of those involved in the scholarly work should also be disclosed in a transparent way.

Different disciplines have different approaches regarding authorship (i.e. order of author names). These guidelines do not favor a uniform approach for all disciplines. To avoid any disputes concerning authorship, researchers are advised to discuss attribution of authorship early in the development of a joint publication in a collaborative and open manner. For any disputes concerning authorship that can not be resolved amicably between the co-authors, a researcher may seek guidance from the Chair of the Research Ethics Committee of the University.

Other sources of information

There are various other sources of information and guidelines regarding authorship which researchers are advised to consult. Examples are given below:

- Medical Research Council, [Good Research Practice: Principles and Guidelines](#)
Nature, [Nature journals' authorship policy](#)
- Wellcome Trust, [Guidelines on Good Research Practice](#)
- [UK Research Integrity Office](#) – this guidance note focuses on good practice in the authorship of research publications and covers issues relevant to all disciplines of research.
- [International Committee of Medical Journal Editors, Recommendations for the Conduct, Reporting, Editing, and Publication of Scholarly work in Medical Journals](#) – A set of guidelines that has been adopted by a number of medical journals.
- [Council of Science Editors, White Paper on Publication Ethics](#) – A paper designed to offer general guidance across the sciences.
- [The Committee on Publication Ethics](#) – COPE provides advice to publishers and editors on publication ethics and has produced a Code of Conduct for journal editors and guidelines on handling authorship disputes.
- [Guidance on Authorship in Scholarly or Scientific Publications](#), Yale University
- [Guidelines on Authorship](#), Cambridge University



INTERNAL REGULATION ON

SABBATICAL LEAVE

73rd Senate Decision: 22 May 2020

Policy on Sabbatical Leave

1. Purpose

The objective of a Sabbatical Leave is to increase a faculty's value to the University and thereby improve and enrich its programs. Such leave is not regarded as a reward for service or as a vacation or rest period occurring automatically at stated intervals. Sabbatical leaves are granted for planned travel study, formal education, research, writing of papers, monographs and books or other experience of academic value.

A Sabbatical Leave, as distinguished from a terminal leave, a leave without compensation, or a leave for reasons of health, is defined at EUC as a leave for encouraging faculty members to engage in scholarly research and international networking that will increase their scholarly achievement or their capacity for service to the University internationalization policy. A Sabbatical Leave is not granted for taking regular academic or other employment with a financial advantage elsewhere.

2. Terms

A Sabbatical Leave is granted to a faculty member, beginning September 1, for the usual teaching terms (i.e., September to June complete) of one academic year (two semesters). However, as an alternative, a faculty member who has qualified for a full year of Sabbatical Leave may apply for such sabbatical to be divided into two terms falling within a six-year period, each such term representing one semester.

The cost of replacing a faculty member during Sabbatical Leave is to be kept as low as possible by arrangements such as rotating courses, employing part-time academic staff, and making internal adjustments in the academic Departments concerned. In all cases, the relevant School must give the final approval for the implementation of the Sabbatical Leave in a particular semester so that the smooth operation of the academic programs offered by the School is not affected by severe staff shortage.

3. Procedure for Granting a Sabbatical Leave

Application for a Sabbatical Leave should be made by the faculty member and submitted to the Department Chairperson no later than December 1, preceding

APPENDIX XII

the academic year in which the leave will be carried out. The faculty member should submit the completed application form which will include a plan of activities during the Sabbatical Leave. Letters of acceptance from the institutions which will host the faculty member during his/her leave should also be attached.

The Department Chairperson must forward the application with an accompanying recommendation to the appropriate Dean by the following December 15. The recommendation shall include a statement of the proposed method of handling the normal duties of the faculty member while on leave.

The Dean must forward each application and the accompanying recommendation of the Department Chairperson, together with the Dean's own recommendation, to the Office of the Rector by January 15.

The Office of the Rector will forward all applications to the Chair of the Ad-hoc Committee which will evaluate the proposals. The Ad-hoc Committee will consist of the Vice-Rector of Research & External Affairs (chair), the Vice-Rector of Academic Affairs and the Director of Human Resources. The evaluation procedure for the awards is described in the following section.

4. Evaluation Procedure for the Sabbatical Awards

The Committee will decide each year the number of new sabbatical awards which will be made to the whole University. This will not be less than 3% of EUC faculty in the current academic year.

The Committee will determine the number of new sabbatical awards which will be made to each School in the current academic year. To do this, the Committee will consider the proportion of sabbatical leave awards which have been made to faculty members of each School of the University in the last three years including the current academic year. The Committee will ensure that with the new awards this proportion for each School does not deviate by more than 20% from its proportion of faculty members. Deviations exceeding 20% from these proportions may be allowed in the first three years of the implementation of the policy (starting academic year: 2020-21).

Once the number of new sabbatical awards to each School is determined, the Committee will select the applicant(s) from each School who have the highest number of points as calculated with the scheme described in Appendix A (below).

Applicants will be notified about the outcome of their application by March 15.

5. Sabbatical Leave and Sponsored Research

A faculty member is entitled to supplement the salary provided by the University during the period of leave with funding provided by an institutional, national or international source for academic activities.

6. Eligibility

Eligibility for a Sabbatical Leave is limited to full-time faculty members who have achieved tenure rights and who have completed six years of full-time service as faculty at European University Cyprus. In general, at least six years must elapse between consecutive sabbaticals.

APPENDIX XII

At the end of a sabbatical leave, the faculty member should forward to the Department Chairperson and the Dean copies of a report on activities undertaken during the period of the leave.

Chairs of Departments, Deans of Schools, Vice-Rectors and the Rector are not eligible for a sabbatical leave award during their term of office.

Appendix A

Point calculation system for Sabbatical Awards

This Appendix describes the point calculation system which will be used for selecting the candidates in each School which will be awarded a Sabbatical Leave (see section 4).

The point calculation system awards points by considering the research activity of faculty in the past 5 years.

- Scopus document in the past 5 years: 30 points
- Scopus citations to documents published in the past 5 years: 2 points per citation
- Successful research proposals–National:

Principal investigator (PI) of the whole proposal	Local Coordinator of the proposal	Participant in the proposal
50 points	20 points	10 points

- Successful research proposals–European Union

Principal investigator (PI) of the whole proposal	Local Coordinator of the proposal	Participant in the proposal
100 points	40 points	20 points

Example: A faculty member published 3 Scopus papers in the past 5 years which have 10, 1, 3 Scopus citations respectively. He/she submitted one national proposal as a PI. What are his/her total points?

The total points are calculated as follows:

Papers: $3 \times 30 = 90$ pts

Citations: $(10 + 1 + 3) \times 2 = 28$ pts

Proposals: $50 = 50$ pts

Total points $90 + 28 + 50 = 168$ pts



INTERNAL REGULATION ON
EUC's ANNUAL AWARDS FOR EXCELLENCE IN RESEARCH

70th Senate Decision: 13 December 2019

1. Introduction

This document outlines a proposal for Research Awards to European University Cyprus faculty who distinguish themselves in their research activity. The awards aim to reward research excellence and nurture a research culture at the University.

The following awards will be made on an annual basis:

- “EUC Research Award – Young Researcher”
- “EUC Research Award – Distinguished Researcher”

Both the “EUC Research Award – Young Researcher” and the “EUC Research Award – Distinguished Researcher” are awarded, in rotation, in the following thematic areas:

- Life Sciences
- Physical Sciences & Engineering
- Social Sciences, Arts & Humanities

The first award for “Young Researcher” will be made in Life Sciences and the first award for “Distinguished Researcher” will be made in Social Sciences, Arts & Humanities.

2. EUC Research Award – Young Researcher

2.1 Nomination

The nominated researchers for the “EUC Research Award – Young Researcher” will have a maximum of seven (7) years of experience since the completion of their PhD and up to the announcement date of the Call. Extensions are possible under certain circumstances for career breaks for maternity or paternity leave, military service or documented sick leave.

The researchers should be nominated by another faculty member and be aware of the nomination at the time of submission. There is no restriction on the number of young researchers a person may nominate for the Award.

Nominations should be submitted to the Office of the Vice Rector of Research & External Affairs by email **by the 28th of February every year, 13:00 at the latest.**

The nominations should be submitted in **English** using the relevant submission form (attached), which is available by the Office of the Vice Rector of Research & External Affairs.

2.2 Selection

The selection will be made by an ad-hoc sub-committee of the Senate Research Committee.

For the evaluation, the following criteria are applicable:

Research Activity 40%

- Quality of the results of the Young Researcher's research activity and their importance at an international level.
- Publications of the Young Researcher's research results in distinguished scientific journals and presentations in high impact international conferences.
- Evidence of the use and exploitation of the results of the research activity for the improvement of the quality of life in Cyprus and the wider European area or/and the possibility of commercial exploitation, introduction in the international market and patent registration.

Curriculum Vitae 40%

- Qualifications and achievements of the Young Researcher.

Future Research 20%

- Suggested framework of activity for the continuation of the Young Researcher's work in the next 2-3 years.

The selection committee may request an external review of each nomination if it is deemed necessary.

In case the level of nominated researchers is seen as unsatisfactory, the committee maintains the right not to grant the Award.

3. EUC Research Award – Distinguished Researcher

3.1 Nomination

The "EUC Research Award – Distinguished Researcher" is granted to excellent scientists with extensive research experience, who have demonstrated significant and internationally recognized research results. The Award aims to appraise and promote the work and personality of these distinguished scientists who honour European University Cyprus through their high-quality research and its impact.

The nominated researchers for the "EUC Research Award – Distinguished Researcher" must hold a PhD and have a minimum of seven (7) years of research experience since the completion of their PhD and up to the announcement date of the Call.

The researchers should be nominated by another faculty member and be aware of the nomination at the time of submission. There is no restriction on the number of researchers a person may nominate for the Award.

Nominations should be submitted to the Office of the Vice Rector of Research & External Affairs by email **by the 28th of February every year, 13:00 at the latest.**

The nominations should be submitted in **English** using the relevant nomination form (attached), which is available by the Office of the Vice Rector of Research and External Affairs.

3.2 Selection

The selection will be made by an ad-hoc sub-committee of the Senate Research Committee.

For the evaluation, the following criteria are applicable:

Research Activity

- Quality of the most important research results of the nominee, with emphasis on the last five (5) years, their importance and impact at an international level.
- Evidence of the use and exploitation of the results of the research activity for the improvement of the quality of life in Cyprus and the wider European area or/and the possibility of commercial exploitation, introduction in the international market and patent registration, as well as publications in distinguished international scientific journals, books, chapters in books or monographs and presentations in high impact international conferences.

Overall Career

- Awards and honorary distinctions, member of scientific boards and academies.
- Important collaborations with distinguished researchers/entities abroad.

Leadership skills

- Leadership skills and ability to inspire the next generation of researchers.

The selection committee may request an external review of each nomination if it is deemed necessary.

In case the level of nominated researchers is seen as unsatisfactory, the committee maintains the right not to grant the Award.

4. Funding

The winners of both awards will receive a minimum of 1000 euros.



EUROPEAN UNIVERSITY CYPRUS

NOMINATION FORM**FOR YOUNG RESEARCHER CANDIDACIES****GENERAL PROFILE OF THE NOMINATION**

COMPETITION	RESEARCH AWARD – YOUNG RESEARCHER 2020
CALL IDENTIFIER	AWARD-YR/202.../....
NAME OF NOMINEE	
THEMATIC AREA	1. LIFE SCIENCES <input type="checkbox"/> 2. PHYSICAL SCIENCES & ENGINEERING <input type="checkbox"/> 3. SOCIAL SCIENCES AND HUMANITIES <input type="checkbox"/>

PART A:**PROFILE OF NOMINATOR**

Surname			
Name			
Position			
School			
Telephone		Mobile	
E-mail		Fax	

DECLARATION OF NOMINATOR

I, the undersigned, hereby declare that, to the best of my knowledge, all the information included in this form is true. I also confirm that I have informed the nominee for the submission of this nomination.

Signature of Nominator:	
Date:	

PROFILE OF NOMINATED YOUNG RESEARCHER (NOMINEE)			
Surname			
Name			
Nationality			
Date of Birth			
Position			
School			
Telephone		Mobile	
E-mail		Fax	
Other Affiliations			
Doctoral Studies			
Name of Institution			
PhD Thesis title or field			
Date of PhD Award	/ / DD / MM / YYYY		

PART B:

RATIONALE FOR THE NOMINATION (<i>max. 2 pages</i>)

Briefly describe the reason for the submission of this nomination. Why does the Young Researcher deserve the award? Why is the researcher's work considered to be promising? Describe the skills and qualifications of the nominee, the main milestones and achievements in his/her career during his/her Doctorate/Post Doctorate studies or during his/her employment in the area of research, as well as the added value and benefit of the nominee's work and its significance in the economic, social and technological development of Cyprus, Europe or/and the world.



EUROPEAN UNIVERSITY CYPRUS

NOMINATION FORM
FOR DISTINGUISHED RESEARCHER CANDIDACIES

GENERAL PROFILE OF THE NOMINATION	
COMPETITION	RESEARCH AWARD – DISTINGUISHED RESEARCHER 2020
CALL IDENTIFIER	AWARD-DR/202.../....
NAME OF NOMINEE	
THEMATIC AREA	SOCIAL SCIENCES AND HUMANITIES

PART A

PROFILE OF NOMINATOR			
Surname			
Name			
Position			
School			
Telephone		Mobile	
E-mail		Fax	
DECLARATION OF NOMINATOR			
I, the undersigned, hereby declare that, to the best of my knowledge, all the information included in this form is true. I also confirm that I have informed the nominee for the submission of this nomination.			
Signature of Nominator:			
Date:			

PROFILE OF NOMINATED DISTINGUISHED RESEARCHER (NOMINEE)			
Surname			
Name			
Position			
School			
Telephone		Mobile	
E-mail		Fax	
Other Affiliations			
Doctoral Studies			
Name of Institution			
PhD Thesis title or field			
Date of PhD Award	/ / DD / MM / YYYY		

PART B:**RATIONALE FOR THE NOMINATION** (*max. 2 pages*)

Briefly describe the reason for the submission of this nomination. Why does the researcher deserve the award? Why is the researcher considered to be distinguished? Describe the skills and qualifications of the nominee, the main milestones and achievements in his/her career (with specific reference to the last five years), as well as the added value and benefit of the nominee's work and its significance in the economic, social and technological development of Cyprus, Europe or/and the world.



PhD scholarships award scheme

Vice Rector for Research and External Affairs

15 June 2015

APPENDIX XIV

1. Introduction

The purpose of this document is to describe a scheme for the annual award of a number of PhD scholarships at European University Cyprus. The general aim of the scheme is to reward faculty members who have been able to demonstrate an excellent recent research record. This is usually measured in terms of high impact publications, coordination or participation in research projects etc. The scholarships are awarded to faculty members who fulfill the selection criteria of the scheme and who have a suitable PhD candidate in their field.

2. Eligibility for the awards

All full-time faculty members of the University who have the rank of Assistant Professor or higher are eligible to apply for the award provided they have not been awarded a PhD scholarship as a Principal Investigator (PI) in the past three years.

3. Terms of the awards

The PhD scholarships will be awarded to the most promising candidates of any nationality. They cover the tuition fees of the PhD students for the duration of their studies.

4. Application procedure

The Vice Rector for Research and External Affairs initiates the selection process by issuing a call for proposals. The deadline for the submission of proposals will be announced. Application materials will be available from the office of the Vice Rector for Research and External Affairs and the proposals should be submitted electronically to the office of the Vice Rector. The proposal should have a principal investigator (PI) and may include a co-investigator (Co-I). Each faculty member can submit only one proposal as a PI but can be a Co-I on any number of proposals.

5. Selection criteria for the awards

The selection process for the awards is very simple but nevertheless ensures that the fundamental aim of the scheme, which is the reward of research excellence, is met.

The proposals submitted by faculty members of all Departments except those from the Departments of Law and Arts will be ranked according to the points calculated with the points accumulation system described in Appendix A. In the cases of proposals which have a Co-I, the sum of the points accumulated by the PI and the Co-I will be counted. Only points accumulated in the past five years will be considered. The awards will be made to the PIs of the proposals which are the most highly ranked.

The Office of the Vice Rector will ensure that when the scheme is fully developed and operational about 10% of the awards will be made to faculty members from the Department of Law and 10% to faculty members from the Department of Arts. For these two Departments faculty members will be ranked according to the average grade they received in the research category in their performance evaluation in the last five years.

6. Announcement of the awards and selection of PhD candidates

The announcement of the awards is expected to be made by the Office of the Vice Rector for Research and External Affairs one month after the deadline for submission of proposals. The PIs of the successful proposals are then expected to offer the scholarship to the most promising PhD candidate in their field. If no suitable candidate for the position is found within two weeks the award is revoked and is made to the next proposal on the ranking list.

APPENDIX XIV

Appendix A

Point calculation system

The point calculation system awards points by considering the research activity of the applicants in the past 5 years.

Scopus document in the past 5 years	30 points
Scopus citations to documents published in the past 5 years	2 points per citation
Submitted research proposals PI/EUC PI/EUC Researcher – National*	30/10/5 points
Submitted research proposal PI/EUC PI/EUC Researcher – EU*	60/20/10 points

* The points awarded for proposals are proportional to their grade.

Example: A Faculty member published 3 Scopus papers in the past 5 years which have 10, 1, 3 Scopus citations respectively. He/she submitted one national proposal as a PI and got a grade of 7/10. What are his/her total points?

The total points are calculated as follows:

Papers: $3 \times 30 = 90\text{pts}$

Citations: $(10+1+3) \times 2 = 28\text{pts}$

Proposals: $7/10 \times 30 = 21\text{pts}$

Total points $90+28+21=139\text{pts}$



**Policy for the award of scholarships to PhD students for
publishing a Scopus paper**

Vice Rector of Research and External Affairs

October 2019

Introduction

European University Cyprus awards scholarships to PhD students who have presented a paper to a Scopus Conference or published a paper in a Journal indexed by Scopus. These conferences and journals can be found at the Scopus website <https://www.scopus.com/sources>. The scholarships are in the form of a tuition fee exemption. The policy is implemented by the Office of the Vice Rector of Research & External Affairs.

Rules for the awards

The following rules will apply for the awards:

1. Each PhD student is entitled to only one award during his or her studies.
2. Students that receive this award should be in good standing and proceed normally with their PhD studies.
3. The scholarship will be paid as a tuition exemption of 500 euros, for one of the semesters after the acceptance of a publication or the presentation of the paper at a conference.
4. The PhD student must be the first, but not necessarily the only author, of the paper.
5. The application for the scholarship must be submitted within a year of the acceptance of the paper (this applies to both conference and journal papers). The scholarship cannot be awarded to students with other scholarships or awards from the University.
6. All applications will be reviewed and approved twice a year by the Senate Research Committee.
7. For the award of the scholarship for a conference paper students need to submit
 - a. The application form given in the Appendix
 - b. Proof of official acceptance of the paper in the conference
 - c. Proof of registration at the conference
 - d. Final paper as it appears in the proceedings
 - e. Proof that the conference is in Scopus from the Scopus official website

APPENDIX XV

8. For the award of the scholarship for a journal paper students need to submit
 - a. The application form given in the Appendix
 - b. Proof of official acceptance of the paper in the journal
 - c. Final proofs of the paper from the publisher
 - d. Proof that the journal is in Scopus from the Scopus official website

Implementation

All applications for the scholarships and supporting material should be submitted to the Office of the Vice Rector of Research & External Affairs electronically using the application form provided by the Office and given in the Appendix. The applications will be reviewed by the Senate Research Committee once in each semester. The deadlines for submissions are 30th June and 31st December. Following a positive recommendation by the Senate Research Committee, the Office of the Rector then proceeds to make the award.

Appendix



Application for the award of a PhD scholarship for publishing a Scopus paper

Name

Reg. Number

PhD program

Details of the publication

Author(s)	
Title	
Year	
Conference/Journal	

Signature

Date