Doc. 300.1.2

Date: 15/07/2024

Higher Education Institution's Response

- **Higher Education Institution:**
  University of Nicosia

- **Town:** Nicosia

- **Program of study**
  Name (Duration, ECTS, Cycle)

  In Greek:

  Κλινική Διαιτολογία, (2 χρόνια/ 120 ECTS,Μάστερ (MSc))

  In English:

  Clinical Dietetics (2 years/ 120 ECTS, Master of Science)

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

- **Program's status:** Currently Operating

- **Concentrations (if any):**

  In Greek:
  In English:

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 2021 [L.136(I)/2015 – L.132(I)/2021].

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.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the program of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*

- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*

  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*

- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*

- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

Introduction

We would like to extend our sincere gratitude to the External Evaluation Committee (EEC) for their thorough and insightful review of our MSc Clinical Dietetics program. We greatly appreciate the EEC's detailed and expertly written evaluation report, as well as their positive comments and recommendations for further improving our MSc Clinical Dietetics program. This evaluation enhances the value of our programs, taking into consideration the EEC members' expertise in the subject and related areas. We are pleased to receive such positive feedback and commendations on various aspects of our program. The strengths identified by the EEC reflect our commitment to providing high-quality education and support to our students.

The EEC has recognized several key strengths of our program, including:

- Comprehensive training in Clinical Dietetics, emphasizing evidence-based scientific research and specialized skills.
- Evidence-based teaching approaches with the required 1000 hours for degree recognition in the UK, Ireland, the EU, and Australia.
- The integration of external expertise from staff with international experience, contributing to a logical and well-sequenced course structure.
- A research-led teaching approach, supported by excellent resources and innovative teaching methods.
- Robust student support services, including counselling and academic assistance, and continuous course review and evaluation processes.
- The development of a Continuing Professional Development (CPD) portfolio and reflective practice during practical training, enhancing students' learning and personal improvement.
- Strong international collaboration with academics, institutions, industry, and regulatory bodies.
- A dedicated and qualified teaching staff with a good staff-to-student ratio, ensuring optimal learning conditions.

We are particularly proud of the zero drop-out rate and the well-structured procedures and courses that ensure our students are well-prepared for their future careers as Registered Dietitians, Clinical Dietitians in Cyprus by the Cyprus Registration Board for Food Scientists, Food Technologists and Dietitians.

We appreciate the EEC's recognition of our efforts and are committed to building on these strengths to further enhance the quality of our program and the learning experience for our students.

We are very pleased that the EEC has concluded that the program appears to be managed appropriately. We highly appreciate the EEC's constructive comments and recommendations for further improvement of our program.

1. Study program and study program's design and development
(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
With regard to committees or bodies that have a role in quality assurance mechanisms, where possible ensure diverse student representation on as many – this means having more than one student present.	We acknowledge the External Evaluation Committee's recommendation to ensure diverse student representation on committees or bodies involved in quality assurance mechanisms. However, the composition of the University quality assurance committees is in line with the 'Private Universities (Establishment, Operation and Control) Law 109(1) of 2005', as well as the CYQAA guidelines and regulations. Furthermore, some extra measures we have already undertaken are: • Engage with Student Bodies: We collaborate with student organizations to identify and encourage students from various backgrounds to participate in these committees. • Feedback Mechanisms: We implement additional feedback mechanisms to gather input from a wider student population, ensuring that the voices of those not directly involved in the committees are also heard. We believe these measures strengthes our quality assurance	

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	processes and contribute to the continuous improvement of our MSc Clinical Dietetics program.	
How are the modules and placements mapped to the dietetic competencies and also how are they mapped to the student graduate attributes? This was not provided. For next review, please consider a mapping exercise to ensure graduates are meeting professional expectations. Please provide descriptors for progressing towards, competent and not achieving competency.	We appreciate the EEC's recommendation regarding the mapping of modules and placements to dietetic competencies and student graduate attributes. We recognize the importance of this exercise to ensure our graduates meet professional expectations. To address this, we are actively: • **Conducting a Mapping Exercise**: We are continuously undertaking a comprehensive mapping of our modules and placements to relevant dietetic competencies and student graduate attributes. • **Developing Descriptors**: We are creating clear descriptors for the levels of competency, including progressing towards, competent, and not achieving competency. These steps are already implemented and are an integral part of our ongoing review process to ensure alignment with professional standards. We are reinforcing these efforts to further enhance the quality and relevance of our program.	
On an informal basis (note not governed by university processes/polices or structures), consider the appointment of an External Examiner or an external advisory committee with key stakeholder involvement and international perspectives. Whilst external expertise has been evident from the staff's own	Thank you for the suggestion. We already have an External Examiner and an external advisory committee in place to incorporate key stakeholder involvement and international perspectives, ensuring our program remains current and relevant. In fact, CHAPTER 3: POLICIES FOR	

experiences and learnings (studied overseas etc.) it's important that this remains current.	PROGRAMMES OF STUDY of the Internal Regulations of University of Nicosia, under 3.2.2. The Internal Programme Evaluation Process (IPEP) refers to the use of ETR (External Team Reviewer) made up of "1 faculty member from another University who is an expert in the programme area, 1 industry expert (where applicable)".	
To ensure continued course relevancy, patient and participant input is encouraged. Patient representatives on course review and course development is warranted.	We appreciate the recommendation. We are currently actively seek to include patient representatives in course review and development to ensure continued course relevancy based on CYQAA guidelines. Furthermore, we are committed to collaborating with the Cyprus Federation of Patients' Associations (OSAK) and we will continue to sign a Memorandum of Understanding (MoU) with them. One of the aims of this collaboration is to enhance the integration of patient representatives in our processes.	
No evidence of where sustainability is being taught or practiced in this program. Clinical dietitians need to ensure that the dietary advice they are promoting incorporates the principles of sustainability.	The sustainability principles are included into the following courses: 1. **NUTR-525** - *Food Service & Safety and Quality Assurance*: Incorporated topics on sustainable food sourcing, waste reduction, and environmentally friendly practices in food service operations. 2. **NUTR-560** - *Management, Health & Social Policy*: Included discussions on sustainable health policies, the impact of diet on environmental	

	health, and strategies for promoting sustainable dietary practices. 3. **NUTR-580** - *Health Promotion, Communication & Behavioral Studies*: Included content on promoting sustainable eating habits and the role of dietitians in advocating for environmental sustainability in nutrition. 4. **NUTR-590** - *Advanced Sports and Nutrition*: Integrated principles of sustainable nutrition for athletes, including the environmental impact of different dietary choices and sustainable food sources.	
Need to consider the embedding of digital competencies and mapping or scaffolding student's learning to these competencies across the program given the current learning advances in this space.	To embed digital competencies and scaffold students' learning, are included in the following courses: 1. NUTR-515 - *Research Methods in Nutrition & Dietetics Sciences*: Included training on digital research tools, data analysis software, and online databases. 2. NUTR-550 - *Nutrition Counselling and Education*: Incorporated digital communication tools, telehealth practices, and online educational resources. 3. NUTR-555 - *Advanced Nutritional Epidemiology and Public Health*: Taught the use of digital	

	epidemiological tools and public health informatics. 4. NUTR-580 - *Health Promotion, Communication & Behavioural Studies*: Used digital platforms for health promotion campaigns and behaviour tracking. However, we plan to reinforce these per ECC recommendation. Additionally, we can: • Utilize E-Learning Platforms: Encourage the use of e-learning platforms for assignments and interactive learning. • Offer Workshops: Provide workshops on emerging digital tools and technologies relevant to dietetics.	
For staff, consider innovative teaching methods included effective blended learning teaching (not just online). To ensure graduate students are enabled to practice in an ever-blended working environment, model teaching methods on same.	All full-time faculty members of the program are required to complete the 36-hour (12-week) "UNIC Faculty Training and Development Seminar on Teaching and Learning" which is also available for part-time faculty members. Additionally, the University constantly monitors the faculty training needs through the "Faculty Training and Development Unit" and offers every semester trainings to update the knowledge and skills acquired by the faculty members through the teaching and learning seminar mentioned above.	
For achievement of digital competencies and blended learning approaches consider –	Currently, we are incorporating various innovative teaching methods to enhance digital	

flipped classroom approaches, online discussion forums, online videos, blogging, podcasting, social media use.	competencies and blended learning approaches where appropriate.	
Teach the students about AI. AI proof the assessments and utilize it to its potential, educating students on its limitations.	We are already incorporating AI education to a certain extent and ensuring our assessments are AI-proof. Additionally, our faculty has received general training on AI through a University platform to maximize its potential while educating students on its limitations.	
At next review consider the overlap between some modules, especially with students coming from BSc programs.	We have reviewed and addressed any overlap between modules, particularly for students transitioning from BSc programs (ANNEX 1).	
A mapping exercise of learning outcomes (LO) is needed. LOs can be reduced and ensure the LOs align with program objectives. No more than 5/6 learning outcomes. What are the cognitive learning outcomes, what are the affective and what are the psychomotor. These are what are stipulated by European standards. Teaching methods/strategies and assessments should align with the LOs. This will ensure flexibility of learning techniques and in assessment methods, all the time ensuring LOs are still achieved. An External Examiner from UK/Ireland can help with this.	We appreciate the recommendation for a mapping exercise of learning outcomes (LOs). We have reduced and aligned the learning outcomes (LOs) to no more than 5-6 per module, categorized them as per European standards, and ensured that teaching methods and assessments are aligned with these LOs to maintain flexibility and effectiveness (found under Annex1).	
Ensure diversity in assessments and avoid over assessing students if LOs have been achieved. Heavy reliance and weighting on exams. Consider also more	We are committed to ensuring diversity in assessments and avoiding over-assessment once learning outcomes are achieved. We are actively reducing our reliance on	

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higher-level type assessments ie reflective type activities that consider that critical level thinking approach rather than (multiple-choice questions) MCQs or methods reliant on assessing knowledge.	traditional exams and incorporating higher-level assessments, such as reflective activities, to promote critical thinking rather than focusing solely on knowledge-based methods like multiple-choice questions (MCQs). Additionally, we are already implementing a range of assessment methods, including project-based assignments and peer reviews, to provide a more comprehensive evaluation of student competencies. We continually refine and expand these approaches to further enhance the assessment process and better support our students' learning experiences.	
At next accreditation provide the committee with findings from the internal review and actions implemented from this – how was feedback from students in particular actioned?	We are committed to providing the next accreditation committee with comprehensive findings from our internal reviews and the actions implemented as a result. We specifically highlight how student feedback has been addressed and the improvements made based on their input. For instance, student feedback has already led to the introduction of additional support resources and adjustments to course content to better meet their needs. We continue to build on these practices and ensure that our ongoing efforts to respond to student feedback are thoroughly documented and presented.	
No information regarding process of attaining placements, how placements are allocated, are students afforded equal opportunities within the placement structures, feedback from sites and feedback and evaluation from students – this would be helpful to ensure the placements are fit for purpose and meet program objectives and assigned competencies or	We acknowledge the need for detailed information regarding the process of attaining placements, allocation methods, and ensuring equal opportunities for students. However, we provide through the placement pack and the placement courses, comprehensive details on these processes, including feedback mechanisms from placement sites and students, to ensure	

standards for students to practice as clinical dietitians.	placements are fit for purpose and meet program objectives and competencies for clinical dietitians. As stated above, all this information is included in the placement pack and the Placement courses (NUTR 535P, 565P, 585P, 586P) syllabus provided to students. The placement pack outlines the process for securing placements, the criteria for allocation, and the measures in place to ensure equal opportunities for all students. It also includes forms and guidelines for collecting feedback from both placement sites and students, ensuring continuous improvement and alignment with program objectives and competencies.	
Consider blind double marking a % of assessment or moderation at the least. This is an integral part to course quality assurance.	We follow the academic guidelines of our university for assessment, which ensure rigorous standards and fairness. Additionally, our department has a Quality Assurance Committee responsible for checking final exams and conducting random checks on assessments. The head of the department also reviews and signs off on the grades, ensuring that any inconsistencies are spotted and addressed. These measures collectively contribute to maintaining the high quality and integrity of our MSc Clinical Dietetics program.	
Information on graduate profile is always helpful and important to publicize on university or course website.	We agree that information on the graduate profile is valuable and important to publicize on our university and course website. To reinforce our alumni network, we	

	are ensuring that detailed graduate profiles are made available, showcasing their achievements and career paths. This effort highlights the success of our graduates and serves as an inspiration and resource for current and prospective students. We continue to enhance this initiative to provide ongoing visibility and support for our alumni network.	

2. Student – centred learning, teaching and assessment
(ESG 1.3)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
1. To ensure a well-structured and effective curriculum program, it is recommended that the program LO are clearly separated into knowledge, skills, and competences without overlapping. By doing so, students will have a better understanding of what they are expected to learn and what they can expect to achieve upon completion of the program. Clear separation between these three components will also allow for a more focused and targeted approach to teaching and learning, enabling both students and teaching staff to better assess and evaluate their progress throughout the program. Ultimately, this will result in a more comprehensive and effective learning experience for students, better preparing them for future careers.	We appreciate the ECC's recommendation to clearly separate the program learning outcomes (LOs) into knowledge, skills, and competences. We recognize that this approach can provide students with a clearer understanding of their learning expectations and achievements. We have modified the learning outcomes to clearly delineate them for knowledge, skills, and competences to avoid overlap. This enhances clarity, ensuring that students have a better understanding of what they are expected to learn and achieve upon completion of the program. Additionally, we have adopted a more focused and targeted approach to teaching and learning, enabling both students and teaching staff to better assess and evaluate progress. These modifications aim to provide a more comprehensive and effective learning experience, better preparing students for their future careers. These modifications are found in Annex1.	
2. To provide an effective learning experience, a well-balanced syllabus is key. This means distributing lectures and practicals according to the designated teaching hours. This balance lets students better understand expectations and engage with the learning process. Courses focused on practical skills may require	We appreciate the ECC's recommendation to ensure a well-balanced syllabus that effectively distributes lectures and practicals according to the designated teaching hours. Recognizing the importance of this balance for an effective learning experience and career preparation, we have	

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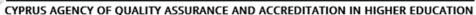
more practicals, while courses focused on theory may need more lectures. With a course-specific approach, teaching staff should ensure students receive the most effective education. Revising the syllabus to balance lectures and practicals is essential for effective education. This helps students succeed in their future careers and make meaningful contributions to their field.	conducted a review and revision of the syllabus to achieve this balance. The revised syllabus is provided in Annex 1.	
3. Some of the courses have 10 to 20 of 30 learning outcomes, those outcomes read like the content of the course rather than learning outcomes	We acknowledge the feedback regarding the learning outcomes and we reviewed and refined them to ensure they accurately reflect the intended educational objectives. The revised syllabus is provided in Annex 1.	
4. In amending LO make sure they reflect the LO of the program and level of study.	We ensured that the amended learning outcomes aligned with the overall program objectives and are appropriate for the level of study (Annex1).	
5. The personal details of each student should not be written on the exam papers, in order to avoid bias during marking	We ensure that the exam answer scripts are handled in accordance with University regulations (Internal Regulations Chapter 6), which include measures to avoid bias during marking. Although students are required to write their names and IDs on their exam papers, we implement additional safeguards to ensure fairness: 1. **Invigilator Oversight**: Invigilators, who are responsible for all students in the examination room, ensure impartiality during the exam by mixing students from different courses and monitoring for any signs of cheating. 2. **Secure Handling**: After the exams, all marked final examination scripts are submitted to the Department of Academic Affairs for	

	secure storage, preventing any tampering or unauthorized access. 3. **Quality Assurance Committee**: Our department's Quality Assurance Committee conducts random checks on assessments to identify and address any potential biases. This committee ensures that all assessments meet the rigorous standards set by the university. 4. **Final Review**: The head of the department reviews and signs off on the grades, spotting any inconsistencies or irregularities. These measures collectively contribute to maintaining the integrity and impartiality of our assessment process, ensuring that all students are graded fairly.	
6. As already mentioned there seems to be an internationalization of the program as the faculty cooperated with stakeholders all over the world. There is also the "Erasmus Traineeship' program which provides funding to recent graduates to work for a few months in an organization in another European country.	We appreciate the recognition of the internationalization of our program. Our faculty's cooperation with stakeholders worldwide and the "Erasmus Traineeship" program, which provides funding for recent graduates to work in organizations across Europe, are key components of our commitment to global engagement and opportunities for our students.	
7. The program should not offer a non-thesis option, the recommendation is that all students should experience the research opportunity either in clinical or systematic literature review at a master's level.	We appreciate the recommendation regarding the thesis option. However, we believe that offering a non-thesis option provides flexibility for students with diverse career goals and circumstances. The non-thesis track still includes rigorous research components, such as clinical projects or literature reviews, ensuring that all students gain valuable research experience	

	at the master's level. This approach allows us to cater to a broader range of student needs while maintaining high academic standards. Our program is in line with our national educational system, the European and the CyQAA requirements regarding the thesis. It also adheres to the rules and regulations of the University of Nicosia and follows the practice of all universities in Cyprus that offer Master's degrees with the thesis as optional.	

3. Teaching staff
(ESG 1.5)

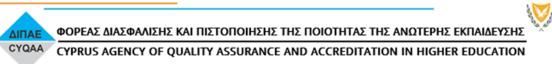| Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
• We would recommend that the institution develops clear, specific, measurable criteria for academic promotion taking into account other metrics of academic performance.	We appreciate the EEC's recommendation regarding academic promotion criteria. We will continue to develop clear, specific, and measurable criteria for academic promotion, incorporating various metrics of academic performance. This ongoing effort can ensure a transparent and fair promotion process that recognizes and rewards the diverse contributions of our teaching staff. Notably, the University of Nicosia's Internal Regulations, detailed in Chapter 6: Faculty Matters and Policies, specifically section 6.4 on Faculty Ranking and Promotion: General Policy, Procedure, Criteria, and Special Provisions, which was submitted with the application for re-accreditation of the program, supports this commitment.	
• There is need for quality research outputs and publications preferably avoiding predatory journals	We acknowledge the importance of quality research outputs and publications. Our teaching staff are committed to publishing in reputable journals, including those indexed in Scopus. The Department of Life Sciences has the highest rates of publications within the School of Life and Health Sciences and the University of Nicosia, reflecting our dedication to maintaining high research standards and contributing valuable knowledge to the field. Additionally, the University of Nicosia is the first private	

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	university in Cyprus to be ranked by the main global university ranking organizations. According to the latest edition of the Times Higher Education (THE) World University Rankings, released on 27 September 2023, the University of Nicosia is ranked #1 in Cyprus and Greece. We are also ranked #1 in Cyprus in Research Quality and International Outlook. These rankings and achievements underscore our commitment to producing high-quality research and avoiding predatory journals, ensuring that our contributions are recognized and valued globally.	
• Consider teaching and supervision workload and the impact this has on research metrics. Are there opportunities of decreasing excessive reducing the marking work.	We recognize the impact of teaching and supervision workload on research productivity. To address this, our faculty members are limited to teaching a maximum of three classes each semester, with a cap on student numbers in each class to ensure quality education. Despite our strong emphasis on research, we are equally committed to providing quality teaching to our students. We use assessment methods that provide meaningful feedback, ensuring that our students benefit from constructive evaluations. Additionally, we are exploring opportunities to reduce excessive marking work by implementing more efficient assessment methods and utilizing technology for grading. These measures help balance the workload, allowing our faculty to focus more on their research activities, ultimately enhancing our research metrics.	

• Considering CPD and further training in innovative teaching methods such as blended-learning and educational technologies	We appreciate the recommendation to consider CPD and further training in innovative teaching methods. Our faculty members are already engaged in continuous professional development, including training in blended learning and educational technologies. We regularly offer workshops and seminars on these topics, and our internal Pedagogical Support Unit provides ongoing support to ensure our teaching staff are well-equipped with the latest innovative teaching strategies. Additionally, we can reinforce what we are currently doing: • **Expand Training Programs:** Introduce more comprehensive training programs focused on advanced educational technologies and innovative teaching methods. • **Peer Learning:** Encourage peer learning and sharing of best practices among faculty members. • **External Expertise:** Invite external experts to conduct specialized training sessions and provide insights into cutting-edge teaching methodologies. • **Feedback Mechanisms:** Implement feedback mechanisms to continuously assess and improve the effectiveness of our training programs.	

	These steps can further enhance our faculty's ability to deliver high-quality, innovative education to our students.	

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4. Student admission, progression, recognition and certification
(ESG 1.4)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
• Regarding the prerequisite requirements, please state the 5 foundations courses prior to entering the program. What exemptions are allowed – give examples.	We appreciate the EEC's recommendation regarding prerequisite requirements. We clearly state the five foundational courses required prior to entering the program and provide examples of exemptions allowed. This information is included in our admissions materials to ensure prospective students understand the entry requirements and any possible exemptions based on their prior education or experience.

The five foundational courses are:

   1. NUTR-320 - Nutrition through the Life Cycle
   2. NUTR-460 - Contemporary Issues in Food and Nutrition
   3. NUTR-290 - Nutrition Assessment and Management
   4. NUTR-482 - Medical Nutrition Therapy and Dietetics III + Lab
   5. NUTR-330 - Dietetics and Nutrition Theory and Practice

Examples of Exemptions:

• Exemptions are given if the student has another MSc in a related field.

• All exemptions are granted per the academic guidelines of the university. | |

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	These examples can help prospective students understand the flexibility of our program and the recognition of their prior learning and experience.	
• Exit pathways/exit degrees – appreciate this route has not been taken for students but is there a policy for this?	We appreciate the EEC's inquiry regarding exit pathways/exit degrees. Currently, there is no policy in place for this route, and it is not supported by the University of Nicosia's internal regulations. Our internal policies focus on supporting students to complete their programs successfully rather than providing exit degrees.	
• How can the University promote more equality, diversity and inclusion at the entry point for students.	We appreciate the EEC's recommendation to promote more equality, diversity, and inclusion at the entry point for students. The University of Nicosia is committed to fostering a diverse and inclusive environment, and we have already implemented several measures to achieve this: • **No Entrance Exams**: Our admissions process does not include entrance exams, ensuring a more accessible entry point for all students. • **Inclusive Admissions Policies**: We have relatively low admission criteria to provide opportunities for a wider range of applicants. • **Scholarships and Financial Aid**: We offer scholarships and financial aid specifically aimed at promoting diversity and inclusion, making higher education accessible to students from various backgrounds.	

	• **Outreach Programs**: We actively implement outreach programs targeting underrepresented communities to encourage diverse applicants to join our university. • **Awareness Campaigns**: We conduct awareness campaigns that highlight the importance of diversity and inclusion within our university community, fostering a welcoming environment for all students. These initiatives have been instrumental in creating a more diverse and inclusive student body, reflecting our commitment to equality and access to education for everyone.	

5. Learning resources and student support
(ESG 1.6)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
It is customary in international academic institutions students to have the opportunity to refer to members of staff as a first line of contact for matters around learning and pastoral care. The staff ensured that this practice was indeed the case but the EEC would recommend staff to formulate appropriate policies around tutoring and embed them in the program's information documentation	We appreciate the EEC's recommendation regarding tutoring and pastoral care. Our staff already serve as the primary point of contact for students on matters of learning and pastoral care. We are actively formulating and reinforcing appropriate policies around tutoring, which are being embedded into the program's documentation to ensure clarity and consistency. These policies are designed to provide students with well-defined support structures, reinforcing our commitment to delivering comprehensive and effective support for their academic and personal needs.	

6. Additional for doctoral programs
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY

7. Eligibility (Joint program)
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
We would like to thank all involved in the accreditation process for hosting the review and providing the EEC with the information and documentation prior to the on-site review evaluation. We commend staff on the program developed and in the quality assurance mechanisms in place and the student supports provided. In meeting the students, it is clear that they are well looked after, highly satisfied and that there is a healthy student staff relationships. We hope that our feedback is perceived as constructive by the institution and staff and addressing these recommendations will improve the quality of the course and the learning experience students receive.	We would like to express our gratitude to the External Evaluation Committee (EEC) for their thorough review and constructive feedback. We appreciate the commendation of our program development, quality assurance mechanisms, and student support services. It is gratifying to hear that our students feel well looked after, are highly satisfied, and enjoy healthy relationships with our staff. We value the EEC's feedback and are committed to further address the recommendations provided whenever is possible. We are already actively implementing the suggestions to further enhance the quality of our course and the overall learning experience for our students. Thank you once again for your time and effort in the accreditation process. We look forward to continuing our work to maintain and improve the high standards of our MSc Clinical Dietetics program.	

C. Higher Education Institution academic representatives

Name	Position	Signature
Prof Eleni Andreou	Coordinator of MSc Clinical Dietetics, HoD of Life Sciences Department	*Eleni P Andreou*
Prof Kyriakos Felekkis	Dean of the School of Life and Health Sciences	

Date: 15/7/2024