Doc. 300.1.2

Higher Education Institution's Response

Date: 3.11.2025

- **Higher Education Institution:**
  - European University Cyprus, School of Medicine–Frankfurt Branch
- **Town:** Frankfurt, Germany
- **Programme of study**
  Name (Duration, ECTS, Cycle)

  In Greek:
  «Διατροφή και Διαιτολογία (4 Ακαδημαϊκά Έτη, 240 ECTS, Πτυχίο B.Sc.)"

  In English:
  "Nutrition and Dietetics (4 Academic Years, 240 ECTS, B.Sc.)
- **Language(s) of instruction:** English
- **Programme's status:** New
- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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 programme 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.*

1. Study programme and study programme'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
a) Lack of dietitians in academic staff: it is important that dietitians are trained by dietitians. The committee recognises the high academic quality of the teaching staff but highlights the lack of nutrition competence. Dietitians in the teaching and academic staff can also increase the professionalism and attainment of the high standards expected of health care professionals in the workplace.	We fully acknowledge the Committee's emphasis on the importance of qualified dietitians being actively involved in the teaching of the program, as we agree that training future dietitians must be led by professionals with clinical and academic expertise to ensure alignment with best practices, workplace expectations, and the highest standards of healthcare professionalism. At present, the program is strongly supported by the School of Medicine, where faculty covering core biomedical sciences—such as physiology, biochemistry, anatomy, and microbiology—are already in post. These educators provide a solid scientific foundation for the Dietetics curriculum, bring extensive experience teaching health science students, and cover the teaching needs for the first three semesters, with the exception of one course. In parallel, we are addressing the need for specialised instruction in nutrition and dietetics through a structured recruitment plan based on the curriculum **(Appendix I)** for the program commencing in the Fall 2026. This plan aligns academic appointments with the curriculum map, student numbers, and accreditation requirements. As outlined, teaching needs for the first three semesters are covered, with the exception of one position of a Nutritionist and/or Food Scientist and one Registered Dietitian, currently under review following an open call that closed on 5 September 2025. Faculty selection committees were ratified on 18 September 2025,	Choose level of compliance:

	with shortlisting and interviews scheduled from November 2025 to February 2026. Future recruitment calls will be discipline-specific, ensuring coverage of all program needs as the program expands. As specified in the ongoing targeted recruitment plan, the program will appoint one Nutritionist and/or Food Scientist and one Registered Dietitian with proven clinical experience and recognised teaching credentials to deliver the eight nutrition-related courses: • NUT100 Introduction to Nutrition; • NUT105 Food Chemistry; • NUT200 Nutrition, Culture and Environment; • NUT205 Nutrition and Metabolism • NUT210 Nutrition and Metabolism – Lab • NUT215 Nutritional Assessments • NUT220 Nutritional Assessments – Lab • NUT225 Food Science and Technology. In a staged manner, additional full-time faculty members will be appointed in clinical dietetics, community nutrition, and foodservice systems management. Ultimately, the planned appointments ensure dietetic leadership across core modules and clinical training. Recruitment will prioritise candidates with interprofessional education (IPE) experience and AdvanceHE Fellowship (or equivalent). The inclusion of registered dietitians within the academic team will enhance discipline-specific expertise, strengthen professional identity, and ensure students are taught by country-relevant registered practitioners (e.g., Germany, Cyprus as per location of program), who will model the values and competencies	

	expected in modern dietetic practice. The School remains fully committed to maintaining the highest academic and professional standards in line with the Committee's recommendations.	
b) Learning outcomes not in line with EQF: Learning outcomes should follow the EQF standards and describe knowledge, skills and responsibility and autonomy.	We agree that Programme Learning Outcomes (PLOs) must be aligned with the European Qualifications Framework (EQF) Level 6 descriptors. Compliance of our learning outcomes with the three key EQF domains — Knowledge, Skills, and Responsibility/Autonomy are demonstrated in the attached "Mapping of Programme Learning Outcomes to Course Learning Outcomes" **(Appendix II)**, and the "EQF Level 6 Compliance Statement" **(Appendix III)**. More specifically: **Appendix II** – Provides the mapping of programme learning outcomes (PLOs) to course learning outcomes, assessment methods and timelines. This is EQF L6-adjusted and shows restructuring of the PLOs according to the three EQF Level 6 domains (Knowledge, Skills, Responsibility/ Autonomy). Mapping of each course also indicates the assessment method (exam, OSCE, portfolio, assignment, practicum) and the time point when the evidence is collected. **Appendix III** – The EQF Level 6 Compliance Statement summarizes the results of Appendix 2 indicating where in the curriculum domains are addressed. To further stress compliance with the EQF Level 6 domains, Appendix 3 also includes grouping of the PLOs under each domain *[(a) Knowledge, (b) Skills, and (c) Responsibility and Autonomy], hence making the EQF structure more readily visible.*	Choose level of compliance:

c) Lack of compliance with German regulations for 'Diätassistent': Taking the specific situation of regulation of dietetic practice in Germany into account, consider to offer in parallel the education as a 'Diätassistent' with supervised clinical practice during the summer breaks without expanding the duration of the programme.	We concur with the EEC's recommendation to facilitate compliance with the German regulations for the Diätassistent qualification by providing students with the option to undertake supervised clinical practice during the summer breaks, within the normal duration of the programme. However, interested students will additionally have the ability to pursue a M.Sc. in Clinical Dietetics. This pathway will also provide students the opportunity to complete 1,000 hours of supervised clinical and practical training in hospitals, community and health centers, and food industry settings. As discussed with the Cyprus Registration Board for Food Scientists, Technologists & Dietitians (CyRBFSTD), in the presence of representatives from the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CY.Q.A.A.), this integrated model mirrors successful approaches used in other European countries. There, students complete a structured BSc–MSc sequence that leads to eligibility for professional registration or licensure as a clinical dietitian under national law, while maintaining compliance with EU Directive 2005/36/EC on professional qualifications. With this, the B.Sc. provides foundational scientific and applied nutrition training, including 258 hours (10–12 weeks) of introductory practical experience in community, food-service and clinical contexts. Subsequently, an M.Sc. in Clinical Dietetics offers the advanced clinical and professional components required for recognition as a clinical dietitian or Diätassistent,	

	including the 1,000 to 1400 hours of structured supervised practice. This approach ensures that graduates are eligible for registration as clinical dietitians with the following: • Cyprus Registration Board for Food Technologists, Dietitians, and Nutritionists (CyRBFSTD, Cyprus), • the Verband der Diätassistenten (VDD, Germany) and • the Health and Care Professions Council (HCPC, UK). • Additionally, this also ensures that those wishing to practice in Germany may meet Diätassistent requirements through the MSc pathway. Comparable models that meet national professional standards are in operation in several EU member states (see **Appendix IV**).	
d) Limited clinical practice which is not ambitious: the Practical Training module (NUT460) as it is described now is not ambitious and only observational. The academic level of the placement should be increased to demonstrate the skills of the student. Also, section D of the stated course learning outcomes do not have direct relevance to professional skills or behaviour. The listed goals only describe evaluation and analysis skills rather than explicitly requiring the demonstration of nutrition/dietetic skills, professionalism and good interdisciplinary conduct.	We acknowledge the Committee's concern that the current description of the Practical Training module (NUT460) appears primarily observational. Please note that the Practical Training module is intentionally positioned as part of a progressive competency framework within the B.Sc., supporting students' transition from foundational learning to supervised professional practice. The structure of the program ensures that when students enter NUT460, they have already developed the scientific knowledge, analytical skills, and professional behaviours required to undertake active, evidence-based dietetic practice. Practical training is now integrated across the four years of study, with a gradual advancement from foundational scientific knowledge to supervised, competency-based clinical practice. This ensures a deeper	

	understanding of the framework through which the redesigned Practical Training module (NUT460) builds student competence and autonomy. More specifically, clinical and professional development progresses as follows: • Years 1–2 build the scientific and professional foundation for dietetic competence. Students develop knowledge in the biological and chemical sciences, nutrition fundamentals, and behavioural and ethical dimensions of practice. Early modules include exposure to communication, teamwork, and reflective practice to prepare students for professional environments. • Years 3–4 emphasizes experiential and clinical learning. These years are designed to move students from theory to applied, supervised participation in real professional settings. Clinical training includes engagement in patient assessment, nutrition diagnosis, care planning, and evaluation under supervision, rather than purely observational experiences. This revision includes a strengthened assessment approach to verify students can actually demonstrate the clinical and professional skills described above. **Enhanced Assessment and Skill Demonstration** The program incorporates competency-based assessments such as: • Objective Structured Clinical Examinations (OSCEs) • Case-based oral examinations (vivas)	

	• Workplace-based assessments (mini-CEX, Direct Observation of Procedural Skills – DOPS) These methods directly measure students' ability to demonstrate dietetic skills, professional conduct, and interdisciplinary collaboration — addressing the EEC's concern regarding the need for explicit evidence of skill application. These revisions are aligned with recognised European and EFAD (European Federation of the Associations of Dietitians) standards for dietetic education. **Appendix V** maps the modules of Years 1–4 to the EFAD competency domains (A–E) and EQF Level 6 domains. By the end of Year 4, students demonstrate competence across all domains, integrating advanced knowledge, clinical reasoning, research literacy, and ethical professionalism expected of entry-level dietitians. In accordance to the above and the EEC recommendation, the revised course NUT460 now reflects a structured, competency-based practicum that integrates theoretical knowledge with professional skill development. The updated syllabus now provides clear evidence of constructive alignment with EQF Level 6 and European standards for entry-level dietetic education. (**Appendix VI A** Syllabi). (Please note that changes made in the Syllabi are outlined in **Appendix VI B**). The revised syllabus for NUT460 (Practical Training) (**Appendix VI A,** page 83) now reflects a competency-based approach, emphasizing applied clinical practice, measurable learning outcomes, and structured assessment	

	aligned with European and national dietetic frameworks. Changes include:
	
	1. Course Purpose and Objectives
	• Expanded to a comprehensive explanation of supervised, competency-based experiential learning across clinical, community, and foodservice settings.
	• Added explicit reference to application of theoretical knowledge to real-world practice and to developing professional behaviours, critical thinking, and autonomy.
	• Specific objectives now include:
	  ○ Integration of scientific, clinical, and behavioural knowledge.
	  ○ Delivery of safe, ethical care under supervision.
	  ○ Application of MNT (Medical Nutrition Therapy) and community nutrition principles.
	  ○ Use of evidence-based guidelines, food safety, and quality systems.
	  ○ Reflection and lifelong learning.
	2. Learning Outcomes
	• Revised to 10 specific, measurable outcomes aligned with EQF Level 6 and EFAD competencies.
	• New outcomes include:
	  ○ Conducting full nutritional assessments & care planning.
	  ○ Delivering supervised MNT.
	  ○ Demonstrating ethical and professional conduct.
	  ○ Collaborating within multi-disciplinary teams.
	  ○ Applying research and evidence-based practice.
	  ○ Planning and implementing community nutrition initiatives.
	  ○ Developing culturally appropriate educational materials.	

	○ Implementing HACCP and quality systems. ○ Contributing to product/menu development. ○ Reflecting on performance through feedback and self-evaluation. **3. Course Content** • Expanded into structured domains: ○ Clinical Dietetics Practice – detailed activities (assessment, NCP model, documentation, case discussions). ○ Community & Public Health Nutrition – education sessions, programme evaluation, materials development. ○ Foodservice & Catering Management – HACCP audits, sustainability, menu planning, nutrient analysis. ○ Professionalism & Reflective Practice – portfolio maintenance, self-assessment, ethical standards. • Specifies minimum training duration (14 weeks, 3 days/week) and list of approved placement sites (hospitals, community centres, schools, food industry.). **4. Teaching Methodology** • Updated to emphasise supervised experiential learning guided by accredited Clinical Educators/ Mentors. **5. Assessment** • Revized to align with competency-based education: ○ New breakdown: ▪ Attendance & Professional Conduct – 30% ▪ Professional Portfolio – 40% ▪ OSCE / Clinical Case Presentation – 30% ○ Introduced Objective Structured Clinical Examination (OSCE) and portfolio-based assessment	

	as formal tools to demonstrate applied competence. **6. Bibliography** • Updated and expanded reading list with current and internationally recognised texts: **7. Alignment with** • EQF Level 6 domains (Knowledge – Skills –Responsibility/ Autonomy). • Professional standards required by EFAD and national regulatory bodies (e.g., VDD, CyRBFSTD, HCPC). • Emphasis on ethical and legal accountability, interprofessional teamwork, and reflective learning.	
e) Library facilities can be improved: Even though online library facilities from Nicosia are available to Frankfurt students, the facilities should be improved in Frankfurt also with an onsite librarian.	The School appreciates the Committee's observation and we fully recognise the importance of providing students with convenient access to high-quality academic resources and professional guidance to support their studies in Nutrition and Dietetics. In line with submitted and approved institutional development plans, the new Frankfurt campus building houses an extensive, dedicated library located on the top floor. This facility is designed to house a curated collection of key reference texts including those for Nutrition and Dietetics and provide on-site librarian support (budgeted post opening 2026) to assist students with literature searches, use of databases, and inter-library loan services. At present, all students have full access to the European University Cyprus (EUC) Nicosia online library system, which offers an extensive collection of electronic journals, e-books, and databases including PubMed, ScienceDirect, SpringerLink, and Wiley Online Library. More specifically, the library's **OPAC** (Online Access Public Catalogue) is located at https://onlinelibrary.euc.ac.cy/ and can	

	be accessed by all. Current students, faculty and personnel can make reservations of books and other material. To assist research, the Library also subscribes to a great number of databases. These databases provide users with access to full-text magazines, journals, newspapers, conference proceedings, company reports and many more. For accessing these resources off-campus students and faculty, use OpenAthens http://openathens.euc.ac.cy/. OpenAthens is an identity and access management system used to authenticate eligible students' faculty and staff. More importantly, it provides the user with single sign-on access to both internal and external web-based resources. Currently, European University Cyprus Library subscribes to over 120 databases such as ACM, IEEE, Elsevier Freedom Collection, Taylor Francis, Springer, Sage, Emerald, Medline Complete, CINAHL Plus, LexisNexis, Westlaw, Proquest and EB.SC.O databases to name a few and provides access to 100,000+ journals titles. These resources comprehensively cover the disciplines of Nutrition, Dietetics, Food Science, and Public Health and are regularly updated to ensure students and faculty remain connected to the most current international research and evidence-based practice. Course-specific learning materials, lecture notes, and supplementary readings are also available through Blackboard, curated by academic staff to support each module. Students are further encouraged to use open-access	

	materials from international organisations such as WHO, FAO, EFSA, and NIH, ensuring broad and authoritative access to up-to-date scientific information. Moreover, the central librarian offers virtual and in-person training sessions on information literacy, research strategies, and referencing tools. In addition, as the Frankfurt campus is situated within a college town, students benefit from access to a range of external academic libraries, including the Goethe University Library and other local research libraries, which further enrich their access to scholarly materials. Collectively, these resources ensure that all students—whether based in Frankfurt or studying remotely—have comprehensive, equitable, and professionally supported access to the full range of learning materials necessary to achieve the programme's academic and professional outcomes.	
f) Lack of stakeholder involvement: Involvement of local stakeholders, like the Association of dietitians in Germany (VDD, https://www.vdd.de/english/) should be considered. There is a lack of service user involvement as stakeholders as well as students.	We concur with the Committee's recommendation to ensure active participation of professional, community, service-user, and student representatives in program governance and quality assurance processes. We would like to clarify that our hesitation to approach certain stakeholders stemmed from feedback received during a previous evaluation session for another program, where the EEC noted that some external stakeholders had not been directly involved in program development or were not yet familiar with it. Given that the Frankfurt program has not yet been formally approved, it was considered premature to invite professional body representatives to comment on a	

	program that did not yet exist in an official capacity. We felt it more appropriate to engage stakeholders meaningfully once the program had been approved, allowing them to review and contribute to a concrete structure. Pending approval, a Stakeholder Advisory Panel will be established for the Nutrition Program at the Frankfurt campus, aligned with the existing panel in Nicosia. Stakeholders will include representation from appropriate professional and community bodies, such as the Verband der Diätassistenten (VDD), local hospitals, community organisations, service-user representatives, and student members, and will convene regularly to advise on curriculum relevance, placement quality, graduate outcomes, and public engagement activities.	

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
a) Interprofessional learning: as clinical dietitians will always work interdisciplinary, it is important to emphasise IPE which is currently not visible in the program.	We agree with the EEC with regards to the importance of Interprofessional Education (IPE) within the Nutrition and Dietetics B.Sc. program and that interprofessional learning is essential for preparing clinical dietitians to work effectively within multidisciplinary healthcare teams. As the Nutrition and Dietetics program is delivered within the EUC School of Medicine-Department of Life and Health Sciences at the EUC Frankfurt campus, students will engage in shared academic and clinical activities with peers from Medicine, and other allied health disciplines. This interdisciplinary environment fosters collaboration, mutual understanding of professional roles, and the development of teamwork and communication skills that are vital in modern healthcare settings. Students participate in joint learning sessions, case-based discussions, and community health projects alongside students from other health programs. Clinical placements also provide opportunities for applied interprofessional practice, where students work directly with physicians, nurses, physiotherapists, and public health professionals to deliver coordinated patient care and contribute to team-based decision-making. IPE elements have been made more explicit in program documentation and course descriptions (Please see **Appendix VI A** Syllabi). Specifically: • **NUT460 – Practical Training**	Choose level of compliance:

	▪ Objectives now require students to "demonstrate professional accountability, effective communication, and teamwork within multidisciplinary and intersectoral settings." ▪ New learning outcome added on collaboration with multi-disciplinary teams, linked to supervised placements. ▪ Assessment now includes OSCE/clinical case presentation where interprofessional communication can be assessed. • **NUT400 – Clinical Nutrition and Dietetics** II ▪ Clarified learning outcome on communicating findings within the healthcare team and integrating the dietetic plan into the wider clinical management. • **NUT405 – Clinical Nutrition and Dietetics II – Lab** ▪ Lab now includes an OSCE / clinical case presentation element so students present to a team-type audience. ▪ Learning outcome clarified to "present case reports," i.e. an interprofessional skill. • **NUT330 / NUT335 – Clinical Nutrition and Dietetics I (+ lab**) ▪ Clinical cases are now described as delivered in a simulated multidisciplinary context to prepare students for IPE-assessed work in the 4th year. • **PSY105 – Health Psychology** ▪ This module is now explicitly referenced as the communication and teamwork foundation for later IPE/clinical modules (biopsychosocial model; professional–patient communication). • **NUT420 – Nutrigenetics/Nutrigenomics**	

	▪ Learning outcomes broadened to collaboration with genetics/biomedicine for personalised nutrition decisions — an interdisciplinary setting. • **NUT450 / NUT435 (policy / food-sector courses)** ▪ Now flagged as the space where students interact with public-health, food-industry and regulatory stakeholders, making IPE visible also on the public-health / intersectoral side. Additional curriculum updates introduced include: • The title of course NUT300 was changed from "Development of Diet Plans for Healthy Population" to "Introduction to Clinical Nutrition and Dietetics." This makes the clinical purpose of the course explicit and shows its role as an entry point to the clinical sequence (NUT330 → NUT400 → NUT460). • The duration / delivery of NUT300 was changed to 2 hours theory + 3 hours lab per week (previously 1h theory + 2h lab), to allow more applied, case-based and interprofessional-style work. • Minor content updates were made to NUT300 and NUT330 to align terminology, clinical conditions and documentation with the revised clinical pathway and to ensure smooth progression toward supervised practice. These revisions ensure that IPE and the clinical pathway (NUT300 → NUT330/335 → NUT400/405 → NUT460) are now clearly visible in the programme documentation.	

b) Connection between theoretical learning and placement: while the academic training seems to follow high ambitions, the planned placement provision is extremely limited in scope and should be adjusted.	We appreciate the Committee's observation regarding the connection between theoretical learning and practical placement. The program has been carefully designed to ensure that practical skills development is sequenced to align with theoretical content, covering key areas such as nutrition assessment, medical nutrition therapy, public health, and foodservice management. Based on the EEC recommendation, the placement curriculum has been updated to ensure that experiential learning fully reflects and reinforces the program's theoretical components. Main revisions include: *Progressive integration of theory and practice across all years:* ▪ LFS110 (Biochemistry) & LFS115 – (Anatomy & Physiology I–II) include clinical case illustrations and interpretation of biochemical data relevant to nutrition assessment. ▪ NUT105 (Food Chemistry) includes a nutrient-analysis laboratory linking food-science theory with diet formulation. *Applied learning through laboratories and case studies:* ▪ NUT210 (Nutrition & Metabolism Lab) expanded with metabolic case scenarios connecting biochemical pathways to clinical conditions. ▪ NUT220 (Nutritional Assessment Lab) added anthropometry, dietary-analysis software, and interpretation of biochemical parameters; these skills feed directly into clinical placements. ▪ NUT335 (Clinical Nutrition I Lab) introduces simulation-based case studies where students perform	Choose level of compliance:

	nutrition care-process steps before entering clinical settings. *Vertical alignment leading to clinical practice:* ▪ NUT300 (retitled "Introduction to Clinical Nutrition & Dietetics,") and redesigned to include 2 hours theory + 3 hours lab per week. The content now bridges community nutrition and clinical dietetics, using patient cases and dietary planning exercises. ▪ NUT330 / NUT335 (Clinical Nutrition I (+ Lab) & NUT400 / NUT405 – Clinical Nutrition II (+ Lab)) were updated with explicit patient-care documentation, case-study discussions, and team-based treatment planning, directly preparing students for NUT460 placement. ▪ Minor content adjustments in NUT300 and NUT330 ensure consistent terminology and evidence-based guidelines throughout the clinical sequence. *IPE and multidisciplinary collaboration explicitly linked to practice:* ▪ PSY105 (Health Psychology) clarifies links between behavioural science & interprofessional communication skills. ▪ NUT315 (Nutrition Education & Counselling) now includes role-play and patient-communication activities that mirror teamwork in real healthcare environments. ▪ NUT460 (Practical Training) embeds teamwork with physicians, nurses, and allied-health professionals in its objectives and learning outcomes, making multidisciplinary collaboration part of assessed performance. *Capstone experiential components:*	

	▪ NUT460 (Practical Training) restructured as a 14-week supervised practicum (3 days × 6 hours), with placement sites spanning hospitals, community, and food-service settings. ▪ NUT465 (Undergraduate Thesis) explicitly linked to HEA115 – Research Methodology so that students use research to solve practice-based problems encountered during training. *Continuous assessment of applied competence:* ▪ NUT405 – Lab & NUT460 – (Practical Training) include OSCE-style clinical assessments, portfolio evaluation, and reflective reports to ensure that theoretical learning outcomes are demonstrated in real or simulated professional contexts. Within the 258 hours of practical traineeship, B.Sc. students will be placed in clinical and community settings across the Rhine-Main region, including the Obesity Clinic, the Reproductive Health (Kinderwunsch) Clinic, and various hospital wards at St. Elizabeth Hospital, Maingau Hospital of the Red Cross, and Frankfurt Red Cross Hospital. These placements are structured to provide both breadth and depth of experience, exposing students to diverse patient populations and multidisciplinary healthcare environments. Placement performance is monitored through a combination of the Professional Practice Portfolio, OSCEs/clinical case presentations, and mentor evaluations, so that clinical competence, professional behaviour, and reflective practice are all evidenced against EQF Level 6. Each placement block is supported by preparatory skills	

	laboratories, clearly defined learning objectives, and post-placement debriefing sessions, enabling students to apply theory, receive feedback, and consolidate learning. The placement is designed to apply and consolidate key theoretical learning from modules such as: • NUT300/330/335/400/405 (Introduction to Clinical Nutrition, Clinical Nutrition I–II, Medical Nutrition Therapy) – applied during supervised case management, NCP documentation, and ward rounds; • NUT315 & PSY105 (Nutrition Counselling and Health Psychology) – translated into patient education, communication, and interprofessional teamwork; • NUT225 & NUT425 (Food Science and Food Microbiology) – applied through HACCP audits, menu analysis, and sustainability projects. Collectively, these actions strengthen the between theoretical and practical learning.	
c) A more structured approach to engagement in nutrition/dietetic research is required.	We appreciate the Committee's recommendation regarding a more structured approach to research engagement within the Nutrition and Dietetics program. We believe that research competence is essential for evidence-based practice, as well as for progression to postgraduate study and research careers. The Nutrition program in the Department of Life and Health Sciences at the EUC Frankfurt Branch will be embedded within the School of Medicine, a research-intensive environment that also houses a dedicated Medical Sciences Ph.D. program and extensive research facilities. This placement provides both students and faculty with direct access	Choose level of compliance:

	to high-quality laboratories, clinical research infrastructure, and interdisciplinary collaborations, effectively promoting active participation in research. Research engagement is integrated throughout the curriculum. Students are provided with structured research pathways that include research literacy workshops to develop methodological, analytical, and critical appraisal skills; supervised projects aligned with faculty laboratories and clinical services; and opportunities to disseminate findings through student research days and the undergraduate journal. Thesis supervision guidelines and milestones are in place, with explicit expectations for research ethics, reproducibility, and professional conduct. This structured approach ensures that students gain practical research experience alongside their theoretical and clinical training. Embedding the program within a research-intensive school further fosters a culture of inquiry, enabling students to contribute to evidence-based practice and prepare for advanced study or research careers in nutrition and dietetics.	

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
a) Need to appoint academic staff with background in dietetics, preferably with recognition as a clinical dietitian with clinical experience.	As noted previously in our Response to 1a, we fully acknowledge the importance of appointing qualified dietitians with clinical and academic expertise to lead the program, ensuring alignment with best practice, professional standards, and workplace expectations. Currently, core biomedical science teaching is fully covered by existing faculty, meeting the first three semesters' needs except for one course. To address specialized nutrition and dietetics instruction, a structured recruitment plan is underway for the program starting Fall 2026. One Nutritionist and/or Food Scientist and one Registered Dietitian with clinical and teaching credentials will cover the eight nutrition-related courses in Years 1 and 2. Subsequently, two additional full-time faculty will be appointed in clinical dietetics, community nutrition, and foodservice systems management. Appointments will prioritise candidates with interprofessional education experience and AdvanceHE Fellowship (or equivalent), ensuring dietetic leadership across core modules and clinical training. The inclusion of registered dietitians strengthens discipline-specific expertise, reinforces professional identity, and ensures students are taught by practitioners	Choose level of compliance:

	modeling the competencies expected in modern dietetic practice. The School remains fully committed to maintaining the highest academic and professional standards.	
b) Need for identification and training of supervisors for the clinical placements.	In agreement with the EEC, the School recognises the importance of identifying and training clinical placement supervisors to ensure high-quality practical learning. The Nutrition and Dietetics program will operate within the EUC School of Medicine-Frankfurt Branch, which has established "Train the Trainers" procedures to standardise practical training. Clinical trainers are identified and reviewed at placement sites and participate in onboarding sessions before the start of each practical training block. The School has a formalised Clinical Trainer Framework, which includes clear selection criteria, training workshops covering assessment, feedback, and safeguarding, and annual calibration to maintain consistency. In addition, the ongoing Faculty Professional Development program offers a range of courses to support continuing education and the enhancement of teaching skills. Placement provider agreements specify supervision ratios, learning opportunities, and evaluation mechanisms to ensure structured and high-quality student supervision. These measures ensure that clinical placement supervisors are well-prepared to support	Choose level of compliance:

	students' professional development and that practical training is delivered consistently and to a high standard.	

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
a) Assessment of English language should include minimum requirements in the areas of writing, speaking, and listening	As with our other BSc programs offered in English, language proficiency assessment includes: • IGCE or G.C.S.E. (or G.C.E.) - O'Level (grade ≥ C) • Proficiency (Cambridge/Michigan) • IELTS (score ≥ 6.5) • TOEFL (≥ 550 (paper-based total) or 213 (computer based) or 72 (internet based) • Password Plus (Grade ≥6) • High school leaving certificate/another BSc degree from institutions where language of instruction is English • The English Placement Test (EPT) prior to admission to the Program with a passing grade in ENL102	Choose level of compliance:
b) Entry requirements should include a minimum requirement of science subjects in order to ensure that students have understanding of the programme.	In agreement with the Committee's observation we have revised our admission criteria to include minimum science prerequisites, such as Biology and Chemistry at upper-secondary level or equivalent, to ensure students have the foundational knowledge required for the program. More specifically, as with other programs at EUC (e.g., Pharmacy), and in accordance to the Admissions Office revised entry requirements now specify: "Candidates are expected to hold a High School Degree with a grade of 17 or higher, which will include the calculation of their grades in Chemistry and Biology (Specialised Courses/Advanced Level).	Choose level of compliance:

	Candidates not meeting the specific requirement may still be admitted to the program by attending prior to their admission the two following conventional preparatory courses of Chemistry and Biology that are offered by EUC and succeeding in the corresponding exams: · CHE 095 Chemistry · BIO 095 Biology"	
c) Update of the diploma supplement with the programme's learning outcomes according to EQF.	As previously addressed in our response 1B, we have achieved alignment of our Programme Learning Outcomes (PLOs) with the European Qualifications Framework (EQF) Level 6 descriptors. As noted above, we fully agree that learning outcomes must explicitly reflect the three key EQF dimensions: Knowledge, Skills, and Responsibility/Autonomy. Our PLOs demonstrate strong alignment with EQF Level 6. In terms of Knowledge, they encompass both theoretical and applied understanding across nutrition, dietetics, food science, clinical nutrition, and mass catering, integrating scientific theory with practical application. Skills outcomes address advanced cognitive and practical abilities required to solve complex and unpredictable problems, including designing and implementing nutrition programs, evaluating outcomes, and working interprofessionally in diverse health and community settings. The Responsibility and Autonomy dimension is reflected through competencies in coordinating and leading nutrition-related programs, contributing to policy development, and exercising professional judgement during practical placements, including NUT460.	Choose level of compliance:

	The revised PLOs now reflect advanced specialised knowledge, complex cognitive and practical skills, and the leadership, accountability, and autonomy expected of EQF Level 6 graduates. In accordance, the Diploma Supplement reflects these revisions and alignment. (please see **Appendix VII**)	

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
a) Nutrition specific equipment needs to be in place – among them anthropometry, body composition analyses, energy requirements, assessment of malnutrition	The School of Medicine traditionally invests heavily in educational infrastructure to support high-quality teaching and practical training, an approach that has been recognised with two international awards for best educational installations at the main campus. In this context, the Nutrition and Dietetics program, pending approval, will benefit from the same infrastructure support. Equipment, such as anthropometry kits, DEXA, indirect calorimetry systems, and validated malnutrition screening tools, which are related to core competencies in nutrition assessment and dietetic practice are budgeted for acquisition. More specifically, procurement has been prioritized for additional nutrition-specific equipment, including anthropometry kits, dual-energy X-ray absorptiometry (DEXA) for body composition analysis, indirect calorimetry (metabolic cart), and validated malnutrition screening tools, all within the School's CAPEX budget. The School ensures that students will have access to the high-quality, well-resourced learning environment necessary to develop professional competence in modern dietetic practice.	Choose level of compliance:
b) Regarding dietary analyses: take country specific procedures into account. Regarding food composition tables it is important that regional variations and suppliers are considered and	In light of the multi-cultural student body, the program ensures that students are exposed to multicultural food composition data. Dietary analysis software and databases will incorporate German, broader European, and global food	Choose level of compliance:

that appropriate software platforms need to be adopted	composition data, including variations from regional suppliers. Standard operating procedures will be implemented to ensure methodological consistency and transparency in dietary assessment. Additionally, the curriculum includes a hands-on component focused on local-market food identification, allowing students to capture country-specific variations in ingredients and food products. These measures will ensure that students develop robust skills in dietary assessment that are both internationally relevant and locally contextualised, supporting professional competence in nutrition practice.	
c) Library should be improved with a librarian onsite available.	The School appreciates the Committee's observation and we fully recognise the importance of providing students with convenient access to high-quality academic resources and professional guidance to support their studies in Nutrition and Dietetics. As previously addressed in response 1e, and in line with submitted and approved institutional development plans, the new Frankfurt campus building houses an extensive, dedicated library located on the top floor. This facility is designed to house a curated collection of key reference texts including those for Nutrition and Dietetics and provide on-site librarian support (budgeted post opening 2026) to assist students with literature searches, use of databases, and inter-library loan services. Currently, students have full access to the EUC Nicosia online library, including electronic journals, e-books, and databases such as PubMed,	Choose level of compliance:

	ScienceDirect, SpringerLink, and Wiley Online Library. Course-specific materials are also provided via Blackboard, and students can access open-access resources from organisations such as WHO, FAO, EFSA, and NIH. At present, all students have full access to the European University Cyprus (EUC) Nicosia online library system, which offers an extensive collection of electronic journals, e-books, and databases including PubMed, ScienceDirect, SpringerLink, and Wiley Online Library. More specifically, The library's **OPAC** (Online Access Public Catalogue) is located at https://onlinelibrary.euc.ac.cy/ and can be accessed by all. Current students, faculty and personnel can make reservations of books and other material. To assist research, the Library also subscribes to a great number of databases. These databases provide users with access to full-text magazines, journals, newspapers, conference proceedings, company reports and many more. For accessing these resources off-campus students and faculty, use OpenAthens http://openathens.euc.ac.cy/. OpenAthens is an identity and access management system used to authenticate eligible students' faculty and staff. More importantly, it provides the user with single sign-on access to both internal and external web-based resources. Currently, European University Cyprus Library subscribes to over 120 databases such as ACM, IEEE, Elsevier Freedom Collection, Taylor Francis, Springer, Sage, Emerald, Medline Complete, CINAHL Plus, LexisNexis, Westlaw, Proquest	

	and EB.SC.O databases to name a few and provides access to 100,000+ journals titles. The new Frankfurt campus library, located on the top floor, will house a curated collection of key reference texts, including Nutrition and Dietetics resources, and provide an on-site librarian to assist students with literature searches, database use, and inter-library loans. Additionally, the campus's location within a college town offers students access to external academic libraries. These measures ensure comprehensive, equitable, and professionally supported access to learning materials for all students.	
d) The availability of simulation rooms and hospital setting provides an underused opportunity for interprofessional learning that should be recognised.	Thank you for this comment. We agree that the availability of simulation rooms and hospital facilities provides an excellent opportunity for interprofessional learning. These resources within the EUC School of Medicine-Frankfurt Branch will serve as shared spaces for collaborative learning among students from various health disciplines. As previously addressed in **response 2a and 2b**, interprofessional education (IPE) is embedded throughout the Nutrition and Dietetics program. Students engage in joint learning sessions, case-based discussions, and community health projects alongside peers from Medicine and other allied health disciplines. Clinical placements further provide opportunities for applied interprofessional practice, where students work directly with physicians, nurses, physiotherapists, and public health professionals to deliver coordinated patient care and contribute to team-based decision-making. This interdisciplinary	

	environment fosters collaboration, mutual understanding of professional roles, and the development of teamwork and communication skills essential in modern healthcare.	
e) The alignment of study programmes in Frankfurt and Nicosia would give a golden opportunity for mobility between both sites which is currently not considered.	The School recognises that cross-campus mobility provides significant educational benefits, fostering exposure to diverse teaching approaches, clinical environments, and peer learning opportunities. We are pleased to note that such mobility already takes place within the School of Medicine, allowing students to benefit from shared courses, clinical placements, and collaborative projects between the Nicosia and Frankfurt campuses. This established framework will also be extended to the Nutrition and Dietetics program upon its introduction, enabling students to participate in cross-campus academic and clinical experiences. This approach ensures alignment of curricula across both sites while maximising learning opportunities, supporting professional development, and promoting inter-campus collaboration for all new programs.	

B. Conclusions and final remarks

Conclusions and final remarks **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The B.Sc. Nutrition and dietetics programme at the Frankfurt branch of EUC will start according to plan in autumn 2026. Although recognising that the programme is still in the planning stage and has several identified strengths, critical infrastructure in terms of staff and equipment remains outstanding.	We would like to thank the EEC for its positive assessment and for acknowledging the strong foundation of the proposed B.Sc. in the Nutrition and Dietetics program. While still in the planning stage, we would like to thank the Committee for recognizing our strengths in terms of critical infrastructure and equipment, as well as staff. Our ongoing activity with regards to the onset of the program the Fall of 2026, pending approval, ensures that the necessary staffing and facilities are fully operational in advance of the program delivery.	Choose level of compliance:
The EEC has identified some deviations from the standards which are described in this report. The most serious deviation is the need for nutrition and dietetic competence in the academic staff.	(Please See Response #1a, Section 1.1: Programme Design and Development and Response #3a, Section 3: Teaching Staff.) We fully concur with the EEC's observation regarding the need for registered dietitians within the academic team. Recruitment of appropriately qualified staff is well underway and follows a staged plan aligned with the curriculum's progression. (*Available instructors for the Curriculum are shown in Appendix 1*). While still pending approval of the Program, the process of recruitment has already been initiated, with an open call which closed on 5.9.2025; ratification of Faculty Selection Committees (School Council 18.9.2025) and interviews and faculty selection which will commence November 2025. • One Registered Dietitian / one Nutritionist/Food Scientist will	Choose level of compliance:

	be appointed to cover core modules in Years 1–2. • Two additional full-time faculty will be recruited for clinical dietetics, community nutrition, and foodservice systems management as the programme expands. All new appointees will possess relevant professional registration and teaching experience, ensuring that students are trained by practising dietitians. In parallel, procurement of nutrition-specific laboratory and assessment equipment—including anthropometry kits, indirect calorimetry systems, and DEXA—is included in the approved 2026–2028 CAPEX plan (see Response #5a, Section 5: Learning Resources).	
Further, the EEC acknowledges the alignment of the programmes in Nicosia and in Frankfurt, but wants to highlight the need for taking into account country specific local requirements. In addition, the listed module descriptions and learning outcomes require updating to reflect the new environment and to be aligned with EQF standards.	(Please see Response #1b–1c, Section 1.1: Programme Design and Development, and Response #4c, Section 4: Student Recognition and Certification.) Following the Committee's recommendation, the programme's module descriptions and learning outcomes have been revised to ensure full compliance with EQF Level 6 standards, structured under the domains of Knowledge, Skills, and Responsibility/Autonomy (see Responses 1b–1c and Appendices II–III). Syllabi were rewritten to reflect the academic, linguistic, and professional standards expected of a European B.Sc. in Nutrition and Dietetics, with tracked changes provided in Appendix VI. The revised programme now explicitly integrates German and	Choose level of compliance:

	European professional standards and accounts for local practice conditions, including: • Incorporation of country-specific dietary assessment tools, food composition databases, and regulatory frameworks (see Response 5b). • Integration of Interprofessional Education (IPE) and competency-based practical training, ensuring readiness for practice within German healthcare and community nutrition contexts (see Section 2a–2b). • Alignment with requirements of the Verband der Diätassistenten (VDD) and the Cyprus Registration Board for Food Scientists, Technologists & Dietitians (CyRBFSTD), ensuring dual recognition under EU Directive 2005/36/EC. • Introduction of a structured pathway including also the option for a M.Sc. in Clinical Dietetics, allowing students to achieve Diätassistent-equivalent supervised practice hours without extending study duration. These revisions ensure that the programme is fully aligned with its with the main campus, but also contextually adapted to the German professional and regulatory environment, providing graduates with clear, country-relevant routes to professional practice and registration.	
As noted above, career opportunities for dietetic graduates in Germany (and other countries) differ significantly from those in	(Please see Response #1c–1d, Section 1: Programme Design, and Response #2b, Section 2: Student-Centred Learning and Practical Training.)	Choose level of compliance:

Cyprus, which should be reflected in the programme design in order to facilitate entry into the workforce. Clinical placement provision during summer months should be considered in order to meet the requirements for dietetic practice in Germany.	As noted previously, the program has been aligned with the German professional environment and ensuring that graduates are well prepared to enter the workforce. Specifically: • **Programme design contextualised for German practice:** The curriculum now incorporates country-specific professional expectations, referencing the competencies recognised by the Verband der Diätassistenten (VDD) and the European Federation of the Associations of Dietitians (EFAD). Module content and learning outcomes have been adapted to include German public health frameworks, national dietary guidelines, and local regulatory and ethical standards relevant to professional dietetic practice. • **Expanded and flexible clinical placement provision:** The NUT460 Practical Training module has been restructured into a 14-week supervised practicum (3 days × 6 hours per week) that can be extended into the summer months, allowing students to meet the supervised practice hours required for German dietetic registration. Placement sites include clinical and community settings across the Rhine-Main region, such as the Obesity Clinic, Reproductive Health (Kinderwunsch) Clinic, St. Elizabeth Hospital, Maingau Hospital of the Red Cross, and Frankfurt Red Cross Hospital. • **Workforce readiness and employability focus:** Practical	

	placements, OSCEs, and the Professional Practice Portfolio are now directly mapped to employability competencies, including communication, multidisciplinary collaboration, ethical conduct, and autonomous decision-making. These outcomes ensure that graduates develop the professional skills and clinical reasoning needed to transition smoothly into dietetic roles within German healthcare, public health, and food-service sectors. • **Progression and professional recognition:** The revised B.Sc. programme has been aligned with the forthcoming M.Sc. in Clinical Dietetics, which provides graduates with the supervised practice equivalence required for Diätassistent professional recognition in Germany—without extending the total duration of studies.	
It was noteworthy that there was limited stakeholder engagement in the design and implementation of the programme. Further work is necessary in this area, with the inclusion of students, local representatives and end-users of nutrition/dietetic services.	(See Response #1f, Section 1: Programme Design and Development.) We acknowledge the importance of stakeholder involvement and have developed a plan to enhance participation following programme approval. Pending approval of the program, a Stakeholder Advisory Panel will be established at the Frankfurt campus, mirroring the successful model in Nicosia. This panel will include representatives from the Verband der Diätassistenten (VDD), local hospitals, community organisations, service users, and student	Choose level of compliance:

	members. It will advise on curriculum relevance, placement quality, graduate employability, and engagement with the healthcare sector. This structured approach ensures that professional and public input actively shapes the programme's development, maintaining responsiveness to the needs of the German context.	
Overall, the EEC concludes that with targeted adjustments in staffing, contextualisation of the curriculum, and stronger stakeholder engagement, the programme would meet the required academic and professional standards by its planned launch date in 2026.	We are pleased that the EEC recognises the programme's strong foundation, the quality of existing facilities, and the enthusiasm of faculty and leadership. With our ongoing recruitment activities, as well as stakeholder engagement, we are confident that the B.Sc. in Nutrition and Dietetics is ready to deliver high-quality education and training aligned with both European and German professional standards.	
The EEC recognises the enthusiasm and commitment of leadership and current academic staff at the Frankfurt branch of EUC for the new programme. The existing facilities are of a very high standard and should be well placed to deliver the new BSc degree with the addition of appropriate staff and subject specific equipment.	We sincerely thank the External Evaluation Committee for its recognition of the enthusiasm and commitment demonstrated by the leadership and academic staff of the Frankfurt Branch. We are particularly pleased that the Committee acknowledges the high standard of our existing facilities and infrastructure, which have been purposefully designed to support high-quality teaching and student-centred learning. We fully share the Committee's confidence that, with the forthcoming appointments of additional qualified dietetic staff and the completion of planned equipment installations, the B.Sc. in Nutrition and Dietetics programme will be optimally positioned to deliver an exceptional educational	

	experience from its launch in Autumn 2026. These developments reflect the University's strong institutional support and continued investment in the growth of the Frankfurt Branch as a centre of academic excellence.	
In principle, EUC Frankfurt should be well placed to elevate the provision of nutrition and dietetic education above the norm currently offered within Germany, especially with the creation of the new facilities expected in 2028.	We are grateful to the External Evaluation Committee for its encouraging remarks and for recognising the potential of EUC Frankfurt to contribute meaningfully to the advancement of nutrition and dietetic education in Germany. We share the Committee's view that the combination of high-quality academic leadership, an innovative curriculum, and state-of-the-art facilities provides a strong foundation to achieve this ambition. The forthcoming new facilities (in 2028) will significantly expand our teaching and research capacity, enabling the integration of cutting-edge technologies and interprofessional learning environments. These developments will allow EUC Frankfurt to set new standards in dietetic education and applied nutrition research, aligned with both European and German professional frameworks. We deeply value the Committee's positive assessment and remain fully committed to realising this vision through continuous enhancement, stakeholder engagement, and adherence to international best practices.	

C. Higher Education Institution academic representatives

Name	*Position*	*Signature*
Prof. Elizabeth Johnson	Dean School of Medicine, EUC Main Campus & School of Medicine–Frankfurt Branch	
Dr. Marianna Chrystodoulou	• Chairperson, Department of Life Sciences, EUC Main Campus • Interim Co-Chairperson of the Department of Life and Health Sciences, School of Medicine–Frankfurt Branch	
Dr. Irene Polycarpou	• Chairperson, Department of Health Sciences, EUC Main Campus • Interim Co-Chairperson of the Department of Life and Health Sciences, School of Medicine–Frankfurt Branch	
Dr. Irene Tzanetakou	Programme Coordinator, EUC Main Campus & School of Medicine–Frankfurt Branch	
Dr. Yiannis Alatsathianos	Programme Co-Coordinator, School of Medicine–Frankfurt Branch	

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European University Cyprus

Appendix I

Nutrition & Dietetics **-** Instructor / Recruitment Plan

Program Start Date: Fall 2026

Curriculum			**Instructor / Recruitment**
Compulsory Courses			
	Code	**Course Title**	
Year 1, Semester 1 (Fall 2026)			
1.	BIO108	Biology	Vasiliki Kalodimou
2.	--	Free Elective	
3.	NUT100	Introduction to Nutrition	Recruitment Spring 2026
4.	LFS100	Chemistry	Panagiotis Politis
5.	HEA100	Anatomy and Physiology I	Irina Stoyanova / Vasiliki Papadopoulou
Year 1, Semester 2 (Spring 2027)			
6.	LFS105	Molecular Biology	Vasiliki Kalodimou / Christina Karantanou
7.	LFS110	Biochemistry	Efterpi Kostareli
8.	HEA110	Anatomy and Physiology II	Irina Stoyanova / Vasiliki Papadopoulou
9.	HEA170	Information Technology for Health Science	Yiannis Alatsathianos
10.	--	Free Elective	
Year 2, Semester 1 (Fall 2027)			
11.	LFS200	General Microbiology	Karim Dib
12.	NUT105	Food Chemistry	Karim Dib
13.	HEA115	Research Methodology and Biostatistics	Yiannis Alatsathianos
14.	NUT200	Nutrition, Culture and Environment	Katrin Augustin
15.	PSY105	Health Psychology	Stella Voulgaropoulou
Year 2, Semester 2 (Spring 2028)			
16.	NUT205	Nutritional and Metabolism	Recruitment Fall 2027
17.	NUT210	Nutrition and Metabolism - lab	“ “
18.	NUT215	Nutritional Assessments	Recruitment Fall 2027
19.	NUT220	Nutritional Assessments - lab	“ “
20.	NUT225	Food Science and Technology	Karim Dib
Year 3, Semester 1 (Fall 2028)			

21.	NUT300	Development of diet plans for Healthy population - Theory	Recruitment Spring 2028
22.	NUT345	Sports Nutrition I	Recruitment Spring 2028
23.	NUT315	Nutritional Education, Counselling and Behaviour	Recruitment Spring 2028
24.	NUT320	Nutrition in the Life Cycle	Recruitment Spring 2028
25.	NUT325	Food Microbiology	Karim Dib
Year 3, Semester 2 (Spring 2029)			
26.	HEA105	Epidemiology	Yiannis Alatsathianos / Katrin Augustin
27.	NUT330	Clinical Nutrition and Dietetics I	Recruitment Fall 2028
28.	NUT335	Clinical Nutrition and Dietetics I – lab	" "
29.	NUT350	Sports Nutrition II	*Recruited Spring 2028*
30.	NUT415	Pharmacology and Foods	Recruitment Fall 2028
Year 4, Semester 1			
31.	NUT400	Clinical Nutrition and Dietetics II	Recruitment Spring 2029
32.	NUT405	Clinical Nutrition and Dietetics II – Lab	" "
33.	NUT430	Updated Nutritional Issues and Trends	*Recruited Spring 2028*
34.	NUT420	Nutrigenetics/Nutrigenomics	Recruitment Spring 2029
Elective Courses - *Students choose one (1) course from the following or in any of the other bachelor's programmes during that specific semester (excluding lab courses):*			
35.	NUT435	Nutrition Policies	Recruitment Spring 2029
36.	NUT450	Biotechnology of Foods	Recruitment Spring 2029
37.	NUT455	Nutrition and Dietetics Marketing	Recruitment Spring 2029
Year 4, Semester 2			
Undergraduate Thesis			
38.	NUT465	Undergraduate Thesis	Program Coordinator
Practical training			
39.	NUT460	Practical training	Program Coordinator

European University Cyprus

Appendix II – Mapping of Learning Outcomes, Assessment Methods and Timelines

PROGRAM: Nutrition and Dietetics (4 Academic Years, 240 ECTS, B.Sc.)

PROGRAM LEARNING OUTCOMES
Upon successful completion of this program, graduates should be able to: **A. Knowledge** Graduates will possess advanced theoretical and factual understanding of: • **A1.** The scientific principles of human nutrition, metabolism, and nutrient requirements across the life span. • **A2.** The relationships among diet, health, and disease, including social, cultural, and environmental determinants of eating behaviour. • **A3.** The structure, composition, functionality, and safety of foods, and the processes of food production and preservation. • **A4.** The concepts and methods of nutritional assessment at individual and population levels. • **A5.** The organization and delivery of nutrition and food services in community, institutional, and clinical settings. • **A6.** Research methods, biostatistics, and evidence appraisal relevant to nutrition and dietetic science. **B. Skills** Graduates will be able to apply their knowledge and critical thinking to: • **B1.** Analyse dietary data and nutritional indicators to assess and monitor nutritional status. • **B2.** Plan, implement, and evaluate nutrition interventions to promote health and prevent disease. • **B3.** Design and manage safe, nutritious, and sustainable food systems within catering or institutional environments. • **B4.** Use appropriate technologies and laboratory techniques for food and nutrition analysis. • **B5.** Interpret scientific evidence and apply it to professional problem-solving and decision-making in nutrition and dietetics. • **B6.** Communicate effectively with individuals, groups, and professional audiences through written, oral, and digital means. **C. Competence (Autonomy and Responsibility)** Graduates will be able to demonstrate professional responsibility and autonomy by: • **C1.** Acting ethically and professionally in accordance with legal and institutional frameworks governing nutrition and food practice. • **C2.** Working independently and collaboratively in multidisciplinary teams to achieve common health and nutrition goals. • **C3.** Managing time, resources, and projects effectively within community, clinical, or food-service settings. • **C4.** Reflecting on personal performance and engaging in continuous professional development and lifelong learning.

- **C5.** Applying leadership, initiative, and accountability in planning and evaluating nutrition-related services and activities.
- **C6.** Integrating research findings into practice to enhance service quality and innovation.

COURSE LEARNING OUTCOMES	**RELATED PROGRAM LEARNING OUTCOMES**	**ASSESSMENT OF COURSE LEARNING OUTCOMES**		
		Time Point of Teaching that the Assessment is taking place (Week)	Assessment Method	Learning Outcomes that are assessed
NUT100/Introduction to Nutrition				
1. Recognize the terminology of Nutrition Science and its most important scientific methods 2. Recognize the concept of nutritional requirements and how they are met by the intake of various foods 3. Explain the basic principles of balanced nutrition and how they are met by the consumption of different foods 4. Describe biological roles and key metabolic pathways of nutrients 5. Describe the consequences of deficiency and toxicity of various nutrients	A1, A2, A4, B1	Week 7	Midterm examination	1,2
		Week 10	Assignments	3
		Week 14	Final examination	1,2,3,4, 5

NUT105/Food Chemistry				
1. Recognize and describe food categories 2. Distinguish the specific characteristics of each food category in terms of physicochemical properties and their macronutrient composition 3. Distinguish the specific characteristics of each food category in terms of their physicochemical properties and micronutrient composition 4. Apply basic laboratory techniques and analytical methods for food composition	A3, B4	Week 7	Midterm examination	1,2
		Week 10	Assignments	3,4
		Week 14	Final examination	1,2,3
NUT200/Nutrition, Culture and Environment				
1. Describe the evolution of nutrition from the farthest past to today, through historical circumstances, technological progress and environmental restrictions to explain the diversity in nutrition among populations. 2. Evaluate dietary habits of individuals worldwide 3. Identify cultural rules, dietary taboos in societies and various religions	A2, A5, B2, B3, B6, C3	Week 7	Midterm examination	1,2
		Week 10	Assignments	3,5
		Week 14	Final examination	1,2,3,4,6

4. Evaluate the effects of environmental and cultural factors on the dietary habits of different people 5. Identify & communicate the burden and problems that food production and marketing brings to the environment in terms of sustainability 6. Associate factors of the natural and social environment with the production, consumption of food				
NUT205/Nutrition and Metabolism				
1. Carbohydrate Metabolism: Explain glycolysis (pathway, reactions, regulation, and anaerobic fate of pyruvate). Describe glycogen metabolism (breakdown, synthesis, and control), the citric acid cycle (sources of acetyl-CoA, enzymes, and regulation), and key carbohydrate pathways such as gluconeogenesis and the pentose phosphate pathway. 2. Energy Production: Describe the electron transport chain, oxidative phosphorylation, and the regulation of ATP production. 3. Lipid Metabolism:	A1, A6, B1	Week 7	Midterm examination	1,2,3
		Week 10	Assignments	3,5
		Week 14	Final examination	1,2,3

Define lipid digestion, absorption, and transport; explain fatty acid oxidation, biosynthesis, and their regulation. 4. Protein Metabolism: Explain protein digestion, amino acid deamination, and the urea cycle. 5. Metabolic Regulation and Nutrition: Characterize metabolic homeostasis, including appetite control, energy expenditure, and body weight regulation 6. Summarize key micronutrients—their dietary sources, metabolism, and roles in health and disease				
NUT215/Nutritional Assessments				
1. Describe & apply nutritional assessment methods 2. Select and interpret nutritional indicators-markers 3. Analyse data from nutritional assessments 4. Interpret results of nutritional assessment and identify nutritional problems	A4, B1, B5	Week 7	Midterm examination	1,2
		Week 10	Assignments	3,4
		Week 14	Final examination	1, 2,3,4
NUT220/Nutritional Assessments-lab				

1. Perform assessments of nutritional status according to appropriate, case-by-case methods 2. Evaluate the results obtained in order to organize, on the basis of these, the nutritional intervention 3. Apply appropriate calculations and tools for analysis.	B1, B4, B5	Week 7	Midterm examination	1,2
		Week 10	Assignments	3
		Week 14	Final examination	1,2,3
NUT225/Food Science and Technology				
1. Evaluate the quality of food taking into consideration the physical, chemical microbiological and sensory criteria 2. Choose the most appropriate methods for food preservation to maintain safety and nutrient value 3. Describe the technology and process of manufacturing major food groups (e.g. milk, fruit and vegetables, cereals, fats and oils etc.)	A3, B3, B4	Week 7	Midterm examination	1,2
		Week 10	Assignments	2
		Week 14	Final examination	1,2,3
NUT300/Introduction to Clinical Nutrition & Dietetics				
1. Record the nutritional care process, as well as the documents/tools used 2. Identify people at nutritional risk	A1, A2, A5, B1, B2, B5, B6, C1, C2	Week 7	Midterm examination	1,2
		Week 10	Assignments	3,4,5
		Week 14	Final examination	1,2,3,4,5

3. Assess dietary requirements in healthy populations 4. Develop balanced diet plans based on national guidelines 5. Develop personalised diets based on patients' needs and specific conditions such as malnutrition, obesity and other eating disorders				
NUT345/Sports Nutrition I				
1. Recognize the importance of nutrition in work capacity and athletic performance 2. Identify the specific nutritional requirements of physically active individuals and athletes and the differences between endurance and resistance exercises 3. Assess the role of exercise in maintaining and restoring health 4. Critically analyse publications and opinions on the nutritional requirements of athletes and physically active individuals 5. Evaluate the effects of nutritional supplements ergogenic aids on athletic performance 6. Assess nutrition's preventive role in exercise-related health	A1, A2, A6, B1, B5, C3, C5	Week 7	Midterm examination	1,2,3
		Week 10	Assignments	4,5,6
		Week 14	Final examination	1,2,3,4,5,6

	NUT315/Nutritional Education, Counselling and Behaviour				
1. Develop communication skills with patients and healthy individuals of different age groups in order to improve the effectiveness of nutritional interventions 2. Apply motivational and behavioural techniques for individuals and groups 3. Plan and evaluate education sessions for different age groups 4. Identify psychosocial and cultural factors influencing eating habits 5. Recognize the impact of problematic eating behaviours and plan interventions to modify them 6. Apply nutritional interventions to promote health and primary, secondary, tertiary and quaternary prevention 7. Evaluate the effectiveness of interventions	A2, A5, B2, B6, C2, C5	Week 7	Midterm examination	1, 2,,6
		Week 10	Assignments	3,4,5,6
		Week 14	Final examination	1,2,3,4,5,6
	NUT320/Nutrition in the Life Science				
1. Recognize the physiological changes that occur across the lifespan	A1, A2, B2, B5	Week 7	Midterm examination	1,2
		Week 10	Assignments	3

2. Identify nutrient requirements at different life stages 3. Organize and implement nutritional interventions to cope with changes in requirements as well as age-related nutrition problems.		Week 14	Final examination	1,2,3
NUT330/Clinical Nutrition and Dietetics I				
1. Assess nutritional status of patients 2. Plan dietetic interventions for common diseases (CVD, diabetes, renal disease, etc.) 3. Evaluate outcomes of dietary interventions 4. Evaluate the effectiveness of dietary interventions based on the patient's health status 5. Support artificial feeding (enteral/ parenteral) feeding practices	A1, A2, A4, B1, B2, C1, C2, C3, C5, C6	Week 7	Midterm examination	1,2
		Week 10	Assignments	3
		Week 14	Final examination	1,2,3,4,5
NUT335/ Clinical Nutrition and Dietetics I – lab				
1. Conduct patient assessment and develop dietetic plans 2. Prepare and evaluate dietary plans for specific diseases	B1, B2, B5, C1, C2, C3, C6	Week 7	Midterm examination	1,2
		Week 10	Assignments	2
		Week 14	Final examination	1,2,3

3. Document and interpret patient outcomes				
NUT350 / Sports Nutrition II				
1. Recognize the importance of nutrition in work capacity and athletic performance 2. Calculate the specific nutritional requirements of physically active individuals and athletes and personalize the nutritional needs according to the sport 3. Assess the condition and readiness of athletes and physically active individuals by using the correct evaluation tools, and design individualized sports nutrition plans	A1, B1, B2, B5, C2, C3	Week 7	Midterm examination	1
		Week 10	Assignments	2,3
		Week 14	Final examination	1,2,3
NUT400/ Clinical Nutrition and Dietetics II				
1. Assess nutritional needs in complex clinical cases 2. Assess the nutritional needs of patients, in combination with their knowledge of the pathophysiology of the disease 4. Develop dietetic interventions for complex pathologies including gastrointestinal, hepatic, metabolic, oncology and autoimmune diseases 5. Evaluate the effectiveness of dietary interventions based on	A1, A2, A4, B1, B2, C1, C2, C3, C5, C6	Week 7	Midterm examination	1, 2
		Week 10	Assignments	3,4,6
		Week 14	Final examination	1,2,3,4,5

the patient's health status and adjust dietetic care plans 6. Communicate findings within the healthcare team				
NUT405/ Clinical Nutrition and Dietetics II – lab				
1. Conduct patient assessment and formulate nutritional care plans 2. Develop nutritional intervention for complex pathologies including diseases of the gastrointestinal tract, anaemia, respiratory diseases, oncology, autoimmune and metabolic diseases, liver, pancreas and biliary diseases 3. Evaluate and document effectiveness of dietetic plans 4. Analyse clinical dietary plans in term of their nutrient composition 5. Present case reports	B1, B2, B5, C1, C2, C3, C6	Week 7	Midterm examination	1,2
		Week 10	OSCE / Clinical Case Presentation	1,2,3,5
		Week 14	Final examination	1,2,3,4
NUT430/ Updated Nutritional Issues And Trends				
1. Analyse and present current scientific topics in nutrition and dietetics 2. Choose recent and updated topics related to nutrition and dietetics	A6, B5, B6, C6	Week 7	Midterm examination	1,2
		Week 10	Assignments	3,4
		Week 14	Final examination	1,2,3

3. Critically appraise scientific sources and trends 4. Recognize and distinguish valid sources on nutrition and diet topics				
NUT460/ Practical training				
1. Conduct comprehensive nutritional assessments and develop individualized, evidence-based care plans 2. Deliver supervised medical nutrition therapy (MNT) in clinical and community settings 3. Apply ethical, legal, and professional standards 4. Collaborate effectively with multidisciplinary teams 5. Use current research and evidence-based guidelines to inform clinical decisions 6. Reflect on performance and apply feedback to improve professional practice 7. Plan and deliver group nutrition education, health-promotion activities and community health initiatives tailored to target populations	B1-B6, C1-C6	Week 7	Attendance & Professional Conduct (mini-CEX, Direct Observation of Procedural Skills – DOPS)	1,2,3,4,5
		Week 10	Professional Portfolio	6,7,8,9,10
		Week 14	OSCE / Clinical Case Presentation	1,2,3,4,5,6

8. Develop culturally appropriate materials (print/digital) that follow plain-language and behaviour-change principles 9. Implement basic food-safety and quality systems (e.g., HACCP), participate in audits, and document corrective actions 10. Contribute to menu/product development through nutrient analysis and recipe standardization, considering labelling, cost, and sustainability				
NUT465/Undergraduate Thesis				
1. Design, organize and implement a descriptive bibliographic review and / or experimental study on the subjects of health sciences in accordance with international standards and using reputable bibliographic systems. 2. 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 with a critical approach with findings from other studies.	A6, B5, B6, C4, C6	Week 7	Written Protocol	1,2
		Week 10	Written Project	1,2
		Week 14	Oral Presentation (Viva)	1,2,3

3. Organize and carry out the presentation of their scientific research through a written project as well as an oral presentation to the public.				

NUT325/ Food Microbiology				
1. Recognize the role of Food Microbiology in food safety, prevention of foodborne illnesses, and in prolongation of food products' shelf-life 2. Recognize the role of Food Microbiology in food production 3. Detect, isolate, enumerate and identify microorganisms in food products 4. Discern the difference between spoilage and pathogenic microorganisms in food products 5. Describe the HACCP food safety system 6. Perform basic Microbiology techniques for microorganisms' detection and enumeration in laboratory	B1, B3, B4, B6	Week 7	Midterm Examination	1,2,3,4
		Week 10	Assignment	1,2,6
		Week 14	Final Examination	1,2,3,4,5,6
NUT415/ Pharmacology and Foods				
1. Define the meaning of different medications as well as the prescription dosage 2. Justify the mechanisms by which the medication express their action 3. Describe the key values of pharmacokinetics including	A1, A3, A6, B1, B5, C2, C6	Week 7	Midterm Examination	1,2,4
		Week 10	Assignment	5,6,7
		Week 14	Final Examination	1,2,3,4,5,6,7,8

absorption, distribution, metabolism and excretion of medication from the body 4. Recognise the various side effects and associate them with the medications' action 5. Describe the pharmacological action of the main nutritional supplements, the possible side effects, as well as the possible medication interactions. 6. Indicate the medication – medication and medication – food interaction mechanisms, as well as the possible results of the medication accumulation and their effectiveness 7. Describe the role of nutraceuticals in human health and in the prevention of chronic diseases 8. Identify the medication allocation based on the therapeutic category (Anatomical Therapeutic Chemical (ATC) Classification System) and associate it with the usage indications				
NUT420/ Nutrigenetics/Nutrigenomics				
1. Recognize techniques used in nutrigenetics/nutrigenomics		Week 7	Midterm Examination	2, 3

2. Define mechanisms through which the major components of food can affect gene expression, but also the genome affects the body's response to foods 3. Discuss the results of studies in the wider field of nutrigenetics/nutrigenomics and epigenomics 4. Acquire theoretical background for participation in personalized nutrition interventions	A6, B1, B5, C1, C6	Week 10	Assignment	1,3
		Week 14	Final Examination	1,2,3,4
NUT435/ Nutrition Policies				
1. Acknowledge the policies implemented by governments and international organizations to promote food security and public health 2. Recognize the specificities of the European and Mediterranean space in ensuring adequate and safe nutrition 3. Interpret the legislation such as healthy, hunger-free kids act of 2010; agricultural act of 2014 (farm bill)	A2, A5, B2, B5, C3, C5	Week 7	Midterm Examination	1, 2
		Week 10	Assignment	2,4,6
		Week 14	Final Examination	1,2,3,4,5

4. Examine of health disparities, demographic trends, and health literacy; sexual orientation, gender identity, and gender expression; and the role of social media in tailored health communications 5. Acknowledge the dietary guidelines 2015, healthy eating index 2010, myplate, and harvard healthy eating plate. 6. Evaluate implementation of food and nutrition regulations				
NUT450/ Food Biotechnology				
1. Describe the biochemical and biological mechanisms used in biotechnological applications, 2. Identify bioengineered foods and assess their nutritional value and safety 3. Evaluate regulatory and ethical aspects of biotechnology	A3, A6, B3, B4, B5, C6	Week 7	Midterm Examination	1,2
		Week 10	Assignment	3
		Week 14	Final Examination	1,2,3
NUT455/ Nutrition and Dietetics Marketing				
1. Describe the basic principles of marketing and their application in the field of dietetics/nutrition		Week 7	Midterm examination	1,2
		Week 10	Assignment	2,3,4,5,6

2. Describe and understand the challenges and peculiarities of the marketing environment in dietetics and the health professions, which are highlighted through a relevant study 3. Explain the elements that influence marketing functions in the field of dietetics (e.g. pricing, new services & product development, marketing & distribution, promotion of products and services, ethics & deontology, marketing legislation in the health professions) 4. Become familiar with digital promotion and the use of social media 5. Analyze the elements that influence consumer / customer / patient purchasing decisions in the field of nutrition 6. Construct and manage a professional and/or scientific argument, marketing legislation in the health professions)	A5, B6, C3, C5	Week 14	Final examination	1,2,3
NUT210/ Nutrition and Metabolism – Laboratory				
1. Perform calorimetry (indirect and direct)		Week 7	Midterm Examination	1,2,3

2. Measure energy consumption and the relative involvement of energy substrates in energy production 3. Identify biochemical markers related to the metabolism of macronutrients and micronutrients 4. Acknowledge the antioxidant ability of food and extracts 5. Assess basal metabolic rate and nutrient utilization using laboratory techniques 6. Interpret laboratory data for nutritional evaluation	B1, B4, B5	Week 10	Assignment	3,5,6
		Week 14	Final Examination	1,2,3,4,5,6

Final Note: Assignments, midterm, and final examinations across all courses are designed and periodically adjusted to reflect both theoretical and practical learning. Assessment methods integrate a variety of evidence-based and experiential approaches, including: *Case Studies and Case-Based Learning, Practical Simulation-Based Assessments, Portfolio Assessment, Self-Assessments, Rubrics, Problem-Based Learning (PBL) Assessments, Critical Reflection Essays, Research and Evidence-Based Practice Projects, Interprofessional Education (IPE) Assessments, and Capstone Projects.*

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Appendix III – EQF Level 6 Compliance Statement

Program: B.Sc. in Nutrition and Dietetics (4 Years, 240 ECTS)

Framework: European Qualifications Framework (EQF Level 6)

Purpose

This aappendix provides an official summary of the alignment between the B.Sc. in Nutrition and Dietetics program and the descriptors of the European Qualifications Framework (EQF) Level 6. It evaluates the extent to which the program demonstrates the required knowledge, skills, and competence domains, based on the full mapping of learning outcomes (Annex 2) and coverage matrix (Annex 3).

Alignment Summary

EQF Domain	EQF Descriptor	Coverage in Program	Assessment Evidence	Evaluation
Knowledge (A1–A6)	Advanced theoretical and factual understanding of nutrition, metabolism, food composition, health–disease relationships, food systems, and research methods.	Courses NUT100–NUT465 cover all theoretical foundations through lectures, case studies, and applied research tasks.	Midterms, assignments, finals, and research appraisal tasks (NUT420, NUT430).	☑ Fully met
Skills (B1–B6)	Advanced skills to analyse data, plan and evaluate interventions, manage systems, interpret evidence, and	Courses NUT215–NUT465 include data analysis, intervention planning, laboratory and clinical practice, and professional communication.	Practical assessments, portfolios, interprofessional communication, presentations, and lab reports.	☑ Fully met

	communicate effectively.			
Competence (C1–C6)	Autonomy and responsibility for decision-making, teamwork, leadership, reflection, and continuous learning in professional contexts.	Work-based learning as in NUT460, demonstrates autonomy, ethics, teamwork, and leadership in real professional settings, but also through applied clinical teamwork (NUT300/330/335/400/405/46, counselling/IPE (NUT300/315/460), and project/management tasks (NUT435/455).	Supervisor evaluations, teamwork, leadership, reflective portfolios, OSCE, professional conduct rubric.	☑ Fully met –

Findings and Recommendations
Strengths:

• Vertical progression from theory to professional autonomy.

• Strong integration of research literacy (A6, B5, C6).

• Balanced assessment strategy combining written, practical, and reflective elements.

Conclusion
The Nutrition and Dietetics B.Sc. program as currently structured meets the core requirements of EQF Level 6. It provides comprehensive coverage across knowledge, skills, and competence domains with clear progression from foundational to professional learning outcomes. Minor enhancements to reinforce management, sustainability, communication, and leadership outcomes are recommended for full evidence-based alignment.

Below the Programme Learning Outcomes are grouped according to the three EQF Level 6 domains: (a) Knowledge, (b) Skills, and (c) Responsibility and Autonomy. For each domain, the following are defined: (1) EQF L6 descriptor requirements, (2) how the Nutrition and Dietetics curriculum addresses these (with reference to specific modules and assessments), and (3) where this is evidenced.

Knowledge

Through a progressive sequence of modules spanning the biological, chemical, and behavioral sciences, students acquire a critical understanding of human nutrition, metabolism, and diet–disease relationships and translate this into practice through laboratory and applied activities.

Students gain knowledge of food composition, safety, and production, as well as research methodology and evidence appraisal, and develop practical proficiency in core techniques (e.g., anthropometry and biochemical assessment in NUT215/220; calorimetry and metabolic testing in NUT210; and microbiological testing HACCP applications in NUT325).

This theoretical foundation is reinforced through the integration of contemporary issues such as nutrigenomics (NUT420), sustainability, and nutrition policy (NUT200), together with hands-on experiences in case-based learning, OSCE-style assessments, and supervised practicum (NUT460)—ensuring graduates can interpret and apply complex scientific principles within real clinical, community, and food-service contexts.

These outcomes collectively reflect comprehensive domain knowledge that integrates scientific theory with practical application — fully consistent with EQF Level 6 expectations.

Skills

The curriculum builds capacity to analyse, interpret, and apply nutritional data to design and evaluate evidence-based interventions (e.g., assessment & analytics in NUT215/220; diet planning in NUT300; clinical case analysis and care-plan evaluation in NUT330/400/405).

Practical learning develops implementation, counselling, and teamwork for complex, unpredictable contexts across clinical, community, and food-service settings (e.g., calorimetry in NUT210; food-quality/process decisions in NUT225; microbiology/HACCP in NUT325/425; supervised practice & OSCEs in NUT405/460). Applied competence and professional judgement are evidenced through targeted assessments (e.g., counselling simulations in NUT315 & PSY105; research posters/orals in NUT430; protocol design & research implementation in NUT465; supervisor evaluations & reflective portfolio in NUT460).

These outcomes reflect both analytical (design, evaluation) and professional (implementation, counselling, teamwork) skills, directly supporting the EQF Level 6 focus on managing complex contexts and integrating professional judgement.

Responsibility and Autonomy

The program prepares graduates to manage complex professional activities independently and ethically. Graduates are expected to coordinate and lead nutrition-related programs, contribute to policy and strategy development, and engage in interdisciplinary practice.

Students take responsibility for planning and implementing projects (e.g., community health-promotion initiatives in NUT435 – Nutrition Policies;

sustainability or quality-assurance activities in NUT325/425 – Food Quality & Microbiology), and apply critical reflection via portfolio assessment and supervisor feedback in NUT460.

Additionally, the practical training module (NUT460) explicitly includes competencies such as working with other professionals, evaluating organisational nutrition systems, and demonstrating independent professional judgement — reinforcing responsibility and autonomy in real-world contexts.

Following the review presented above, we confirm that our PLOs:

- Reflect advanced, specialised knowledge consistent with EQF Level 6;
- Emphasise complex cognitive and practical skills relevant to professional dietetic practice;
- Demonstrate leadership, accountability, and autonomy expected of graduates at this level.

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Appendix IV

European MSc Pathways Leading to State Registration as Clinical Dietitian

Country	Example University & MSc Title	Length	Licensing / Registration Body	Entry Requirements	Outcome After MSc	Notes / Highlights
Cyprus	University of Nicosia – MSc Clinical Dietetics European University Cyprus – MSc Applied Nutrition & Dietetics	2 years	Cyprus Registration Board for Food Scientists, Technologists & Dietitians (CyRBFSTD)	BSc in Nutrition, Dietetics, or related science	Eligible to register as Clinical Dietitian	MSc meets CyRBFSTD requirements; includes clinical placement
Malta	University of Malta – MSc Dietetics	2 years	Council for the Professions Complementary to Medicine (CPCM)	Science BSc (e.g. Nutrition, Biology, etc.)	Direct registration as State Registered Dietitian	Entry-to-practice MSc; includes supervised clinical training
Ireland	University College Dublin – MSc Clinical Nutrition & Dietetics University of Limerick – MSc	2 years	CORU (Dietitians Registration Board)	Relevant BSc in science/health; competitive entry	Registration with CORU as Dietitian	Officially CORU-approved pre-registration MSc

	Human Nutrition & Dietetics					
Finland	University of Eastern Finland – Master's in Clinical Nutrition / Dietetics	2 years (post-BSc)	Valvira (National Supervisory Authority for Welfare and Health)	BSc in Nutrition or Health Sciences	License to practice as Laillistettu ravitsemusterapeutti	MSc required for national authorization
Norway	University of Bergen – Master's Programme in Clinical Nutrition University of Oslo – Integrated 5-year MSc in Clinical Nutrition	5 years integrated	Norwegian Directorate of Health	Secondary school → 5-year MSc program	Authorized Clinical Nutritionist	MSc = only qualifying route for authorization
Iceland	University of Iceland – MSc in Nutrition & Dietetics	2 years	Directorate of Health (Landlæknir)	BSc in Nutrition, Dietetics, or related	License to practice as Dietitian	MSc is mandatory for protected title
Greece	Harokopio University – MSc Clinical Nutrition University of Thessaly – MSc Clinical Dietetics	2 years	Ministry of Health & Hellenic Dietetic Association	BSc in Nutrition & Dietetics	Needed for clinical hospital practice	MSc deepens scope for hospital/clinical work, not basic registration

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Appendix V. Competency Matrix – BSc Nutrition & Dietetics

Competency Domains:
A. Knowledge & Understanding | B. Communication & Education | C. Professional Practice | D. Research & Evidence-Based Practice | E. Professionalism & Ethics

Year	Module	Key Competencies Developed	EFAD Domain (A–E)	EQF Level 6 Domain
1	BIO108 – Biology	Link cellular & systems physiology to energy balance and metabolism; apply biological concepts to nutrition context.	A	Knowledge
1	PSY105 – Health Psychology	Introduce biopsychosocial model; recognise determinants of eating behaviour; frame interprofessional roles in health.	B, E	Skills / Competence
1	NUT100 – Introduction to Nutrition	Establish core nutrition concepts and diet–disease relationships; interpret dietary guidelines for healthy populations.	A	Knowledge
1	NUT105 – Food Chemistry	Explain food composition & physicochemical properties; introduce analytical thinking for quality and safety.	A, C	Knowledge / Skills
2	NUT200 – Nutrition, Culture & Environment	Analyse social/cultural/environmental determinants; connect sustainability and policy to food choice and health.	A, B, E	Knowledge / Skills
2	NUT205 – Nutrition & Metabolism	Integrate metabolic pathways with dietary planning; apply biochemical evidence to problem-solving.	A	Knowledge
2	NUT210 – Nutrition & Metabolism – Lab	Implement calorimetry and biomarker measurement; interpret metabolic testing protocols.	C, D	Skills

2	NUT215 – Nutritional Assessment	Design & select assessment methods; evaluate indicators to inform early NCP decisions.	C, D	Skills
2	NUT220 – Nutritional Assessment – Lab	Execute anthropometry & biochemical sampling; compile datasets using tools/software.	C, D	Skills
2	NUT225 – Food Science & Technology	Apply processing/preservation concepts to quality & safety; introduce HACCP thinking and sensory/chemical evaluation.	A, C, E	Knowledge / Skills
3	NUT300 – Development of Diet Plans (Healthy Population)	Design & evaluate individualized diets; align with guidelines; case-based planning linked to NCP.	B, C	Skills
3	NUT315 – Nutrition Education, Counselling & Behaviour	Apply behavioural-change counselling; design education sessions; adapt for culture & lifecycle.	B, E	Skills / Competence
3	NUT320 – Nutrition in the Life Cycle	Assess age-specific needs & risks; adapt interventions; emphasise prevention & health promotion.	A, B, C	Knowledge / Skills
3	NUT330 – Clinical Nutrition & Dietetics I	Perform clinical assessment & dietetic diagnosis; set treatment goals; conduct multidisciplinary case analysis.	C, E	Skills / Competence
3	NUT335 – Clinical Nutrition & Dietetics I – Lab	Apply NCP across common conditions; produce case write-ups; present to team.	C, E	Skills
3	NUT345 – Sports Nutrition I	Relate nutrition to performance & recovery; appraise supplements & ergogenic aids; prevention focus.	A, D, E	Knowledge / Skills
3	NUT350 – Sports Nutrition II	Personalise athlete nutrition; assess body composition & energy; design sport-specific plans.	C, D	Skills
4	NUT400 – Clinical	Manage complex cases (GI, hepatic, metabolic); evaluate outcomes; iterate care plans.	C, E	Skills / Competence

	Nutrition & Dietetics II			
4	NUT405 – Clinical Nutrition & Dietetics II – Lab	Implement MNT under supervision; conduct case conferences; plan enteral/parenteral support.	C, E	Skills / Competence
4	NUT415 – Pharmacology and Foods	Explain pharmacokinetics/dynamics; identify nutrient–drug interactions; apply to diet planning.	A, C, D	Knowledge / Skills
4	NUT420 – Nutrigenetics & Nutrigenomics	Interpret genetic influences on nutrition; appraise personalised nutrition evidence & ethics.	A, D, E	Knowledge / Skills
4	NUT425 – Food Microbiology	Identify spoilage/pathogens; apply detection & control; implement HACCP principles.	A, C, D, E	Skills
4	NUT430 – Updated Nutritional Issues & Trends	Analyse emerging evidence & policy; prepare written/oral dissemination for practice.	B, D, E	Skills
4	NUT435 – Nutrition Policies	Compare nutrition policies; plan community interventions; address QA & sustainability.	A, C, E	Skills / Competence
4	NUT450 – Food Biotechnology	Explain biotechnological processes; evaluate safety, nutrition, and regulatory aspects.	A, D, E	Knowledge / Skills
4	NUT455 – Nutrition & Dietetics Marketing	Design nutrition services & promotion; analyse consumer behaviour; professional outreach.	B, E	Skills / Competence
4	NUT460 – Practical Training (14-week Practicum)	Provide autonomous professional practice across clinical, community, and foodservice; compile portfolio.	A–E	Competence
4	NUT465 – Research Project / Thesis	Design protocol; implement research; analyse & disseminate findings; ensure research integrity.	D, E	Skills / Competence

Table 4. Year 3–4 Skills Matrix – BSc Nutrition & Dietetics (EUC)
Competency Domains:
• Communication & Counselling
• Clinical Reasoning & Decision-Making
• Nutrition Care Process (NCP)
• Teamwork & Interdisciplinary Collaboration
• Research & Evidence-Based Practice
• Professionalism & Ethics
• Leadership & Management

Year	Module	Key Competencies Developed	Core Skills Acquired
3	NUT300 – Development of Diet Plans (Healthy Population)	Design/evaluate individualized diets; apply guidelines; case-based planning linked to NCP.	Clinical reasoning; NCP (assessment, diagnosis, intervention); documentation; patient-centred planning.
3	NUT315 – Nutrition Education, Counselling & Behaviour	Behaviour-change counselling; education session design; cultural adaptation; communication strategy.	Motivational interviewing; counselling; professional communication; reflective practice; teamwork.
3	NUT320 – Nutrition in the Life Cycle	Age-specific needs and risks; lifecycle adaptations of interventions; prevention and health promotion.	Population & individual planning; evidence use; counselling for different ages; ethical considerations.
3	NUT330 – Clinical Nutrition & Dietetics I	Clinical assessment and dietetic diagnosis; treatment goals; multidisciplinary case analysis.	Clinical reasoning; NCP application; interprofessional communication; decision-making; documentation.
3	NUT335 – Clinical Nutrition & Dietetics I – Lab	Hands-on NCP across common conditions; case write-ups; case presentation to team.	Advanced NCP cycles; teamwork; clinical reporting; OSCE-style preparation; professional conduct.
4	NUT400 – Clinical Nutrition & Dietetics II	Complex case management (GI, hepatic, metabolic); outcome evaluation; iterative care planning.	Advanced clinical reasoning; NCP optimisation; interprofessional coordination; patient safety.

4	NUT405 – Clinical Nutrition & Dietetics II – Lab	Applied MNT under supervision; case conferences; enteral/parenteral support planning.	Case leadership; documentation; OSCE-style performance; collaboration with healthcare team.
4	NUT430 – Updated Nutritional Issues & Trends	Critical appraisal of emerging evidence; synthesis and dissemination for practice/policy.	Evidence synthesis; academic writing; oral presentation; professional communication.
4	NUT435 – Nutrition Policies	Policy frameworks; public-health intervention planning; QA and sustainability considerations.	Project planning; teamwork with stakeholders; leadership; policy brief writing; ethics.
4	NUT455 – Nutrition & Dietetics Marketing	Service design and promotion; consumer behaviour; professional branding and outreach.	Leadership & management; strategic communication; stakeholder engagement; ethics in promotion.
4	NUT460 – Practical Training (14-week Practicum)	Autonomous professional practice across clinical, community, foodservice; portfolio & supervisor evaluation.	Professional conduct; patient counselling; full NCP; teamwork & IPE; leadership; quality improvement.
4	NUT465 – Research Project / Thesis	Protocol design; data collection/analysis; ethical approval; dissemination of findings.	Research design; evidence-based reasoning; scientific writing; presentation; project management.

European University Cyprus

Appendix VI A Syllabi

List of Compulsory Courses and Elective Courses

Course Title	Biology				
Course Code	BIO108				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st Year / 1st Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	Understanding the basic principles of the functional organization and operation of living organisms				
Learning Outcomes	Upon successful completion of the course, students will be able to: • describe the structure of a cell and its organelles • recognize how to organize the genetic material within a eukaryotic cell • explain the mechanisms of cell growth • explain the mechanisms of division of a eukaryotic cell				
Prerequisites	None	Co-requisites	None		
Course Content	The prokaryotic and eukaryotic cell: structures, organelles, and the differences Cell-to-cell communication and cellular interactions. Basic metabolic processes of the cell, such as cellular respiration The cytoskeleton and cellular movements Eukaryotic cell genetic material: DNA, RNA, chromosome, DNA replication and recombination, DNA transcription, translation The genetic code and transcriptional regulations of cellular function Cell growth and division: reproduction and meiosis Human evolution Principles of ecology, ecosystems, biosphere				
Teaching Methodology	Face- to- face				

<table>
<tr><td>Bibliography</td><td>

Colleen Belk, Virginia Borden Maier., Biology: Science for Life. Pearson Education, Limited.
Peter H Raven, George B Johnson, Kenneth A. Mason., Jonathan Losos., Susan Singer. Biology. McGraw-Hill Education.
Sara Stinson, Barry Bogin, Dennis O'Rourke. Human Biology: An Evolutionary and Biocultural Perspective. Wiley

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<tr><td>Assessment</td><td>
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<tr><td>Examinations</td><td>60%</td></tr>
<tr><td>Assignments</td><td>30%</td></tr>
<tr><td>Class Attendance and Participation</td><td>10%</td></tr>
<tr><td></td><td>100%</td></tr>
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<tr><td>Language</td><td>English</td></tr>
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Course Title	Introduction to Nutrition				
Course Code	NUT100				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st year/1st semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 hour/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The understanding of the role of essential nutrients in the health and functioning of human body in general. Familiarity with the concept of nutritional requirements and how they are covered through food intake. Review of dietary recommendations				
Learning Outcomes	Upon completion the course, students will be able to: • recognize the terminology of Nutrition Science and its most important scientific methods • recognize the concept of nutritional requirements and how they are met by the intake of various foods • explain the basic principles of balanced nutrition and how they are met by the consumption of different foods • describe biological roles and key metabolic pathways of nutrients • describe the consequences of deficiency and toxicity of various nutrients				
Prerequisites	None	Required	None		
Course Content	The evolution of Nutrition Science and its subjects today Foods and Nutrients. Nutrient classes and the diversity of their biological roles Energy requirements and factors that determine them Methods of estimating energy requirements Recommended dietary intakes Carbohydrates: the most important carbohydrates in the diet, their origins and biological roles, metabolism of carbohydrates Dietary fiber, types of dietary fiber, recommendations and health significance Lipids: lipid classes, origin and biological roles, lipid metabolism, dietary recommendations, intake and health Proteins: origin, nutritional requirements, nutritional value assessment of proteins, metabolic elements Summary of metabolism of nutrients that provide energy				

	Fat soluble vitamins: origin, nutritional requirements, deficiency and toxicity effects, biological role of vitamins and their role in the antioxidant defence of the body Water-soluble vitamins: origin, nutritional requirements, deficiency and toxicity, biological role of vitamins and their role in the antioxidant defence of the body Inorganic elements. Overview of their origin, nutritional requirements, deficiencies and toxicity, biological roles of inorganic elements.
Teaching Methodology	Face-to-face
Bibliography	• Matala and Yianakoulia. Introduction to Human Nutrition, Athens Ed. Parisianou • Maureen Zimmerman and Beth Snow. Introduction to Nutrition. Creative Commons by-nc-sa 3.0 • Catherine Geissler and Hilary Powers. Human Nutrition. Oxford University Press.
Assessment	Examınations 60% Class Attendance and Participation 10% Project 30% Total 100%
Language	English

Course Title	Chemistry

Course Code	LFS100				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st Year / 1st Semester				
Teacher's Name	Karantanou Christina, Politis Panayiotis				
ECTS	6	Lectures / week	2 hours/14 weeks	Laboratories / week	1 hour/14 weeks
Course Purpose and Objectives	This introductory course is taught in the first semester of studies when students of the Nutrition and Dietetics Program are expected to familiarize themselves with basic concepts and principles of inorganic and organic chemistry such as structure of atoms and molecules, orbitals, chemical bond formation, the electronic effects, the periodic table and periodic properties of elements. Finally, students will get acquainted with the chemical laboratory, basic chemical techniques, good laboratory practice and safety regulations when performing chemical experiments.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • Recall basic concepts such as: atom, molecule, atomic and molecular orbitals, and chemical bond • Predict basic physicochemical properties of molecules based on their chemical structure • Perform simple chemical calculations and write simple chemical reactions • Recognize, name and classify inorganic and organic compounds • Define molecular geometry • Describe a chemical laboratory as well as basic techniques used for the study of simple molecules • Apply safety rules when performing laboratory exercises in chemistry				
Prerequisites	None	Co-requisites	None		
Course Content	Theory Structure of the atom, atomic orbitals, electron configuration, periodic table Chemical bonds (covalent, non-covalent), structure of molecules, molecular orbitals. Solutions, electrolytes, acids, bases, salts, pH, buffers.				

	Structure of molecules, Lewis structures, multiple bonds, elementary solid state. Mole definition, concentration, solution. Chemical reactions: classification, types, chemical equilibrium, chemical kinetics, oxidation-reduction reactions. Introduction to Organic Chemistry: Classification, structure and nomenclature of organic compounds. Isomerization. Aromatic Compounds Chemical bonds in organic chemistry and their identification in the molecule. Laboratory exercises The chemical laboratory, description of basic safety principles. Familiarization with basic chemical utensils and devices-Basic Laboratory Techniques Assessment of physical constants Preparation of solutions, mass and density of solutions pH measurement and buffer solutions, salt solubility Chemical reactions. Chromatography Titration Soap preparation Laboratory report writing
Teaching Methodology	Face- to- face
Bibliography	• Murrel J.N, Kettle S.F, Tedder J.M. Ο Χημικός Δεσμός. Μετάφραση 'The Chemical Bond'. John Wiley & Sons Ltd. • Darrell D. Ebbing, Steven D. Gammon, (Μετάφραση: Νικόλαος Δ. Κλούρας). Σύγχρονη Γενική Χημεία. Εκδοτικός Οίκος Π. ΤΡΑΥΛΟΣ. • Μανουσάκης Γ., Γενική και Ανόργανη Χημεία, Εκδόσεις Α. Κυριακίδη. <u>Provided:</u> • Eleni Moushi, Galatia Pieridou. General and Inorganic Chemistry Lab Notes, European University Cyprus (in English)

Assessment	Examinations	60%
	Assignments/Lab	30%
	Class Attendance and Participation	10%
		100%
Language	English	

Course Title	Anatomy & Physiology I				
Course Code	HEA100				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year/ Semester	1st Year /1st Semester				
Teacher's Name	Stoyanova Irina, Isakovic Jasmina				
ECTS	6	Lectures / week	2 hours / 14 week	Laboratories / week	1 hour / 14 week
Course Purpose and Objectives	The systematic presentation of all areas of topographical anatomy and physiology of the human body at a general level. In particular, reference to the basic cell function mechanisms and organs and to the mechanisms of communication, adaptation and body defense that they develop so that the particular knowledge constitutes the anatomical and physiological basis for the following years of study, to be able to understand: • health problems related to the structure and physical function • in addition, to highlight the effects of the various related therapies				
Learning outcomes	Upon completion of this course the students will be able to: • report details of the anatomy and physiology of the human body, • explain the structures and functions of the individual systems of the human body, • explain the mechanism in which every organ and system in the human body uses to achieve its functions, • describe how each system of the human body is related to the other systems and how they affect each other, • document how a possible dysfunction of a system or organ of the human body affects the functioning of the particular system and the functioning of other systems of the human body				

Prerequisites	None	Co-Prerequisites	None
Content of Course	**Description:** The basic concepts of topographic anatomy and understanding of the basic definitions. Cells and tissues - Anatomical and Physiological properties of the cell. Circulatory system-topographical anatomy - heart and blood vessels functions. Neuroregulation - Blood pressure - Physiological mechanisms to control their function. Lymphatic system – lymph. Respiratory topographical anatomy and breathing control mechanisms. Airway and lung function - Respiratory mode - Pulmonary gas exchange. Blood cells - Process of Hematopoiesis - Blood groups - Blood coagulation factors - Immune system cells - Defense of the organism. Digestive system. Topographic anatomy of the digestive system. Oral cavity, digestive tract. Hepatic - Bile duct system. Functions of parts of the digestive system - Digestion and absorption of nutrients - Exchange of nutrients and gases in the tissues. Function of the liver, gallbladder and pancreas. Urinary tract - topographical anatomy of the urinary system - Kidney function - Role of the Kidneys in Acid-Base Balance. **LABORATORY:** With the help of audio-visual materials and preforms, students train in anatomy and physiology and present work in relation to the course content to fully understand by applying observation and interpretation. At the same time, students are taught basic methods of quantitative measurements of physiological phenomena. Additionally, students having as basis the above they become familiar with approaching and accessing knowledge sources (libraries, e- libraries, internet).		
Teaching Methodology	Face-to-face		
Bibliography	• Hall, E.J. Ιατρική Φυσιολογία (Guyton and Hall). Εκδόσεις Παρισιάνου Α.Ε. • Friedrich Paulsen, Jens Waschke_Sobotta. Άτλας Ανατομικής του Ανθρώπου. Εκδόσεις Παρισιάνου Α.Ε. • Derrickson,H.B. and Tortora, G.J. Principles of Anatomy and Physiology. Wiley. • Schmidt, R.Συνοπτική Φυσιολογία του Ανθρώπου. Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδη, Αθήνα. • Robert G. C. Elsevier's Συνοπτική Φυσιολογία. Επιμέλεια Ελληνικής έκδοσης Παγωνοπούλου, Ν.Ο., Εκδόσεις Elsevier's Integrated Series.		

Assessment	Exams 70% Class Participation and Attendance 10% Assignments 20% 100%
Teaching Language	English

Course Title	Molecular Biology				
Course Code	LFS105				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st Year / 2nd Semester				
Teacher's Name	Karantanou Christina, Kalodimou Vassiliki				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The understanding of the human genome structure and organisation, the expression of genetic information as well as the basic techniques of genetic engineering and molecular diagnostics				
Learning Outcomes	Upon successful completion of the course, students will be able to: • identify and describe the basic molecular structures (DNA, RNA), which make up the human genetic code • define the mechanisms of expression and regulation of genetic information • explain how lesions of the genetic material can affect metabolism and lead to illnesses • recognize the basic techniques for sequencing the genetic code				

<table>
<tr><td></td><td colspan="3">• describe techniques through which genetic material can be artificially modified</td></tr>
<tr><td>Prerequisites</td><td>BIO108</td><td>Co-requisites</td><td>None</td></tr>
<tr><td>Course Content</td><td colspan="3">Nucleic acids: Structure and properties of DNA and RNA

Recombinant DNA technology

Structure and function of the eukaryotic genome and chromosomes

DNA replication, transcription, protein synthesis

Regulation of gene expression in prokaryotic and eukaryotic organisms

Genome mutations

Transgenic organisms

Molecular Genetics of Diseases</td></tr>
<tr><td>Teaching Methodology</td><td colspan="3">Face- to- face</td></tr>
<tr><td>Bibliography</td><td colspan="3">• David P. Clark, Michelle R. McGehee, Nanette J. Pazdernik. Molecular Biology, Elsevier.

• Alberts B, Johnson A, Lewis J, Raff M., Roberts K, Walter P., Mol. Molecular Biology of the Cell. Garland Science.

• Thomas D, Gelehrter MD, Collins F, Ginsburg D, Αρχές Ιατρικής Γενετικής, Εκδόσεις Πασχαλίδη.</td></tr>
<tr><td>Assessment</td><td colspan="3"><table><tr><td>Examinations</td><td>70%</td></tr><tr><td>Assignments</td><td>20%</td></tr><tr><td>Class Attendance and Participation</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
<tr><td>Language</td><td colspan="3">English</td></tr>
</table>

Course Title	Biochemistry				
Course Code	LFS110				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st Year / 2nd Semester				
Teacher's Name	Kostareli Efterpi, Politis Panayiotis, Kyriacou Theodora-Christina				
ECTS	6	Lectures / week	2 hours/14 weeks	Laboratories / week	1 hour/ 14 weeks
Course Purpose and Objectives	Understanding of the structure and function of proteins, nucleic acids, carbohydrates and lipids. Introduce the properties, reaction kinetics and catalytic mechanisms of enzymes.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • differentiate between amino acids and "non-standard" amino acids • characterize techniques of protein and nucleic acid purifications: protein isolation, solubility of proteins, chromatographic separations, electrophoresis, ultracentrifugation and nucleic acid fractionation • describe covalent structures of proteins and nucleic acids: primary structure of proteins, nucleic acid sequencing • describe three-dimensional structure of proteins: secondary structure, fibrous and globular proteins • describe sugars and polysaccharides: monosaccharides, polysaccharides, glycoproteins • describe lipids and membranes: lipid classification • understand substrate availability, coenzymes, regulation of enzymatic activity, chemical kinetics, effects of pH, inhibition				
Prerequisites	BIO108, LFS100	Co-requisites	None		
Course Content	Theory: Amino acids Techniques of protein and nucleic acid purification Covalent structures of proteins Protein folding, dynamics, and structural evolution Haemoglobin Sugars and polysaccharides				

<table>
<tr><td></td><td>Lipids and membranes
Introduction to enzymes
Rates of enzymatic reactions
Enzymatic catalysis
Laboratory exercises:
Isolation, separation and analysis and characterization of proteins / enzymes and lipids by basic analytical techniques of extraction, chromatography and spectrophotometry Kinetics of enzymatic reactions.</td></tr>
<tr><td>Teaching Methodology</td><td>Face- to- face</td></tr>
<tr><td>Bibliography</td><td>• Berg, Tymozcko, Stryer Lubert, Βιοχημεία. Διαθέτης (Εκδότης): Ίδρυμα Τεχνολογίας και Έρευνας Πανεπιστημιακές Εκδόσεις Κρήτης
• David A. Bender. Introduction to Nutrition and Metabolism. CRC Press.
• David L. Nelson and Michael M. Cox. Lehninger Principles of Biochemistry. W.H. Freeman and Company.
• John L. Tymoczko, Jeremy M. Berg, Lubert Stryer, Gregory Gatto, Biochemistry: A Short Course. W.H. Freeman and Company.
• Victor Rodwell, David Bender, Kathleen Botham, et al. Harper's Illustrated Biochemistry. Mc Graw Hill Education.</td></tr>
<tr><td>Assessment</td><td><table><tr><td>Examinations</td><td>70%</td></tr><tr><td>Assignments/lab</td><td>20%</td></tr><tr><td>Class Attendance and Participation</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Anatomy and Physiology II				
Course Code	HEA110				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year/ Semester	1st Year /2 nd Semester				
Teacher's Name	Isakovic Jasmina, Stoyanova Irina				
ECTS	6	Lectures / week	2 hours / 14 week	Laboratories / week	1 hour / 14 week
Course Purpose and Objectives	The systematic presentation of all areas of topographical anatomy and physiology of the human body at a general level. In particular, reference to the basic cell function mechanisms and organs and to the mechanisms of communication, adaptation and body defense that they develop so that the particular knowledge constitutes the anatomical and physiological basis for the following years of study, to be able to understand: • health problems related to the structure and physical function • in addition, to highlight the effects of the various related therapies				
Learning outcomes	**Upon completion of this course the students will be able to**: • report details of the anatomy and physiology of the human body • explain the structures and functions of the individual systems of the human body • explain the mechanism in which every organ and system in the human body uses to achieve its functions • describe how each system of the human body is related to the other and how they affect each other • documents how a possible dysfunction of a system or organ of the human body affects the functioning of the particular system and the functioning of other systems of the human body				
Prerequisites	HEA100	Co-Prerequisites	None		
Content of Course	**Description:** Topographic anatomy of the musculoskeletal system - bone types, joints, ligaments. Skeletal muscles - muscle fatigue-				

	coordination of the muscle. Smooth fibers – muscles - cardiac muscle. Function of the muscles - structure of neuromuscular junction. Nervous system. Central nervous system - Anatomical and functional organization of the central nervous system (meninges, cerebrospinal fluid, basal ganglia, thalamus, hypothalamus, pituitary gland). Functions of hemispheres - Nerve fiber/Axon - Neuron synapse - Neurotransmitters. Pyramidal and Extrapyramidal system. Functional Anatomy of the Autonomic Nervous System (Sympathetic - Parasympathetic) Endocrine system. Topographic anatomy of the endocrine system - Endocrine and hormone functions - Homeostatic Processes for Thermoregulation Peripheral nervous system - Structure and functions of the peripheral nervous system - Functional Organization of Perception pathways. Sensory paths (pain, hot, cold) - Sensory organs (vision, hearing, touch, taste, smell). **LABORATORY:** With the help of audio-visual material and preforms students trained in anatomy and physiology and present work in relation to the course content to fully understand and apply observation and interpretation. At the same time, students are taught basic methods of quantitative measurement of physiological phenomena. Additionally, students having as basis the above they become familiar with approaching and accessing knowledge sources (libraries, e- libraries, internet).
Teaching Methodology	Face- to- face
Bibliography	Hall, E.J. Medical Physiology (Guyton and Hall). Editor Parisianou Paulsen F, Waschke Sobotta J. Atlas of Human Anatomy, Editor Parisianou A.E. Derrickson,H.B. and Tortora, G.J. Principles of Anatomy and Physiology,Wiley Schmidt, R. Brief Physiology of Humans, Medical Publications Paschalidis, Athens, Greece Robert G. C. Elsevier’s Brief Physiology., Editor Elsevier’s Integrated Series, Elsevier's Integrated Physiology.

Assessment	Exams 70% Class Participation and Attendance 10% Assignments 20% 100%
Teaching Language	English

Course Title	Information Technology for Health Sciences				
Course Code	HEA170				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st Year / 2nd Semester				
Teacher's Name	Alatsathianos Yiannis				
ECTS	6	Lectures / week	2 Hours/1 4 weeks	Laboratories / week	1 hour/ 14 weeks
Course Purpose and Objectives	The course provides a better understanding of computer systems and their applications in the health sector. It presents the basic concepts, terminology and theory of computers such as "Computer hardware and software", "Health Information Systems", and other computer systems used in the health sector. The course also offers the student the experience of using the various Microsoft Office programs.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • recognize and describe the Computer Based Management Information Systems • explain and analyze Health Information Systems • explain and analyze the patient's medical file • describe and define the concepts of Database Systems • identifies the applications of a Hospital Information System • describe the role of Experienced Systems and Decision Making Systems in Medical Practice • identify Classification and Coding Systems in Health Care • describe Virtual Reality Systems and telemedicine applications and systems Upon completion of the laboratory part of the course, the student is expected to be able to: • Apply an operating system eg. Windows • Implement an Internet and e-mail program eg. Microsoft Internet and Microsoft Email • Apply the Windows Word program • Apply the Windows Excel program • Apply the Microsoft Power Point program • Use the Windows Access program				

Prerequisites	None	Co-requisites	None
Course Content	Theory Basic principles of Information Systems Management Information Systems for Health Patient medical file Protocols systems in health care Classification and coding systems in health care Health communication systems Internet and health services Technical Intelligence and Medicine / Decision Making Systems Medical Decision Support Systems Telemedicine Medical Information Retrieval Systems Virtual Reality Systems, Medical Imaging New Technologies and Education for Health Professionals Society of Information and Knowledge – general, public interest, security Privacy and individuality in an e-Health environment Protection and Security in Health Information Systems Laboratory Microsoft Windows Internet, e-mail Microsoft Word Microsoft Excel Microsoft Power Point Microsoft Access		
Teaching Methodology	Face- to- face		
Bibliography	• Hersh William R., Hoyt Robert E.. Health Informatics: Practical Guide. Informatics Education. • Antonis Kaniklides, ECDL 5: Πλήρης Οδηγός Επιτυχίας, A1 Plus publisher, • Αποστολάκης, Ιωάννης Α.Βαρλάμης, Ηρακλής. Πληροφορικά Συστήματα Υγείας. Αθήνα: Εκδόσεις Παπαζήση. • Mantas, J. and Hasman, A. Health informatics. Athens: Paschalides Publications.		

	• Halkiotis S., Botsis T., Hygiene Informatics, Publishing House: Publications DIAVLOS Athens,	
Assessment	Examinations	70%
	Assignments	20%
	Class Attendance and Participation	10%
		100%
Language	English	

<table>
<tr><td>Course Title</td><td colspan="5">General Microbiology</td></tr>
<tr><td>Course Code</td><td colspan="5">LFS200</td></tr>
<tr><td>Course Type</td><td colspan="5">Compulsory</td></tr>
<tr><td>Level</td><td colspan="5">Bachelor (1st Cycle)</td></tr>
<tr><td>Year / Semester</td><td colspan="5">2nd Year / 3rd Semester</td></tr>
<tr><td>Teacher’s Name</td><td colspan="5">Dib Karim, Varzakakou Maria</td></tr>
<tr><td>ECTS</td><td>6</td><td>Lectures / week</td><td>2 Hours/14 weeks</td><td>Laboratories / week</td><td>1 hour/14 weeks</td></tr>
<tr><td>Course Purpose and Objectives</td><td colspan="5">Providing general knowledge to the student on introductory topics of Microbiology. The description of the basic mechanisms governing the function, development and control of microorganisms (bacteria, viruses, fungi and pests), learning of basic laboratory microbiological techniques, understanding of microbial control methods and the interaction between microbes and human hosts.</td></tr>
<tr><td>Learning Outcomes</td><td colspan="5">Upon successful completion of the course, students will be able to:
recognize, name and classify bacteria, viruses, fungi, parasites
describe various requirements of microorganism development
describe various methods of controlling microorganisms (physical and chemical)
recognize the basic techniques through which they can be cultivated in the laboratory and study the microorganisms
explain the host human defense mechanisms</td></tr>
<tr><td>Prerequisites</td><td colspan="3">BIO108</td><td>Co-requisites</td><td>None</td></tr>
<tr><td>Course Content</td><td colspan="5">Theory:

Microorganisms. The contribution of microorganisms to the planet Earth. Theories of evolution of microorganisms and their place in the living world. Historical background.

Classification of microorganisms.

Prokaryotic cell vs. eukaryotic cell: Morphological characteristics

Microbial nutrition-nutritional requirements of microorganisms

Microbial culture and control of microbial growth.

Microbial genetics.

Biology of viruses and plasmids.

Microorganisms and environment: Biogeochemical data cycles, symbiotic relationships of microorganisms, Cycles of carbon,</td></tr>
</table>

<table>
<tr><td></td><td>hydrogen and oxygen, nitrogen, sulfur, phosphorus, iron and other elements.

Pathogenic microorganisms, opportunistic pathogenic microorganisms and normal flora

Relationship between microbes and the human host.

Laboratory exercises:

The Microbiological Laboratory - Safety Rules

Microbiological Nutritional Substrates - Aseptic Work Methods - Sterilization.

Coloring, Microscopy

Estimation of the size of microbial populations.

Microbial Growth: Detection / Counting of Microbes

Effect of natural factors on microbial growth.

Estimation of effectiveness of antimicrobials-antibiotics.</td></tr>
<tr><td>Teaching Methodology</td><td>Face- to- face</td></tr>
<tr><td>Bibliography</td><td>• Prescott LM, Harley JP, Klein DA., Microbiology McGraw-Hill Science/Engineering/Math.

• Beatrix Fahnert and Phoebe Lostroh. Strelkauskas' Microbiology: A Clinical Approach. CRC Press

• Madigan MT, Martinko JM, Dunlap PV, Clark DP, Βιολογία των Μικροοργανισμών, Πανεπιστημιακές Εκδόσεις Κρήτης.

• Βακτηριολογία, Μυκητολογία, και Παρασιτολογία.Spicer W.J, Εκδόσεις Παρισιάνου.

• Microbiology Exercises. Koliais S. Sivriopoulou A. University Studio Press.</td></tr>
<tr><td>Assessment</td><td>Examinations 60%
Assignments/Lab 30%
Class Attendance and Participation 10%
100%</td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Food Chemistry				
Course Code	NUT105				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 3rd Semester				
Teacher's Name	TBA				
ECTS/credits	6	Lectures / week	2 hours/14 weeks	Laboratories / week	1 hour/14 weeks
Course Purpose and Objectives	The course purpose and objectives are to teach students the basic food categories, their main physiochemical characteristics, their macro and micro nutritional components and to be exercised in basic laboratory food analytical techniques and methods. The aim of the course is to present the main categories of foods, their main physiochemical characteristics, their macro- and micronutrients, as well as the practice of the students in basic laboratory techniques of food analysis.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • recognize and describe the food categories • distinguish the specific characteristics of each food category in terms of their physicochemical properties and macronutrient composition • distinguish the specific characteristics of each food category in terms of their physicochemical properties and micronutrient composition • apply basic laboratory techniques and analytical methods for food composition				
Prerequisites	LFS100	Co-requisites	None		
Course Content	Theory Nutrients (water, protein, carbohydrates, lipids, salts, vitamins and trace elements). Categories of food (animal and plant origin foodstuffs, fats, oils, drinking water). Definition, description and composition. Effects of different treatments on food nutrients.				

<table>
<tr><td></td><td>Energy value of food, additives, contaminants and food safety according to EU legislation.

Laboratory
General and specific methods of food testing and analysis.
Laboratory determinations of nutrients of food.</td></tr>
<tr><td>Teaching Methodology</td><td>Face- to- face</td></tr>
<tr><td>Bibliography</td><td>• deMan, J.M., Finley, J., Hurst, W.J., Lee, C. Principles of Food Chemistry. Springer. Online access
• Κωνσταντίνος Κοτρόκκης και Εμανουήλ Παπαδογιάννης, Διατροφή και Χημεία Τροφίμων στην Δημόσια Υγεία, Εκδόσεις Πασχαλίδη.
• Belitz HD, Grosch W, Schieberle P, Burghagen MM, Food Chemistry, Springer.
• Δ. Μπόσκου,Χημεία Τροφίμων, Εκδόσεις Γαρταγάνη.</td></tr>
<tr><td>Assessment</td><td>Examinations 60%
Laboratory Examination 30%
Class Attendance and Participation 10%
100%</td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Research Methodology and Biostatistics				
Course Code	HEA115				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year /3rd Semester				
Teacher's Name	Alatsathianos Yiannis, Tzanetakou Irene				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The purpose of this lesson is to make students able to find scientific information and knowledge of the basic principles of organizing and conducting scientific research in the field of life sciences. Also through this course, students should develop skills in the methods of evaluating articles and understand the importance of ethics in conducting an research study. By finishing the course, students should understand the value of research methodology using evidence-based practice in the field of life science.				
Learning Outcomes	Upon successful completion of the course students should be able to: • Identify and interpret the value of research methodology in the application of documented practice in the field of life sciences. • Asks research questions and assumptions and plans to collect data • Apply descriptive statistics and process of a statistical hypothesis testing. • Interpret results in both quantitative and qualitative studies. • Describe, Recognize and analyze steps of the research design - protocol and collection of data in both quantitative and qualitative studies • Demonstrate the ability to critically read and evaluate the quality of published scientific articles in the field of life sciences • Explain results of systematic reviews in the field of life sciences				
Prerequisites	None	Required	None		
Course Content	At the end of the course the students will be able to know the content of Research Methodology and Biostatistics course with an emphasis on research in the field of life sciences. The course describes the concepts and forms of scientific research, ethics in research as well as scientific ways of solving problems in field of life				

<table>
<tr><td></td><td>sciences. Training will be provided to find information with advanced techniques and search strategies across a variety of electronical medical databases. The concepts of the research problem, research cases and protocols as well as pilot research will be explained and clarified. The various sampling methods and the concepts of reliability and validity will be taught. It will analyze the various threats that may affect the internal and external validity of an experiment and how to deal with them. Students will be taught the various data collection tools as well as data handling according to the variables and scales that belong to them. Particular emphasis will be given to systematic review and meta-analysis. Finally, student will learn to apply appropriate statistically ways to investigate their research question and interpret outcomes using statistical significance.</td></tr>
<tr><td>Teaching Methodology</td><td>Face- to- face</td></tr>
<tr><td>Bibliography</td><td>

• Higgins JPT, Green S. Cochrane Handbook for Systematic Reviews of Interventions. The Cochrane Collaboration.
• Christensen Larry, Johnson R. Burke, Turner Lisa A.. Research Methods, Design, and Analysis. Pearson Education, Incorporated, United States.
• Padgett DK. Qualitative and Mixed Methods in Public Health. SAGE Publications Ltd, London
• Saks M Allsop J. Researching Health Qualitative, Quantitative and Mixed Methods. SAGE Publications Ltd, London
• Field Andy, Discovering Statistics Using IBM SPSS Statistics. North American Edition. SAGE Publications Ltd, London.

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<tr><td>Assessment</td><td>
<table>
<tr><td>Exams</td><td>60%</td></tr>
<tr><td>Class Attendance and Participation</td><td>10%</td></tr>
<tr><td>Assignments</td><td>30%</td></tr>
<tr><td></td><td>100%</td></tr>
</table>
</td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Nutrition, Culture and Environment				
Course Code	NUT200				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 3rd Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The course aims to highlight the eating habits of different people and how they are influenced by various factors such as religion, culture, society, economy and the environment. Also, to review the interaction between production, trading and consumption of food with the natural environment and also to review current food challenges such as genetically modified organisms.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • Describe the evolution of nutrition from the farthest past to today, through historical circumstances, technological progress and environmental restrictions to explain the diversity in nutrition among populations. • Evaluate dietary habits of individuals worldwide • Identify cultural rules, dietary taboos in societies and various religions • Evaluate the effects of environmental and cultural factors on the dietary habits of different people • Identify & communicate the burden and problems that food production and marketing brings to the environment in terms of sustainability • Associate factors of the natural and social environment with the production, consumption of food				
Prerequisites	NUT100	Co-requisites	None		
Course Content	Description:				

	Food choice. Theoretical approaches to the interpretation of food choice. The History of Human Nutrition. Cultural and religious influences: Dietary rules and prohibitions of different civilizations. Review of human nutrition around the world. Nutrition and diet in Cyprus. The Mediterranean Diet. Diet in modern societies. The "hidden hunger" - micronutrient deficiencies: vitamin A, iron and iodine. History of Food. Impact of agriculture, industrial revolution and biotechnology on food production and on the nutritional status of different civilization. Environmental impacts of food production. Solid and liquid waste. The global water deficit. The prospects of agriculture. Sustainable forms of agriculture. Traditional varieties. Organic food. Applications of biotechnology in agriculture. Genetically modified organisms. Possible hazards to the environment. Importance for public security.
Teaching Methodology	Face- to- face
Bibliography	• Matala AL, Anthropology of Nutrition. Athens: Papazisi Publications. • Ματάλα ΑΛ, Louis Grivetti. “Διατροφή και πολιτισμός” – Βιοπολιτισμικές προσεγγίσεις της επιλογής τροφής. Έκδοση: Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. • Suresh Babu Shailendra N. Gajanan Prabuddha Sanyal. Food Security, Poverty and Nutrition Policy Analysis. Statistical Methods and Applications. Elsevier Science. • Paul Collinson, Iain Young, Lucy Antal, and Helen Macbeth. Food and Sustainability in the Twenty-First Century. Cross-Disciplinary Perspectives. Berghahn Books.
Assessment	Examinations 60% Assignments 30% Class Attendance and Participation 10% 100%
Language	English

Course Title	Health Psychology				
Course Code	PSY105				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd year/3rd semester				
Teacher's Name	Voulgaropoulou Stella				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The aim of the course is an introduction to Health Psychology (HP) and its applications. HP is concerned with promoting, maintaining and restoring health, giving emphasis to the biological, social and psychological factors that affect health and disease. A special focus is around health and illness, perceptions around illness and health, stress and health, pain and informal caregivers.				
Learning Outcomes	Upon successful completion of this course students should be able to: • Identify the relationship between biological, psychological and social factors in health and illness • Demonstrate a broad background of knowledge about health psychology including information about history and research methods used in health psychology • Describe the stages and challenges of the chronic disease that the patient and his / her family need to deal with • Explain and understand the basic models used to understand health and illness • Discuss the vital communication skills between the patient and the health care professional • Identify the importance of interdisciplinary work on issues of health and illness • Acknowledge the importance of illness perceptions, expectations, past experiences etc. on how individuals cope with chronic illness and stress.				
Prerequisites	None	Required	None		
Course Content	The course provides a comprehensive approach in understanding health psychology. It refers to the biopsychosocial model and emphasizes the importance of biological, social, psychological and behavioral factors that affect health and lllness. There is also a reference to the relationship between stress and health, the perception of symptoms as they are influenced by psychological factors, the experience and the treatment of chronic disease from the part of the patient as well as the caregiver, the relationship and				

<table>
<tr><td></td><td>communication between health care professional and the patient, the experience of pain and, finally, social health inequalities.

In the duration of the course topics such as the following will be covered:

Illness representations
Stress and health
Stress management
Communicating in the healthcare context
Pain and its treatment
Chronic diseases and quality of life
Informal carers</td></tr>
<tr><td>Teaching Methodology</td><td>Face- to- face</td></tr>
<tr><td>Bibliography</td><td>• Ogden Jane. Η Ψυχολογία της Υγείας. Εκδόσεις Παρισιάνου Α.Ε.
• Παπαδάτου Δανάη & Αναγνωστόπουλος Φώτιος. Η Ψυχολογία στον Χώρο της Υγείας.. Εκδόσεις Παπαζήσης.
• Sarafino Edward P, Smith Timothy W. Health Psychology: Biopsychosocial Interactions. Wiley.
• Marks David F, Murray Michael, Estacio Emee Vida.Health Psychology. SAGE Publications Ltd</td></tr>
<tr><td>Assessment</td><td>Examinations 60%
Assignments/Quizzes 30%
Class Participation and Attendance 10%
100%</td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Nutrition and Metabolism				
Course Code	NUT205				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 4th Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The basic understanding of digestion, absorption and metabolic pathways of degradation, storage and biosynthesis of macronutrients as well as their mechanisms of regulation. The presentation of the most important categories of micronutrients, their distribution in the different categories of foods, their metabolism as well as their interaction with the pathophysiological mechanisms of the human organism.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • Carbohydrate Metabolism: Explain glycolysis (pathway, reactions, regulation, and anaerobic fate of pyruvate). Describe glycogen metabolism (breakdown, synthesis, and control), the citric acid cycle (sources of acetyl-CoA, enzymes, and regulation), and key carbohydrate pathways such as gluconeogenesis and the pentose phosphate pathway. • Energy Production: Describe the electron transport chain, oxidative phosphorylation, and the regulation of ATP production. • Lipid Metabolism: Define lipid digestion, absorption, and transport; explain fatty acid oxidation, biosynthesis, and their regulation. • Protein Metabolism: Explain protein digestion, amino acid deamination, and the urea cycle. • Metabolic Regulation and Nutrition: Characterize metabolic homeostasis, including appetite control, energy expenditure, and body weight regulation • Summarize key micronutrients—their dietary sources, metabolism, and roles in health and disease				
Prerequisites	NUT100, BIO108, LFS100, LFS110	Co-requisites	NUT210		
Course Content	Introduction to metabolism				

<table>
<tr><td></td><td>Glycolysis
Glycogen metabolism
Citric acid cycle
Electron transport and oxidative phosphorylation
Other pathways of carbohydrate metabolism
Lipid metabolism
Amino acid metabolism
Energy metabolism: integration and organ specialization</td></tr>
<tr><td>Teaching Methodology</td><td>Face- to- face</td></tr>
<tr><td>Bibliography</td><td>• Bender David A. Introduction to Nutrition and Metabolism. CRC Press.
• Vanbergen Olivia & Wintle Gareth. Series Editors: Shreelata T Datta & Philip Xiu. Crash Course Metabolism and Nutrition. Elsevier.
• Groff JL, Gropper SAS, Συντώσης Λ (μεταφ), Αναστασίου Κ (μεταφ), Διατροφή και μεταβολισμός, Εκδόσεις Πασχαλίδη.
• Gropper S, Smith J, Groff J, Συντώσης Λ (μεταφ.), Διατροφή & Μεταβολισμός Τόμος ΙΙ, Ιατρικές Εκδόσεις Πασχαλίδη.
• Berdanier CD, Zempleni J, Advanced Nutrition: Macronutrients, Micronutrients, and Metabolism, CRC.</td></tr>
<tr><td>Assessment</td><td>Examinations 60%
Assignments 30%
Class Attendance and Participation 10%
100%</td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Nutrition and Metabolism – Laboratory				
Course Code	NUT210				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 4th Semester				
Teacher's Name	Agathangelou Kyriacos				
ECTS/credits	6	Lectures / week	N/A	Laboratories / week	3 hours/14 weeks
Course Purpose and Objectives	The application of practical experiments for measuring metabolic parameters and biochemical indices in relation to nutrition.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • Perform calorimetry (indirect and direct) • Measure energy consumption and the relative involvement of energy substrates in energy production • Identify biochemical markers related to the metabolism of macronutrients and micronutrients • Acknowledge the antioxidant ability of food and extracts • Assess basal metabolic rate and nutrient utilization using laboratory techniques • Interpret laboratory data for nutritional evaluation				
Prerequisites	NUT100, BIO108, LFS100, LFS110	Co-requisites	NUT205		
Course Content	Presentation and practical application of basic techniques for the study of metabolism: Calorimetry (indirect and immediate) Energy consumption and measurement of the relative contribution of energy substrates to energy production The effect of fasting and eating Determination of biochemical markers related to the metabolism of macronutrients and micronutrients (eg HDL, LDL, triglycerides)				

<table>
<tr><td></td><td>Glycemic and lipidemic control in physiological conditions and the effect of eating different meals on macronutrients

Study of antioxidant capacity of food and extracts

Measurement of basic metabolism

Consumption of meals with different composition and measurement of biochemical parameters associated with meal composition (eg Nitrogen balance, glucose test after drinking juice, glucose tolerance test, antioxidants, free radicals, visit to test chemistry oxidation - breath test, electrolytes)

The effect of diet phytochemicals on the metabolism and physiology of chronic diseases

Iron Metabolism: Factors that affect iron bioavailability.</td></tr>
<tr><td>Teaching Methodology</td><td>Face- to- face</td></tr>
<tr><td>Bibliography</td><td>• David A. Bender. Introduction to Nutrition and Metabolism. CRC Press.

• Vanbergen Olivia & Wintle Gareth. Series Editors: Shreelata T Datta & Philip Xiu. Crash Course Metabolism and Nutrition. Elsevier.

• Groff JL, Gropper SAS, Συντώσης Λ (μεταφ), Αναστασίου Κ (μεταφ), Διατροφή και μεταβολισμός, Εκδόσεις Πασχαλίδη.

• Gropper S, Smith J, Groff J, Συντώσης Λ (μεταφ.), Διατροφή & Μεταβολισμός Τόμος ΙΙ, Ιατρικές Εκδόσεις Πασχαλίδη.

• Berdanier CD, Zempleni J, Advanced Nutrition: Macronutrients, Micronutrients, and Metabolism, CRC.</td></tr>
<tr><td>Assessment</td><td><table><tr><td>Examinations</td><td>40%</td></tr><tr><td>Laboratory exercises</td><td>50%</td></tr><tr><td>Class Attendance and Participation</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Nutritional Assessments				
Course Code	NUT215				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 4th Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The course aims to familiarize students with the process of assessing the nutritional status, the methods used and the use of the results of the evaluation in the design of nutritional intervention.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • Describe & apply nutritional assessment methods • Select and interpret nutritional indicators-markers • Analyse data from nutritional assessments • Interpret results of nutritional assessment and identify nutritional problems assessment.				
Prerequisites	NUT100	Co-requisites	NUT220		
Course Content	Introduction to the process of assessing nutritional status. Clinical examination: the use of clinical signs. Body composition: Anthropometry and other methods of body composition assessment. Method Validity. Assessment of dietary intake: Methodology (24-hour recall, food logbook, design and use of food consumption questionnaires). Estimation of dietary intake. Reference dietary intake reference. Assessment of physical activity: Typical methods, applications and validity of these. Laboratory Indicators for Nutritional Status Assessment: Use of hematological, biochemical and other laboratory markers. Indicators for assessing malnutrition / undernutrition, human protein status, minerals (iron, calcium) and vitamins.				

<table>
<tr><td></td><td>Nutritional evaluation for diabetes mellitus.
Nutritional assessment for anemia.
Nutritional assessment for food allergies-food intolerances</td></tr>
<tr><td>Teaching Methodology</td><td>Face- to- face</td></tr>
<tr><td>Bibliography</td><td>Nieman DC. Nutritional Assessment. Boston, McGraw-Hill Education
Μανιός Γιάννης, Διατροφική Αξιολόγηση, Εκδόσεις Πασχαλίδη.
Gibson RS. Principles of Nutritional Assessment. Publisher: New York, Oxford University Press.
Heymsfield SB, Lohman TG, Wang ZM, Going SB. Human Body Composition. Champaign, IL. Publisher: Human Kinetics</td></tr>
<tr><td>Assessment</td><td><table><tr><td>Examinations</td><td>60%</td></tr><tr><td>Assignments</td><td>30%</td></tr><tr><td>Class Attendance and Participation</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Nutritional Assessments/Laboratory				
Course Code	NUT220				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 4th Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	N/A	Laboratories / week	3 Hours/14 weeks
Course Purpose and Objectives	The course aims to familiarize students with the process of assessing the nutritional status, the methods used and the use of the results of the evaluation in the design of nutritional intervention.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • perform assessments of nutritional status according to appropriate, case-by-case methods. • evaluate the results obtained in order to organize, on the basis of these, the nutritional intervention • apply appropriate calculations and tools for analysis				
Prerequisites	NUT100	Co-requisites	NUT215		
Course Content	Body composition: Anthropometry and other methods of body composition assessment. Assessment of body composition using various laboratory devices. Assessment of resting metabolic rate and total energy needs by various methods (use of equations, use of laboratory devices). Assessment of dietary intake: Methodology (24-hour recall, food dairy, design and use of food consumption questionnaires). Evaluation of nutritional intake and dietary patterns through analysis in Nutrition software programs. Nutritional evaluation to prevent chronic diseases (obesity, undernutrition, osteoporosis).				
Teaching Methodology	Face- to- face				

<table>
<tr><td>Bibliography</td><td>

Nieman DC. Nutritional Assessment. Boston, McGraw-Hill Education
Μανιός Γιάννης, Διατροφική Αξιολόγηση, Εκδόσεις Πασχαλίδη.
Gibson RS. Principles of Nutritional Assessment. Publisher: New York, Oxford University Press.
Heymsfield SB, Lohman TG, Wang ZM, Going SB. Human Body Composition. Champaign, IL. Publisher: Human Kinetics

</td></tr>
<tr><td>Assessment</td><td>
<table>
<tr><td>Class Attendance and Participation</td><td>10%</td></tr>
<tr><td>Assignments</td><td>40%</td></tr>
<tr><td>Project/Presentation</td><td>50%</td></tr>
<tr><td></td><td>100%</td></tr>
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</td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Food Science and Technology				
Course Code	NUT225				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 4th Semester				
Teacher's Name	Karis Ioannis				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The purpose of the course is to emphasize the technology to prepare and synthesize foods and changes that occur naturally or when processed.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • evaluate the quality of food taking into consideration the physical, chemical microbiological and sensory criteria • choose the most appropriate methods for food preservation to maintain safety and nutrient value • describe the technology and process of manufacturing major food groups (eg milk, fruit and vegetables, cereals, fats and oils etc.)				
Prerequisites	LFS100, NUT105	Co-requisites	None		
Course Content	Introduction to Food Technology Food Preservation Methods Organoleptic Food Assessment Food Additives Milk and dairy technology Fruit and Vegetable Technology Fat and Olive Technology Meat and Preparations Technology Organic Products Food labelling				

<table>
<tr><td></td><td>Functional Foods
Food Legislation - National and European.
Visits and / or placements of students at various job positions in the industry:
The aim of the visits and / or placements in the work places in food industries is (a) To gain a practical experience of the Technology and manufacturing process of the different categories of Food and (b) Quality Control (physical, chemical, organoleptic and microbiological carried out for raw materials and finished products.</td></tr>
<tr><td>Teaching Methodology</td><td>Face- to- face</td></tr>
<tr><td>Bibliography</td><td>• Brown, A. Understanding Food: Principles and Preparation. Cengage Learning.
• Campbell-Platt, G. Food Science and Technology. Wiley-Blackwell.
• Stewart, G.F., Maynard A. Amerine, B.S. Schweigert, John Hawthorn. Introduction to Science and Technology of Foods. Elsevier</td></tr>
<tr><td>Assessment</td><td><table><tr><td>Examinations</td><td>60%</td></tr><tr><td>Assignments</td><td>30%</td></tr><tr><td>Class Attendance and Participation</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Introduction to Clinical Nutrition and Dietetics				
Course Code	NUT300				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 5th Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	2hours/14 weeks	Laboratories / week	3 hours/14 weeks
Course Purpose and Objectives	The course aims to familiarize students with the process of nutritional care and the tools used. It also aims at developing theoretical and practical skills for dietary compilation and appropriate diet modification as well as dietary management of physiological individuals at various stages of the lifecycle as well as malnutrition and obesity.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • record the nutritional care process, as well as the documents/tools used, • identify people at nutritional risk • assess dietary requirements in healthy populations • develop balanced diet plans based on national guidelines • develop personalised diets based on patients' needs and specific conditions such as malnutrition, obesity and other eating disorders				
Prerequisites	NUT215, NUT220	Co-requisites	None		
Course Content	Introduction to the nutritional care process. Implementation and evaluation of nutrition care process. Tools of clinical nutritional assessment.				

	Assessment methods of total energy requirements (macronutrients and micronutrients). Food exchanges. Food groups. Guidelines for developing a dietary plan. Development of dietary plan for healthy population (children, adults, pregnancy) Pathophysiology and nutritional requirements for undernourished/malnourished people. Development of a dietary plan for the malnourished patient. Pathophysiology and nutritional requirements for overweight and obese people. Development of a dietary plan for obese and overweight patients. Pathophysiology and nutritional requirements for people with anorexia nervosa, bulimia and binge eating. Development of a dietary plan for patients with eating disorders. Diet and bone health. Diet composition analysis using softwares.
Teaching Methodology	Face- to- face
Bibliography	• Kontogianni M, Giannakouliia M, Karatzi K, Fakpa E. Clinical Nutrition Manual. English and Academic Texts and Aids. • Maher AK J, Iowa Dietetic Association. Simplified Diet Manual. Wiley-Blackwell. • Joan Gandy. Manual of Dietetic Practice. Wiley-Blackwell. • Janice L. Raymond and Kelly Morrow. Krause and Mahan's Food and the Nutrition Care Process. Publisher: Elsevier.
Assessment	Examinations 40% Assignments 50% Class Attendance and Participation 10%

		100%
Language	English	

Course Title:	Sports Nutrition I				
Course Code:	NUT345				
Course Type:	Compulsory				
Level:	Bachelor's (1st cycle)				
Year/Semester:	3rd year / 5th semester				
Instructor Name:	TBA				
ECTS	6	Lectures per week:	3 hours / 14 weeks	Laboratories per week:	N/A
Course Objectives:	- To develop knowledge on the importance of appropriate nutritional support during exercise. - To review the processes regulating the metabolism of energy substrates during exercise and the biochemical processes that occur and explain the metabolic adaptations in acute and chronic exercise. - To highlight the role of exercise in promoting health and managing metabolic diseases. - To present the specific nutritional requirements of athletes and physically active individuals.				
Learning Outcomes:	Upon completing the course, the student is expected to be able to: • recognize the importance of nutrition in work capacity and athletic performance • identify the specific nutritional requirements of physically active individuals and athletes and the differences between endurance and resistance exercises • assess the role of exercise in maintaining and restoring health.				

	• critically analyze publications and opinions on the nutritional requirements of athletes and physically active individuals • evaluate the effects of nutritional supplements ergogenic aids on athletic performance • assess nutrition's preventive role in exercise-related health		
Prerequisites:	NUT100, HEA100, HEA110	Corequisites:	None
Course Content:	Review of metabolic processes and nutrient metabolism. Mechanisms of energy production during exercise. Physiological adaptations during exercise. Carbohydrate metabolism during exercise. The role of carbohydrate intake during preparation and competition periods. Lipid metabolism during exercise. The contribution of lipids to energy production during endurance and power exercises. Regulation of the relative contribution of carbohydrates and lipids to energy metabolism in acute and chronic exercise. Protein metabolism during exercise. Fluid balance during exercise: hydration, dehydration, hypohydration. Training and metabolic adaptations. Effects on nutritional requirements. Evaluation of the use of nutritional supplements by physically active individuals and athletes. Ergogenic supplements and athletic performance. The effects of regular exercise on various aspects of health. The importance of exercise in preventing and managing obesity and metabolic diseases, such as metabolic syndrome, type II diabetes, osteoporosis, chronic kidney disease, etc.		
Teaching Methodology:	Face to Face		
Bibliography:	Marni Sumbal MS RD CSSD, Essential Sports Nutrition: A Guide to Optimal Performance for Every Active Person. Rockridge Press. Dan Benardot. Advanced Sports Nutrition, 3rd edition. Human Kinetics. Nikos Kafetzopoulos, Practical Guide to Sports Nutrition, Parisianos Publications.		

Assessment:	Midterm Exam: Final Exam: Assignments: Class Attendance and Participation:	30% 40% 20% 10% 100%
Language:	English	

Course Title	Nutritional Education, Counselling and Behaviour				
Course Code	NUT315				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd year /5th semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The course aims to help students plan and evaluate nutritional interventions at the level of small or larger population groups to promote health and primary or secondary prevention. Students are trained in developing communication skills with people as well as in dealing with adherence issues in clinical practice. In addition, it aims to help the students aware of the different aspects of eating behavior, appetite, saturation and eating process as well as factors influencing them and develop skills to modify those parameters that lead to several health problems.				
Learning Outcomes	Upon completion of the course the student is expected to be able to: • develop communication skills with patients and healthy individuals of different age groups in order to improve the effectiveness of nutritional interventions • apply motivational and behavioural techniques for individuals and groups • plan and evaluate education sessions for different age groups				

	• identify psychosocial and cultural factors influencing eating habits • recognize the impact of problematic eating behaviors and plan interventions to modify them • apply nutritional interventions to promote health and primary, secondary, tertiary and quaternary prevention • evaluate the effectiveness of interventions		
Prerequisites	NUT100, PSY105	Required	None
Course Content	Introduction and general review of the importance of counseling in nutritional interventions. The role of dietitian. Dietetic Behavior Modification Theories: Changing Behavior Stages and Other Theories. Motivational Interview: General principles of the method and applications in dietary intervention. Cognitive Behavioral Therapy: General principles of the method and applications in dietary intervention. Structure and organization of the diet session. Counselling skills in the dietician's daily practice, applications in various groups and various diseases. Improve compliance and maintain change. Tackle "difficult" incidents. Introduction to diet-related behaviors. Theoretical approaches and models for the interpretation of human nutritional behavior. Evaluation methodology. Factors Affecting Nutritional Behavior. The role of socio-cultural, psychological and biological factors (including genetic) and their interactions. Appetite, thirst, saturation, taste and factors that affect it. Dietary behaviors in different age groups and minorities. Dietary behavior and chronic diseases: eating behaviors related to weight management and obesity, diabetes mellitus, cardiovascular diseases and eating disorders. Contemporary problems related to nutrition and the need for interventions. Model PRECEDE-PROCEED and applications in nutritional interventions. Social Marketing to change the eating habits of the groups.		

	Interventions to alter eating-related behaviors at individual, small group or community level.
Teaching Methodology	Face-to-Face
Bibliography	• Pip Mason. Health Behavior Change. A Guide for Practitioners. Elsevier. • Judith Beto and Betsy Holli. Nutrition Counseling and Education Skills: A Guide for Professionals. Jones & Bartlett Learning. • Roger Hughes. Practical Public Health Nutrition. Wiley-Blackwell • Γιάννης Μανιός, Διατροφική Αγωγή: Θεωρίες Και Μοντέλα Αγωγής Και Προαγωγής Της Υγείας, Εκδόσεις Πασχαλίδη. • Μαρία Γιαννακούλια, Ευαγγελία Φάππα. Διατροφική Συμβουλευτική και Συμπεριφορά. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις, Creative Commons BY-NC-ND
Assessment	Examination: 60 % Exercises: 30 % Class Attendance and Participation: 10 % Total: 100%
Language	English

Course Title	Nutrition in the Life Cycle				
Course Code	NUT320				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 5th Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 Hours/1 4 weeks	Laboratories / week	N/A
Course Purpose and Objectives	Familiarize students with the physiological changes occurring in the human body during life, the changes in the nutritional requirements, as well as how they can be satisfied through dietary intake				
Learning Outcomes	Upon successful completion of the course, students will be able to: • recognize the physiological changes that occur across the lifespan • identify nutrient requirements at different life stages • organize and implement nutritional interventions to cope with changes in requirements as well as age-related nutrition problems.				
Prerequisites	NUT100	Co-requisites	None		
Course Content	Review of the basic physiological changes that occur during life. Pregnancy: Anatomical and functional changes, stages of fetal development, role of diet, diet modification to meet nutrient requirements, weight gain during pregnancy and nutritional treatment of common problems or complications. Breastfeeding: Production physiology and breast milk composition, breastfeeding benefits, diet modification to meet nutrient requirements. Infant age: Anatomical and physiological changes, nutrient requirements, weaning and introduction of solid and semi-solid food, nutritional treatment of common problems or				

<table>
<tr><td></td><td>complications, nutritional requirements of early or low-weight infants.

Childhood: Anatomical and physiological changes, nutritional requirements, factors affecting children's nutritional choices, dietary habits of preschool and school age children, and nutritional treatment of problems that often occur in this age, children's nutrition programs.

Adolescence: Anatomical and physiological changes, sexual development, nutritional requirements, dietary behavior of teenagers, nutritional treatment of common problems that often occur in this age, nutrition programs for teenagers.

Adult: Nutrition requirements in adulthood, nutritional recommendations from national and international bodies, nutrition-related problems and how to deal with them or manage them.

Age of senility: physiological changes, nutritional requirements, dietary behavior of older people, nutrition-related problems and how to deal with or manage them.</td></tr>
<tr><td>Teaching Methodology</td><td>Face- to- face</td></tr>
<tr><td>Bibliography</td><td>• Judith E. Brown. Nutrition Through the Life Cycle. Publisher: Cengage.

• Sari Edelstein. Life Cycle Nutrition: An Evidence-Based Approach. Publisher: Jones & Bartlett Learning.

• Zambelas A. The Diet in the Stages of Life. Athens, Medical Publications, Paschalides.

• Sharon Croxford,Catherine Itsiopoulos, Regina Belski, Antonia Thodis, Sue Shepherd, Adrienne Forsyth and Audrey Tierney. Food and Nutrition Throughout Life. A comprehensive overview of food and nutrition in all stages of life. Publisher: Routledge.</td></tr>
<tr><td>Assessment</td><td><table><tr><td>Examinations</td><td>60%</td></tr><tr><td>Assignments</td><td>30%</td></tr><tr><td>Class Participation and Attendance</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Food Microbiology				
Course Code	NUT325				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 6th Semester				
Teacher's Name	Dib Karim				
ECTS	6	Lectures / week	2 Hours/14 weeks	Laboratories / week	1 hour/14 weeks
Course Purpose and Objectives	This course is designed to provide students with knowledge on Microbiology and Food Safety and give them an understanding of the role of microorganisms in food industry (Food Processing, Food Spoilage, Food Quality and Safety, Food Hygiene, Foodborne Diseases). Students will familiarize themselves with the techniques on detection and enumeration methods of microorganisms in food products and water samples. Microbial hazards in food production as well as modern industrial strategies of food safety (HACCP) will be also discussed.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • recognize the role of food microbiology in food safety, prevention of foodborne illnesses, and in prolongation of food products' shelf-life • recognize the role of food microbiology in food production • detect, isolate, enumerate and identify microorganisms in food products • discern the difference between spoilage and pathogenic microorganisms in food products • describe the HACCP food safety system • perform basic microbiology techniques for microorganisms' detection and enumeration in the laboratory				
Prerequisites	LFS200	Co-requisites	None		
Course Content	Lectures The trajectory of Food Microbiology. Important microorganisms in Food Microbiology Sources of microorganisms in food products				

	Microflora of various food products Characteristics of microbial growth in food products Factors that affect microbial growth in food Principles of microbial metabolism Important factors in microbial food spoilage Microbial enzymes in food spoilage Indicator microorganisms and microbiological criteria in food categories Food Preservation Major foodborne diseases Microbiological Criteria for Foodstuffs - European Legislation Detection and enumeration methods of microorganisms in food products Quality Assurance Systems - HACCP and Prerequisites Programs (PRPs) The role of the food service operator Laboratories The Laboratory of Food Microbiology Culture media for microbial growth Detection and enumeration of Total Aerobic Mesophilic Flora count, *E. coli*, and Yeasts and Molds in: (i) Fresh fruits and vegetables (ii) Dairy products (iii) Meat products Bacteriological water analysis Microbiological control of food-contact surfaces Food Business Operators: nasopharyngeal and hand sampling Detection and identification of foodborne pathogens
Teaching Methodology	Face- to- face
Bibliography	• Montville Thomas J., Matthews Karl R. Μικροβιολογία Τροφίμων. Εκδότης: Στέλλα Παρικου & Σια. • Κοτζεκίδου- Ρουκα Π. Μικροβιολογία Τροφίμων. Εκδότης: Σ. Γιαχούδης & Σια Ο.Ε.

<table>
<tr><td></td><td colspan="2">• Karl R. Matthews, Kalmia E. Kniel. Food Microbiology. An Introduction. ASM Books series. Wiley
• Μπαλατσούρας Γ. Μικροβιολογία Τροφίμων, Εκδόσεις Έμβρυο.
• Madigan MT, Martinko JM, Dunlap PV, Clark DP, Βιολογία Μικροοργανισμών, Πανεπιστημιακές Εκδόσεις Κρήτης.</td></tr>
<tr><td>Assessment</td><td>Examinations
Assignments/Lab
Class Attendance and Participation</td><td>60%
30%
10%
100%</td></tr>
<tr><td>Language</td><td colspan="2">English</td></tr>
</table>

Course Title	Epidemiology				
Course Code	HEA105				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 6th Semester				
Teacher's Name	Alatsathianos Yiannis, Tzanetakou Irene				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	To make the student aware of: (a) the basic epidemiological principles and methods and to apply them in the context of both descriptive and clinical epidemiological research, (b) the epidemiological etiology and progression of infectious and chronic diseases. (c) the way of measuring morbidity and mortality. Familiarize students with specific concepts and methods to be able to choose the applicable case-by-case methods and approach critically published epidemiological research. To enable the student understand the results of an epidemiological study that constitutes the scientific basis for cognitive health care conditions and to enable him/her conduct a simple epidemiological research using scientific epidemiological methods.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • describe the basic elements of epidemiology • comprehend the different methodologies of epidemiological research • record and apply stages of epidemiological research • identify which epidemiological research method is most appropriate for each research • describe the advantages and disadvantages of different methods of epidemiological research				
Prerequisites	HEA115		Co-requisites	None	

<table>
<tr><td>Course Content</td><td>General epidemiology, data sources.

Descriptive epidemiological research. Indications of morbidity - mortality.

Formulation and control of causal cases, perspectives of epidemiological research.

Retrospective investigations.

Clinical epidemiology.

Comparative measures.

Explanatory/Etiological Epidemiological Studies. Epidemiological methods and health services.

Diagnostic and prognostic epidemiological studies.

Epidemiology of chronic diseases. Epidemiology of infectious diseases.

Environment and health.

Epidemiological explosions.

Population hygiene and epidemiology.

Data analysis.</td></tr>
<tr><td>Teaching Methodology</td><td>Face- to- face</td></tr>
<tr><td>Bibliography</td><td>• David D Celentano & Moyses Szklo & Youssef Farag. Gordis Epidemiology. Elsevier. Saunders Online Access

• Kenneth J. Rothman , Timothy L. Lash, Sander Greenland. Modern Epidemiology Lippincott Williams & Wilkins. Online Access

• Ann Aschengrau, George R. Seage. Επιδημιολογία, Ιατρικές Εκδόσεις Π. Χ. Πασχαλίδης.

• Trichopoulos and Lagiou. General and Clinical Epidemiology (Fundamentals, methods and application in Medicine and Public Health), Publisher Parisianou A.E.</td></tr>
<tr><td>Assessment</td><td><table><tr><td>Examinations</td><td>60%</td></tr><tr><td>Assignments/Lab</td><td>30%</td></tr><tr><td>Class Attendance and Participation</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
</table>

Language	English

Course Title	Clinical Nutrition and Dietetics I				
Course Code	NUT330				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 6th Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The aim of the course is to develop practical nutritional skills for diseases of the cardiovascular system, diabetes mellitus, kidney diseases and other clinical conditions requiring nutritional support. Also the aim is enable students to recognize the particular nutritional needs in specific clinical situations as well as to develop and implement appropriate nutritional interventions.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • assess nutritional status of patients • plan dietetic interventions for common diseases (cvd, diabetes, renal disease, etc.) • evaluate outcomes of dietary interventions • evaluate the effectiveness of dietary interventions based on the patient's health status • support artificial feeding (enteral/ parenteral) feeding practices				

<table>
<tr><td>Prerequisites</td><td>NUT300</td><td>Co-requisites</td><td>NUT335</td></tr>
<tr><td>Course Content</td><td colspan="3">Cardiovascular diseases: Pathophysiology, risk factors complications, dietary requirements and management of dyslipidemia, heart failure, hypertension

Diabetes mellitus: Pathophysiology, risk factors complications of type I and type II diabetes mellitus, dietary management (medications, insulin therapy, insulin pump)

Renal Disease: Pathophysiology, risk factors complications pathophysiology of acute and chronic disease, nutritional requirements and management, nephrolithiasis

Nutritional requirements and management of hypermetabolic conditions (trauma, sepsis, burn, post-surgery)

Nutritional requirements and management in cancer patients and HIV infection.

Artificial Nutrition. Types (Enteral/parenteral). Feeding methods, Indications, Complications.</td></tr>
<tr><td>Teaching Methodology</td><td colspan="3">Face to face</td></tr>
<tr><td>Bibliography</td><td colspan="3">• Zambellas A. Clinical Nutrition and Dietetics with Elements of Pathology, Athens, Medical Publications Paschalides.

• Joan Gandy. Manual of Dietetic Practice. Publisher: Wiley-Blackwell.

• Kathleen Mahan, Janice Reymond. Krause's Food & Nutrition Care Process. Publisher: Elsevier.

• PENG Parenteral & Enteral Nutrition. A Pocket Guide To Clinical Nutrition. British Dietetic Association.</td></tr>
<tr><td>Assessment</td><td colspan="3"><table><tr><td>Examinations</td><td>60%</td></tr><tr><td>Assignments</td><td>30%</td></tr><tr><td>Class Attendance and Participation</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
<tr><td>Language</td><td colspan="3">English</td></tr>
</table>

Course Title	Clinical Nutrition and Dietetics I – laboratory				
Course Code	NUT335				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 6th Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	N/A	Laboratories / week	3 hours/ 14 weeks
Course Purpose and Objectives	The aim of the course is to develop practical nutritional skills for diseases of the cardiovascular system, diabetes mellitus, kidney diseases, eating disorders (anorexia nervosa and bulimia), bone health and other clinical conditions requiring nutritional support. To develop clinical nutritional plans based on the pathophysiology of the disease and patient's basic requirements.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • conduct patient assessment and develop dietetic plans • prepare and evaluate meal plans for specific diseases • document and interpret patient outcome				
Prerequisites	NUT300	Co-requisites	NUT330		
Course Content	Development of dietary plans for Cardiovascular diseases: hypertension, dyslipidemia, severe atherosclerosis, coronary heart disease Development of dietary plans for Diabetes mellitus: type I and type II, gestational diabetes. Methods of assessing insulin requirements for insulin depended patients. Development of dietary plans for patients with acute and chronic renal diseases. Food exchanges for renal disease (non-end stage, hemodialysis)				

<table>
<tr><td></td><td>Development of dietary plans for cancer patients and patients with HIV infection.</td></tr>
<tr><td>Teaching Methodology</td><td>Face to face</td></tr>
<tr><td>Bibliography</td><td>• Zampelas A. Clinical Nutrition and Dietetics with Elements of Pathology, Athens, Medical Publications Paschalides

• Joan Gandy. Manual of Dietetic Practice. Publisher: Wiley-Blackwell.

• Janice L. Raymond and Kelly Morrow. Krause and Mahan's Food and the Nutrition Care Process. Publisher: Elsevier.

• PENG Parenteral & Enteral Nutrition. A Pocket Guide To Clinical Nutrition. British Dietetic Association.</td></tr>
<tr><td>Assessment</td><td><table><tr><td>Examinations</td><td>40%</td></tr><tr><td>Assignments</td><td>50%</td></tr><tr><td>Class Attendance and Participation</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title:	Sports Nutrition II				
Course Code:	NUT350				
Course Type:	Compulsory				
Level:	Bachelor's Degree (1st cycle)				
Year/Semester:	3rd year / 6th semester				
Instructor Name:	TBA				
ECTS	6	Lectures per week:	3 hours / 14 weeks	Laboratories per week:	N/A
Course Objectives:	To develop skills in applying appropriate nutritional support before, during and after the exercise. To apply, through practical exercises, the processes that regulate the metabolism of energy substrates during exercise and the biochemical processes that occur, and to assess the metabolic adaptations in acute and chronic exercise. To manage tools for assessing athletic status, evaluate, and individualize sports nutrition plans.				
Learning Outcomes:	Upon completing of the course, the student is expected to be able to: • recognize the importance of nutrition in work capacity and athletic performance. • calculate the specific nutritional requirements of physically active individuals and athletes and personalize the nutritional needs according to the sport. • assess the athletic condition and readiness of athletes and physically active individuals by using the correct evaluation tools, and design individualized sports nutrition plans.				
Prerequisites:	NUT100, HEA100, HEA110, NUT345	Corequisites:	None		
Course Content:	Practical (laboratory): - Respiratory quotient - Caloric equivalent of oxygen and carbon dioxide. - Measurement of basal metabolism and exercise metabolism. - Assessment of athletes' nutritional status. - Preparation of athlete diet plans. - Maintaining competitive body weight.				

<table>
<tr><td></td><td>- Nutrition planning for track and field athletes, weightlifters, bodybuilders.
- Nutrition planning for football players.
- Nutrition planning for basketball and volleyball players.
- Nutrition planning for female track and field athletes and ballet dancers.
- Nutrition planning for female basketball, volleyball, and swimming athletes.
- Athlete body fat measurements.</td></tr>
<tr><td>Teaching Methodology:</td><td>Face to face</td></tr>
<tr><td>Bibliography:</td><td>• Sumbal Marni MS RD CSSD. Essential Sports Nutrition. A Guide to Optimal Performance for Every Active Person. Rockridge Press.
• Benardot Dan. Advanced Sports Nutrition, 3rd edition. Human Kinetics.
• Kafetzopoulos Nikos, Practical Guide to Sports Nutrition, Parisianos Publications.</td></tr>
<tr><td>Assessment:</td><td><table><tr><td>Midterm Exam:</td><td>20%</td></tr><tr><td>Final Exam:</td><td>20%</td></tr><tr><td>Assignments:</td><td>50%</td></tr><tr><td>Class Attendance and Participation:</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
<tr><td>Language:</td><td>English</td></tr>
</table>

Course Title	Pharmacology and Foods				
Course Code	NUT415				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 6th Semester				
Teacher's Name	Elsanhoury Ahmed				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The aim of the module is the understanding of the main principles of general pharmacology, the main categories of medication according to disease and system, the usage indications and the side effects. An extra attention is given to the medication categories that affect or are affected by the patients' nutrition as well as the food and food supplements with which the medications interact.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • recognise different types of medications as well as prescription dosages. • justify the mechanisms by which the medication express their action • describe the key values of pharmacokinetics including absorption, distribution, metabolism and excretion of medication from the body. • recognise the various side effects and associate them with medications. • describe the pharmacological action of the main nutritional supplements, the possible side effects, as well as the possible medication interactions. • indicate the medication – medication and medication – food interaction mechanisms, as well as the possible results of the medication accumulation and their effectiveness. • describe the role of nutraceuticals in human health and in the prevention of chronic diseases • identify the medication allocation based on the therapeutic category (anatomical therapeutic chemical (atc) classification system) and associate it with the usage indications				
Prerequisites	HEA100, HEA110	Required	None		
Course Content	General Pharmacology: Definitions, introduction to pharmacology, pharmacodynamics and pharmacokinetics.				

	Pharmaceutical forms, guidance on medication administration, principles of prescription. Pharmacokinetics: absorption, bioavailability, distribution, metabolism, excretion of medication. The effect of medication on nutrition. Drug side effects Food -medication interactions and medication -food supplements interactions Effects of nutritional status on drugs. Prevention of food – drug interactions Drug –nutrient interactions Drug residues in foods Nutraceuticals Specific Pharmacology: Attention is given on the following medication categories: Medication of the digestive system Anti-biotics and pro-biotics Medication and obesity Herbs, food supplements and food with known pharmacological actions. Anti-hypertensives, anti-lipidemics and anti-diabetic medications. Brief report of: Anti-fever, analgesics, anti-inflammatory analgesics. Medication that act on the central nervous system. Medication that act on the circulatory system. Medication that act on the respiratory system.
Teaching Methodology	Face- to- face
Bibliography	• Ashraf Mozayani, Lionel Raymon. Handbook of Drug Interactions A Clinical and Forensic Guide. Publisher: Humana Press

<table>
<tr><td></td><td colspan="2">

- Robert B. Raffa, Scott M. Rawls, Elena Rortyanski Beyzarov. Netter Άτλας Βασικών Ιατρικών Επιστημών, Φαρμακολογία. Αθήνα: Εκδόσεις Π.Χ Πασχαλίδη.
- Joseph I. Boullata, Vincent T. Armenti, Gil Hardy, Handbook Of Drug-Nutrient Interactions. Humana Press, Online access.
- Alan P. Agins, Quick Guide to Drug-Supplement Interactions (eBook). Eat Right, Publisher: Academy of Nutrition & Dietetics.

</td></tr>
<tr><td>Assessment</td><td>Examinations
Assignments
Portfolio
Class Attendance and Participation</td><td>40 %
20 %
30 %
10 %
100%</td></tr>
<tr><td>Language</td><td colspan="2">English</td></tr>
</table>

Course Title	Clinical Nutrition and Dietetics II				
Course Code	NUT400				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4rd Year / 7th Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The course is a continuation of the course "Clinical Nutrition/Dietetics I " and aims at the development of theoretical skills for nutritional treatment of diseases of the gastrointestinal tract, anemias, respiratory diseases, autoimmune and metabolic diseases.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • assess nutritional needs in complex clinical cases • assess the nutritional needs of patients, in combination with their knowledge of the pathophysiology of the disease • develop dietetic interventions for complex pathologies including gastrointestinal, hepatic, metabolic and autoimmune diseases • evaluate the effectiveness of dietary interventions based on the patient's health status and adjust dietetic care plans • communicate findings within the healthcare team				
Prerequisites	NUT300, NUT330, NUT335	Co-requisites	NUT405		
Course Content	Diseases of the gastrointestinal system: pathophysiology of upper digestive tract diseases (acute and chronic diseases), nutritional recommendations and nutritional support of patients. Liver disease: Pathophysiology of Liver functions. Causes and complications of liver disease. Acute and chronic diseases (alcoholic liver disease, fatty liver disease, cirrhosis). Nutritional requirements, recommendations and management.				

<table>
<tr><td></td><td>Pancreatic diseases: Pathophysiology: functions, causes and complications of pancreatic disease (acute and chronic). Nutritional requirements, recommendations and management.

Anemia: types of anemia and nutritional recommendations.

Pulmonary and respiratory diseases. Pathophysiology and nutritional recommendations.

Autoimmune and metabolic diseases: pathophysiology and nutritional support of patients with rheumatoid arthritis and other autoimmune diseases.</td></tr>
<tr><td>Teaching Methodology</td><td>Face- to- face</td></tr>
<tr><td>Bibliography</td><td>• Zampelas A. Clinical Nutrition and Dietetics with Elements of Pathology, Athens, Medical Publications Paschalides.

• Joan Gandy. Manual of Dietetic Practice. Publisher: Wiley-Blackwell.

• Janice L. Raymond and Kelly Morrow. Krause and Mahan's Food and the Nutrition Care Process. Publisher: Elsevier.

• PENG Parenteral & Enteral Nutrition. A Pocket Guide To Clinical Nutrition. British Dietetic Association</td></tr>
<tr><td>Assessment</td><td><table><tr><td>Exams</td><td>40%</td></tr><tr><td>Assignments</td><td>20%</td></tr><tr><td>Portfolio</td><td>30%</td></tr><tr><td>Class Attendance and Participation</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

<table>
<tr><td>Course Title</td><td colspan="5">Clinical Nutrition and Dietetics II – laboratory</td></tr>
<tr><td>Course Code</td><td colspan="5">NUT405</td></tr>
<tr><td>Course Type</td><td colspan="5">Compulsory</td></tr>
<tr><td>Level</td><td colspan="5">Bachelor (1st Cycle)</td></tr>
<tr><td>Year / Semester</td><td colspan="5">4st Year / 7th Semester</td></tr>
<tr><td>Teacher’s Name</td><td colspan="5">TBA</td></tr>
<tr><td>ECTS</td><td>6</td><td>Lectures / week</td><td>N/A</td><td>Laboratories / week</td><td>3 hours/ 14 weeks</td></tr>
<tr><td>Course Purpose and Objectives</td><td colspan="5">The course is a continuation of the course "Clinical Nutrition and Dietetics I" and aims at the development of practical skills for nutritional treatment of diseases of the gastrointestinal tract, anemias, respiratory diseases, autoimmune and metabolic diseases.</td></tr>
<tr><td>Learning Outcomes</td><td colspan="5">Upon successful completion of the course, students will be able to:
conduct patient assessment and formulate nutritional care plans
develop nutritional intervention for complex pathologies including diseases of the gastrointestinal tract, anemia, respiratory diseases, oncology, autoimmune and metabolic diseases, liver, pancreas and biliary diseases
evaluate and document effectiveness of dietetic plans
analyze clinical dietary plans in term of their nutrient composition
present case reports</td></tr>
<tr><td>Prerequisites</td><td colspan="2">NUT300, NUT330</td><td>Co-requisites</td><td colspan="2">NUT400</td></tr>
<tr><td>Course Content</td><td colspan="5">Development and analysis of dietary plans of diseases of the upper gastrointestinal tract.

Development and analysis of dietary plans of liver diseases.

Development and analysis of dietary plans of pancreatic diseases.</td></tr>
</table>

<table>
<tr><td></td><td>Development and analysis of dietary plans of respiratory diseases.

Development and analysis of dietary plans for diseases of Metabolic diseases.</td></tr>
<tr><td>Teaching Methodology</td><td>Face to face</td></tr>
<tr><td>Bibliography</td><td>• Zampelas A. Clinical Nutrition and Dietetics with Elements of Pathology, Athens, Medical Publications Paschalides.

• Thomas B, Bishop J, in conjunction with the British Dietetic Association, Manual of Dietetic Practice. Publisher: Wiley-Blackwell.

• Mahan Kathleen, Reymond Janice. Krause's Food & Nutrition Care Process. Publisher: Elsevier.

• PENG Parenteral & Enteral Nutrition. A Pocket Guide To Clinical Nutrition. British Dietetic Association</td></tr>
<tr><td>Assessment</td><td><table><tr><td>Examinations</td><td>40%</td></tr><tr><td>Assignments</td><td>20%</td></tr><tr><td>Portfolio</td><td>30%</td></tr><tr><td>Class Attendance and Participation</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Updated Nutritional Issues and trends				
Course Code	NUT430				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4th Year / 7th Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 Hours/1 4 weeks	Laboratories / week	N/A
Course Purpose and Objectives	This course aims to give students the opportunity to get informed and come into a dynamic and in-depth contact with contemporary issues and scientific developments in the field of nutrition and dietetics. Topics can be defined based on the interests of a specific group of students or on the basis of the research interests and experience of the members of the academic staff of the department.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • analyze and present current scientific topics in nutrition and dietetics • choose recent and updated topics related to nutrition and dietetics • critically appraise scientific sources and trends • recognize and distinguish valid sources on nutrition and diet topics				
Prerequisites	NUT100	Co-requisites	None		
Course Content	The exact content of the course will be based on the specific interest of specific students and / or the research and scientific interests and experience of the members of the academic staff of the department and will be derived from nutrition and dietetics related to Cyprus and international contemporary reality. Such topics could be various new research protocols in the field of nutrition and diet, new nutritional packages and trends and / or modern nutritional and dietetic specialties. In any case, the appropriate teaching and assessment methods will be required. It is required that each teacher submits a subtitle and a specific / detailed curriculum.				
Teaching Methodology	Face- to- face				

Bibliography	The manuals and scientific journals will be selected by the academic staff on the basis of the content in question.	
Assessment	Examinations	40%
	Assignments/Presentation	20%
	Portfolio	30%
	Class Attendance and Participation	10%
		100%
Language	English	

Course Title	Nutrigenetics/Nutrigenomics				
Course Code	NUT420				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4rd Year / 7th Semester				
Teacher's Name	Tzanetakou Irene				
ECTS	6	Lectures / week	3 Hours/1 4 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The presentation to the student of the importance and applications of the new research field of nutritional (gene and nutritional interactions) in a simple and comprehensible manner as well as familiarization with the molecular tools and mechanisms that govern this new cognitive subject.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • recognize techniques used in nutrigenetics/nutrigenomics and the omics sciences • define mechanisms through which the major components of food can affect gene expression, but also the genome affects the body's response to foods • discuss the results of studies in the wider field of nutrigenetics/nutrigenomics and epigenomics • acquire theoretical background for participation in personalized nutrition interventions				
Prerequisites	BIO108, LFS100, LFS105, NUT205, NUT210	Co-requisites	None		
Course Content	Introduction to nutrigenetics/nutrigenomics. Explanation of the term and their applications Description of molecular techniques used in nutrigenetics (real-time polymerase chain reaction, microarrays). General Mechanisms of Action of Food Ingredients in the Human Genome. Examples of ingredients with activity in gene expression (omega-3 fatty acids, vitamins, polyphenols, minerals, trace elements).				

<table>
<tr><td></td><td>Examples of dietary intervention studies in which gene expression modification has been achieved.

Applying nutrigenetics to an individualized diet plan</td></tr>
<tr><td>Teaching Methodology</td><td>Face- to- face</td></tr>
<tr><td>Bibliography</td><td>• Yashwant V. Pathak, Ali M. Ardekani. Nutrigenomics and Nutraceuticals: Clinical Relevance and Disease Prevention. Publisher: CRC Press, Taylor & Francis.

• Ferguson Lynnette R. Nutrigenomics and Nutrigenetics in Functional Foods and Personalized Nutrition. Publisher: CRC Press, Taylor & Francis.

• Kohlmeier Martin. Nutrigenetics: Applying the Science of Personal Nutrition. Publisher: Elsevier.

• Carlberg Carsten, Ulven Stine Marie, Molnár Ferdinand. Nutrigenomics. Publisher: Springer. Online access.

• Raffaele De Caterina, J. Alfredo Martinez, Martin Kohlmeier. Principles of Nutrigenetics and Nutrigenomics: Fundamentals of Individualized Nutrition. Publisher: Academic Press</td></tr>
<tr><td>Assessment</td><td><table><tr><td>Examinations</td><td>40%</td></tr><tr><td>Assignments</td><td>20%</td></tr><tr><td>Portfolio</td><td>30%</td></tr><tr><td>Class Attendance and Participation</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Practical training				
Course Code	NUT460				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4rd Year / 8th Semester				
Teacher's Name	Dr Elena Hadjimbei / Dr Ioannis Karis				
ECTS	6	Lectures / week	N/A	Laboratories / week	18 hours/14 weeks
Course Purpose and Objectives	The purpose of this course is to provide students with supervised, practical experience across clinical, community, and foodservice/industry settings, enabling them to apply theoretical knowledge to real-world dietetic practice. Through this traineeship, students develop the competencies, professional behaviours, and critical thinking skills required for entry-level dietitians/nutritionists. Specific objectives are to enable students to: • Integrate scientific, clinical, and behavioural knowledge to assess nutritional status and design appropriate interventions. • Deliver safe and ethical nutrition care and education under supervision in diverse health and foodservice environments. • Apply principles of medical nutrition therapy (MNT), community nutrition, and foodservice management to improve individual and population health outcomes. • Demonstrate professional accountability, effective communication, and teamwork within multidisciplinary and intersectoral settings. • Utilize current evidence-based guidelines, food safety, and quality management systems in nutrition-related decision-making. • Reflect on performance, identify learning needs, and engage in continuous professional development.				
Learning Outcomes	Upon successful completion of the course, students will be able to:				

	• Conduct comprehensive nutritional assessments and develop individualized, evidence-based care plans • Deliver supervised medical nutrition therapy (MNT) in clinical and community settings • Apply ethical, legal, and professional standards • Collaborate effectively with multidisciplinary teams • Use current research and evidence-based guidelines to inform clinical decisions • Reflect on performance and apply feedback to improve professional practice • Plan and deliver group nutrition education, health-promotion activities and community health initiatives tailored to target populations • Develop culturally appropriate materials (print/digital) that follow plain-language and behaviour-change principles • Implement basic food-safety and quality systems (e.g., HACCP), participate in audits, and document corrective actions • Contribute to menu/product development through nutrient analysis and recipe standardization, considering labelling, cost, and sustainability	
Prerequisites	NUT315, NUT400, NUT405	Co-requisites	None
Course Content	Students undertake structured, supervised experiential learning across clinical, community, and industrial/food-service settings for a minimum of 14 weeks (typically 3 days/week × 6 hours/day). Training takes place in approved facilities such as hospitals, primary care centres, community nutrition projects, nursing homes, day nurseries, schools, mass catering operations, food industry units, and public-sector organisations. Each student follows an individualized learning and competency plan under the guidance of an accredited Clinical Educator / Mentor. Clinical Dietetics Practice: assessment of nutritional status (anthropometric, biochemical, clinical, and dietary data); development, implementation, monitoring, and evaluation of individualized nutrition care plans (NCP model); documentation of patient progress; participation in multidisciplinary ward rounds and clinical case discussions. Community & Public Health Nutrition: design and delivery of education sessions and health-promotion activities; development of educational materials; evaluation of programme effectiveness. Foodservice & Catering Management: menu planning and nutrient analysis; recipe modification; quality and safety		

<table>
<tr><td></td><td>(HACCP) audits; supervision of mass-feeding operations; stock control; sustainability practices in institutional catering.

Professionalism & Reflective Practice: maintenance of a Professional Practice Portfolio (case studies, skills checklists, self-evaluations, mentor feedback); reflective reports mapping experiences to learning outcomes and professional competencies; adherence to ethical and legal standards and effective professional communication.</td></tr>
<tr><td>Teaching Methodology</td><td>Face- to- face</td></tr>
<tr><td>Bibliography</td><td>Peng S. A guide to clinical nutrition. Harlow: Pearson Education Limited.
Fischbach FT, Fischbach M, Stout K. Fischbach’s A Manual of Laboratory and Diagnostic Tests. Philadelphia: Lippincott Williams & Wilkins.
Width M, Reinhard T. The Essential Pocket Guide for Clinical Nutrition. Burlington (MA): Jones & Bartlett Learning.
Motarjemi Y, Lelieveld H. Food Safety Management: A Practical Guide for the Food Industry. Amsterdam: Elsevier.
Fuller GW. New Food Product Development: From Concept to Marketplace. Boca Raton (FL): CRC Press.
Holland B. McCance and Widdowson’s The Composition of Foods. Cambridge: Royal Society of Chemistry.
<u>Provided:</u>
1. Clinical Dietetics Manual, EUC
2. Practical Training Guide, Dietetics EUC</td></tr>
<tr><td>Assessment</td><td><table><tr><td>Attendance & Professional Conduct (mini-CEX, Direct Observation of Procedural Skills – DOPS)</td><td>30%</td></tr><tr><td>Professional Portfolio</td><td>40%</td></tr><tr><td>OSCE / Clinical Case Presentation</td><td>30%</td></tr><tr><td>Total</td><td>100%</td></tr></table></td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Undergraduate Thesis				
Course Code	NUT465				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4th Year / 8th Semester				
Teacher's Name	Dr. Chrysostomou Stavri				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	This course aims to provide students with all the necessary resources needed to design, organize and implement a scientific research, 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 responsible for the specific course.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • Design, organize and implement a descriptive bibliographic review and / or experimental study on the subjects of health sciences in accordance with 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 with a critical approach with findings from other studies. • Organize and carry out the presentation of their scientific research through a written project as well as an oral presentation to the public.				

<table>
<tr><td>Prerequisites</td><td>HEA105, HEA115</td><td>Co-requisites</td><td>None</td></tr>
<tr><td>Course Content</td><td colspan="3">Description:

Course attendance: The student participates in pre-defined lectures for the dissertation subject, in which they are presented and analyzed specific topics mainly related to the documentation of the scientific information and the ability to summarize and present the content of the work according to the conditions set by the Dissertation Guide.

Supervision and guidance: On a regular weekly basis, student and supervisor meetings are held to provide guidance to organize the progress of the work and get feedback on the progress of the work.

Research Presentation: After completing the scientific search, the student writes his / her work according to the instructions provided in the Graduate Workbook. After the Three-Member Committee accepts the final text, the students receives a presentation date of their work. The Three-Member Committee then assesses the final work by grading. The student delivers the final text to the Department's Secretariat in order to receive his/her grade.

A detailed description of the content and the conditions of the course is given in the Diploma Thesis Guide</td></tr>
<tr><td>Teaching Methodology</td><td colspan="3">Face-to-Face</td></tr>
<tr><td>Bibliography</td><td colspan="3">• Γαλάνης Π. Μεθοδολογία της Έρευνας στις Επιστήμες Υγείας. Αθήνα, Εκδόσεις: Κριτική.

• Higgins J.P.T, Thomas J., Chandler J., Cumpston M., Li T., Page, M.J., Welch, V. A. (editors). Cochrane Handbook for Systematic Reviews of Interventions. Chichester (UK): John Wiley & Sons.</td></tr>
<tr><td>Assessment</td><td colspan="3"><table><tr><td>Written Protocol</td><td>10 %</td></tr><tr><td>Written Project</td><td>60 %</td></tr><tr><td>Oral Presentation (Viva)</td><td>30 %</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
<tr><td>Language</td><td colspan="3">English</td></tr>
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Course Title	Nutrition Policies				
Course Code	NUT435				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	4th Year / 7th Semester				
Teacher's Name	Augustin Katrin				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The course aims at examining the current global nutritional challenges and highlighting the importance and methodology of action programs for development, social solidarity and the protection of the nutritional status of vulnerable population groups in both the less developed and the developed societies.				
Learning Outcomes	Upon completion of the course the student is expected to be able to: • acknowledge the policies implemented by governments and international organizations to promote food security and public health • recognize the specificities of the European and Mediterranean space in ensuring adequate and safe nutrition • interpret the legislation such as healthy, hunger-free kids act of 2010; Agricultural Act of 2014 (Farm Bill) • examine of health disparities, demographic trends, and health literacy; sexual orientation, gender identity, and gender expression; and the role of social media in tailored health communications • acknowledge current dietary guidelines • evaluate implementation of food and nutrition regulations				
Prerequisites	NUT100	Required	None		
Course Content	Global food production, sufficiency of food produced. Strategies and action programs for socio-economic development and environmental sustainability in the context of sustainable development. Dietary policy in the European area to prevent food-borne illness. The «White Bible». The peculiarity of nutritional problems in societies experiencing economic 'transition'.				

<table>
<tr><td></td><td>German & European Nutrition Policy, research infrastructure and know-how in maintaining and developing the traditional diet in the Mediterranean region.</td></tr>
<tr><td>Teaching Methodology</td><td>Face-to-Face</td></tr>
<tr><td>Bibliography</td><td>• Nestle Marion. Food Politics: How the Food Industry Influences Nutrition, and Health. University of California Press.

• Spark Arlene, M. Dinour Lauren, Obenchain Janel. Nutrition in Public Health: Principles, Policies, and Practice. CRC Press.

• Gibney J. Michael, Margetts M. Barrie, Kearny M John, Arab Lenore. Διατροφή και Δημόσια Υγεία. Επ. Επιμέλεια Πολυχρονόπουλος Ε, Μανιός Ι, Κωσταρέλλη Β. Παρισιανού ΑΕ</td></tr>
<tr><td>Assessment</td><td><table><tr><td>Examinations</td><td>60 %</td></tr><tr><td>Assignements</td><td>30 %</td></tr><tr><td>Class Attendance and Participation</td><td>10%</td></tr><tr><td></td><td>100%</td></tr></table></td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

Course Title	Food Biotechnology				
Course Code	NUT450				
Course Type	Elective				
Level	Bachelor (1st Cycle)				
Year / Semester	4th Year / 7th Semester				
Teacher's Name	Karis Ioannis				
ECTS	6	Lectures / week	3 Hours/1 4 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The presentation of the basic principles and the most important applications of food biotechnology.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • Describe the biochemical and biological mechanisms used in biotechnological applications • Identify bioengineered foods and assess their nutritional value and safety • Evaluate regulatory and ethical aspects of biotechnology				
Prerequisites	BIO108, LFS100, LFS105, NUT 105, NUT225	Co-requisites	None		
Course Content	Introduction to biotechnology. Bioreactors. Biotechnology in the preparation and processing of food, ingredients and additives. Food fermentation, fermented food, fermentation technology. Applications of enzyme properties in biotechnology. Safety in biotechnology. Genetically modified foods. Transgenic plants and animals and their applications in food preparation. Applications of biotechnology in the preparation of foodstuffs with desirable organoleptic and / or medicinal properties. During the semester students visit 2 food factories that are using biotechnological processes.				

Teaching Methodology	Face- to- face	
Bibliography	• Ravishankar Rai V. *Advances in Food Biotechnology.* John Wiley & Sons Ltd. • Byong H. Lee. *Fundamentals of Food Biotechnology.* John Wiley & Sons Ltd. • Colin Ratledge and Bjorn Kristiansen. *Basic Biotechnology*. Cambridge University Press. Online • Ali Osman. *Progress in food Biotechnology.* Bentham Books.	
Assessment	Examinations	60%
	Project	30%
	Class Attendance and Participation	10%
		100%
Language	English	

Course Title	Nutrition and Dietetics Marketing				
Course Code	NUT455				
Course Type	Elective				
Level	Bachelor (3rd & 4th Cycle)				
Year / Semester	4th Year/ 7th Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	3 Hours/ 14 Weeks	Laboratories / week	None
Course Purpose and Objectives	To introduce the student to the basic principles of marketing and their application to the profession of Dietetics and the Science of Nutrition. The main purpose is to provide the necessary knowledge and skills for the development, promotion and management of food services and products. Emphasis is also given to the components of the Marketing Mix of related products and services.				
Learning Outcomes	Upon successful completion of the course, students will be able to: • describe the basic principles of marketing and their application in the field of dietetics/nutrition • describe and understand the challenges and peculiarities of the marketing environment in dietetics and the health professions, which are highlighted through a relevant study • explain the elements that influence marketing functions in the field of dietetics (e.g. pricing, new services & product development, marketing & distribution, promotion of products and services, ethics & deontology, marketing legislation in the health professions) • become familiar with digital promotion and the use of social media • analyze the elements that influence consumer / customer / patient purchasing decisions in the field of nutrition • construct and manage a professional and/or scientific argument				
Prerequisites	None	Co-requisites	None		
Course Content	The field of marketing in the health sciences: definition of marketing. The importance of marketing today. Expanding the concept of marketing in the health and nutrition sector.				

	Marketing research: Definition of marketing research. Scope of marketing research activities; processes in health sciences marketing research. Consumer/customer behavior: Cultural influences. Social group influences. Psychological determinants of behavior. The purchasing decision-making process. Market research in the nutrition sector. Product/service planning and development: The concept of a product/service. Classification of products/services. Importance of product innovation. Development of new products/services. Reasons for the success or failure of new products/services. Product/service life cycle. Planned obsolescence and fashion. Brands, packaging and other product/service features: Trade names. the importance of a good brand. Packaging · Labeling. Pricing: Concept of price. The importance of prices in the economy. Price targets. Factors affecting price setting. Pricing strategies and policies. Promotion; Importance and importance of promoting dietetic products and services. Determining total promotional spend. Creating and managing a digital presence. Social media and professional development. Advertising, sales promotion. The nature and objectives of advertising, sales promotion. Developing an advertising campaign. Creating messages that inspire trust. Effective communication techniques. Public relations and professional networking. Personal selling: Marketing for freelancers: Creating a personal brand. Developing a clientele. Basic principles of entrepreneurship for dietitians. Recent developments and contemporary issues related to the subject of the course.
Teaching Methodology	Face to face
Bibliography	• Kotler, P., Armstrong K. : Principles Of Marketing. Pearson Education Limited. • Γούναρης Σπυρος, Καραντινου Καλυψω. Μάρκετινγκ Υπηρεσιών Υγείας, Εκδόσεις Πολιτεία. • Thomas Richard K. Health Services Marketing. A Practitioner's Guide. Springer.

Assessment	Mid – Term Examination 35% Final Examination 45% Assignments/Presentations 10% Class Participation and Attendance 10% 100%
Language	English

Course Title	Practical training

Course Code	NUT460				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4rd Year / 8th Semester				
Teacher's Name	TBA				
ECTS	6	Lectures / week	N/A	Laboratories / week	18 hours/14 weeks
Course Purpose and Objectives	The purpose of this course is to provide students with supervised, practical experience across clinical, community, and foodservice/industry settings, enabling them to apply theoretical knowledge to real-world dietetic practice. Through this traineeship, students develop the competencies, professional behaviours, and critical thinking skills required for entry-level dietitians/nutritionists. Specific objectives are to enable students to: • Integrate scientific, clinical, and behavioural knowledge to assess nutritional status and design appropriate interventions. • Deliver safe and ethical nutrition care and education under supervision in diverse health and foodservice environments. • Apply principles of medical nutrition therapy (MNT), community nutrition, and foodservice management to improve individual and population health outcomes. • Demonstrate professional accountability, effective communication, and teamwork within multidisciplinary and intersectoral settings. • Utilize current evidence-based guidelines, food safety, and quality management systems in nutrition-related decision-making. • Reflect on performance, identify learning needs, and engage in continuous professional development.				
Learning Outcomes	Upon successful completion of the course, students will be able to:				

<table>
<tr><td></td><td colspan="3">Conduct comprehensive nutritional assessments and develop individualized, evidence-based care plans
Deliver supervised medical nutrition therapy (MNT) in clinical and community settings
Apply ethical, legal, and professional standards
Collaborate effectively with multidisciplinary teams
Use current research and evidence-based guidelines to inform clinical decisions
Reflect on performance and apply feedback to improve professional practice
Plan and deliver group nutrition education, health-promotion activities and community health initiatives tailored to target populations
Develop culturally appropriate materials (print/digital) that follow plain-language and behaviour-change principles
Implement basic food-safety and quality systems (e.g., HACCP), participate in audits, and document corrective actions
Contribute to menu/product development through nutrient analysis and recipe standardization, considering labelling, cost, and sustainability</td></tr>
<tr><td>Prerequisites</td><td>NUT315, NUT400, NUT405</td><td>Co-requisites</td><td>None</td></tr>
<tr><td>Course Content</td><td colspan="3">Students undertake structured, supervised experiential learning across clinical, community, and industrial/food-service settings for a minimum of 14 weeks (typically 3 days/week × 6 hours/day). Training takes place in approved facilities such as hospitals, primary care centres, community nutrition projects, nursing homes, day nurseries, schools, mass catering operations, food industry units, and public-sector organisations. Each student follows an individualized learning and competency plan under the guidance of an accredited Clinical Educator / Mentor.

Clinical Dietetics Practice: assessment of nutritional status (anthropometric, biochemical, clinical, and dietary data); development, implementation, monitoring, and evaluation of individualized nutrition care plans (NCP model); documentation of patient progress; participation in multidisciplinary ward rounds and clinical case discussions.

Community & Public Health Nutrition: design and delivery of education sessions and health-promotion activities; development of educational materials; evaluation of programme effectiveness.

Foodservice & Catering Management: menu planning and nutrient analysis; recipe modification; quality and safety</td></tr>
</table>

<table>
<tr><td></td><td>(HACCP) audits; supervision of mass-feeding operations; stock control; sustainability practices in institutional catering.

Professionalism & Reflective Practice: maintenance of a Professional Practice Portfolio (case studies, skills checklists, self-evaluations, mentor feedback); reflective reports mapping experiences to learning outcomes and professional competencies; adherence to ethical and legal standards and effective professional communication.</td></tr>
<tr><td>Teaching Methodology</td><td>Face- to- face</td></tr>
<tr><td>Bibliography</td><td>

Peng S. A guide to clinical nutrition. Harlow: Pearson Education Limited.
Fischbach FT, Fischbach M, Stout K. Fischbach’s A Manual of Laboratory and Diagnostic Tests. Philadelphia: Lippincott Williams & Wilkins.
Width M, Reinhard T. The Essential Pocket Guide for Clinical Nutrition. Burlington (MA): Jones & Bartlett Learning.
Motarjemi Y, Lelieveld H. Food Safety Management: A Practical Guide for the Food Industry. Amsterdam: Elsevier.
Fuller GW. New Food Product Development: From Concept to Marketplace. Boca Raton (FL): CRC Press.
Holland B. McCance and Widdowson’s The Composition of Foods. Cambridge: Royal Society of Chemistry.

<u>Provided:</u>
3. Clinical Dietetics Manual, EUC
4. Practical Training Guide, Dietetics EUC
</td></tr>
<tr><td>Assessment</td><td>
<table>
<tr><td>Attendance & Professional Conduct</td><td>30%</td></tr>
<tr><td>Professional Portfolio</td><td>40%</td></tr>
<tr><td>OSCE / Clinical Case Presentation</td><td>30%</td></tr>
<tr><td>Total</td><td>100%</td></tr>
</table>
</td></tr>
<tr><td>Language</td><td>English</td></tr>
</table>

European University Cyprus

Appendix VIB

Summary of All Course Changes (Old vs. New Syllabi)

1. General Structural & Academic Revisions (Applied Across All Courses)

- **Language & Format**: All syllabi rewritten in English with academic tone and structure.
- **Alignment:** Explicit mapping to EQF Level 6 and EFAD/VDD competencies.
- **Interprofessional Education (IPE):** Embedded in PSY105, NUT315, NUT330/335, NUT400/405, NUT450, NUT460.
- **Learning outcomes:** rewritten to be measurable and professionally aligned.
- **Assessment Modernisation:** Introduction of OSCEs, portfolios, and reflective learning.
- **Teaching methods specified** as *face-to-face, competency-based, and applied learning*.
- **Bibliographies updated** to include current international dietetic and nutrition references.
- **Vertical alignment established** linking foundational science → applied nutrition → clinical practice (NUT105 → NUT300 → NUT330 → NUT400 → NUT460).

2. Core and Intermediate Courses

- **NUT105 – Food Chemistry**
  ▪ Added *nutrient-analysis laboratory* and food composition exercises.
  ▪ Updated bibliography and added practical components linked to dietary formulation.
- **NUT210 – Nutrition and Metabolism Lab**
  ▪ Introduced *metabolic case studies* linking biochemistry to clinical nutrition.
  ▪ Updated learning outcomes to include data interpretation and critical thinking.
- **NUT220 – Nutritional Assessment Lab**
  ▪ Expanded to include *anthropometry, dietary software analysis, and biochemical interpretation*.
  ▪ Added connection to NUT460 (Practical Training).
- **NUT225 – Food Science**
  ▪ Revised to include *HACCP, quality control, and sustainable food systems*.

- **NUT300 – Introduction to Clinical Nutrition and Dietetics**
  ▪ **New title** (formerly *Development of Diet Plans for Healthy Population*).
  ▪ **Changed delivery:** 2 hours theory + 3 hours lab (previously 1 + 2).
  ▪ Added *patient-case diet plans, applied clinical reasoning, and food-service elements.*
  ▪ Clarified learning outcomes to bridge theory to clinical practice.
- **NUT315 – Nutrition Education and Counselling**
  ▪ Added *role-play and interprofessional teamwork exercises*.
  ▪ Updated focus on *behaviour change, communication, and patient education*.
  ▪ Revised learning outcomes to reflect interpersonal and counselling competencies.

3. Clinical and Laboratory Courses

- **NUT330 / NUT335 – Clinical Nutrition and Dietetics I (+ Lab)**
  ▪ Updated content with *simulation-based case studies* and *patient documentation practice*.
  ▪ Learning outcomes clarified: now include *application of the Nutrition Care Process (NCP)* and *team-based planning.*
  ▪ Minor updates to ensure alignment with NUT400 and NUT460.
- **NUT400 – Clinical Nutrition and Dietetics II**
  ▪ Expanded content to cover *complex pathologies (GI, liver, respiratory, metabolic, autoimmune, oncology).*
  ▪ Added new learning outcome: *"Communicate findings within the healthcare team."*
  ▪ Introduced *portfolio-based assessment* (30%).
  ▪ Bibliography modernised (Manual of Dietetic Practice, Krause & Mahan).
- **NUT405 – Clinical Nutrition and Dietetics II – Laboratory**
  ▪ Introduced **OSCE-style assessments and clinical case presentations.**
  ▪ Added *presentation of case reports* and *reflection on dietetic practice.*
  ▪ Bibliography updated; structure aligned with NUT400.
- **NUT460 – Practical Training**
  ▪ Fully redesigned into a **14-week supervised practicum** (3 days/week, 6 hours/day).
  ▪ Expanded objectives to include *teamwork, accountability, ethical practice, and reflective learning.*
  ▪ Added new assessments: *Professional Practice Portfolio, OSCEs, Mentor Evaluation.*
  ▪ Placement sites defined (Obesity Clinic, Reproductive Health Clinic, St. Elizabeth, Maingau & Frankfurt Red Cross Hospitals).

▪ Strong linkage with NUT400/405 learning outcomes for competence validation.

- **NUT465 – Undergraduate Thesis**
  ▪ Explicitly connected to *HEA115 – Research Methodology*.
  ▪ Now includes *practice-based research topics* relevant to dietetic care.

4. Applied and Public Health Courses

- **NUT420 – Nutrigenomics / Nutrigenetics and Personalised Nutrition**
  ▪ Expanded scope to include *omics sciences and clinical applications*.
  ▪ Added collaboration with *geneticists and clinicians* as a professional competency.
- **NUT435 / NUT450 – Food Policy, Regulation, and Industry Practice**
  ▪ Added *intersectoral collaboration* and *industry-site project components.*
  ▪ Integrated sustainability and EU food legislation updates.
- **NUT430 – Updated Nutritional Issues and Trends**
  ▪ Moved from **8th semester to 7th semester**.
  ▪ Reoriented toward *student-led exploration of emerging nutrition topics.*
  ▪ Content now adaptable to local research interests and current EU policies.

5. Integration and Alignment Additions

- **Interprofessional Education (IPE)** introduced in:
  ▪ *PSY105, NUT315, NUT330/335, NUT400/405, NUT460, and NUT450.*
  ▪ Focus on collaboration, communication, and teamwork within healthcare and public health contexts.
- **EQF Level 6 alignment:**
  ▪ All syllabi now structured explicitly under *Knowledge, Skills,* and *Responsibility/Autonomy* categories.
- **Assessment Modernisation:**
  ▪ Introduced *OSCEs, Portfolios, Reflective Reports* in upper-level modules.
  ▪ Continuous assessment incorporated in labs and placements.
- **Professional Relevance:**
  ▪ Curriculum mapped to **EFAD** and **VDD** competencies.
  ▪ Integration of **German and EU food composition databases**, and **national dietary guidelines**.

Summary of Revisions – All Courses (Old vs New Syllabi)

Course Code & Title	Old Syllabus (Annexes 3 & 4)	New Syllabus (Appendix 6 – Changes Stavri)	Purpose / Rationale for Change
NUT105 – Food Chemistry	Limited focus on chemical composition of foods; lacked practical connection to dietetics.	Added nutrient-analysis lab and applied exercises linking food chemistry to dietary formulation.	To strengthen the bridge between food science theory and practical diet planning.
NUT210 – Nutrition & Metabolism Lab	Basic lab exercises not tied to clinical relevance.	Introduced metabolic case studies and data interpretation linked to biochemical and clinical nutrition.	To develop applied understanding of metabolism and its dietetic implications.
NUT220 – Nutritional Assessment Lab	Focused mainly on anthropometry; limited software or biochemical analysis.	Added dietary-analysis software, biochemical data interpretation, and clinical assessment simulations.	To prepare students for clinical and community assessments in NUT460 placements.
NUT225 – Food Science	Covered food composition and processing.	Added HACCP, sustainability, and quality assurance elements.	To align with EU food safety and sustainability standards.
NUT300 – Introduction to Clinical Nutrition and Dietetics	*Old title:* "Development of Diet Plans for Healthy Population"; 1h theory + 2h lab.	*New title:* "Introduction to Clinical Nutrition and Dietetics"; 2h theory + 3h lab; added patient cases and applied clinical reasoning.	To bridge community and clinical nutrition and enhance applied, case-based learning.
NUT315 – Nutrition	Emphasised theory of	Added role-play, interprofessional communication,	To develop counselling and teamwork skills

Education and Counselling	education and communication.	and behavioural counselling techniques.	for clinical and public-health settings.
NUT330 / NUT335 – Clinical Nutrition and Dietetics I (+ Lab)	General coverage of disease-based nutrition; limited experiential learning.	Introduced simulation-based case studies, patient documentation, and application of the Nutrition Care Process (NCP).	To prepare students for patient care, documentation, and teamwork in clinical practice.
NUT400 – Clinical Nutrition and Dietetics II	Continued clinical nutrition topics; limited complexity and teamwork focus.	Expanded to include complex pathologies (GI, metabolic, autoimmune, oncology); added LO “Communicate findings within the healthcare team”; introduced portfolio assessment.	To align with EQF Level 6, IPE, and competency-based evaluation.
NUT405 – Clinical Nutrition and Dietetics II – Lab	Repetition of NUT400 content; no assessment of presentation or reflection.	Introduced OSCE-style assessment, clinical case presentations, and reflective elements.	To ensure practical competence and interprofessional communication.
NUT420 – Nutrigenomics / Nutrigenetics and Personalised Nutrition	Limited to theory on genetic-nutritional relationships.	Broadened to omics sciences; integrated collaboration between nutritionists, clinicians, and geneticists.	To reflect emerging scientific and interdisciplinary advances.
NUT430 – Updated Nutritional Issues and Trends	8th semester elective; focused on local and global nutrition trends.	Moved to 7th semester; reframed as an interactive, research-led seminar based on	To encourage student-led inquiry and flexibility in emerging topics.

		student/staff interests.	
NUT435 / NUT450 – Food Policy, Regulation, and Industry Practice	Focused primarily on EU food laws.	Added intersectoral collaboration, industry-site visits, and sustainability components.	To link nutrition policy with public-health and food-industry contexts.
NUT460 – Practical Training	Short observational placement; no structured assessment or EQF alignment.	Reconstructed as a 14-week supervised practicum (3 days/week × 6h); added portfolio, OSCEs, and mentor evaluation.	To meet EFAD/VDD standards, ensure competence, and provide applied professional experience.
NUT465 – Undergraduate Thesis	Independent project, loosely tied to research methodology.	Linked directly to HEA115 Research Methodology; focused on practice-based research questions.	

In summary:
A total of **13 courses** were substantively revised, and **all 33 syllabi** were rewritten for academic consistency, EQF alignment, and English-language quality.
The revisions collectively:

- Strengthen vertical integration between theory and practice.
- Embed IPE and professional communication skills.
- Ensure relevance to **German practice environments**.
- Update bibliographies and assessments for contemporary, evidence-based learning.

European University Cyprus

Appendix VII

"Nutrition and Dietetics (4 Years/240 ECTS, Bachelor of Science)"

STRUCTURE OF THE PROGRAM OF STUDY

PROGRAMME REQUIREMENTS	ECTS
All students pursuing the Nutrition and Dietetics (B.Sc.) program, must complete the following requirements:	
First Year Courses	**60**
Second Year Courses	**60**
Third Year Courses	**60**
Fourth Year Courses	**60**
Total ECTS	**240**

Code	Course Title	ECTS
First Year Courses		
	Semester 1 (30 ECTS)	
BI0108	Biology	6
--	Free Elective	6
NUT100	Introduction to Nutrition	6
LFS100	Chemistry	6
HEA100	Anatomy and Physiology I	6
	Semester 2 (30 ECTS)	
LFS105	Molecular Biology	6
LFS110	Biochemistry	6
HEA110	Anatomy and Physiology II	6

HEA170	Information Technology for Health Science	6
--	Free Elective	6
Second Year Courses		
Semester 3 (30 ECTS)		
LFS200	General Microbiology	6
NUT105	Food Chemistry	6
HEA115	Research Methodology and Biostatistics	6
NUT200	Nutrition, Culture and Environment	6
PSY105	Health Psychology	6
Semester 4 (30 ECTS)		
NUT205	Nutritional and Metabolism	6
NUT210	Nutrition and Metabolism – lab	6
NUT215	Nutritional Assessments	6
NUT220	Nutritional Assessments – lab	6
NUT225	Food Science and Technology	6
Third Year Courses		
Semester 5 (30 ECTS)		
NUT300	Introduction to Clinical Nutrition and Dietetics	6
NUT315	Nutritional Education, Counselling and Behaviour	6
NUT320	Nutrition in the Life Cycle	6
NUT325	Food Microbiology	6
NUT345	Sports Nutrition I	6
Semester 6 (30 ECTS)		
HEA105	Epidemiology	6
NUT330	Clinical Nutrition and Dietetics I	6
NUT335	Clinical Nutrition and Dietetics I – lab	6
NUT350	Sports Nutrition II	6
NUT415	Pharmacology and Foods	6
Fourth Year Courses		
Semester 7 (30 ECTS)		
NUT400	Clinical Nutrition and Dietetics II	6
NUT405	Clinical Nutrition and Dietetics II – Lab	6

NUT420	Nutrigenetics/Nutrigenomics	6
NUT430	Updated Nutritional Issues and Trends	6
--	Elective Course*	6
Semester 8 (30 ECTS)		
NUT465	Undergraduate Thesis	12
NUT460	Practical training	18

Electives* The students must choose one (1) of the following courses:		
NUT435	Nutrition Policies	6
NUT450	Biotechnology of Foods	6
NUT455	Nutrition and Dietetics Marketing	6

TABLE 2: COURSE DISTRIBUTION PER SEMESTER

A/A	Course Type	Course Title	Course Code	Periods Per Week	Period Duration in Minutes	Number of Weeks/ Academic Semester	Total Hours/ Academic Semester	Number of ECTS
1st Academic Year/1st Semester								
1.	Compulsory	Biology	BIO108	3	50	14	42	6
2.	Compulsory	Introduction to Nutrition	NUT100	3	50	14	42	6
3.	Compulsory	Chemistry	LFS100	3	50	14	42	6
4.	Compulsory	Anatomy and Physiology I	HEA100	3	50	14	42	6
5.	Elective	Free Elective	--	3	50	14	42	6
1st Academic Year/2nd Semester								
1.	Compulsory	Molecular Biology	LFS105	3	50	14	42	6
2.	Compulsory	Biochemistry	LFS110	3	50	14	42	6
3.	Compulsory	Anatomy and Physiology II	HEA110	3	50	14	42	6
4.	Compulsory	Information Technology for Health Science	HEA170	3	50	14	42	6
5.	Elective	Free Elective	--	3	50	14	42	6
2nd Academic Year/3rd Semester								
1.	Compulsory	General Microbiology	LFS200	3	50	14	42	6

2.	Compulsory	Food Chemistry	NUT105	3	50	14	42	6
3.	Compulsory	Research Methodology and Biostatistics	HEA115	3	50	14	42	6
4.	Compulsory	Nutrition, Culture and Environment	NUT200	3	50	14	42	6
5.	Compulsory	Health Psychology	PSY105	3	50	14	42	6
2nd Academic Year/4rd Semester								
1.	Compulsory	Nutritional and Metabolism	NUT205	3	50	14	42	6
2.	Compulsory	Nutrition and Metabolism - lab	NUT210	3	50	14	42	6
3.	Compulsory	Nutritional Assessments	NUT215	3	50	14	42	6
4.	Compulsory	Nutritional Assessments - lab	NUT220	3	50	14	42	6
5.	Compulsory	Food Science and Technology	NUT225	3	50	14	42	6
3rd Academic Year/5th Semester								
1.	Compulsory	Introduction to Clinical Nutrition and Dietetics	NUT300	3	50	14	42	6
2.	Compulsory	Sports Nutrition I	NUT345	3	50	14	42	6
3.	Compulsory	Nutritional Education, Counselling and Behaviour	NUT315	3	50	14	42	6
4.	Compulsory	Nutrition in the Life Cycle	NUT320	3	50	14	42	6
5.	Compulsory	Food Microbiology	NUT325	3	50	14	42	6

3rd Academic Year/6th Semester								
1.	Compulsory	Epidemiology	HEA105	3	50	14	42	6
2.	Compulsory	Clinical Nutrition and Dietetics I	NUT330	3	50	14	42	6
3.	Compulsory	Clinical Nutrition and Dietetics I – lab	NUT335	3	50	14	42	6
4.	Compulsory	Sports Nutrition II	NUT350	3	50	14	42	6
5.	Compulsory	Pharmacology and Foods	NUT415	3	50	14	42	6
4th Academic Year/7th Semester								
1.	Compulsory	Clinical Nutrition and Dietetics II	NUT400	3	50	14	42	6
2.	Compulsory	Clinical Nutrition and Dietetics II – Lab	NUT405	3	50	14	42	6
3.	Compulsory	Updated Nutritional Issues and Trends	NUT430	3	50	14	42	6
4.	Compulsory	Nutrigenetics/Nutrigenomics	NUT420	3	50	14	42	6
5.	Elective	Elective Course*	-----	3	50	14	42	6
4th Academic Year/8th Semester								
1.	Compulsory	Practical training	NUT460	18	50	14	252	18
2.	Compulsory	Undergraduate Thesis	NUT465	6	50	14	84	12

*Elective Course: Students choose one (1) course from the following or in any of the other bachelor's programmes during that specific semester (excluding lab courses) with equivalent ECTS:

1.	NUT435	Nutrition Policies	6
2.	NUT450	Food Biotechnology	6
3.	NUT455	Nutrition and Dietetics Marketing	6