Doc. 300.1.1

Date: 3/12/2019

External Evaluation Report

- **Higher Education Institution:**
  THE LIMASSOL COLLEGE

- **Town:** LIMASSOL

- **School/Faculty (if applicable):** THE LIMASSOL COLLEGE

- **Department/ Sector:** DIETETICS

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

  In Greek:

  ΚΛΙΝΙΚΗ DIAITOLOGIA
  In English:

  CLINICAL DIETETICS

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

- **Programme's status**
  New programme: Yes
  Currently operating: No

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
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A. Introduction

This part includes basic information regarding the onsite visit.

The EEC visited the Limassol College (TLC) on 2/12/2019. When we arrived, around 9:30 am, we were greeted by the TLC Director/Owner Ms Aristidou, the Program Coordinator Dr. Drakou and members of the Staff. We were given generic info about the TLC and then proceeded to the first presentation by Dr Drakou on

o **The School's / Department's structure**

o **The programme's feasibility study**

o **The curriculum (i.e. philosophy, allocation of courses per semester, weekly content of each course, teaching methodologies, admission criteria for prospective students, student assessment, final exams)**

The presentation was informative and the EEC members had the opportunity to ask questions and propose changes and additions to the material presented. Dr Drakou was eager to provide clarifications and additional information as needed.

Following the presentation we toured the facilities. Dr Drakou showed us the classrooms, the labs, the computer room, the library and the administration offices.

We then moved to the Library where we had a meeting with the administrative staff, Ms Ntia Constantinou and Andria Tsianni. They explained the administrative structure of TLC, the provisions in place to assure student welfare, the admission processes (in terms of administration), the working conditions and other issues related to admin of TLC. The meeting was very good and the EEC members collected all needed information.

The EEC committee had one hour break for a working lunch with Ms Prokopa (the CYQAA Officer) followed by a meeting with former and present students. We first met with an undergraduate student in Nutrition and Dietetics. He gave us an overiew of the program and commented that he is happy with the quality of the program and the prospects for employment after graduation. Four graduate students that were accepted in the graduate program on Clinical Nutrition that operated for 2 years (before the program receives final approval) participated in the next meeting with the EEC members. The students were very positive about the structure and function of the program and provided important information on the clinical practice (1,100 hours) that they completed as part of the degree requirements. They were, of course, very concerned about the outcome of the approval process, as the awarding of the MSc degree depends on the approval of this program.

The visit concluded with a meeting with members of the teaching staff. The following participated: Dr. Katerina Drakou, Dr. Maria Chassapidou, Dr. Despoina Komninou and Ms Eliza Makridou. They presented their teaching obligations and other duties in the program (if and when the program will be approved), their qualifications, the course structure, the thesis guidelines, contact with students and course evaluation procedures. The meeting was very informative, all teaching staff were eager to answer our questions and provide the necessary clarifications on processes and procedures.

The visit ended with a visit with the TLC Director/owner. Ms Aristidou greeted and thanked us. We left the TLC around 5:15 pm to go back to Nicosia.

B. External Evaluation Committee (EEC)

Name	Position	University
LABROS SIDOSSIS	PROFESSOR	RUTGERS
AMALIA TSIAMI	ASSOCIATE PROF	GELLER COLLEGE
AGNETA YNGVE	PROFESSOR	UPSSALA
DIMITRIS ZINONOS	STUDENT	CUT
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
  (a) standards which are relevant to the European Standards and Guidelines (ESG)
  (b) some questions that EEC may find useful.

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

  1 or 2:   Non-compliant
  3:   Partially compliant
  4 or 5:   Compliant

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*

- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the HEI's corresponding policy regarding the specific quality indicator.*

- *In addition, for each assessment area it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- ***The report may also address other issues which the EEC finds relevant.***

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.8, 1.9)

Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *defines the expected student workload in ECTS*
  - *includes well-structured placement opportunities where appropriate*
  - *is subject to a formal institutional approval process*
  - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
  - *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
  - *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
  - *is reviewed and revised regularly involving students and other stakeholders*

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
  - *about the programme of study offered*
  - *the selection criteria*
  - *the intended learning outcomes*
  - *the qualification awarded*
  - *the teaching, learning and assessment procedures*
  - *the pass rates*
  - *the learning opportunities available to the students*
  - *graduate employment information*

You may also consider the following questions:
- *What is the procedure for quality assurance of the programme and who is involved?*
- *What is done to reduce/prevent academic fraud? How does the higher education institution address fraud cases?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of practical training in the study programme (where appropriate)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate?*
- *How has the feedback from students, alumni, employers, teaching staff been taken into account? Provide some concrete examples.*
- *Has the study programme been compared to other similar study programmes when designed, including internationally, and to what purpose? Explain.*
- *Is the graduation rate for the study programme analogous to other European programmes with similar content?*
- *How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?*
- *What is the pass rate per course/semester?*
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant	
3:	Partially compliant	
4 or 5:	Compliant	

	Quality indicators/criteria	1 - 5
1.1	Academic oversight of the programme design is ensured.	4
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	5
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
	1.3.1 The disclosure of the programme's curricula to the students and their implementation by the teaching staff	4
	1.3.2 The programme webpage information and material	4
	1.3.3 The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	5
	1.3.4 The procedures for the conduct and the format of the examinations and for student assessment	5
	1.3.5 Students' participation procedures for the improvement of the programme and of the educational process	5
1.4	The knowledge (theoretical and/or factual) gained is of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	4
1.5	The skills (cognitive and practical) obtained are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	4
1.6	The responsibility and autonomy (the ability of the learner to apply knowledge and skills autonomously and with responsibility) are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	5
1.7	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	5

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1.8	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:		
	1.8.1	The number of courses	5
	1.8.2	The programme's content	3
	1.8.3	The methods of assessment	5
	1.8.4	The teaching material	5
	1.8.5	The equipment	5
	1.8.6	The balance between theory and practice	5
	1.8.7	The research orientation of the programme	5
	1.8.8	The quality of students' assignments	N/A
1.9	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.		5
1.10	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.		5
1.11	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.		3
1.12	New research results are embodied in the content of the programme of study.		4
1.13	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.		N/A
1.14	Students' command of the language of instruction is appropriate.		5
1.15	The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.		3
1.16	The learning outcomes and the content of the courses are consistent.		5
1.17	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.		5
1.18	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.		3

1.19	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	N/A
1.20	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	5
1.21	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	4
1.22	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	5
1.23	The admission requirements are appropriate.	4
1.24	Sufficient information relating to the programme of study is posted publicly.	5
1.25	The teaching methodology is suitable for teaching in higher education.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Overall the Study Program and the Study Program's Design and Development are "Partially Compliant" with the European Standards and Guidelines (ESG). Even though the number of courses, the ECTS units and the Clinical hours are adequate, several changes are proposed below. Assuming that the changes are implemented in the curriculum, then the Study Program and the Study Program's Design and Development status can be changed to "Compliant".

The specific recommendations are as follows:

1.8.2. and 1.15 The curriculum is well designed but it can be further improved. The main areas of improvement include: A) A course on Advanced Biochemistry/Metabolism should be included in the first semester. This course should include all the macro and micronutrient metabolism now part of the courses "Special Nutritional Issues I and II". These two courses can then be reduced to one course on "Special Nutritional Issues". The Biochemistry/Metabolism course could be taught by the Program Coordinator Dr Drakou who has all the qualifications but does not have any teaching responsibilities in the proposed program. B) The wording in the course goals and teaching outcomes should reflect graduate level courses. For example the goal of the course Special Nutrition Issues I should not be to just "Study the biochemical, physiological….." but to acquire advanced knowledge, evaluate and synthesize complex biochemical pathways etc. The above comment applies to most of the proposed courses. C) The practical Clinical Internship should be increased to 1200 hours to comply with the requirements for qualification to the Cypriot Organization of Dietitians.

1.11 The course material (books, research papers, etc) as presented in the syllabi are partially outdated and require updating.

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c) The practical Clinical Internship should be increased to 1200 hours to comply with the requirements for qualification to the Cypriot Organization of Dietitians.

1.18. The admission criteria should be further clarified. Currently nutritionists/dietitians and other related specialties are allowed in the program. However, it is not clear if students from other disciplines (other than Nutrition) will be awarded the qualification of Clinical Dietitian upon completion of this program. This needs to be clarified with the appropriate Cypriot Organizations/Bodies and the TLC should advertise the program in a way that it is clear to the prospective students what their status will be when they complete the program. Furthermore, the admission requirements should include adequate knowledge of the English language, necessary for reading and comprehending scientific literature.

Provide information on:

1. **Employability records**

N/A as this program does not have any graduates

2. **Pass rate per course/semester**

N/A as this program does not operate

3. **The correspondence of exams' and assignments' content to the level of the programme and the number of ECTS**

The exams and assignments provided as examples are appropriate for this educational level

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Overall the Study Program and the Study Program's Design and Development are "Partially Compliant" with the European Standards and Guidelines (ESG). Even though the number of courses, the ECTS units and the Clinical hours are adequate, several changes have been proposed that will make the Study Program "Compliant" with the ESG. For example, the practical Clinical Internship should be increased to 1200 hours to comply with the requirements for qualification to the Cypriot Organization of Dietitians.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Strengths of the proposed program include: a well-designd curriculum which could be further improved, an adequate number of courses and ECTS units, an adequate number of Clinical hours, adequate proposed teaching staff (even though the ration between locals and visiting should change).

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Areas of improvement include: a change in the course curriculum (see above), updating the course material (books, papers etc), clarifying admission criteria, adding English knowledge in the admission criteria.

Please tick one of the following for:

Study programme and study programme's design and development

| *Non-Compliant* | ☐ | *Partially Compliant* | ☒ | *Compliant* | ☐ |

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2. Teaching, learning and student assessment

(ESG 1.3)

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*

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- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- *Are students actively involved in research? How is student involvement in research set up?*
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- *Do students' assessments correspond to the European Qualifications Framework (EQF)?*
- *What is the proportion and role of independent work by students in the learning process? How is independent work defined within a subject, how is it supervised and assessed, what are the conditions for independent work?*
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*
- *Are people outside of the HEI involved in the assessment of learning outcomes (including during the defense of theses)?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

    1 or 2:   Non-compliant

    3:    Partially compliant

    4 or 5:   Compliant

	Quality indicators/criteria	1 - 5
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	4
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	5
2.3	There is an adequate policy for regular and effective communication with students.	5
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	5
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	5

2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	5
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	5
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	5
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	4
2.10	It is ensured that teaching and learning are continuously enriched by research.	N/A
2.11	The programme promotes students' research skills and inquiry learning.	5
2.12	Students are adequately trained in the research process.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

2.1 The actual and expected number of students in each class allows for constructive teaching and communication – we put a 4:

The number of 20 students in each class in the future is somewhat steep considering the limited space and equipment.

2.9 Teaching materials (books, manuals, journals, databases and teaching notes meet the requirements set by the methodology of the programme's individual courses and are updated regularly. – we put a 4:

The books were not updated in the course plans – there have been new editions and new books coming out. The databases available are under negotiation – pubmed at the moment and scopus is negotiated. Should possible be complemented with access to Web of Science which has a number of other analytical features for a multidisciplinary approach. Furthermore, social media are not identified as a part of the course on Nutritional Informatics. Including Altmetrics which identifies how publications are spread in media including social media. Social media is mentioned in the public health nutrition but could be clarified in the course literature etc.

2.10 It is ensured that teaching and learning are continuously enriched by research – we put NA:

The program is not available yet so we have no way of responding to this specific question. It relates to recruitment and to research funding as well which is not yet in place.

2.12 Students are adequately trained in the research process. We put a 4.

The methodologies, quantitative as well as qualitative, are well covered in courses. However, it would be an advantage to include ethical issues in there. In order for the students to, at an early stage, be able to comply with

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issues such as informed consent, pseudonymised data, general regulations regarding safekeeping of sensitive materials etc including rules regarding plagiarism and research fraud and how to apply for ethical approval.

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

See justification above.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The students reported an experience that was very good, with a possibility to reach teachers within reasonable time. The equipment was at a level which allows a good level of learning for the students, provided not too many at the same time and not competing with the other courses ongoing in the building. The communication with students was according to standards and assessments were clear and appropriate to the regulation.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The space, supervision, support and equipment available per student will need to be considered when planning to double the amount of students.

Literature lists need to be updated with new editions and recently published books. Access to scopus is under negotiation and this is an important development. It should also be considered to include Web of Science in the available databases. More of social media should be taught in the course on public health nutrition. Both from fact finding mission point of view by the public, the dietitian's role as safe guarding and providing accurate and updated information, the role of authorities, social media as a part of spreading published information in for example AltMetrics etc.

To include issues on GDPR, informed consent, research ethics in general, journal requirements for ethics permission, how to apply etc should be integrated in the Research Methodology Biostatistics and/or Nutritional Informatics courses.

Please tick one of the following for:

Teaching, learning and student assessment

| Non-Compliant | ☐ | Partially Compliant | ☐ | Compliant | ☒ |

3. Teaching Staff

(ESG 1.5)

Standards

- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

You may also consider the following questions:

- *How are (novice) members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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	Quality indicators/criteria	1 - 5
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	3
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
	3.2.1 Subject specialisation	5
	3.2.2 Research and publications within the discipline	5
	3.2.3 Experience / training in teaching in higher education	5
3.3	The programme attracts visiting professors of recognized academic standing.	N/A
3.4	The specialisations of visiting professors adequately support the programme of study.	N/A
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	5
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	3
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	N/A
3.8	The teaching load allows for the conduct of research and contribution to society.	N/A
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	4
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	N/A
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	3
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

3.1 The number of full-time teaching staff, occupied exclusively at the institution and their fields of expertise, adequately support the programme of study. We gave it a 3:

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Even though there are well qualified scientists available to support the program (if approved), the way the faculty is presented currently is problematic. Specifically, there is a very large number of visiting scientists and a very small number of locally residing faculty. This needs to be taken into account so that the ratio of local vs visiting faculty is balanced to ensure an adequate presence of most faculty in the TLC, warranting the future viability of the program.

3.3 The programme attracts visiting professors of recognized academic standing – we gave it a NA.

We cannot judge this based on a programme that has not started yet.

3.4 The specialization of visiting professors adequately support the programme of study – we gave it NA: We cannot judge this based on a programme that has not started yet.

3.6 In the programme of study, the ration of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the study. We gave a 3:

Based on our response to 3.1, we cannot say that this fits with the current situation.

3.7 NA

3.8 NA

3.9 The programmes coordinator has the qualifications and experience to coordinate the programme of study. We gave a 4. It is a pity that the programme coordinator is not teaching at all in the master programme. Based on her background, it would be good if she was teaching the proposed course on Advanced Biochemistry / Metabolism. By being involved she would get to know the students and have a closer relation to what is taught and examined.

3.10 NA

3.11 The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies. We gave a 3. This was not apparent in the material or during the visit.

Provide information on the following:

In every programme of study the special teaching staff should not exceed 30% of the permanent teaching staff.

At the moment, this is not met. A majority of the teaching staff is hired on an hourly basis and based in Greece.

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

See justification above

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Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The faculty suggested are well qualified for the subject and have research and publications within the discipline as well as experience in teaching in higher education. The special teaching staff have the necessary qualifications. Feedback by students are satisfactory.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Recruitment is necessary in order to overcome the currently unstable situation with a large number of teachers not based in **TLC.**

Opportunities for learning new pedagogical measures and/or new technologies should be developed for teachers.

Please tick one of the following for:

Teaching Staff

| *Non-Compliant* | ☐ | *Partially Compliant* | ☒ | *Compliant* | ☐ |

4. Students

(ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like key performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programmes, learning resources and student support available, career paths of graduates, is collected, monitored and analysed.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

You may also consider the following questions:

- *What are the admission requirements for the study programme? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *What are the objectives for the students' academic progress, counselling, mobility, etc., as set by the HEI? How have these objectives been achieved within the given study programme? What indicators are used to assess the fulfilment or degree of achievement of these objectives?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)? How/to what extent can students themselves design the content of their studies? What are students' options within the study programme and outside of it?*

- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *How is student mobility being supported?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

	Quality indicators/criteria	1 - 5
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	3
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	N/A
4.3	The programme's evaluation mechanism, by the students, is effective.	5
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	4
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	5
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	4
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	5

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4.9	Students are satisfied with their learning experiences.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

4.1.

The student admission includes dietetics or related disciplines which might compromise their ability to register with the Food Technologies and Dietician Registration Board as a Clinical Dietician and be able to obtain a licence which is part of the outcomes of the masters degree. It is very important that the entry qualification should be altered or clarified in order to comply with the regulatory body for the students to be able to practice.

4.2.

The award is a Masters in Clinical Nutrition and not a diploma. The answer is N/A.

4.3. The TLC presented the evaluation forms and mechanisms to comply with students' suggestions

4.4 The Programme Co-ordinator commented that in the past students had the opportunity to visit other academic institutions through the Erasmus Scheme. Currently, TLC accepted Erasmus students from other countries such as Lithuania, Poland and Greece.

4.5. The Faculty and administrative staff presented extensive information about their welfare system for students. The TLC is rather small institution that allows all parties to personalise support.

4.6. see 4.5.

4.7. Currently there are three faculty members, one of which will be responsible for the Internship in Clinical practice. It will be rather challenging for the Faculty Member to provide support to high student numbers. The Management however re-assured the EEC that are ready to invest and advertise for new positions.

4.8. The TLC due to it's size gives personalised care to the students, however mechanisms for the students special needs were not provided by experts.

4.9. Students representatives from the previous provision were particularly happy by their experience. They mentioned that during their training did not have great variety of case studies as most of the cases were associated with diabetes and they would prefer to observe the patients for a long period of time rather than one visit.

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Admission details were provided in the documentation. The admission criteria are the following:

- Diploma (Apolytirion) from a six-year secondary school
- Degree from a recognized university or college or certificate of expected graduation in Dietetics or related disciplines, with the aim of attending Dietetics courses
- Detailed Diploma grades
- Two (2) letters of recommendation in a sealed envelope
- Personal interview with the student.

The apolitirion from the six-year secondary school might not be appropriate criterion as the students have already a bachelors degree. The TLC does not provide any criteria for the admission of international students. The opportunity to admit students from related disciplines has to be clarified with the Food Technologies and Dietician Registration Board whether post graduates will be eligible to register at the Professional body.

The students that are registered should be checked by Criminal Record Certificate of Cyprus as students would be required to work with vunerable population. Such checks are very important and should be communicated with the prospective students and students as this would affect their ability to practice.

The TLC has provided also criteria for students that wish to transfer from other master courses, the academic committee will look at the entry qualifications and processes are in place.

Counselling is in place. The Faculty and administrative staff presented extensive information about their welfare system for students. The TLC is rather small institution that allows all parties to personalise support. There are also mechanisms to offer social support.

Different committees are in place such as the Student Affairs Committee which includes student representatives. Program Committee meetings are also organised to discuss the programs, their content, their delivery as well as any other issues raised by students and staff. All items are recorded and actions are taken when required.

There is a student union which is very active and there is representation from each programme. Students feel free to discuss any issues with the team and participate at the decisions taken. There is also a feedback form titled 'Student evaluation form' which is used to provide comments and an evaluation on the course. These are used at programme level to discuss the course performance and is used as reference point to the Course evaluation form at the end of the semester. Meetings among the teaching team and programme managers take place to discuss these results.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Erasmus is established at the college for other courses, the student support for the Erasmus mobility programme is very good providing many opportunities for both students and staff.
Very good feedback process is in place which was praised by students as well.

Areas of improvement and recommendations

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A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

There could be a programme specific area in the TLC where announcements and other information could be communicated and disseminated to students.

Full time staff should be employed in order to support students and use visiting professors and the TLC links in order to enhance student experience.

It is recommended that staff should be encouraged to engage with research and Erasmus mobility programs

Please circle one of the following for:

Students

| *Non-Compliant* | ☐ | *Partially Compliant* | ☐ | *Compliant* | ☒ |

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5. Resources

(ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.*
  * Physical resources: premises, libraries, study facilities, IT infrastructure, etc.
    Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

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	Quality indicators/criteria	1 - 5
5.1	Adequate and modern learning resources are available to the students.	4
5.2	The library includes the latest books and material that support the programme.	4
5.3	The library loan system facilitates students' studies.	5
5.4	The laboratories adequately support the programme.	5
5.5	Student welfare services are of high quality.	5
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	5
5.7	Suitable books and reputable journals support the programme of study.	3
5.8	An internal communication platform supports the programme of study.	5
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	5
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	3
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

5.1. The resources provided could be improved if more that 10 students are going to register to the course. The TLC suggests that during the second year of the implementation of the program, 20 students would attend the course, in that case the resources provided are rather limited

5.2. The TLC should improve their book collection to include recent publications and e-books that are easily accessible

5.3. see 5.2.

5.4. The laboratories provision is adequate for a small number of students (maximum 10 per year). The facilities should be expanded for a higher number of students.

5.5. The Faculty and administrative staff presented extensive information about their welfare system for students. The TLC is rather small institution that allows all parties to personalise support.

5.6. The administrative staff is hard working and very efficient.

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5.7. The TLC should invest in up-to-date literature resources, access to electronic databases. The number of books available is rather low and probably limits book loans. The TLC should also invest in e-books as could be accessed from distance.

5.8. An electronic platform is available to up-load the learning material and communications

5.9. The laboratory is suitable for 10 students.

5.10. See 5.7.

5.11. See 5.7

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The TLC did not make any significant improvement and investment in new facilities to support the masters programme. Teaching rooms are adequate for 10 graduate students per year however the facilities are not sufficient for larger numbers of students if student numbers grow.

Laboratories provided are shared with other provisions, the suggested time table did not include the laboratory availability and how the TLC would share the facilities among different provisions.

Computers were also available so that students may access teaching material and other sources at the same time.

Books available were out-dated and few in numbers, access to electronic data bases is rather limited, however the TLC is under discussion to access other resources through CUT to have access to Scopus.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The future plans of the College are ambitious, having good contacts with other professors and professionals that would enhance student's experience

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

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Books and electronic resources should be updated and more reference and information could be provided in each course outline given to students in terms of books, ebooks and other journals available in the library, which are relevant to the course.

Please circle one of the following for:

Resources

Non-Compliant ☐	*Partially Compliant* ☒	*Compliant* ☐

6. Additional for distance learning programmes

(ALL ESG)

Standards

- ***The distance learning methodology is appropriate for the particular programme of study.***
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Feedback processes for students in relation to written assignments are set.*
- *A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.*
- *Teacher training programmes focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*
  - *Synopsis*

You may also consider the following questions:

- *Is the nature of the programme compatible with distance learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning programme?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

    1 or 2:   Non-compliant

    3:    Partially compliant

    4 or 5:   Compliant

	Quality indicators/criteria	1 - 5
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	Choose mark
6.2	The teaching e-learning material takes advantage of the capabilities offered by the virtual and audio-visual environment (simulations/ virtual environments, problem solving scenarios, interactive learning and formative assessment games).	Choose mark
6.3	The expected learning outcomes and distance learning processes aim to develop higher cognitive and research skills, as well as specialised knowledge, according to the European Qualifications Framework (EQF).	Choose mark
6.4	The distance-learning programme of study supports the development of students' research and cognitive skills.	Choose mark
6.5	The institution safeguards and assesses the interaction:	
	6.5.1 Among students	Choose mark
	6.5.2 Between students and teaching staff	Choose mark
	6.5.3 Between students and study guides/material of study	Choose mark
6.6	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	Choose mark
6.7	Research background and experience of the teaching staff is adequate.	Choose mark
6.8	Training, guidance and support are provided to the teaching staff through appropriate procedures.	Choose mark
6.9	Student performance monitoring mechanisms are satisfactory.	Choose mark

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6.10	Adequate mentoring by the teaching staff is provided to students through established procedures.	Choose mark
6.11	The unimpeded distance learning communication between the teaching staff and the students is ensured.	Choose mark
6.12	Assessment consistency is ensured.	Choose mark
6.13	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	Choose mark
6.14	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	Choose mark
6.15	The supporting infrastructures are easily accessible.	Choose mark
6.16	Students are informed and trained with regards to the available educational infrastructure.	Choose mark
6.17	Procedures for systematic control and improvement of the supportive services are set.	Choose mark
6.18	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	Choose mark
6.19	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	Choose mark
6.20	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.	Choose mark
6.21	Students' weekly assignments are appropriate for the level of the programme.	Choose mark
6.22	Feedback on students' assignments is regular through concrete and published procedures.	Choose mark
6.23	The quality of students' final exams is ensured and evidenced.	Choose mark
6.24	The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.	Choose mark

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

Provide information on the following:

1. **Assessment of the interaction (among students, between students and teaching staff, between students and study guides/material of study)**

Click or tap here to enter text.

2. **Student-centered teaching and learning**

Click or tap here to enter text.

3. *Training, guidance and support provided to the teaching staff*

Click or tap here to enter text.

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

Please tick one of the following for:

Additional for distance learning programmes

Non-Compliant	☐	*Partially Compliant*	☐	*Compliant*	☐

7. Additional for doctoral programmes

(ALL ESG)

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
  - *the minimum and maximum time of completing the programme*
  - *the examinations*
  - *the procedures for supporting and accepting the student's proposal*
  - *the criteria for obtaining the Ph.D. degree*
- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
  - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*
- *The process of submitting the dissertation to the university library is set.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

        1 or 2:   Non-compliant

        3:           Partially compliant

        4 or 5:   Compliant

	Quality indicators/criteria	1 - 5
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	Choose mark
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	Choose mark
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	Choose mark
7.4	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	Choose mark
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	Choose mark
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	Choose mark
7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	Choose mark
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	Choose mark
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	Choose mark
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	Choose mark
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	Choose mark
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	Choose mark
7.13	There is a clear policy on authorship and intellectual property.	Choose mark

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

Please tick one of the following for:

Additional for doctoral programmes

Non-Compliant	☐	Partially Compliant	☐	Compliant	☐

8. Additional for joint programmes

(ALL ESG)

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
    - *Denomination of the degree(s) awarded in the programme*
    - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
    - *Admission and selection procedures for students*
    - *Mobility of students and teaching staff*
    - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
    - *Handling of different semester periods, if existent*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- *Does the joint study programme conform to the requirements of a study programme offered at the specific level?*
- *Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?*
- *Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?*
- *Is the division of responsibilities in ensuring quality clearly defined among the partner universities?*
- *Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?*
- *What is the added value of the programme of study?*
- *Is there a sustainable funding strategy among the partner universities? Explain.*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

    1 or 2:   Non-compliant

    3:           Partially compliant

    4 or 5:   Compliant

	Quality indicators/criteria	1 - 5
8.1	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	Choose mark
8.2	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	Choose mark
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	Choose mark
8.4	The joint study programme conforms to the requirements and directions of national and international legislation.	Choose mark
8.5	The joint study programme is based on the needs of the target group and of the labour market.	Choose mark
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	Choose mark
8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study programme, which ensures the protection of the rights of students and teaching staff.	Choose mark
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	Choose mark
8.9	The partner universities ensure the economic sustainability of the joint study programme.	Choose mark
8.10	The degree awarded is justified by:	
	8.10.1 The learning outcomes	Choose mark
	8.10.2 The collaboration between/among the institutions delivering the programme	Choose mark

8.11	The jointness of the programme development is effective.	Choose mark
8.12	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.	Choose mark

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

Please tick one of the following for:

Additional for joint programmes

| Non-Compliant | ☐ | Partially Compliant | ☐ | Compliant | ☐ |

Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

Overall the proposed program complies with the European Standards and Guidelines (ESG) with a few exceptions that have been presented in detail above and are summarized below. These include:

a) A course on Advanced Biochemistry/Metabolism should be included in the first semester. b) The wording in the course goals and teaching outcomes should reflect graduate level courses. c) The practical Clinical Internship should be increased to 1200 hours to comply with the requirements for qualification to the Cypriot Organization of Dietitians. d) The course material (books, research papers, etc) as presented in the syllabi are partially outdated and require updating. e) The admission criteria should be further clarified. f) The space, supervision, support and equipment available per student will need to be considered when planning to double the amount of students. g) The ratio of local vs visting faculty should be balanced to ensure an adequate presence of many faculty in the TLC, warranting high quality and the future viability of the program. h) Opportunities for learning new pedagogical measures and/or new technologies should be designed for the faculty. i) It is recommended that staff should be encouraged to engage with research and Erasmus mobility programs.

In summary, the proposed program of study has the potential to provide graduate education in compliance with the European Standards and Guidelines (ESG) provided that it will implement the suggested changes as have been outlined above.

D. Signatures of the EEC

Name	Signature
Professor Labros Sidossis	
Professor Agneta Yngve	
Dr Amalia Tsiami	
Dimitris Zinonos	
Click to enter Name	
Click to enter Name	

Date: Click to enter date