

Doc. 300.1.1

Date: Date.

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
European University of Cyprus
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Science
- **Department/ Sector:** Life Sciences
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek: Εφαρμοσμενη Διατροφή και Διαιτολογία

Κλινική Διατροφή

Αθλητική Διατροφή

Programme Name

In English:

Clinical Dietetics & Sports Nutrition

- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**



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

In Greek: Concentrations

In English: Concentrations



A. Introduction KG

This part includes basic information regarding the onsite visit.

An online visit was performed on the 18th of October 2021. Prior to the visit, the External Evaluation Committee, as its membership is described below, received documentation about the postgraduate program of studies, syllabus and staff and videos on the facilities of the European University of Cyprus. The session was chaired by Professor Konstantinos Gerasimidis. There were presentations by members of the academic staff, postgraduate students, management and administrative staff. Each presentation was followed by a Q&A session. The evaluation lasted approximately 8 hours.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Professor Konstantinos Gerasimidis	Professor of Clinical Nutrition	University of Glasgow
Professor Labros Sidossis	Professor of Nutrition	Rutgers Lifestyle Science Initiative
Dr Audrey Tierney	Senior Lecturer in Nutrition & Dietetics	University of Limerick
Dr Kyros Demetriades	Union/Association representative	University
Mr Michael Charalambides	Student representative	TEPAK
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) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) 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, it is important to provide information regarding the compliance with the requirements of each sub-area. 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 EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards 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.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **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, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

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*

1.2 Design, approval, on-going monitoring and review

Standards

- *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*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *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*

1.3 Public information

Standards

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

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *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*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *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.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *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 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? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *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?*
- *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?*
- *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)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

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.

Quality Assurance at European University Cyprus is developed in accordance with the European Standards and Guidelines and by local legislation. There are many committees/bodies in place to oversee and comply with quality assurance and regulatory standards including program committee, advisory board, expert review panel, department quality assurance committee, department council, school academic council, school council, university quality assurance committee and senate. The programme evaluation review (PER) procedures were outlined.

The MSc programme of study and the course description is publicly available on the University webpage as are the expected learning outcomes as well as the course outline including the assessment process for all modules. Course material is available on the Blackboard platform. Through institutional processes and through teaching methods, the evaluation of the course and the program and assessment procedures are evaluated by students, giving them the opportunity to actively contribute to the improvement of the course and to their overall learning. The University stated that all quality assurance procedures are aligned with the University Charter and the program of study undergoes a continuous program evaluation review.

Strengths

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

A programme that provides training in the scientific field of Nutrition and Dietetics through the acquisition of skills relating to the study, analysis and interpretation of evidence based scientific research and provides graduates with specialisation in either Clinical Dietetics or Sports Nutrition.

Evidence based teaching approaches with the required 1000 hours for recognition of the degree in UK, Ireland and the EU and Australia.

External expertise is evident from staff's own experiences and learnings (studied overseas etc). The course has a logical sequence.

A research led teaching approach is taken and is important.

Excellent resources available at the university to allow for innovative teaching methods to be employed.

Good student support services offered and available.

The PER processes and procedures are robust and ensure continuous course review and evaluation

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.

- With regard to committees or bodies that have a role in quality assurance mechanisms, where possible ensure diverse student representation on as many.

- How are the modules and placements mapped to the competencies and also how are they mapped to the student graduate attributes – please consider a mapping exercise to ensure graduates are meeting professional expectations
- What pedagogical supports are in place for staff and students to ensure quality standards of teaching are achieved?
- Consider the appointment of an External Examiner or an external advisory committee with key stakeholder involvement and international perspectives. Whilst external expertise has been evident from staff’s own experiences and learnings (studied overseas etc) its important that this remains current.
- Need to consider the embedding of digital competencies and mapping or scaffolding student’s learning to these competencies across the programme given the current learning advances in this space.
- At next review consider the overlap between some modules, especially with students coming from BSc programme – mapping exercise of learning outcomes needed. Ensure diversity in assessments and avoid overassessing students. Heavy reliance and weighting on exams. But noted that the faculty are moving towards open book type exams and a hands on approach to building a portfolio. Consider also more higher level type assessments ie reflective type activities that consider that critical level thinking approach rather than an observation report etc.
- Consider blind double marking a % of assessment or moderation
- At next accreditation provide the committee with findings from the internal review and actions implemented from this – how was feedback from students in particular actioned?
- Important to note in module handbook student endeavour hours expected for the ECTS allocation as well as face to face hours with lectures/tutorials/labs etc
- No information regarding process of attaining placements, how placements are allocated, are students afforded equal opportunities within the placement structures, feedback from sites and feedback and evaluation from students – this would be helpful to ensure the placements are fit for purpose and meet programme objectives and assigned competencies or standards for students to practice as nutritionists/dietitians
- Potential conflict of interest with assessing students on placements - consider independent assessment of final year students by qualified and practicing dietitian against dietetic standards of proficiencies and graduate competencies – this could be questioned by overseas accrediting bodies.
- Information on graduate profile is always helpful and important to publicise on university or course website.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant



1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

- 1.5 Process of teaching and learning and student-centred teaching methodology**
- 1.6 Practical training**
- 1.7 Student assessment**

1.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

1.2 Practical training

Standards

- *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.*

1.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the 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.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

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?*
- *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)?***
- *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)?*

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 process of teaching and learning is in line with the European standards and all procedures discussed at the onsite meeting are typical for university practices in the EU.

There is a clear logic between the learning objectives and expected learning outcomes, the course contents, the teaching and learning approaches and the methods of assessment. Every semester, students are provided with an individual course outline - for every course they are enrolled to - elaborating, among others, on the format and the set criteria of the assessment procedure. Adding to that, the University employs state-of-the-art infrastructure and promotes the use of technology in all aspects of the educational procedure (i.e. Blackboard platform, employment of electronic journals and databases – that are updated regularly, application of technological tools in the everyday learning practice).

Feedback is sought regularly from students and also forms part of the PER

There is satisfactory integration of practical skills and theory building and consolidation.

Students undergo practical training in a dietetic specific settings allowing for observation and demonstration of skills under supervision (1000 hours total).

Assessments are outlined at course initiation.

Strengths

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

The option to concentrate on either Clinical or Sports Dietetics is an advantage for graduates.

Student feedback was positive – students report that they find they find the academic staff inspiring.

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.

- We think it's important to consider the thesis/final year research project an integral component of both strands (clinical nutrition and sports nutrition) to ensure all graduates are proficient in all aspects of the research process –this will ensure translation and maintenance of skills as working professionals. It also makes the course more comparable with overseas accredited dietetic programs.
- There seems to be a lot of repetition across the research theory modules – best to replace some of these ECTS with the actual doing of a research project.
- The EEC wonder why a placement module could not be inbuilt for the sports dietetic cohort – having a community outreach perspective perhaps, working with local communities or sports groups – this would enrich the student's experience as well as further meeting programme objectives.
- At next review present the many pedagogical methods used for delivering the course and achieving the learning outcomes (ie case studies, debates, group work, etc.)

- At next review please provide sample assessment scripts across grades, and feedback provided against developed rubrics for transparency purposes. It would be beneficial to see an assessment map for the different semesters to ensure diversity amongst assessment types and to ensure minimal overlap. It would also provide the EEC with an idea of student assessment workload.
- What pedagogical supports are available to staff to ensure teaching methods remain current and innovative?
- Ensure assessment diversity to build on graduate attributes. How is the course preparing graduates for the changing scope of nutrition and dietetic practices ie digital dietetics, extended scope of practice, culinary skills and food service practices, public health etc.
- Would recommend MOAs with all sites where students are placed.
- Consider an independent assessment at particular timepoints of the students progression through the 1000 hours of placement by an accredited practicing dietitian to ensure no conflict of interest exists between university tutor and university student.
- It is not clear how dietetic competencies are evidenced in the assessment or practical training - need to make clear.
- A significant issue is the provision of dietetic services in clinical facilities for the purposes of student training and a then withdrawal of these services on completion – could research be facilitated looking at patient outcomes after dietetic input against standard measures to build a business case for dietetic services on an ongoing basis and building the capacity of student training also.
- Students expressed the need to practice dietetic skills more – there is a need for a OSCE type exam prior to placement.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *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 is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *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).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the 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)?*

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.

There is a good number of members of academic staff to support the research students. The academic staff holds appropriate to the discipline academic degrees, and research degrees at PhD level. Few members of the team have a solid research track record; others are less research active and/or their outputs are of low-modest calibre. The estimated number ratio between students to academic is appropriate, ensuring a high-quality postgraduate programme is provided to students. There are opportunities for interdisciplinary interaction with other Departments and Units within the University and the existence of a Medical School is considered an advantage to foster high calibre clinical research which is currently lacking. There is a lack of specialist technical staff particularly with the run of practical sessions and student support during laboratory dissertations. There is supportive staff in student welfare, IT and administration with appropriate qualifications. There is no full professor who is member of the academic staff and promotion criteria are unclear. Teaching appears to connect to research but staff spend most of their time in teaching with minimal engagement in high calibre academic research.

Strengths

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

- Discipline appropriate academic qualifications, professional registration and ongoing engagement to research and professional development
- Good staff to student ratio ensuring optimal conditions for academic learning and teaching are in place

- Research activities is focused mostly on Public Health Nutrition with less emphasis to other disciplines of nutrition including Clinical Nutrition which is the main subject of this postgraduate programme.
- There are opportunities for CPD but these could be enhanced further.
There role of adjunct staff from other universities needs to be clarified.
Appointment of an external examiner to the course is highly recommended.

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.

It was unclear whether there are post-doctoral researchers to help with research teaching activities. The department may want to leverage existing opportunities to engage more with visiting professors from other Universities across Europe and elsewhere. There is need for high calibre research and research outputs, particularly in collaboration with other units within the institution including the Medical Faculty; this in turn will foster high undergraduate training and an evidence-based approach to teaching. Staff may benefit from advanced training in academic, teaching and learning practices



Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

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

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *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.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *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.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

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.

For the MSc Program there is no clear information in the application program provided by the University. In the interview it was specified as criteria, the successful completion of the BSc. Practically there is no special prerequisites, such as knowledge in science related courses.

Strengths

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

There is a clear outline of the courses per semester for the whole program. There is a strong guidance by the academic personnel. During the interview it was stated that the drop-out rate was zero.

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.

For the MSc there is a need to include the specific criteria in the Application Program

Below are further suggestions for improvement

1. Research and Funding
 - a. External funding is insufficient in the Department, thus the student progression needs to improve
 2. General comment on books which will aid student progression:
 - a. For the introductory courses they are too advanced e.g. Fennema for Intro to Food Chem (NUT105)
 - b. Outdated in some courses, e.g. Microbiology, Reference is made to Edition 8, whilst there is a new one. The same applies for Pharmacology and Foods – reference to 17th edition, 2012 versus 19th edition published in 2018.
 3. The course numbers in the information provided do not match the numbers on website
 - a. LFS200 versus BIO213
 - b. NUT225 versus NUD 222
 4. Course Food Microbiology
 - a. Conflict in numbers, see point above (NUT325 versus BIO320)
 - b. The labs are very generic towards introduction to microbiology. They should address more Food Microbiology related issues, thus the students can be more ready for the Food Industry which is one of the target employers according to the university information provided
 5. Course Systems of Quality Management in the Food Industry and Catering Establishments
 - a. Conflict in numbers, see point above (NUT310 versus NUD320)
 - b. Microbiology (LFS200) or Food Microbiology (NUT325) are not a Prerequisite. How can they evaluate the Microbial Food Risks?
 6. Pharmacology and Foods (NUT415)
 - a. It seems there is very little reference to Foods
 7. Master's Degree
 - a. Thesis Assessment is by 2 people, one of which is the supervisor. A more diverse team is required
 8. Students
 - a. No exposure to Food Industry despite references made by faculty
 - b. The students are not encouraged to register into the professional body, thus getting more exposure to the field and networking
- No exposure to nutrition lab environment but have exposure to other labs, eg. Chemistry, microbiology



Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *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.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *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.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

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?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *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 is student mobility being supported?*

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.

Learning resources appear to be adequate. The faculty are either full time or invited experts, mainly from Greece. The curriculum has been developed based on successful programs in other countries. The faculty appear to be happy with the available resources and they stated that the University is supportive of the program. All modes of instruction are available and infrastructure, physical and on line resources, are adequate.

Students appear to be happy with the services provided. Some stated that they would like to have more opportunities to engage in research. Overall, the students feel that the faculty are very supportive and readily available when needed.

Strengths

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

Strong curriculum, expert faculty (full time and invited), strong student support, and close relationship between faculty and students.

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.

Increase opportunities for students to engage in research. This may be achieved by promoting collaborations with other Departments in the same University (e.g Medicine, Biology etc) or other Universities in Cyprus and abroad.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

6.1 Selection criteria and requirements

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*

6.2 Proposal and dissertation

Standards

- *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 process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *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.

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?

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 select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer


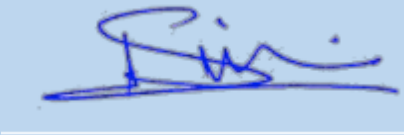


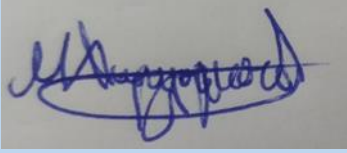


D. Conclusions and final remarks

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, we would like to thank all involved in the accreditation process for hosting the review and providing the EEC with the information and documentation prior to the review day. We commend the staff on the programme developed and in progress and on the quality assurance mechanisms in place and the student supports provided. In meeting the students it is clear that they are well looked after and that there is a healthy student staff relationship. The EEC felt that there is a need for research-based thesis (not literature based on) and external evaluation of attainment of dietetic competencies at mid and end of practical placement. Mapping of learning outcomes against standard of proficiencies or graduate competencies. Placement option for Sports cohort is encouraged too.

E. Signatures of the EEC

Name	Signature
Professor Konstantinos Gerasimidis	
Professor Labros Sidossis	
Dr Audrey Tierney	
Dr Kyros Demetriades	
Mr Michael Charalambides	
Click to enter Name	

Date: 08/11/2021