

Doc. 300.1.2

Date: Date.

Higher Education Institution's Response

- **Higher Education Institution:**
College of Tourism and Hotel Management

- **Town:** Nicosia

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

In Greek:

Μεσογειακή Δίαιτα και Τουρισμός (Ένα έτος, 90 πιστωτικές μονάδες, Μεταπτυχιακό)

In English:

MSc Mediterranean Diet and Tourism

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

In Greek: Concentrations

In English: Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to Annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report without any interference in the content.*
- *In case of Annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution
The College should review the wording of the programme and courses Learning Outcomes to be in line with the Level 7 of the study (Masters level).	The wording of the programme and courses Learning Outcomes, as well as the Programme's objectives have been revised according to recommendation. Please refer to ANNEX 1 .
The subjects that are prerequisite should have either a resit opportunity to allow student progress, timely to attend the following module, or take out the link.	NUTR3 - Advanced Topics In Nutrition And Mediterranean Diet I will no longer be considered a prerequisite for the course NUTR4 - Advanced Topics In Nutrition And Mediterranean Diet II. There are no other prerequisites.
The tourism element within the material and course content should be highlighted, and the interdisciplinary link between diet, nutrition, and tourism. This should be as an integral part of the subject and the students should understand tourism connected to dietetics and nutrition. Academics should reflect on the tourism or hospitality element to make it as a part of the course rather than use it as a buzzword in the Programme title.	Where applicable, this has been applied and reflected in the relevant course content and weekly schedule, as revised and presented in ANNEX 1 .
The course NUTR2 could be removed from the programme.	Regarding NUTR2 & NUTR3 there seems to be a misunderstanding. NUTR2 is in the same semester as NUTR3 but in NUTR3 nutrition packages are not taught. In the last lessons of NUTR3 , and after students are taught about nutrition packages in NUTR2 , examples are given as to their use in diet planning. Therefore, we do not feel that anything should change in these two courses, as they teach different subjects.
Public information should be monitored to reflect practice, i.e. further information of the content summary, assessments, entry criteria.	The College website, on our relevant link https://www.cothm.ac.cy/masters-in-mediterraneandiettourism has been updated to provide all relevant information such as the Program Aims and Student admission criteria for the programme in Greek, in both the English and Greek languages. A revision will be made to the text provided, following approval of ANNEX 1 (purpose and objectives). A revision will also be made to include admission criteria for the programme in English, and the new NUTR11 module following successful reaccreditation.

	<p>Please also note that on the above link, we provide two documents available for downloading (one in Greek and one in English), which include information about the Course Distribution per Semester and Assessment, as well as information regarding Block Teaching. Please refer to ANNEXES 2 & 3.</p> <p>Lastly, we provide as ANNEX 4, an extract of the COURSE CONTENT Downloadable document provided on our link https://www.cothm.ac.cy/course-content which includes further information of the content summary</p> <p>ANNEXES 2 & 3 will be revised accordingly, following approval of changes submitted as ANNEX 1.</p>
<p>The ethics should be discussed and presented at the research methodology, and ethics committee should be created to be used by the students as part of learning, even though in some cases the topic might not have any ethical implications, the students would become familiar with the research ethics process.</p>	<p>An Ethics Committee has been in place since 4th of April 2022. The minutes of the meeting for the establishment of the Committee are included as ANNEX 5.</p> <p>A joined meeting between the Ethics & Research Committees took place on Thursday, March 21st to discuss all ethics-related issues and has made relevant decisions as shown in ANNEX 6 (Minutes for the Joined Meeting of the Ethics and Research Committees) addressing the issues cited by the EEC.</p>
<p>Block teaching should be advertised as part of the course, in order the students to be aware of those teaching methods that might be attractive to some professionals.</p>	<p>As noted above, our link https://www.cothm.ac.cy/masters-in-mediterraneandiettourism has been updated to also include two documents available for downloading (one in Greek and one in English), which – among other things – information regarding Block Teaching. Please refer to ANNEXES 2 & 3.</p>
<p>The thesis should include the teaching delivery mode, which is the tutorial with the supervisor. The course description should reflect the mode and time of delivery. Students do not get as currently presented a total of 60 hrs of lectures for their thesis.</p>	<p>As can be seen in the course Outline of NUTR10 – Thesis in ANNEX 1, the 60 hrs of “lectures” have been replaced with “Tutorials/Supervision”.</p>
<p>The prerequisites and opportunity for progression between semesters should be provided</p>	<p>Following the removal of NUTR3 - Advanced Topics In Nutrition And Mediterranean Diet I as a prerequisite for the course NUTR4 - Advanced Topics In Nutrition And Mediterranean Diet II, and pending your approval, there are no other prerequisites in the programme.</p>

2. Student – centred learning, teaching and assessment

(ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution
<ul style="list-style-type: none"> Develop a thesis handbook 	<p>The Thesis Handbook in both the English and Greek languages is included as ANNEXES 7 & 8 respectively.</p>
<ul style="list-style-type: none"> Develop ethical approval procedures for the thesis part, and within the research methodology module (NUTR1) 	<p>As noted above, a joined meeting between the Ethics & Research Committees took place on Thursday, March 21st to discuss all ethics-related issues and has made relevant decisions as shown in ANNEX 6 (Minutes for the Joined Meeting of the Ethics and Research Committees) addressing the issues cited by the EEC, including drafting of Ethical approval procedures for the Research Methodology and Thesis.</p>
<ul style="list-style-type: none"> Develop a course outline for practical training 	<p>A course outline for practical training has been developed and is included in both languages as ANNEXES 9 & 10.</p>
<ul style="list-style-type: none"> Review the places/businesses where students may do their practical training as so far this seems to happen in hotels only 	<p>In response to your feedback, and understanding the importance of offering diverse and comprehensive practical training experiences to our students we have expanded our scope to include a wider range of businesses and types of businesses that align with the programme's focus, while ensuring that these placements adhere to the program's learning objectives and offer meaningful learning experiences for our students. This may include restaurants, cafes, agrotourism establishments, cultural centers, tourist organisations and other relevant enterprises that offer opportunities for students to gain practical experience in diverse settings within the tourism and hospitality sector. In addition to this, we have included businesses mentioned in our application as places where graduates could be employed, such nursing institutions, rehabilitation centres, public health institutions, nutrition centres, sports organizations, sports centres, gyms and wellness centres. The above are reflected in ANNEXES 9 & 10 (newly created course outline for the practical training).</p>
<ul style="list-style-type: none"> Remove evaluation criteria from course descriptions 	<p>Evaluation criteria have been removed from course descriptions (ANNEX 1)</p>
<ul style="list-style-type: none"> Add study skills during induction 	<p>Study skills have been added to induction. Relevant material in English and Greek can be found in ANNEXES 11 & 12. Pending approval, these will be handed to and discussed with students. In addition, support and mentoring is available to them.</p>
<ul style="list-style-type: none"> Add evaluation criteria in the assessment brief provided to students, such criteria should meet 	<p>Following the participation by the Programme Coordinator in a relevant seminar organised by the CYQAA on the 15th of February (Seminar- Mapping learning and using rubrics to align learning outcomes to</p>

the requirements of the level of study, the learning outcomes and the content of the course.	instruction and assessment), we have developed 2 rubrics (for oral and written assignments) to be used – pending your approval – as a standard evaluation scoring guide. These are included in both languages as ANNEXES 13 & 14.
<ul style="list-style-type: none"> • Develop a feedback form 	A feedback form that can be used for all courses has been developed and is included as ANNEXES 15 & 16 (in both languages)
<ul style="list-style-type: none"> • Develop a formative assessment and feedback strategy 	As part of the formative assessment and feedback strategy and as noted above, a feedback form that can be used for all courses has been developed, to provide consistency and transparency in the marking and the comments provided. Following approval by the CYQAA, this will be sent to all lecturers with relevant instructions.
<ul style="list-style-type: none"> • Develop an ethics policy and evaluation committee 	An ethics policy has been created (please refer to ANNEX 6). As per the policy, the Ethics Committee is responsible for evaluating applications.

3. Teaching staff

(ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution
<ul style="list-style-type: none"> The EEC strongly advises that the College should undertake every possible effort to help all existing members of staff to enrol into PhD programmes as well as to employ new academics who hold a doctoral degree in tourism studies. In this context, the EEC welcomed the discussion around a name of a tourism scholar who might be employed in the next academic year. 	<p>We have already employed a further staff member with a PhD (Dr. Michalis Kallis; please see CV as ANNEX 17 and contract as ANNEX 18), and have advertised for further staff members with PhD (please see relevant ad and link in ANNEX 19)</p>
<ul style="list-style-type: none"> The international academic in dietetics from Greece is well suited for the international delivery of this programme; another specialist in nutrition should be employed and involved with teaching and research, especially if the programme is upscaled as discussed during the site visit. 	<p>As noted above, we have employed Dr. Michalis Kallis, who is a Chemist – Food Technologist with significant relevant research, publications, teaching experience and working experience. (ANNEXES 17 & 18)</p>
<ul style="list-style-type: none"> Setting up a small research centre to co-ordinate research activities. Make use of a Conference Application form to further encourage staff to attend conference, and to streamline the process. 	<p>We have a research committee in place responsible for overseeing all research-related activities. We do actively encourage staff to attend conferences, seminars and courses. As can be seen in ANNEX 20, total participations in the current year amount to 36 (up to 24 April), compared to a total of 25 for the whole of 2023. In addition, and following the recommendation of the EEC, we have designed a Conference Application form which we have supplied to lecturers with relevant information (ANNEX 21).</p>
<ul style="list-style-type: none"> The tenuous connection to tourism studies in this Masters programme is problematic and hiring more tourism scholars with a PhD degrees is strongly advised. The EEC suggests using the following resources to advertise upcoming positions in tourism: Trinet tourism and hospitality community https://tim.hawaii.edu/about-values-vision-missionaccreditation/trinet/, or internationally or academic job for a such as www.jobs.ac.uk, www.timeshighereducations.com, www.akadeus.com 	<p>As noted above, we are actively looking to employ such scholars. Please refer to ANNEX 19.</p>

4. Student admission, progression, recognition and certification



(ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution
Check IELTS requirement	As noted above, the admission criteria for the programme in Greek, have been added to the college's website. The admission criteria for the programme in English will be posted once the programme is approved. However, please note that according to the latest language requirements received in October 2023 (ANNEX 22), the IELTS requirement is 5.

5. Learning resources and student support

(ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution
<ul style="list-style-type: none"> Emphasis could be given in supporting other software that could accessed for free like Al a Calc. 	<p>Following the EEC's recommendation, we have added relevant software. Please refer to ANNEX 1.</p>
<ul style="list-style-type: none"> Use further software and/or IT in courses where they need calculations for diets as there are many available for free use 	<p>As noted above, we have applied this recommendation by the EEC.</p>
<ul style="list-style-type: none"> Introduce a welfare and special skills/needs policy 	<p>On the landing page of our website on https://www.cothm.ac.cy/ we provide a link to download the student handbook. In ANNEX 23, we have pasted the particular sections referring to our welfare and special needs policy.</p>
<ul style="list-style-type: none"> As the programme is planned to upscale and offered in the English language support with specific terminology in English should be offered. To be noted that the students the EEC met did not feel comfortable speaking in English. It is understood that they follow the Greek programme but the tenuous connection to tourism, again, is evidenced as being weak since students are not prepared to engage with international patients as claimed during the site visit by the Programme and College Directors 	<p>Following the recommendation by the EEC, we have prepared an English To Greek Glossary of Terms Relating to Nutrition and Dietetics, presented as ANNEX 24. The list, though not exhaustive, contains what we deem to be the most commonly used terms encountered by students and which would be useful for them to know in English. As we encounter more terminology, we will collectively keep updating the list</p>

6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution
The EEC recommends the college to revise the programme and courses learning outcomes to ensure they comply with level 7.	This has been applied to both the programme as well as the individual courses learning outcomes as shown in ANNEX 1 .
A thesis handbook can also be developed to include specific instructions and assessment criteria to students.	The Thesis Handbook in both the Greek and English languages is included as ANNEXES 7 & 8 respectively.
An Ethics Committee should be set up and ethical guidelines need to be included in the Programme's curriculum. An ethics approval process should also be in place especially for such a programme.	An Ethics Committee has been in place since 4th of April 2022. The minutes of the meeting for the establishment of the Committee are included as ANNEX 4 . Ethical guidelines and approval process have been included in the Programme's curriculum (ANNEXES 1, 7, 8 & 9).
The tourism element is not convincingly present throughout the programme. This should be reflected in the programme learning outcomes, in the content and learning outcomes of the courses, and where possible in assessment. The interdisciplinary link between diet, nutrition, and tourism should also be highlighted. This should be as an integral part of the subject and the students should understand tourism connected to dietetics and nutrition. Academics should reflect on the tourism or hospitality element to make it as a part of the course rather than use it as a buzzword in the Programme title.	The tourism element has been added wherever deemed appropriate as per the EEC's recommendation. Please refer to ANNEX 1 .

C.

D. Higher Education Institution academic representatives

Name	Position	Signature
------	----------	-----------



Savvas Adamides	Director	
Antonis Thrassou	Academic Director & Course Coordinator	
Andreas Christoforou (Course Coordinator)	Teaching Staff	
Susan Elfving (Course Coordinator)	Teaching Staff	
Roxana Michaeilidou	Teaching Staff	
Lefteris Colocassides	Teaching Staff	
Elena Stavrou	Administration Representative	

Date: [Click to enter date](#)

