

Doc. 300.1.2

Date: 25.1.2022

Higher Education Institution's Response

- **Higher Education Institution:**
European University of Cyprus

- **Town:** Nicosia

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

In Greek:

“Διατροφή και Διαιτολογία (4 έτη/240 ECTS, Πτυχίο)”

In English:

“Nutrition and Dietetics (4 years/240 ECTS, B.Sc.)”

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

- **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 300.1.1/2 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.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *In case of annexes, those should be attached and sent on a separate document.*

The Department of Life Sciences of the European University Cyprus wishes to express its sincere gratitude to the External Evaluation Committee (EEC) for the re-accreditation of the undergraduate programme of study in Nutrition and Dietetics (B.Sc.).

The collegial spirit created by the members of the EEC during the evaluation processes created an atmosphere of knowledge sharing and synergy, which allowed the members of the Department to support the programme to the best of their abilities. It is thus, with great pleasure that the Department of Life Sciences noted the positive feedback of the EEC and we appreciate its insightful recommendations, which provided us the opportunity to further improve the quality and ensure the future implementation of the programme.

In the following pages, we respond in detail to all recommendations for improvement suggested by the EEC and we provide all relevant information to explain the actions taken to ensure that the newly accredited programme is of high quality.

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

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

We agree with the EEC that diverse student representation in several committees/bodies related to quality assurance is significant. Already our students have a significant role in quality assurance mechanisms. In particular, student representatives participate in the Program Evaluation Report (PER) process. The PER process is initiated by the Program Academic Committee consisting of the Program Coordinator, a full-time faculty of the program, a representative of the Administration personnel and student representatives. PER is an integral part of the University's overall quality assurance processes and every program must complete a PER every five years. In addition, it must be pointed out that students are represented at all levels of advisory and decision-making bodies, including program Advisory Boards, Departmental Councils, School Councils, the Senate, etc.

The program encourages the active participation of the students in the development of the courses and their implementation. For instance, mid-semester meetings among the coordinator of the program and student's Year Representative(s) are being held. The aim of these meetings is to identify in time any weaknesses of the courses and take corrective measures before the end of the semester.

In addition, students are responsible for providing constructive feedback on their learning and teaching experience by participating in the *Student Feedback on their Learning Experience (SFLE)* process. The University has developed a questionnaire titled "Student Feedback on their Learning Experience (SFLE)" as a source of information for receiving feedback by students on their overall learning experiences, per course and per academic semester. The SFLE takes place during the two last weeks prior the final examination period according to the semester's schedule. The SFLE procedure applies to all EUC students attending undergraduate and master programs of study (both conventional and e-learning). The procedure provides the basis for the collection and analysis of the SFLE data and the reporting of these results to Faculty members themselves, the respective Chairpersons and Deans, and the Rectorate Office, to enable improvement and amendment of teaching practices. The SFLE provides valid, reliable information/data on the impact and resource effectiveness of learning and teaching, as well as on instructor-related issues, thus contributing to the continuous improvement of academic programs. The survey questions assess not only the course and the instructor, but also the unique features of particular forms of learning and teaching (such as digital enhanced learning, clinical/practical/laboratory teaching methodologies, the use of technology), as well the interaction and communication with all support services provided by the University and the overall EUC culture and structures for supporting students' learning experience. The findings from the analysis of the questionnaire survey are utilized in various ways, including:

- a. the Program Evaluation Review (PER) process of programs of study, which aims at programs' ongoing monitoring and evaluation. The SFLE findings complement other data sources gathered during the PER process, such as program and Department relevant documents and Minutes, reflective documents, expert/peer reviews, student assessment results, teaching portfolios, etc. which all provide valuable information in reviewing EUC programs of study.

- b. In addition to using the SFLE findings in the process of changes and development of EUC programs of study, the SFLE provides a key component in academic staff's professional development leading to enhanced quality of learning and teaching at EUC. More specifically, the findings from the individual reports are discussed between the instructors, the Chairperson of the Department and if needed with the Dean of the School in a constructive peer-review manner, thus feedback, support and guidance are provided to the involved instructors. It must be noted here that the contract renewal of part-time academic staff each semester considers students' feedback by the SFLE. In this way, there is a continuous improvement of teaching quality in the Department.
- c. SFLE findings are also used to guide faculty support through the EUC Faculty Professional Development program. More specifically, selected SFLE findings are taken into consideration when new seminars and training sessions are scheduled by the Office of the Vice Rector of Academic Affairs and during the panning of in-School/Department academic staff professional development activities.

Moreover, the University is currently organizing the adoption of policies that promote diversity, inclusiveness, equality and cooperation within its community of students and staff, a necessary prerequisite for success in education and research. It is worth mentioning that recently on 09.12.2021 the Senate has approved the EUC Gender Equality Plan (EUC-GEP), demonstrating the University's commitment to advancing gender equality across a number of areas. The development, implementation, monitoring, and evaluation of EUC-GEP falls under the responsibilities of the Senate Ad-Hoc Committee on Gender Equality. In the Committee there is a representative of the Student Union.

2. 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

Courses are mapped to the competencies and the student graduate attributes by identifying specific learning outcomes and learning materials and activities. Throughout the programme, all students can be assessed in different ways, receive on-going feedback on their progress and be assessed in both simple and complex tasks.

We acknowledge the importance of mapping exercises to ensure that graduates meet professional expectations and have the skills and attributes to be absorbed by the job market. In addition to that, our graduates' employability and professional development are already assessed every year. Furthermore, our graduates are offered a series of seminars through an annual Life-Long Learning Program.

Please see how the courses and placements mapped to the competencies and the students graduate attributes in **APPENDIX I; Mapping Exercise 1.**

3. How does Erasmus + work within the curriculum/course mapping – please consider outlining for students

The Erasmus + is performed in alignment with courses relevant to our program. Therefore, the courses syllabus/curriculum from other universities are assessed and matched with our courses' purpose, objectives, and learning outcomes.

More specifically, the Erasmus Academic Coordinator evaluates the available courses offered at the Host University to nominated students. The course content of each course, as well as the ECTS load of each course are compared with the pending courses in the student's degree at EUC. The host university courses that show parity with the students' degree courses are stated in the 'Student Advisory Form'. The procedure for Student Mobility is described in **Appendix II, Erasmus+ Student Mobility Procedures**.

4. What pedagogical supports are in place for staff and students to ensure quality standards of teaching are achieved?

Pedagogical support is provided to academic staff through the Faculty Professional Development Program. These programs are organized and offered by the Office of the Vice Rector of Academic Affairs. In particular, Professional Development Program, has three (3) schemes as the followings:

A. The EUC Professional Development Program for its newly hired academic staff: This is a 35-hour induction professional development program offered to all newly hired academic-staff. For new full-time academic staff this is compulsory, whereas is voluntary for part-time instructors. The content of the program focuses on various aspects on teaching and learning in tertiary education.

B. The EUC Ongoing Professional Development Program for both full-time and part-time academic staff and is offered throughout the year. Participation is voluntary. The content includes topics such as -Testing, grading and evaluating in higher education. - Project based learning - Assessment in small and large classes - Playful Simulations in Higher Education Workshop. etc

C. The EUC Professional Development Program on Innovative Strategic Interventions. Such an innovative Strategic is the DEL initiative (Digital Enhanced Learning).

The Digital Enhanced Learning (D.e.L.) intervention project is another pedagogical project aiming to integrate digital teaching and learning approaches to all its campus-based programs of study. As part of this initiative, instructors are trained and coached by a specialized group of Faculty to introduce innovative pedagogical approaches using the Universities' Learning Management System (LMS) platform (Blackboard Learn Ultra) to organize assignments, project-based work, group work, constant communication between students and instructors, synchronous and asynchronous activities (including chats, forums, wikis, online quizzes, journals, etc). The D.e.L. Ad-Hoc Committee organizes around once per month colloquia where instructors meet, discuss and share experiences on discipline-specific approaches.

In addition, students provide constructive feedback on their learning and teaching experience by participating in the Student Feedback on their Learning Experience (SFLE) process. The University has developed a questionnaire titled Student Feedback on their Learning Experience (SFLE) as a source of information for receiving feedback by students on their overall learning experiences, per course and per academic semester. The SFLE takes place during the two last weeks prior the final

examination period according to the semester's schedule. More details about the scope and the procedure of the SFLE is presented in item 1 of this Section. The procedure provides the basis for the collection and analysis of the SFLE data and the reporting of these results to Faculty members themselves, the respective Chairpersons and Deans, and the Rectorate Office, to enable improvement and amendment of teaching practices.

Moreover, other pedagogical supports take place for staff and students to ensure that high quality standards of teaching are achieved through several ways using different educational tools (software). A set of tools are related to measuring Classroom and Learning analytics, which offers many insights into the intricacies of using technology for teaching, student learning experiences and student interactions with the learning technologies available both during lecture time as well as after lecture time (such as time spend on the learning management system reading materials, interacting with materials, time for completing assignments, as well as relating assignments and quizzes with the courses' learning outcomes. Learning analytics collect student usage data and supports the instructors to analyze refine and improve the learning experiences provided to students. Utilizing learning analytics enables the better understanding of learning level and ability of each student and can then tailor the learning experience for each student. Essentially, this allows the identification of particular needs of each student and make quick, data-driven decisions about how to foster student learning in the most effective way. The D.e.L. project is responsible for providing instructors for support and training for using all these pedagogical tools.

In terms of increasing the interactivity between student and course content the University has acquired a number of tools that can support teaching and learning towards this direction. For instance, H5P has been added to our learning management system helping the instructors to create, share and reuse interactive HTML5 content. This can enhance the students' learning experiences between lectures. Additionally, we have added the use of "Poll Everywhere" for enhancing the engagement of large student audience (e.g., audiences larger than 10 students) during lecture time, by providing opportunities for interaction of students with the course materials during lecture time and provide real time, formative assessment feedback to instructors. Poll Everywhere is an online service that allows students to answer the instructor's questions using mobile phones, Twitter, or web browsers. Both the question and the students' responses are displayed live in Keynote, PowerPoint, and/or on the web. The use of Poll Everywhere creates an interactive classroom experience online. Poll Everywhere provides a safe platform for every student to ask questions, participate in group activities, and share thoughts and insights, right from their phone or computer. The D.e.L. project is responsible for providing instructors for support and training for using all these pedagogical tools.

- 5. Consider the appointment of an External Examiner or an external advisory committee with key stakeholder involvement and international perspectives. Whist external expertise has been evident from staff's own experiences and learnings (studied overseas etc) its important that this remains current.**

We thank the EEC for this suggestion. The program already appoints an external Advisory Committee (Board). The Advisory Board was established in 2015 and consisted of university faculty

members and external stakeholders. The Board is dealing with issues for improving the program's quality. In particular, the program's Advisory Board aims to:

- A. Determine the Objectives of the Program
- B. Provide timely knowledge about trends and completions on the Educational methods
- C. Identify upcoming legislative and regulatory developments.
- D. Specify the areas which need to be improved.
- E. Discuss and consider alternative educational methods
- F. Provide interconnection methods of the Program with the Industry

However, the program agrees with the EEC suggestion to appoint an External Examiner with key stakeholder involvement and international perspectives. We acknowledge the importance of this suggestion in the quality assurance of the program of study. Therefore, the program has decided to proceed with the inclusion of an external member of the Advisory Board with international perspectives who will be appointed at the next coming Advisory Board.

6. 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.

We thank the EEC for this comment. Indeed, we acknowledge the benefits and challenges of digital competencies across the program. As already described previously in item 3 of this Section our aim is to be synchronized with innovative learning advances by implementing innovative digital tools for students and staff in terms of the Digital Enhanced Learning (D.e.L.) intervention program. Before the Covid-19 emergency measures applied in March 2020, the European University Cyprus (EUC) had a formulated policy in place to gradually include the majority (80%) of its conventional (face-to-face) courses in its Digital Enhanced Learning (D.e.L.) project by 2022. This project aims at incorporating digital material and resources and digital pedagogical activities using the LMS platform Blackboard Learn Ultra. Thus, EUC was well prepared when the COVID-9 pandemic forced all our conventional programs to be offered online in terms of available infrastructure and Faculty expertise and materialized this transformation in less than a week. The University's D.e.L. policy is currently being re-designed given the legacy that the pandemic period will leave us with, namely to keep supporting with digital teaching formats all our conventional courses after the pandemic has ended.

7. At next review consider the overlap between some modules - 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.

The overlap between courses was an issue of concern to our Program. Thus, in the last meeting of both the Advisory Board and the Program Committee, some modifications were introduced in specific courses to eliminate these overlaps. Therefore, Anatomy and Physiology courses were merged as one course taught in two semesters as Anatomy and Physiology I and Anatomy and

Physiology II. Biostatistics and Methodology of Research in Health Sciences courses were merged into the new course entitled Research Methodology and Biostatistics.

Moreover, after the EEC suggestion to consider the overlap between some modules, we considered the overlap in these 3 courses: Introduction to Nutrition, Nutrition and Metabolism and Biochemistry, where these courses include the learning of the nutrients. In the course 'Introduction to Nutrition' (NUT100), the purpose is to understand the biological role of nutrients in health, their sources, their recommended dietary intakes, and the consequences of their deficiency and toxicity. On the other hand, in the course 'Biochemistry' (LFS110), the purpose is to learn nutrients' biochemical structure and function. Finally, in the course 'Nutrition and Metabolism' (NUT205), the objective is to learn the metabolic pathways of nutrients in detail. Therefore their learning outcomes are different. It is worth mentioning that students are not eligible to move to the next course (Introduction to Nutrition → Biochemistry → Nutrition and Metabolism) unless they complete the prerequisites subjects. Please see in **APPENDIX III; Mapping Exercise 2** the learning outcomes of each course.

We also agree with the EEC suggestion that we should ensure diversity in assessments and avoid over-assessing students and heavy reliance and weighting on exams. Therefore, the program has decided to proceed with the following modifications:

a. In order to ensure diversity amongst assessment types, portfolios have been added in the Assessments Methods of the last year's courses of our program. Portfolios are well-designed assessments that aid students to progress through their program. The aim is to help the student's learning further and provide them with a tool to measure it by focusing their attention on task and content that reflect the course's learning outcomes. The assessments also help instructors assess students' understanding and comprehension and the areas that need to be further addressed. More specifically, portfolios will include a maximum of three (3) tasks of varied assessment types. Portfolio activities have much higher complexity (including technical, practical, and cognitive challenges) and require much more thorough study, effort and time from students to be completed.

b. To avoid over-assessing students, the program has changed the proportions of assessment for exams and assignments to lower the heavy reliance of exams and allow students to develop their critical thinking and practice dietetic skills for improved competencies. Thus:

- the exams' weight is now reduced to 60%, and the assignment weight has been increased to 30% in all theoretical courses;
- the exams' weight has now been reduced to 40%, and the assignments/portfolio activities weight has increased to 50% for the last year's courses.

8. Consider blind double marking a % of assessment or moderation.

We endorse the suggestion of the EEC for a percentage of the markings to be double marked. More specifically, the Program has decided that 20% of all final exams will now onwards be doubled marked for all the courses. The double marking will be provided by one other faculty member with a profile that potentially enables him/her to teach the course and this is feasible for all courses of the program.

9. At next accreditation provide the committee with findings from the internal review and actions implemented from this – how was feedback from students in particular actioned?

We thank the EEC for this suggestion. We agree that, for the next accreditation, we provide the committee with the findings from the internal review and the actions we had implemented after receiving students' feedback. As already mentioned above (Section 1, item 4), a mechanism is already in place to obtain input from students regarding their courses. Towards the end of each semester, the students are asked to evaluate each of their courses online. Submission is anonymous and the time it takes to fill out the evaluation form is around 10-15 minutes. The survey pertains all aspects of the course and the overall learning experience of the student (hence named the Survey on 'Student Feedback on their Learning Experience' SFLE), such as the course structure and content, the faculty performance, the facilities involved, the administrative support, etc. These results are then forwarded to faculty to review and act accordingly. The Chairperson of the Department also reviews the aggregated information per course and makes recommendations where needed. Moreover, students feedback is also included in the Program Evaluation Report (PER) process as mentioned above (Section 1, item 4). Indeed, we have done it already and will continue this in the following PER. In particular, students actively participate in many different ways (e.g. filling in questionnaires, participating in interviews, etc.) in various committees during the process of Program Evaluation Review (P.E.R.) (e.g. Committee on the Internal Quality Assurance, Advisory Board, Department Council), which is applied to each program of study of the Department (please see **APPENDIX IV; Program Evaluation Report**).

10. 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

We agree with the EEC's suggestion to define the expected student study workload per ECTS credit and the expected self-directed student workload. We have now clearly defined the expected student study workload per ECTS. This information has been added to all our syllabi's teaching methodology (Please see **APPENDIX V; Syllabi**). The total student effort in each course of the programme is 150 hours (25 hours per ECTS X 6 ECTS per course). In more specific, in the revised syllabi, the breakdown of the workload per course is as follows:

For theoretical courses, the student workload (150 hours) is:

- In-class theory: 42 hours
- Midterm assessment preparation: 30 hours
- Final assessment preparation: 39 hours

- Independent study: 39 hours

For laboratory-based courses with 1-hour lab/week, the student workload (150 hours) is:

- In-class theory: 28 hours
- Lab: 14 hours
- Midterm assessment preparation: 25 hours
- Final assessment preparation: 36 hours
- Independent study: 35 hours
- Practical laboratory training: 12 hours

For laboratory-based courses with 2-hour lab/week, the student workload (150 hours) is:

- In-class theory: 14 hours
- Lab: 28 hours
- Midterm assessment preparation: 25 hours
- Final assessment preparation: 34 hours
- Independent study: 25 hours
- Practical laboratory training: 24 hours

For laboratory-based courses with 3-hour lab/week, the student workload (150 hours) is:

- Lab: 42 hours
- Midterm assessment preparation: 24 hours
- Final assessment preparation: 33 hours
- Independent study: 15 hours
- Practical laboratory training: 36 hours

11. 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

Practical training is divided into two semesters. During the first semester, students have Practical Training I (NUT410) (community practice), followed by Practical Training II (NUT425) (clinical practice) in the second semester.

Following are the Organisations/Institutions/Industries/Hospitals with which collaboration agreements have been established:

Food Service Industries: Papaphilippou Ice-Cream, Lanitis Milk Industry, Christis and Charalambides Cheese Industry, Beer Industry- Carlsberg, the Health and Nutrition Unit of the Zorpas Bakery Factory, Gregoriou Meat Industry, Mitsides Flour Mill and Pittas Cheese Factory.

Catering Establishments: Hilton Hotel, Hilton Park Hotel

Public Services dealing with Food and Nutrition:

- Ministry of Agriculture, Natural Resources and Environment (Veterinary Services, National Research Institute, Biological Food Products Section)
- Ministry of Health (Public Health Services, the Government General Laboratory)
- Ministry of Energy, Trade and Industry (Protection of the Consumer and Accreditation Department)

Community Services:

- Gym Centers (GymNet/GymPro), Salto, Health and Motion
- Long Term Care (Ayios Antonios, PASIDI, Materia)
- Red Cross Activities
- Multicare Center of Strovolos Municipality

Educational Institutes: Kindergartens (IRSA, Stroumfakia), Elementary School of Ayia Marina Strovolos and Ayios Maronas Anthoupolis

Hospitals: Nicosia (Aretaieon, Apollonion and Ippokration) and in Limassol (Polyclinic Ygia and German Oncology Center)

All students are afforded equal opportunities within the placement structures as all students are visiting the same organisations at the same time. If the number of students is high, they are divided into groups and they visit the same organisations on rotation.

Students are asked to complete two questionnaires in each of the two Practical Training courses (i.e 4 in total) about their practical training during both practices. In particular, at the beginning, students are asked to complete a specially formulated anonymous questionnaire, aiming to identify their individual-personal needs and their expectations regarding the Practical Training that will follow, to assess and improve the Program. Also, after the completion of the Practical Trainings, students are asked to complete another anonymous evaluation questionnaire on the Practice for academic verification purposes (Please see the two questionnaires in **APPENDIX VI; Practical Training I, and APPENDIX VII; Practical Training II**).

12. Information on graduate profile is always helpful and important to publicise on university or course website.

The European University Cyprus Career Center outsources an annual Employability Survey. The Career Center runs Employability surveys for the last 20 years. The data collection method is done by telephone interviews using a structure questionnaire comprised of 23 questions. The sample size is quite large given that the Career Center delivers to the research company the list of graduates for each academic year that consented upon graduation, to participate in surveys taking into account the GDPR regulations. Furthermore, the Research Firm (Symmetron Market Research) is instructed to contact graduates from all degrees and standings so as to ensure that there is sample representation of all degrees and academic levels. Once the results are compiled, the EUC Career Center disseminates the findings both to the different Schools and Departments, as well as to the



administration departments for further review and deliberation and defining the Institutional policies related to program design and implementation.

Indicatively, for 2020 Employability Survey, 13 Nutrition graduates participated of which 11 were working and two were not working. Ten of the 11 graduates were working in their field of study. More details regarding the results of this survey are presented in APPENDIX III (please see **APPENDIX VIII; EUC Employability Survey 2020**). However, efforts will be made in collaboration with the EUC Career Center to expand the list of our graduates participating in this survey.

Nevertheless, we agree with the EEC suggestion to publicize the findings of the Employability Survey on University website and the program has already suggested this to the relative Center.

2. Student – centred learning, teaching and assessment

(ESG 1.3)

1. **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.)**

EUC adopts a wide range of contemporary pedagogical approaches which apply to higher education for delivering the course and achieving the learning outcomes. To this end, since 2015, EUC has introduced the Digital Enhanced Learning (D.e.L.) intervention project which aims to integrate digital teaching and learning approaches to all its campus-based programs of study. As part of this initiative, instructors are trained and coached by a specialized group of Faculty to introduce innovative pedagogical approaches using the Universities' Learning Management System (LMS) platform Blackboard Learn Ultra to organize assignments, group assignments, peer-feedback in assignments, project-based work, group work, constant communication between students and instructors, synchronous and asynchronous activities (including chats, forums, wikis, online quizzes, journals, etc). Furthermore, beyond the PowerPoint presentations instructors are advised to use other methods of teaching so as to develop critical thinking such as the provision of case studies to students to read and respond based on the knowledge, theoretical and practical skills gained in the course.

Moreover, EUC adopts the approach of the "Professional Learning Community" (PLC) where teaching personnel of the Program meets at least once a month for 1 hour, in order to exchange experiences, identify needs and discuss good practices. Also, each Program Coordinator participates in Coordinators' PLC. One of the major interests of our PLC is the student-centered approach and the best practices in delivering the course and achieving the learning outcomes.

2. **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.**

We thank the EEC for this comment. Students receive feedback from their instructors from the very beginning of each semester: this varies from comments made during a lecture, discussions in groups, feedback on practice exercises in class, answers to queries about coursework on a forum or in live Q&A sessions, conversations, and group threads with other students on the Blackboard Learn Ultra platform, etc.

Regarding the marking of assessments with feedback, the current EUC regulations are the following:

- Assignments and mid-terms are marked and returned to students with written feedback within 15 days of submission.
- The Final exam grades are marked and submitted together with the entire course's grade book after 48 hours of the exam. Students receive their overall grades online a week after the examination period is finished.

In addition, in case a student believes that the grade of her/his final examination received is different from what was expected, she/he has the right to submit an appeal. As an initial step, the student must exhaust all possibilities of resolving the problem with the pertinent instructor. If this does not lead to a resolution, the student may appeal against the grade by filing a petition with the Office of the Registrar. The Registrar forwards a copy of the petition to the pertinent Chairperson of the Department, who first ascertains that no error was made by the instructor, and if not so, assigns an anonymous re-evaluation of the final examination to another instructor. In the case of a major discrepancy between the instructor's evaluation and the re-evaluation that will require the change of the final examination grade, the average of the two evaluations is assigned as the final grade to the final examination. Changes in grades resulting from an appeal require the endorsement of the Dean of School. For a petition to be reviewed, a student must appeal within four weeks from the date the semester grades have been announced.

Furthermore, for all courses, instructors have well-designed assessments that aid students in progressing through their program. The aim is to help the student's learning and provide them with a tool to measure it by focusing their attention on task and content that reflect the course's learning outcomes. The assessments also help instructors see what the students have actually understood and on which aspects they still need some work.

Regarding the marking and assessment criteria, the program follows the university-wide policy. From the onset of their studies, all students are made aware of what is expected from them in each of their courses. This information is presented on the Course Outline of each module (please see the EUC course outline sample in **APPENDIX IX; Course Outline Template Sample**).

Each course outline contains information on:

- The Learning Outcomes of the course, as well as guidelines for the knowledge, understanding and skills students are expected to develop by the end of the course;
- The University's Internal Regulations on Academic Ethics and Students' Discipline;
- The Appeal Procedure;
- The Department's Absences Policy, including which is the maximum number of absences allowed for theoretical and laboratory classes;
- The course's Marking/Assessment Criteria, so that students are clearly informed what their instructor will be assessing them on during each part/component of their assessment, as well as the balance between exams, practical skills and assignments;
- The Grading System of the EUC.

Moreover, the Department has a 'Monitoring of Grades' mechanism. Each semester, prior to the approval of grades, the Department Chairperson monitors statistics on grades/marks for all courses of the Department via the Grade Submission form which executes statistical analysis of the grades on each course. This is a mechanism that the Department plans to continue to implement given its monitoring management advantages.

As far as the EEC's suggestion for considering a rubric for all the teaching and learning procedure components in the program, the program has decided to proceed with this new implementation as from the coming semester (Spring 2022). Using a coherent set of criteria for students' work will definitely help instructors grade more objectively, set the expectations and clearly outline the

assignment. All instructors will have to use grading rubrics to assess a range of activities in all the program courses. The Faculty of the program collaboratively designed generic rubric templates (both holistic and analytic) based on a coherent set of criteria for students' performance and development, to support reliability in feedback or grading, and provide students with a way to evaluate and self-regulate their work critically. The rubric requirements are linked to the course's specific learning objectives (knowledge, skills, and competencies). These general templates are adopted accordingly based on each course's particular requirements and learning objectives and are explained to the students prior to each assignment and exam (please see **APPENDIX X; Indicative Example of an Assessment Rubric**).

3. What pedagogical supports are available to staff to ensure teaching methods remain current and innovative?

Pedagogical support is provided to academic staff through the Professional Development Program and the Digital Enhanced Learning (D.e.L.) intervention program. Both programs are described in the previous Section stated above (item 4, Section 1).

4. 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.

Assessment of each course of the program includes assignments and exams. In regards to the exams (both midterm and final exams), all instructors are advised to prepare a diverse type of exam including several types of questions (Essay questions of open and close type, Multiple choice question, True/False questions, Fill in the blank questions, Matching questions) regardless the type of exam (open or closed books). Instructors are advised to use at least three different types of questions within their exam paper. The University has also provided a series of online seminars through Faculty Development Program of how to prepare such types of exams. In addition, each course instructor is responsible to send her/his exam paper to the program coordinator before the final submission to ensure that the exam paper aligns with the University's recommendations.

Moreover, we have discussed the assessment diversity more thoroughly in our response above in Section 1, item 7.

Regarding the EEC comment of how the program prepares graduates for the changing scope of nutrition and dietetic practices, this is mainly achieved through the Practical Training.

As it is stated in the Guide for Community and Industry Practice, students are placed in the following sections: educational institutions, public sector, food industries, trading services, social services, mass catering areas and retirement homes. As it is also stated in the Guide for Clinical Practice, students are placed in hospitals (**APPENDIX VI; Practical Training I, and APPENDIX VII; Practical Training II**). Therefore, students are well-prepared to face any challenge that may appear in the area of Nutrition and Dietetics.

Moreover, our Program organizes and prepares a series of events on special occasions (i.e. World Diabetes Day, Obesity International Day, Nutrition Day, etc.) which are open to the public. Through

these events, students provide scientific information and guidance to the public on public health promotion. Also, students collaborate with the Food Department of each setting in order to ensure that all activities related to food supply, preparation and delivery are in line with the International Guidelines for Food Safety and Hygiene.

In addition to the above, to better prepare our graduates for the changing scope of nutrition and dietetic practices, the program now has asked the Faculty to recommend topics for Thesis supervision of different scope. In particular, instructors should recommend at least three topics of different scope (ie digital dietetics, culinary arts and food service practices, public health nutrition, sport nutrition). Also, instructors will be encouraged to emphasize more on research topics instead of bibliographical ones (at least half of the recommended topics to be research topics) to give students the opportunity to extend their research academic skills and practices.

Finally, in this direction, the Program will offer the course “Updated Nutritional Issues and Trends” in the 8th Semester instead of the 3rd Semester. Through this course students get informed and come into a dynamic and in-depth contact with contemporary issues and scientific developments in the field of Nutrition and Dietetics. Correspondingly, the course “Nutrition, Culture and Environment” will be offered in the 3rd Semester. This change will prepare students for the changing scope of nutrition and dietetics practices (Please see revised Program Curriculum in **APPENDIX XI; Table 2: Course Distribution per Semester**).

5. Students requested more hands on/practical laboratory experience and time in the labs to practice anthropometric and diet taking skills.

We endorse the suggestion of the EEC that there is a need for students to be offered more practical laboratory experience and extra time in the labs to practice anthropometric and diet-taking skills. Therefore, the Department has decided to recruit a Mentor/Laboratory Assistant for the program’s needs. This person will be present daily at specified times and, in consultation with each course instructor, will have the duty to guide, assist and mentor the students with their practical training. The Mentor/Laboratory Assistant's purpose is further to augment the student's practical and laboratory skills. In consultation with each course instructor, he/she will implement a practical skills development plan for all the students beyond their face-to-face classes.

3. Teaching staff (ESG 1.5)

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. An external examiner to assure quality standards are met is highly recommended. The exact roles of adjunct staff in the teaching and research activities of the course need to be clarified.

We thank the EEC for these suggestions. Our program aims to engage visiting Professors from other Universities in Greece and Europe so as to increase research outputs and opportunities. The internationalization of the Faculty remains a priority for our Department. Thus, as soon as travel restrictions imposed due to the current pandemic are eased to create more conducive conditions for international travel, we aim to further enhance our ongoing efforts to invite more Erasmus teaching staff from non-Greek speaking partners, thus adhering to the EEC's recommendation. Such academics will be able to offer guest lectures. We consider that the EEC's recommendation for the incoming mobility of international teaching staff in the program will further strengthen our Faculty's networking and research activities. In addition, the students can benefit from the program's internationalization actions, as international lecturers will teach and interact with them.

Notably, many of our academic staff have already research collaborations with other institutions across Europe and this will facilitate our effort. Moreover, collaborations with other units of the University, including the Medical Faculty will be applied through the Master Thesis supervision and other joint research activities.

Furthermore, the Department is currently planning to establish a Research Centre focusing on exercise, health, and nutrition in the near future. In this area, there is a synergy between two programs of study of the Department, namely the programs "Sports Science & Physical Education" and "Nutrition & Dietetics". This new research centre will increase research collaborations between the two programs. Moreover, our Department has already submitted for accreditation a new PhD program in "Exercise, Health and Nutrition". This new Ph.D. program will give more opportunities to Ph.D. candidates to engage with more high level teaching and research activities.

Notably, to further promote the research activities, the Department's Research Day will be organized, starting from Spring Semester 2022. It is also worth mentioning that the University already organizes an annual Research Day Event. The newly planned event will be hosted within the Department of Life Sciences, aiming to increase the number of students engaging in research. In this event, Faculty and students from all Department programs will have the opportunity to present their research work. We expect this event to bring together Faculty and students from all programs of the EUC and provide an opportunity to share new findings, facilitate scientific exchange, and identify potential new collaborations and initiatives. Further, this event will promote research synergies among the Department's members and support less active Faculty.

To further promote research activities, the University's EUC Internal Regulation on Research Policy, which aims among others to the promotion of knowledge to the public. Within the mission of the European University Cyprus is to develop a pioneering and innovative research infrastructure with the objective of generating new knowledge. In terms of enhancing engagement with research, University Research Funds from externally-funded research projects, are used to finance solely non-economic research activities such as (please see **APPENDIX XII; Internal Regulation on Research Policy, pages 24-25**):

- (a) Participation of academic researchers in conferences, seminars
- (b) The administration costs associated with providing support services to academic researchers.
- (c) Organisation of training seminars for the faculty and research personnel of the University; these seminars shall be organized if and only will help/assist and/or facilitate researchers to enhance and further develop their knowledge in subjects related to their research fields and help them design and implement research projects.
- (d) Purchase of software, hardware and equipment that are needed by faculty and research personnel for research projects.
- (e) The funding for the University's Internal Research Awards
- (f) The funding of PhD scholarships
- (g) Development of Infrastructure related to the research activity of the University.
- (h) Funding of the activities of the Research Office of the University
- (i) Open Access Publication Fees
- (j) Any other activities pertaining to the wide dissemination of research-generated outputs

Moreover, the EUC provides the "Internal Research Awards" (IRA). In particular, the University's IRA are launched on an annual basis by the Senate Research Committee. IRAs are awarded to EUC faculty in order to pursue research and other creative work. IRAs provide support for exploratory research projects which might result in proposals submitted for external funding or in creative work that is likely to enhance the recognition of the faculty and research personnel and the University at large. IRAs may be used for funding travel, equipment, supplies, Ph.D. student assistants' scholarships, student assistants, research assistants and other expenses (please see **APPENDIX XII; Internal Regulation on Research Policy, pages: 25-26**).

The University also supports the research activity of members of staff by awarding them Teaching Hours Reduction (THR) in order to further enhance their engagement with research. A THR may be awarded if the member of staff fulfils the conditions in one or more of the three schemes outlined below (please see **APPENDIX XII; Internal Regulation on Research Policy, pages: 26-28**):

(a) Award of a THR for participation in research projects: Members of staff are eligible to apply for a Teaching Hours Reduction (THR) when conducting funded research.

(b) Award of a THR for writing a book: A three-hour teaching reduction per semester is awarded for the purpose of writing a book upon submission of a publishing contract by a reputable publisher. **(c) Award of a THR by accumulation of points:** A third scheme for the award of a THR



takes into account the research activity of members of staff and the points they accumulate according to their research activity.

Adjunct staff is recruited accordingly to the needs of the Department for a short time. In our program, we have two adjunct assistant professors. These are Dr. Ioannis Karris and Dr. Christiana Philipou. Dr. Karis is the Practical Training coordinator with long-term experience in the food industry. He was Production Manager and Chief Chemist of Sun Island Canning Company Limited, Limassol, Senior Industrial Officer, and General Director of the Cyprus Organization for Standardization and the Cyprus Certification Company. Thus, we believe that his extensive experience in the public and private sector is of utmost importance for our students during their practical training in Food Industry. Dr. Philippou is currently the Vice President of Cyprus Dietetic and Nutrition Association and the treasurer of the Cyprus Association of Nutrition and Metabolism. Thus, her experience and critical role in decision-making regarding Nutritionists in Cyprus enhance the program's development based on the profession's new insights, status, and demand.

4. Student admission, progression, recognition and certification

(ESG 1.4)

1. **There is a need to set precise acceptance criteria, for example a minimum GPA or a basic background e.g. Biology or Chemistry to be aligned with the Pancyprian Exams. More exposure to food industry related classes. Textbooks need to be updated**

We agree that Biology and Chemistry are the backbones of many modules of Nutrition Science. There is also a suggestion from the Advisory Board that students who have no Chemistry or Biology background follow foundation courses before enrolling in the relevant modules. Thus, we endorse the recommendation of EEC for setting precise acceptance criteria. More specifically, The Program Committee has decided to add the following specific admission criteria:

SPECIFIC ADMISSION CRITERIA

“Successful completion of the foundation courses of Biology or/and Chemistry, offered by European University Cyprus, in case the applicants have not attended in the last year of secondary education courses of advanced Biology or/and Chemistry”.

(in Greek)

“Επιτυχής ολοκλήρωση του προπαρασκευαστικού κύκλου μαθημάτων Βιολογίας ή/και Χημείας που προσφέρει το Ευρωπαϊκό Πανεπιστήμιο Κύπρου, σε περίπτωση που οι αιτητές/τριες δεν έχουν παρακολουθήσει κατά την τελευταία τάξη της δευτεροβάθμιας εκπαίδευσης μαθήματα Βιολογίας ή/και Χημείας προχωρημένου επιπέδου”.

Following EEC’s suggestion to increase our students’ exposure to food industry-related classes in our curriculum, the content of the courses “Food Science and Technology” (NUT225), “Systems of Quality Management in Food Industry and Catering Establishments” (NUT310) and “Biotechnology” (NUT440) has been modified. We believe that the new content of these courses will enhance our students’ exposure to the food industry. Additionally, all the textbooks have been updated (Please see **APPENDIX V; Syllabi**; pages 49, 57,110).

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.**

We thank the EEC for pointing these issues out. For the course ‘Food Chemistry’ (NUT105) the bibliography has now been modified. Fennema’s Food Chemistry has been replaced with Δ. Μπόσκου, Χημεία Τροφίμων, Εκδόσεις Γαρταγάνη, 2010 and Ν. Γαλανοπούλου, Γ Ζαμπετάκης, Μ. Μαύρη, Α. Σιφάκα. Διατροφή και Χημεία Τροφίμων, 2^η Έκδοση, 2011, Εκδόσεις Αθ. Σταμούλης (Please see **APPENDIX V; Syllabi**; page 17).

For the courses General Microbiology and Pharmacology and Foods the editions of books have been changed to 11th and 19th edition respectively (Please see **APPENDIX V; Syllabi**; pages 24,94).

3. The course numbers in the information provided do not match the numbers on website

a. LFS200 versus BIO213

b. NUT225 versus NUD 222

This is because on the website we have the existing course codes and that all the course codes will change on the website after the completion of evaluation process. The correct codes are the provided codes appearing in the revised Curriculum of the Program in Table 2 (**Appendix XI**).

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

a. All the numbers will be updated as explained in our response in the previous item.

b. As far as the syllabus of Food Microbiology, this has now been modified in order to increase food microbiology-related issues. Thus, the students can be more ready for the Food Industry (Please see **APPENDIX V; Syllabi**; page 67).

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?

a. The numbers will be updated as explained in our response in the previous two items.

b. The EEC is correct and we agree with its recommendation. We have therefore added General Microbiology (LFS200) and Food Microbiology (NUT325) as prerequisites for the course Systems of Quality Management in the Food Industry and Catering Establishments (NUT310) (Please see **APPENDIX V; Syllabi**; page 57).

6. Pharmacology and Foods (NUT415) a. It seems there is very little reference to Foods

We thank EEC for this comment. The Pharmacology and Foods (NUT415) course content has now been modified to increase the reference to Foods (Please see **APPENDIX V; Syllabi**; page 94).



5. Learning resources and student support (ESG 1.6)

No comments were indicated here by the EEC



6. Additional for doctoral programmes (ALL ESG)

N/A



7. Eligibility (Joint programme) (ALL ESG)

N/A

B. Conclusions and final remarks

EEC Recommendations:

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. We feel the course meets the programme intended learning outcomes across years and semesters and prepares graduates for the working market in entry level nutrition and dietetic positions. In addition to the limitations and suggestions outlined under the various sections, the EEC recommend a clear mapping of dietetic (and nutrition related) competencies/standards of proficiencies achieved from this course for related modules and placements. Well done to all involved and we wish you well in your future teaching and research endeavours.

EUC Response:

We would like to thank the EEC for the positive feedback and constructive recommendations. As described in the previous sections of the report, the Nutrition and Dietetics Program has focused on addressing each of the EEC's recommendations.

More specifically, regarding the EEC recommendation about the quality assurance mechanisms and the student supports provided, as commented above, our students already have a significant role in quality assurance mechanisms. In particular, student representatives already participate in the Program Evaluation Report (PER) process. Most importantly, it must be pointed out that students are represented at all levels of advisory and decision-making bodies, including program Advisory Boards, Departmental Councils, School Councils, the Senate, etc. Moreover, the program encourages the active participation of the students in the development of the courses and their implementation, mid-semester meetings among the coordinator of the program and student's Year Representative(s) are being held. The aim of these meetings is to identify in time any weaknesses of the courses and take corrective measures before the end of the semester. In addition, students are responsible for providing constructive feedback on their learning and teaching experience by participating in the Student Feedback on their Learning Experience (SFLE) process.

Mapping Exercise 1 (appearing in Appendix I) shows that program's learning outcomes are mapped to the standard of proficiencies or graduate competencies. Moreover, to this direction and after EUC's suggestion we have modified the content of the courses "Food Science and Technology" (NUT225), "Systems of Quality Management in Food Industry and Catering Establishments" (NUT310), "Biotechnology" (NUT440), Pharmacology and Foods (NUT415) and Food Microbiology (NUT325). We also acknowledge the challenges and the changing scope of nutrition and dietetic practices and our aim is always to review and improve our program through PER.

Furthermore, the Department has decided to recruit a Mentor/Laboratory Assistant for the program's needs. Also, regarding students' thesis, instructors will be encouraged to emphasize research topics instead of bibliographical reviews (at least half of the suggested topics must be research topics) to allow students to extend their academic research skills and practices.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. Elena Hadjimbei	Program Coordinator	<i>Elena Hadjimbei</i>
Dr. Anastasios Theodorou	Chairperson, Department of Life Sciences	<i>Anastasios Theodorou</i>
Dr. Panagiotis Papageorgis	Dean, School of Sciences	<i>Panagiotis Papageorgis</i>

Date: 25.1.2022

	<p>(NUT310) Systems of Quality Management in the Food Industry and Catering Establishments</p> <p>(NUT315) Nutritional Education, Counselling and Behaviour</p>	<ul style="list-style-type: none"> • Develop dietary plans for the malnourished and overweight/obese patient and other physiological conditions. • apply quality management systems to food industries • apply quality management systems mass catering institutions. • recognize the microbiological, chemical and other hazards involved in industrial food units and in mass catering institutions • comprehend the hygiene regulations and their implementation in food production and meal preparation. • ensure the quality and nutritional value of food and meals consumed in catering institutions • select methods and techniques of modification of dietary habits and dietary behavior in the context of therapeutic and preventive intervention, • develop communication skills with patients and healthy individuals of different age groups in order to improve the effectiveness of nutritional interventions, • propose solutions to problems arising from the non-mobilization or non-compliance of individuals based on the nutrition guidelines. • learn the structure of dietary sessions and choose the appropriate steps for effective intervention in different age groups
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	<p>(NUT320) Nutrition in the Life Cycle</p> <p>(NUT325) Food Microbiology</p>	<ul style="list-style-type: none"> • explore the factors that affect eating choices and more specifically the eating habits of individuals • identify the mechanisms that affect feelings of appetite, thirst and saturation • recognize the impact of problematic eating behaviors and plan interventions to modify them • recognize the importance of nutrition in the prevention of chronic diseases, • design nutritional interventions for small or large population groups with or without risk factors, of different ages. • apply nutritional interventions to promote health and primary or secondary prevention. • evaluate the effectiveness of interventions and modify dietary patterns according to the needs arising. • recognize the physiological changes that occur to the human body during its life • recall the changes in nutrient requirements at the various stages of human life, • organize and implement nutritional interventions to cope with changes in requirements as well as on the usual nutritional problems at the stages of life • identify nutrient needs according to various factors (eg Age) • recognize the role of Food Microbiology in food safety, prevention of foodborne illnesses, and in prolongation of food products' shelf-life
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	<p>(NUT330) Clinical Nutrition and Dietetics I</p>	<ul style="list-style-type: none"> • recognize the role of Food Microbiology in food production • detect, isolate, enumerate and identify microorganisms in food products • discern the difference between spoilage and pathogenic microorganisms in food products • describe the HACCP food safety system • perform basic Microbiology techniques for microorganisms' detection and enumeration in laboratory
	<p>(NUT335) Clinical Nutrition and Dietetics I laboratory</p>	<ul style="list-style-type: none"> • Summarize the process of assessing the nutritional status of patients • Recognize the nutritional needs of the patients • Develop dietary interventions to support patients with cardiovascular disease, diabetes mellitus, kidney disease, • Evaluate the effectiveness of dietary interventions based on the patient's health and nutritional status • Interpret the food composition analysis of specific dietary plans

		<p>designing and evaluating a variety of nutritional interventions for individuals or groups</p> <ul style="list-style-type: none">• work with other professionals to provide nutritional care• evaluate organizational systems for diet and mass feeding• recognize and use the information sources for new data and developments in Nutrition Science
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European University Cyprus

ERASMUS+ KEY ACTION 1

Procedure for Student Mobility

Erasmus+ Outgoing Students for Studies

All students of European University Cyprus (EUC) are welcome to participate in this scheme of the Erasmus+ program. Their participation is subject to the following criteria:

- The student should be enrolled in a formal program of study at EUC leading to a Bachelor or Master or Doctorate Degree.
- The student should have successfully completed 60ECTS of their Program of Studies.
- The student can receive grants for studying or being trained abroad totalling up to 12 months maximum per each cycle of study.
- The student must have a GPA of 2.3 and above.
- The student must have a balanced tuition account at EUC.
- A minimum mobility duration of 3 months and a maximum of 12 months
- An Inter-institutional Agreement with the Host University should be in place
- Priority is given to candidates applying for mobility to a country other than their country of origin.
- Priority will be given to students with the highest GPA.
- The student must have adequate insurance coverage.
- The application must be made within the application deadlines.

Every semester, the Erasmus Office organizes information days, in-classrooms presentations, for prospect participants, explaining the mobility procedure (deadlines, documentation, funding, etc). The rights and responsibilities while at the host university are also clearly explained. In addition, throughout the Academic Year, intercultural activities are organized with the purpose to blend the entire student body, with the former outgoing participants and the current incoming students to play the role of the mentor to the future participants.

Step 1

Students interested in participating in the Erasmus+ program for studies either for a semester or a full academic year should submit the "Letter of Intent" together with the "Student Advisory Form" duly signed, to the Erasmus Office by the deadlines:

- Fall Semester or full Academic Year deadline: May 15th and Spring Semester deadline: October 15th.

Step 2

The "Letter of Intent" should be completed with the updated personal details of the applicant and should be signed by the applicant. The "Student Advisory Form" should be signed by the appropriate Erasmus Academic Coordinator who will approve the parity shown between the courses the student will follow at the Host University and the equivalent courses of the student's degree at EUC. The form should be also signed by the Enrolment Advisor of the student.

The "Student Advisory Form" should be signed by the Erasmus Academic Coordinator of the student's School and the student's Enrollment Advisor. The Erasmus Academic Coordinator evaluates the available courses offered at the Host University to nominated students. The course content of each course, as well as, the ECTS load of each course are compared with the pending courses in the student's degree at EUC. The host university courses that show parity with the students' degree courses are stated in the "Student Advisory Form".

Step 3

The Committee on International Relations, Programs and Mobility will evaluate each "Letter of Intent" and rank the nominees according to the academic and eligibility criteria and according to the budget available for this scheme. In case of no availability of grants, low priority mobility periods will be considered as zero-grant.

Step 4

The Erasmus Office informs all applicants in writing about the decision of the Committee. The approved nominees are informed in writing by the Erasmus Office in detail about the procedure they should follow before, during and after mobility. Each document required by the Program is explained thoroughly to the students.

Step 5

The Erasmus Office proceeds with the nominations of the selected applicants to their Host Universities.

Step 6

The applicant should submit the application documents that the Host University requires within the deadline set. Relevant documents may include an Erasmus Application Form, the student's Transcript of Records and the Learning Agreement. The Learning Agreement is composed of three parts: the "Before the Mobility", the "During the Mobility" and the "After the Mobility". All parts of the Learning Agreement should be signed by all parties: student, host university and EUC. During the before the mobility stage, the student should complete the "Before the Mobility" part of the Learning Agreement with his/her contact details and the contacts to the Home and Host Institutions according to the guidelines given in Annexes. In addition, the document should be completed, where appropriate, with the courses the student will carry out at the host institution, as well as, with the parity courses at the student's program of study at EUC.

Step 7

Once the acceptance letter is sent to the student by the Host University, the Grant Agreement will be sent to the student by the Erasmus Office of EUC to be signed by the student and the Vice-Rector of Research and External Affairs of EUC. The duration of the mobility and the relevant financial support are the Special Conditions that form an integral part of the Grant Agreement. A duly signed copy of the agreement will be returned to the student.

Step 8

Upon arrival at the Host University, the student should send to the Erasmus Office of EUC the “Arrival Certificate” signed by the Host University. Only when the Arrival Certificate is sent, the first instalment towards the Erasmus financial support the student is entitled to, will be paid to the student’s personal bank account.

Step 9

During the Mobility the Learning Agreement of the student might need to change. In the unlikely event that a chosen course(s) is not offered by the host institution after all, the student should inform his/her Erasmus Academic Coordinator and get approval for a new course. The necessary changes on the learning agreement should be made and sent to the Erasmus Office of EUC together with the written approval of the Erasmus Academic Coordinator. The changes should be recorded on the “During the Mobility” part of the Learning Agreement. The final list of the courses the student is attending abroad will be recorded in the Administration System of EUC.

Step 10

By the end of the mobility, students should submit all original documents required by the Program to the Erasmus Office of EUC. These documents attest to the period of the student’s stay and are necessary for the payment of the outstanding balance of the Erasmus grant. The Erasmus Office should validate the student’s mobility by transferring the student’s ECTS credits earned abroad based on the “After the Mobility” part of the Learning Agreement which records the grades and ECTS gained at the Host Institution.

Erasmus+ Outgoing Students for Traineeship

All students of EUC are welcome to participate into this scheme of the Erasmus+ program. Their participation is subject to the following criteria:

- The student must be enrolled in or is a recent graduate of a formal program of study at EUC leading to a Bachelor or Master or Doctorate Degree.
- The student should have successfully completed 60ECTS of their Program of Studies.
- The student may receive grants for studying or being trained abroad totalling up to 12 months maximum per each cycle of study.
- The student must have a GPA of 2.3 and above.
- The student must have a balanced tuition account at EUC.
- A minimum mobility duration of 2 months and a maximum of 12 months is allowed.
- The duration of a traineeship by recent graduates counts towards the total 12 months maximum of the cycle during which they apply for the traineeship.
- Priority is given to candidates applying for mobility to a country other than their country of origin.
- Priority will be given to the students with the highest GPA.
- The traineeship must be full-time (35hours+ per week, maximum 40).
- In the case of a graduate applicant, the application procedure should start before his/her graduation.
- The receiving organizations for traineeships can be any public or private organizations active in the labour market and be related to the student’s major.
- The student must have adequate insurance coverage.
- The application must be made within the application deadlines.

Step 1

The Erasmus Office communicates all information regarding the program to students through different info days organized throughout the academic year, either as in-class presentations or informative events in the cafeteria of the University.

Step 2

Students interested in participating in the Erasmus+ Program for Traineeship either as graduates or during their studies should submit the “Letter of Intent” to the Erasmus Office by the following deadlines:

- Graduates should submit the letter one month prior to the end of their graduating semester.
- For traineeships during studies, the interested students should submit the letter approximately one semester prior to the semester of the traineeship.

Step 3

For traineeships, which are an integral part of the curriculum, together with the “Letter of Intent” applicants should submit a written approval from their School Coordinator. This will secure the academic recognition for the traineeship period spent abroad, by the use of ECTS credits. For graduate traineeships, the applicants should also submit the Graduation Letter from the Enrollment Department of EUC and the written approval from the Host Organization consenting to the traineeship.

Step 4

The Committee on International Relations, Programs and Mobility will evaluate each “Letter of Intent” and rank the nominees according to the academic and eligibility criteria and according to the budget available for this scheme. In case of no availability of grants, low priority mobility periods will be considered as zero-grant.

Step 5

The Erasmus Office informs all applicants in writing of the decision of the Committee. The approved nominees are informed in writing by the Erasmus Office in detail about the procedure they should follow before, during and after mobility. Each document required by the Program is explained thoroughly.

Step 6

As soon as the Learning Agreement for Traineeship is signed by the employer and submitted to the Erasmus Office the Grant Agreement is signed by the applicant and Vice-Rector of Research and External Affairs.

Step 7

In the case of a student traineeship, when arriving at the Host Organization the student should send to the Erasmus Office the “Arrival Certificate” signed by the Host Organization in order to receive the first payment of the Erasmus grant.

Step 8

By the end of the mobility, students should submit all original documents required by the Program to the Erasmus Office of EUC. These documents attest to the period of the student’s stay and are necessary for the payment of the outstanding balance of the Erasmus grant. The Erasmus Office should validate the student’s traineeship based on the “After the Mobility” part of the Learning Agreement where the Host Organization confirms the attendance of the student in a traineeship period.

APPENDIX III: Mapping exercise of learning outcomes of three courses.

(NUT100) Introduction to Nutrition	(LFS110) Biochemistry	(NUT205) Nutrition and Metabolism
<ul style="list-style-type: none"> • Recognize the terminology of Nutrition Science and its most important scientific methods • Recognize the concept of nutritional requirements and how they are covered by the intake of various foods • Explain the basic principles of balanced nutrition and how they are covered by the consumption of different foods • Describe biological roles and key metabolic pathways of nutrients • Describe the consequences from the deficiency and toxicity of nutrient 	<ul style="list-style-type: none"> • Differentiate between amino acids and “non-standard” amino acids • Characterize techniques of protein and nucleic acid purifications: protein isolation, solubility of proteins, chromatographic separations, electrophoresis, ultracentrifugation and nucleic acid fractionation • Describe covalent structures of proteins and nucleic acids: primary structure of proteins, nucleic acid sequencing • Describe three-dimensional structure of proteins: secondary structure, fibrous and globular proteins • Describe sugars and polysaccharides: monosaccharides, polysaccharides, glycoproteins • Describe lipids and membranes: lipid classification • Understand substrate availability, coenzymes, regulation of enzymatic activity, chemical kinetics, effects of pH, inhibition 	<ul style="list-style-type: none"> • Explain the glycolytic pathway, the reactions of glycolysis • Describe the anaerobic fate of pyruvate • Characterise the regulation and control of glycolysis • Define glycogen breakdown, synthesis and control of glycogen metabolism • Describe the citric acid cycle, metabolic sources of acetyl-coenzyme A, enzymes and regulation of the citric acid cycle • Describe the electron transport chain, oxidative phosphorylation and the control of ATP production • Characterize other pathways of carbohydrate metabolism: gluconeogenesis, the pentose phosphate pathway • Define lipid digestion absorption and transport • Describe fatty acid oxidation and fatty acid biosynthesis • Describe the regulation of fatty acid metabolism • Explain protein digestion, amino acid deamination and the urea cycle • Characterize metabolic homeostasis: regulation of appetite, energy expenditure and body weight • Present the most important categories of micronutrients, their distribution in the different categories of foods, their metabolism as well as their interaction with the pathophysiological mechanisms of the human organism.

APPENDIX IV: PER



Program Evaluation Review (PER) Template

“Nutrition & Dietetics (BSc)”

School of Sciences
Department of Life Sciences

Last Review Date: 15/02/2019

1. Background – Contextual Information

1.1 Introduction

Nutrition and Dietetics is a health related career that involves translating the science of nutrition to promote good health. It is a vital and growing profession with many career possibilities. It is in this context that the EUC program of Nutrition and Dietetics is targeting the following objectives.

The Program's Objectives are as follows:

A. In relation to the implementation of Nutrition and Dietetics Program targeting the society our graduates are able to:

- (i) Evaluate the nutritional requirements of the population and high risk groups.
- (ii) Implement national and specific programs in communities/groups/individuals etc.
- (iii) Organize with other health individual's national health and nutritional strategies.
- (iv) Train and educate individuals on nutritional and dietetic matters.
- (v) Interpret national health indicators relating to nutrition and dietetics.
- (vi) Develop and implement nutritional diets for mass catering units.

B. In relation to food manufacturing industries our graduates are able to:

- (i) Assess the nutritional status of food products in relation to the legal nutritional labeling requirements.
- (ii) Evaluate the food safety management systems (ISO22000, HACCP) in all food chain stages (production, packing, storage, transportation and distribution) in line with the legal requirements.

C. In relation to nutritional therapy our graduates are able to:

- (i) Make recommendations for dietary changes to elevate and prevent illness, as well as to promote good health.

1.2 Students numbers

Since the initiation of the Nutrition and Dietetics Program, there has been a substantial increase of the number of students. The following table gives a clear picture of the number of students every year (Total number of students that

enrolled). It is observed that there was an exponential increase during the years 2012-2017 with a minor decrease in the last year 2018.

YEAR	F2012	S2013	F2013	S2014	F2014	S2015	F2015	S2016	F2016	S2017	F2017	S2018	F 2018
No. of student	33	30	46	41	68	69	84	81	85	86	104	99	91

1.3 Profiles and Accreditations

- A. The Nutrition and Dietetics Program has been accredited by the Cyprus Agency of Quality assurance and Accreditation in Higher Education/ΔΙ.Π.Α.Ε in 2012.
- B. A Self Assessment Report (SAR) of the program covering the period 2012-2015 has been prepared and submitted to the Quality Assurance Committee of the University. The report indicates a satisfactory performance of the program.
- C. More over the program has developed very strong links with the following:
 - (i) Registration Board for Food Scientists Food Technologists and Dietitians (Law N31 (1) 96). A member of our academic staff is a member of the Board.
 - (ii) Association of Dietitians and Nutritionists Cyprus. A member of our academic staff is the Vice President of the Board.
 - (iii) Harokopio University, Athens, Department of Dietetics. Academic staff of this university offer lectures and are members of our Advisory Board. Staff members of our program are engaged in common research programs with academic staff of the Harokopio University.
- D. Industry and Health Institutions
 - (i) In order to gain skills and practical experience and to support effectively our practical trainings, the program has developed strong links with food industries, governmental institutions, nurseries, medical care and rehabilitation centers, education institutions, sports centers etc. Moreover the program has signed memoranda of understanding with four private hospitals that provide clinical training to our students.
- E. Community at large
The program organizes on a yearly basis, in cooperation with community associations (Pancyprian Diabetic Association, Endocrinology Association of Cyprus, Parents Students Association, Association for Patients and Friends of Hereditary Metabolic Diseases, Institute of Neurology of Cyprus, etc), seminars, workshops, lectures in relation to Nutrition and Dietetics issues and problems.

2. PER methodology

2.1 The PROSE system for assessing the quality and the quality management of the program has been used in the PER methodology. In this system the **Self-Assessment** constitutes the corner stone in assessing the quality of the system and methodology to implement the program.

2.2 The PER program is evaluated every three years using a Self-Assessment Process, in close cooperation with the Office of the Rector, the HR department, the School Administrators, the Program Coordinators, the Department Chairs, the Dean of the School, teaching staff and students. The methodology used combined both qualitative and quantitative analysis based on an integrated assessment approach.

2.3 The PER methodology apart for addressing critical issues of the program, it gives also the opportunity to the Coordinator to propose actions for improvement, taking into consideration the following factors:

- Academic recognition/accreditation
- Professional recognition/accreditation
- Advisory Board recommendations
- Links to the industry
- Internationalization

2.4 The QA process of the university and that of the program, use the following steps to develop a Quality Assurance Process.

- Use standards and guidelines from EUC policies and directives aligning with the requirements of the accreditation system.
- Set policies and procedures to enhance the overall effectiveness of the program and QA processes.
- Get feedback, measure results and establish program action plans and strategies for continuous improvement.

It should be noted that both the universities QA process and the PER procedure are evaluated by the Quality Assurance Committee of the university. In this context the QA committee of the university plays a catalytic role in stream lining the two QA processes, that of the university and that of the program, to serve the educational targets of the university's strategy plan.

3. PER Data SETS and Other Sources of Information

The Nutrition and Dietetics Program has two main targets. First it satisfies the needs and secondly the expectations of its stakeholders. In this context the program has elicited and processed information from the following stakeholders.

The following table lists the various stakeholders, the information received and where possible necessary documents, i.e. minutes, etc.

Stakeholders	Information	Document
Students	Course Evaluation Questionnaire	(comment 1)
	Program Committee	(comment 2)
Alumni	Alumni Questionnaires	(comment 3)
	Advisory Board	(comment 4)
	Graduate Employment Reports	(comment 5)
Faculty Members	Program Committee	(comment 6)
Professionals/Industrialists	Advisory Board	(comment 7)
	National & International Professional Bodies Curriculum Guidelines	Guidelines are referred in the current report
	National & International Legislative Directives on program Curricula	Guidelines are referred in the current report
University Management	University Strategic Plan	Appendix IV
	School/Department Strategic Plan	Appendix V
Experts Review Panel		(Comment 8)

Comments

1. A course evaluation was performed in 2015 when preparing the SAR evaluation (see Appendix I).
2. The Program committee was instituted in May 2018 and it had its first meeting January 10th, 2019 (see Appendix II).
3. At present there no Alumni questionnaires.
4. It should be noted in line with the recommendation made by the chairman of the Nutrition and Dietetics Advisory Board; an Alumni will be included as a member of the board.
5. At present there is no an independent report on graduate employment.
6. Information was also received from faculty members teaching the program
7. Advisory Board minutes can be found in Appendix III (a,b,c). The fourth minute was done through emails for the approval of the course modifications (2nd February, 2019)
8. The coordinator after consulting the Chairman and the Dean of the School will go ahead to appoint two experts to review the program.

4. Curriculum Structure, Objectives and Learning Outcomes

4.1. Program Description

4.1.1 Technical Description

– Program Objectives

The target of the program is to provide, on the one hand basic knowledge and skills in communication, social sciences and scientific research and on the other hand specific knowledge and skills in the sectors of nutrition, dietetics, food products and biological sciences. Moreover, our students familiarization with the new technologies and the development of the administrative skills, constitute a dynamic tool for realizing their professional aspirations. Also the program aims to help students to develop critical thinking as well as skills for problem solving in the field of nutrition and dietetics. Finally the program is so designed that it meets the requirements of the Law for the registration of students as Dietitians by the Cyprus Registration Board (**Law N.31/I(96)**).

- Learning Outcomes

- A. In relation to the nutritional needs of the community, our graduates are in a position to:

- Evaluate the nutritional needs of the population in general and more specifically those of high danger groups
- Design and implement diet and nutritional programs
- Intervene and coordinate nutritional programs of specific groups of the community
- Participate in the development of national strategies relating to the availability of food, eating habits, nutritional status and generally the health of the population in general
- Educate interested groups and individuals on nutrition and dietetic matters
- Evaluate health indicators of the population

B. In relation with the implementation of dietetic and nutritional needs of mass catering institutions and the food industry, our graduates are in the position to:

- Design diet menus for mass catering institutions
- Develop new food products satisfying consumer preferences such as nutritional recommendations and cost benefit parameters
- Coordinate food distribution procedures having in mind the safety of products
- Design and evaluate consumer satisfaction relating to the quality of food products

C. In relation to nutrition therapy our graduates are in the position to:

- Evaluate the nutritional status of sick and healthy persons
- Plan and implement the required nutrition therapy having in mind the pathophysiological causes of the disease in question
- Give advice and guidance to patients relating to their needs
- Direct and educate patients of their needed nutritional support

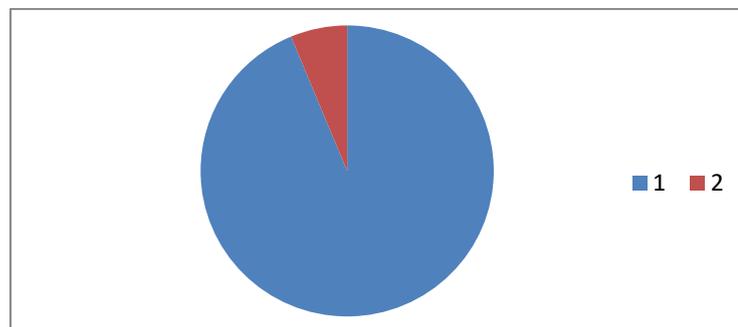
Existing Degree Requirements

Structure of the BSc course in Nutrition & Dietetic	Credit Units	ECTS
Students of the Nutrition & Dietetics Program have to complete the required ECTS units, if they are to be awarded the BSc degree:		
FIRST YEAR COURSES	33	60
SECOND YEAR COURSES	32	60
THIRD YEAR COURSES	35	60
FOURTH YEAR COURSES	30	60
Total Credit units/ECTS	130	240

The program is clearly described in courses grouped into the following categories of degree requirements:

	CREDITS	ECTS	PERCENTAGE
1. Core Requirements	121	225	93.75
2. Major Electives	9	15	6.25
TOTAL	130	240	100

The total required ECTS is 240. The ECTS distribution among the different categories is depicted below.



1. Core requirements 2. Major electives

Existing Official Curriculum

FIRST YEAR COURSES			
FIRST SEMESTER			
CODE	COURSE TITLE	16 CREDITS	30 ECTS
BIO105	Biology	3	7
CSG193	Information technology of Health Sciences	3	5
EUC110	Academic Skills	2	5
CHE100	Chemistry	5	8
ANA102	Anatomy	3	5
SECOND SEMESTER			
CODE	COURSE TITLE	17 CREDITS	30 ECTS
BIO125	Molecular Biology	2	5
BIO126	Biochemistry	5	7
CHE111	Food Chemistry	4	7
NUD120	Introduction to Nutrition	3	6
ENH080*	English of Health Sciences II	3	5
SECOND YEAR COURSES			
THIRD SEMESTER			
CODE	COURSE TITLE	14 CREDITS	30 ECTS
BIO213	General Microbiology	2	6
PGY107	Physiology	3	5
BIO282	Biostatistics	2	5
ENH090	English for Health Sciences III	3	5
PSG104	Principles of Psychology	2	5
NUD211	Legal, Bioethical and Ethical matters in Nutrition and Dietetics	2	4
FOURTH SEMESTER			

CODE	COURSE TITLE	18 CRETICS	30 ECTS
NUD226	Nutrition and Metabolism	5	7
NUD221	Nutritional Assessments	4	5
NUD222	Food Science and Technology	3	5
NUD223	Nutrition Education	2	4
NUD224	Nutrition, Civilization and Environment	2	4
SOG102	Principles of Sociology	2	5
THIRD YEAR COURSES			
FIFTH SEMESTER			
CODE	COURSE TITLE	16 CRETIS	30 ECTS
NUD310	Introduction to Clinical Nutrition/Dietetics	5	8
NUD312	Diet, Exercise and Sports	3	6
NUD314	Behavior, Communication and Nutrition Counseling	2	5
NUD315	Nutrition in the Life Cycle	3	6
RES303	Methodology of Research in Health Sciences	3	5
SIXTH SEMESTER			
CODE	COURSE TITLE	19 CRETIS	30 ECTS
BIO320	Food Microbiology	5	7
EPE201	Epidemiology	3	5
NUD320	System of Quality Management in the Food Industry and Catering Establishments	3	7
NUD330	Clinical Nutrition/Dietetics I	6	8
HSD412	Health Economics and Entrepreneurship	2	3
FOURTH YEAR COURSES			
SEVENTH SEMESTER			

CODE	COURSE TITLE	15 CREDITS	30 ECTS
NUD431	Clinical Nutrition/Dietetics II	6	8
NUD400	Practical Training I	3	11
HEA410	Thesis I	3	6
Course Elective		3	5
EIGHTH SEMESTER			
CODE	COURSE TITLE	15 CREDITS	30 ECTS
NUD422	Updated Nutrition Issues and Trends	3	3
HEA420	Thesis II	3	12
NUD401	Practical Training II	3	5
Course Elective		3	5
Course Elective		3	5
ELECTIVES The students selects one course for the 7 th semester and two for the 8 th semester)			
CODE	COURSE TITLE	CREDITS	ECTS
NUD455	Nutrition Policies	3	5
NUD459	Pharmacology and Foods	3	5
NUD450	Biotechnology	3	5
ENH070*	English for Health Sciences I	3	5

Students of the program, sit an English placement test, so as to decide to which level group they will be places (either ENH080 or ENH070). It is necessary to complete both levels.

- Workload calculation (based on formula provided and explained)- given by ECTS expert.

ECTS is the recommended credit system for higher education in Cyprus and across the European Higher Education Area.

European Credit Transfer and Accumulation System (ECTS) is a standard for comparing the study attainment and performance of students. Only for successfully completed studies, ECTS credits are awarded.

One academic year corresponds to **60 ECTS credits** and one academic semester to **30 ECTS** that are equivalent to **1500–1800 hours of study**. One ECTS corresponds to 25 - 30 Hours of student workload. Therefore, a program with duration of **two years is 120 ECTS**, a program with duration of **four years is 240 ECTS**, etc.

ECTS is based on the **estimated student workload** required to achieve the objectives and learning outcomes of a program of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer.

The ECTS weighting **for a course** is a measure of the **student workload** required for a course, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, training placements, and so on.

At EUC when designing curricula or re-engineering curricula, the learning outcomes of the program are defined; then the learning outcomes of each course included in the program are defined; the workload typically needed for students is estimated, which is expressed in ECTS credits; this is done through discussion, coordinated by Program coordinators, and then final decisions are reached. This procedure might result in the allocation of different number of ECTS credits to individual courses (e.g. 5, 6).

Typically the estimated workload will result from the sum of:

1. The number of contact hours of the course per week (**e.g. 3**) multiplied by
by
the number of weeks (**e.g. 14**) in a semester
2. Plus the **estimated student workload per week**
3. Plus the time required to prepare for and **undergo exams**
4. The total estimated workload is then divided by the corresponding to 1 ECTS hours (e.g. 30)

	Estimated Student Workload	Hours
1	Contact Hours (3x14)	42
2	Estimated Student Workload *(6x14)	84
3	Estimated time for Exams Preparation	24
	Total Hours	150
	Estimated Workload 150 ÷ 30 Hours = 5 ECTS	

*Studies have shown that on average for every contact hour, two hours of study are needed

4.1.2 Qualitative Evaluation

A. Comparison to known standardised versions of the Program (if any), as suggested by Professional / Societal Organisations

The Nutrition and Dietetics Program of the European University of Cyprus (EUC) was the first program that has been developed and implemented in Cyprus, being taught in Greek. This Program has been accredited since 2012 and its first students, who were transferred students from other academic institutions, graduated in 2015. The first (non-transfer) students of the Program graduated in 2016. This specific program has been developed in line with the qualitative requirements laid down by national regulations of Cyprus and Greece as well as international and professional scientific bodies such as:

- EFAD - European Federation of the Associations of Dietitians
- AND - Academy of Nutrition and Dietetics - USA
- HCPC - Health and Care Professions Council - UK

Nutrition and Dietetics graduates from the EUC are eligible for registration with the Cyprus Registration Board of Food Scientists, Food Technologists, and Dietitians. Additionally, the program was evaluated and approved by the Cyprus Registration Board of Food Scientists, Food Technologists, and Dietitians.

B. Practical / Internship work envisaged

The Nutrition and Dietetics Program of the EUC satisfies the requirements of the EUC and the provisions of the national legislation for the registration of individuals as Dietitians. The Program requires students to take two courses relating to Practical Training (NUD 400 and NUD 401) that are equivalent to 11 and 5 ECTS respectively and 3 credits each. Detailed information for the practical trainings is provided below and copies of documents of both trainings are given as Appendices VI, VII.

The practical trainings, aim to strengthen the students' experience and skills required for their professional career as nutritionists and dietitians, so as to promote the upgrading of the nutritional status of the various groups within the community.

NUD 400 – Practice I – Food Service Industries and Health Service Establishments within the Community

The Practical Training I, takes place in a non-clinical environment which includes visits to kindergartens, schools, catering establishments, food industries, public services dealing with food matters and research institutes and centers for exercise etc.

It lasts 13 weeks, 2 days a week, for eight hours per day. In practical terms, the trainings are so designed for the students to be exposed, observe and take part in the development and evaluation of food and nutritional matters. For every visit the student submits a detailed report of his observations.

With the completion of the practical trainings, the student trainees are in a position to:

- Designate the methodology of nutritional interventions in non-clinical environments affecting community groups and individual persons
- Cooperate with other food and nutrition experts for providing nutritional care
- Evaluate management systems (HACCP) implemented in the catering establishments/industries
- Be aware of the food and nutrition information centers, so as to be continuously informed of recent developments in the field

NUD 401 Practice II – Clinical Setting

The Practical Training II takes place in a clinical environment (Hospitals, Health Centers, Long Term Care Centers, Research Centers and Analytical Laboratories) for 13 weeks, 2 days a week, 8 hours per day. Students are being trained (mainly through observation) so as to be able to assess clinical cases and develop and propose nutritional plans to specific people or groups.

The main objective of the Practical Training II, is to enable students to acquire the ability to perform clinical assessments, evaluate patients' problems and plan nutrition programs based on scientifically based practices (evidence-based practice). Practical training (observation) takes place in the following clinics of the cooperating hospitals:

Obesity, Diabetes, Nephrology, Cardiology, Gastroenterology, Lung Diseases, Cancer, Surgery, Intensive Therapy Unit, Paediatrics, Gynecology.

With the completion of the training, students are in a position to:

- Describe the procedure for nutritional assessment in clinical environment and design nutritional interventions when necessary
- Cooperate with other food and nutrition experts for providing nutritional care
- Evaluate management systems in the implementation of nutritional programs of catering establishments
- Be aware of the food and nutrition information centers so as to be continuously informed of recent developments in the field.

C. Internationalisation aspects

The Nutrition and Dietetics Program of EUC is based on the specific guidelines and criteria of:

- EFAD - European Federation of the Associations of Dietitians,
- AND - Academy of Nutrition and Dietetics - USA,
- HCPC - Health and Care Professions Council – UK
- Cyprus Registration Board for Food Scientists, Food Technologists, and Dietitians

In this context the education program can be comparable with high level Nutrition and Dietetics Programs throughout Europe and worldwide. Therefore, the program continuously improves the educational level, by employing high level academic staff with research and teaching background.

The Nutrition and Dietetics Program is taught in Greek and in this context it provides the opportunity for cooperation in various research programs, e.g. Erasmus agreements with respective departments in Greece (i.e. with the Harokopio University of Athens). Nevertheless, the fact that the program is taught in Greek it constitutes a difficulty for internalization aspects and mobility with other European institutions, where the programs are taught in English, French, etc.

Nevertheless, finding more international co-operational opportunities can be one of the program goals. If the program could be taught in the English, it would have the opportunity to create and develop international mobility students' recruitment systems, partnerships, curricula and increase international citation.

As mentioned before, the Nutrition and Dietetics program faculty has strong links and direct cooperation with the Cyprus Dietetic and Nutrition Association, as all members of the program are members of the Association. One member is

the Vice President of the Association. Moreover a member of our program is a member of the Cyprus Registration Board for Food Scientists, Food Technologists and Dietitians. Additionally, the program contributes to the society by organizing various events during the Nutrition Day, Diabetes Week and other Health related days.

D. Links with the Industry

Establishing strong links and collaboration with the industry, has strengthened, the Nutrition and Dietetics program. Strong links and cooperation have been developed with Food Industries, Government Departments responsible for Food and Nutrition, Community and Athletic Services, Educational Institutions and Hospitals. Furthermore the program participates in social activities organized by the Cyprus Dietetic and Nutrition Association, the Diabetes Associations, the Red Cross and other Health Associations.

Following are the Organizations/Institutions/Industries/Hospitals with which cooperation agreements have been established:

Food Service Industries: Papaphilippou Ice-Cream, Lanitis Milk Industry, Christis and Charalambides Cheese Industry, Beer Industry- Carlsberg, the Health and Nutrition Unit of the Zorpas Bakery Factory, Gregoriou Meat Industry, Mitsides Flour Mill and Pittas Cheese Factory.

Catering Establishments: Hilton Hotel, Hilton Park Hotel

Public Services dealing with Food and Nutrition:

- Ministry of Agriculture, Natural Resources and Environment (Veterinary Services, National Research Institute, Biological Food Products Section)
- Ministry of Health (Public Health Services, the Government General Laboratory)
- Ministry of Energy, Trade and Industry (Protection of the Consumer and Accreditation Department)

Community Services:

- Gym Centers (GymNet/GymPro), Salto, Health and Motion
- Long Term Care (Ayios Antonios, PASIDI, Materia)
- Red Cross Activities
- Multicare Center of Strovolos Municipality

Educational Institutes: Kindergartens (IRSA, Stroumfakia), Elementary School of Ayia Marina Strovolos and Ayios Maronas Anthoupolis

Hospitals: Nicosia (Aretaieon, Apollonion and Ippokration) and in Limassol (Polyclinic Ygia and German Oncology Center)

E. Any other qualitative element which might be relevant for the specific Program

In order to create further qualitative ways of assessing the Program, an Advisory Board has been established since 2014, to evaluate the Program and its relevance to the needs of the community. It is of importance that there is a need for creation of extra quality assessment and upgrading tools for the Nutrition and Dietetics program based on others more experienced institutions.

4.2 Program Validation

Validation of a program is used to ensure that the program is appropriate academically and the academic standards and quality are suitable and that the students will have the best opportunities to learn. The validation of the program was among the targets of the Advisory Board instituted in 2014. The aims of the Advisory Board are as follows:

1. Determine the objectives of the Nutrition and Dietetics Program
2. Provide timely knowledge about trends and educational methods
3. Identify upcoming legislative and regulatory developments
4. Specify the areas which need to be improved
5. Discuss and consider alternative educational methods
6. Discuss and provide interconnection methods of the Nutrition and Dietetics Program with the industry, government and the community

The Advisory Board is composed by:

Name:	Position/University/email
Dr. Ioannis Karis	President, Assistant Professor (Adj) /European

	University Cyprus/ i.karis@external.euc.ac.cy
Dr. Christiana Philippou	Secretary/ Assistant Professor (Adj) /European University Cyprus/c.philippou@euc.ac.cy
Dr. Stavri Chrysostomou	Member/Lecturer/European University Cyprus/s.chrysostomou@euc.ac.cy
Dr Irene Tzanetakou	Member/Lecturer/ European University Cyprus/i.tzanetakou@euc.ac.cy
Dr Stalo Papoutsou	Member/Scientific Collaborator-European University Cyprus/stalo.papoutsou@gmail.com
Dr Eleni Kakouri	Member/Scientific Collaborator-European University Cyprus/
Mrs Vana Yiangou	Member/Mentor, European University Cyprus/vana_y@hotmail.com
Mr Yiannis Koutras	Mmebr/Special Scientist, Euroean University Cyprus/ykoutras@cytanet.com.cy
Mrs Agathi Makri	Member/ Director of the Ippokrateion Private Hospital
Mr Bokaris Anastasios	Member/ Director of the “Ygeia” Polyclinic/abokaris@ygiapolyclinic.com
Mr Kostas Zorbas	Member/ CEO Zorbas Bakery/czorbas@zorbas.com
Mrs Maria Allagiotou	Member/head Nurse of the Aretaieion Private Hospital/ m.allayioyou@aretaeio.com
Mr Andreas Hadjipetrou	Member/Production and Quality Manager of the Lanitis Company/ahadjipetrou64@gmail.com
Mrs Gnosa Georgiou	Member/Quality Manager of the Charalambides-Christis Company/ggeorgiou@chandch.com

As already mentioned the Advisory Board has been instituted in 2014 and till today it has met three times and the 4th meeting through email. At its meetings

the Board has discussed various matters relating to the upgrading the quality of the BSc and MSc programs. Specifically the Board has taken the following decisions:

- A. To develop a Clinical Diet Manual so as to facilitate and make more meaningful the practical trainings (NUD 400 and NUD 401) for our BSc graduates. The Manual has been developed by members of the academic staff and at present it is used at the practical trainings, both by students and other responsible staff of the cooperating hospitals. Having in mind the experiences gained by our mentors during the practical trainings, there will be a revision of the manual in the coming year.

- B. To strengthen the cooperation between the university and the various institutions where practical trainings take place (Private and Public Hospitals, Ministries, Industries, Community Centres, etc) the Board has recommended the signing of Memoranda of Understanding with the above institutions. Till today five memoranda of understanding have been signed with the following hospitals:
 1. Aretaieion Hospital, Nicosia
 2. Apolloneion Hospital, Nicosia
 3. Ippokrateion Hospital, Nicosia
 4. Ygeia Polyclinic, Limassol
 5. German Oncology Center, Limassol

In all the above hospitals practical trainings are taking place today.

Furthermore, the Board has recommended the signing of Memoranda of Understanding with the following three Hospitals:

1. American Medical Centre (previously American Heart Center), Nicosia
2. Evaggelistria Hospital, Nicosia

Also in the last two years, following the recommendations of the Board, the Nutrition and Dietetics Program has established a network with governmental, industrial and community institutions for the practical trainings.

- C. To jointly organise workshops/seminars so as to raise awareness within the Community, Medical and Industrial Sectors of the role of Nutritionists and Dietitians. In this context during the years 2013 - 2018 the following seminars were organized:

1. Eating Disorders and Epidemiology in Cyprus, November 2013, EUC
2. The Management of Diabetes by Health Professionals, February 2014, EUC
3. The Implementation of the European Standards on Health and Safety in the Industrial Sector and Catering Establishments, May 2014, EUC
4. Epidemic: Children's Obesity, October 2014, EUC
5. Presentation of the Clinical Diet Manual to the Medical and Food related Personnel of the Apolloneion Hospital, Nicosia, 2014
6. Sports Nutrition Seminar for Children and Adolescents in Football, March, 2015
7. Pre-Diabetes, New Epidemic, May 2015, EUC
8. New Technology in Insulin Therapy. The use of the pump, May 2016, EUC
9. Hereditary Metabolic Diseases: Clinical and Nutrition Support for the ill people for a Better Life, October 2016, EUC
10. Obesity... from Prevention to Maintenance, July 2017, EUC
11. New Findings in Clinical Dietetics and Nutrition, October 2017, EUC
12. Juvenile Diabetes, Strategies and Priorities in Clinical Dietetics, July 2018, EUC
13. Nutrition and Aging, November 2018, EUC

The Board has also proposed for 2018-2019 the following seminars:

1. The presentation and implementation of the Clinical Diet Manual to Doctors and Nurses and other Medical Practitioners for all cooperating institutions.
2. The role of the Clinical Dietitian as a member of the Health Care Team.
3. The benefits of implementing the ISO 22000 standard (HAACP systems) in the Cyprus Food Industries and Catering Establishments.
4. Sports Nutrition Seminar

Moreover the following actions were taken since the last Board meeting.

- (i) Revision of Clinical Diet Manual
The manual was revised in 2018 in cooperation with the mentors, students and medical institutions.
- (ii) Presentation of the Clinical Diet Manual to personnel of Hospitals

The Clinical Diet Manual was presented by our mentors to interested medical staff of the cooperating hospitals.

- (iii) Implementation of the HACCP systems in food industry and catering establishments
A workshop will be organized with the Cyprus Chamber of Commerce and Industry and will take place in the second half of 2019.
- (iv) Erasmus Program
A good number of our students have taken advantage of the Erasmus Program in cooperation with the Harokopio University.
- (v) Link to professional associations in Cyprus and abroad
Members of the academic staff, students and graduates participate in workshops, seminars and conferences organized in cooperation with professional associations in Cyprus and abroad.
- (vi) Entrance criteria and/or foundation courses (Biology and Chemistry)
Efforts are on the way to formulate a foundation course for Biology and Chemistry for first year students, to strengthen their basic knowledge in these two science subjects.
- (vii) Offer the BSc Nutrition and Dietetics Program in English
Efforts are on the way to deliver also the program in English. A study will be undertaken to assess the interest and viability.
- (viii) Signing new Memoranda of Understanding with medical institutions
The program has signed another two memoranda of understanding with the Ippokraton Hospital and the German Oncology Center, thus raising the number of memoranda to five in total.
- (ix) Dietetic Clinic in EUC premises
The recommendation did not for the moment receive a positive response as this may create a conflict with practicing dietitians. The matter will be again discussed at the next meeting of the Advisory Board.
- (x) Infrastructure improvements (anthropometric and clinical dietetic lab)
New equipment was bought and more space has been provided for anthropometric and clinical measurements.

5. Teaching and Learning

The purpose of teaching and learning methods, materials, academic staff, resources, academic support, etc is to determine the most effective ways to deliver nutrition education to our students.

Having in mind the above target teaching and learning gears around the following approaches:

1. Curriculum Design
2. Teaching and learning methods
3. Quality management
4. Study load and progress
5. Assessment of student
6. Organization
7. Academic personnel
8. Academic support (program resource support)

A detailed outline of the teaching and learning methods relating to curriculum design, teaching and learning methods, quality management, study load and progress, assessment of students and organization are given in Appendix I page 55-60.

5.4 Academic personnel

The program's current academic personnel is given in the following table:

Current Academic Personnel			
Last Name	First Name	Doctorate Studies and Master's degrees	Research Focus
Philippou	Christiana	Clinical Dietetics/ Sports Nutrition, DProf	Sports Nutrition & Clinical Dietetics
Karis	Ioannis	Food Science & Technology, PhD	Traditional Food Products, HACCP systems
Chrysostomou	Stavri	Clinical Dietetics, PhD	Clinical and Public health Nutrition
Tzanetakou	Irene	Nutrition, PhD	Antiaging, Nutrition Genetics
Papaeracleous	Natasa	Clinical Dietetics, PhD	Diabetes and Nutrition

Papoutsou	Stalo	Clinical Dietetics, PhD	Pediatrics and Nutrition
Koni	Anna Christina	Nutrition, PhD	Nutrition Aspects
Yiangou	Vana	Clinical Dietitian, MSc Scientific collaborator	Community Nutrition, Mentoring
Koutras	Yiannis	Clinical Dietitian and Sports Nutrition, PhD Scientific collaborator	Weight management
Papadopoulou	Gavriella	Clinical Dietitian and Sports Nutrition, MSc Scientific collaborator	Mentoring
Andreou	Christina	Clinical Dietitian MSc Scientific collaborator	Mentoring, diabetes, celiac diseases
Vardakatsani	Dionisia	Clinical Dietitian MSc Scientific collaborator	Mentoring
Kakouri	Lenia	Food Scientist, PhD	Additives in Foods

From the information given in the above table it is evident that all academic staff have a sound research and teaching background on topics related to Nutrition, Dietetics, Food Science and Technology.

5.5 Academic support (program resource support)

Infrastructure Support

The program offers the following up to date, state of the art facilities and laboratories for providing the necessary practical experience and for implementing theoretical courses.

A. Chemistry Laboratories

The Chemistry laboratories are used for the practical exercises of the following courses: Chemistry, Biochemistry, Food Chemistry and also for students final year projects.

B. Microbiology Laboratory

The laboratory is used for practical exercises for the following courses: Microbiology, Food Microbiology and also for students final year projects

C. Anthropometry, Body Composition and Clinical Dietetics Lab

This laboratory is used for the practical exercises of the following courses:

Nutritional assessments, Nutrition Exercise and Sports, Introduction to Clinical Nutrition, Clinical Nutrition I and II and for final year projects.

D. Model Kitchen

The kitchen is used for the needs of nutrition and dietetics courses as required.

E. Computer Lab

The Computer Center features comprehensive facilities for computers that are available to all students of the university and operates under the supervision of the Department for Information and Technology Systems of the University.

The computer facilities include networks for personal computers and UNIX workstations with the availability of a wide range of software (word processors, accounting programs, design packages, databases, programming languages, internet tools etc.), access to large computer systems with specialized software packages and a variety of printing and designing machinery.

The Computer Center, apart from the teaching of relevant courses, offers the students the chance to practice and search for information on the internet. The labs are available to all students on a daily basis and are staffed with specialized personnel who can assist in computer matters and networks.

All the facilities of the European University Cyprus operate in a wireless environment.

The Computer labs are used for the teaching of the course CSG193 as well as other courses which require the use of computers such as Clinical Nutrition I and II and Nutritional Assessments.

F. Advising / mentoring / tutoring process for students (this process is mostly common for all EUC, so it should be standardised, with additional information included when applicable for a specific Program)

The academic advisors assist students to realize their maximum educational benefits, by helping them to better understand themselves and learn to use the resources of our University to meet their educational needs and aspirations. The Student Advisors help in the improvement of the academic performance, satisfaction, and retention rates of students. Advisors assist students in monitoring and evaluating their academic progress and keep track of students' performance; assist students in deciding how to utilize their elective courses to best meet their goals and match students' needs with available resources and make appropriate referrals.

G. The following IT support is available for all EUC students including the Nutrition & Dietetic Students

- Blackboard, Moodle, Office 365, Email and Office, Microsoft DreamSpark, EUC Student Portal, EUC mobile application, EUC 24/7 Online Support Ticketing System, EUC Support Center.

6. Sustainability

A program to be sustainable has to address the relevance of the academic educational model used, in relation to the social and professional models required. The program has to serve the needs of the community and industry. In this context the following matters have to be evaluated and addressed.

6.1 Student recruitment /retention policy

It has already been mentioned that since the initiation of the program, there has been a substantial student recruitment. Only in the last year there was a minor decrease. Curriculum and academic faculty members' excellence is not enough to attract students. Other marketing approaches have also to be in place. In this context the program committee has discussed this matter with the marketing department of the university and agreed on the following:

- a. In view of competition from other academic institutions, a new strategy has to be developed for more aggressive marketing
- b. A more systematic program to reach high school graduates by holding presentations at various secondary schools in all cities
- c. So as to attract students from neighboring countries (Lebanon, Jordan, Syria, Israel etc) the program has to be also offered in English. Efforts are on the way to achieve this goal.
- d. Improvement of the internet access
- e. Announcing important achievements of faculty and students
- f. A more systematic promotion in Greece and in countries where there are large numbers of Cypriot immigrants (Arab countries, UK, USA, Canada, Australia)

6.2 Employability dimension

From our regular contacts with our graduates we get the impression that most of our graduates either they proceed with Masters and PhD degrees and /or employed in various institutions and/or are self employed.

There is a need for a proper independent survey of the employability dimension.

6.3 Long term strategic plans of the university

The School of Science and more specifically the Life Sciences as well as the EUC strategic plans addresses the sustainability issue (Appendix IV and V)

6.4 The national and international professional needs and trends are addressed

Our program addresses fully the National professional requirements outlined in Law N31 (1) 96 (Appendix VIII) and it is also based on the specific guidelines and criteria of EFAD - European Federation of the Associations of Dietitians, AND - Academy of Nutrition and Dietetics - USA, HCPC - Health and Care Professions Council – UK.

7. SWOT Analysis

Program’s Strength / Weaknesses / Opportunities / Threats (SWOT) Analysis

- SWOT Table analysis (outlines the strengths, weaknesses, opportunities and threats

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. Strong Curriculum - Concentrations 2. High Employability 3. Student Support 4. Language of instruction 5. Locally organised lectures 6. Strong links with the local industry 7. Regarded as a highly reputable program in Cyprus and Greece 8. Highly experienced academic personnel 9. Sharing resources with other programs in Life and Health Sciences 	<ol style="list-style-type: none"> 1. Considered to be demanding 2. Insufficiently Dedicated Staff 3. Limited Staff mobility 4. Limited Student mobility 5. Internship scheme 6. Language of instruction
Opportunities	Threats
<ol style="list-style-type: none"> 1. New research opportunities 2. Expand to new markets 	<ol style="list-style-type: none"> 1. Incoming students with serious deficiencies in biology and chemistry 2. More Competition 3. Economic situation

It is evident from the above table, that the program enjoys more strengths than weaknesses. It also covers opportunities that we should exploit. It is important to prioritize weaknesses and threats and tackle them in an orderly manner, for best results.

H. Proposed Program and Course Modifications

NUTRITION & DIETETICS (120 Credits, 240 ECTS)						
	<i>COURSE TITLE</i>	<i>PREREQUISITES</i>	<i>CRETIDS</i>	<i>ECTS</i>		
FIRST YEAR						
FIRST SEMESTER						
	Biology	-	3	6		
	English for Life Sciences I or Elective	-	3	6		
	Introduction to Nutrition	-	3	6		
	Chemistry	-	3	6		
	Anatomy/Physiology I	-	3	6		
			15	30		
SECOND SEMESTER						
	Molecular Biology		3	6		
	Biochemistry		3	6		
	Food Chemistry		3	6		
	Information Technology for Health Sciences	-	3	6		
	English for Life Sciences II or Elective		3	6		
			15	30		
TOTAL FIRST YEAR			30	60		
SECOND YEAR						
THIRD SEMESTER						
	General Microbiology		3	6		
	Anatomy/Physiology II	-	3	6		
	Research Methodology and Biostatistics	-	3	6		
	Updated Nutritional Issues and Trends		3	6		
	Psychology in Nutrition/ Dietetics	-	3	6		
			15	30		
FOURTH SEMESTER						

	Nutrition and Metabolism		3	6		
	Nutrition and Metabolism laboratory		3	6		
	Nutritional Assessments		3	6		
	Nutritional Assessments laboratory		3	6		
	Food Science and Technology		3	6		
			15	30		
TOTAL SECOND YEAR			30	60		
THIRD YEAR						
FIFTH SEMESTER						
	Introduction to Clinical Nutrition/Dietetics		3	6		
	Introduction to Clinical Nutrition/Dietetics		3	6		
	System of Quality Management in the Food Industry and Catering Establishments		3	6		
	Nutrition Education and Counselling		3	6		
	Nutrition in the Life Cycle		3	6		
			15	30		
SIXTH SEMESTER						
	Food Microbiology		3	6		
	Epidemiology	–	3	6		
	Clinical Nutrition/Dietetics I		3	6		
	Clinical Nutrition/Dietetics laboratory		3	6		
	Nutrition, Exercise and Sports		3	6		
			15	30		
TOTAL THIRD YEAR			30	60		
FOURTH YEAR						
SEVENTH SEMESTER						
	Clinical Nutrition/Dietetics II		3	6		
	Clinical Nutrition/Dietetics II Laboratory		3	6		
	Thesis I		3	6		
	Practical I		3	6		
	Pharmacology and Foods		3	6		
			15	30		
EIGHTH SEMESTER						

	Nutrigenetics/Nutrigenomics		3	6		
	Thesis II		3	6		
	Practical II		3	6		
	Nutrition, Culture and Environment		3	6		
	Elective		3	6		
			15	30		
Total 4rth year			30	60		
Electives						
	Economics in Health and Life Sciences		3	6		
	Nutrition Regulations		3	6		
	Biotechnology		3	6		
	Law, Bioethics, Ethics in Nutrition/Dietetics		3	6		

Modifications

The modifications introduced into the program, have been approved by the Advisory Board in their 4rth meeting and by the Program committee in their first meeting, have the following objectives:

1. Decreasing the total credits of the program from 130 to 120 was necessary so as to be more competitive and in line with the strategy of other universities both national and international.
2. The above modifications resulted in having equal number of credits and ECTS every semester (i.e. 15 credits/30 ECTS).
3. The specific courses modified are the following:
 - CSG193 – Information Technology for Health Sciences ECT changed to 6 ECTS
 - EUC110 – Academic Skills course has been removed from this course but included in the new course with the name Research Methods and Biostatistics
 - CHE100- Chemistry credits and ECTS changed from 5 credits/8ECTS to 3 credits/6 ECTS and chemistry laboratory will occur every other 3 theory lectures
 - ANA102 and PGY107 were merged as one course taught in two semesters as Anatomy and Physiology I and Anatomy and Physiology II with 3 credits/3 ECTS each course. The reason for this change is that the two subjects are overlapping and will be better understood by the students
 - The ENH070, ENH080, ENH090 are going to be offered as English for Life Sciences I and II. Students will be exempted if they pass the English entrance examination of the EUC. In case they pass the examination the students will have the option to choose other electives.

- SOG102 – Sociology course has been merged with the course NUD211 Legal, Bioethical and Ethical Matters in Nutrition and has been placed as an elective course.
- The two courses NUD314 and NUD233 have been merged into a new course titled Nutrition Education and Counselling.
- The courses NUD 310, NUD 330 and NUD431 have broken down into theory and laboratory each carrying 3 credits and 6 ECTS.
- The following courses (BIO 125 Molecular Biology, Bio126 Biochemistry, CHEM111 Food Chemistry, BIO213 General Microbiology, PSG104 Psychology, NUD226 Nutrition and Metabolic and Nutrition and Metabolism laboratory , NUD221 Nutritional Assessments, BIO320 Food Microbiology, EPE201 Epidemiology, HEA410 and HEA 420 – Thesis, NUD 400 Practice I, NUD 401 Practice II, NUD422 Current Nutrition Topics, NUD459 Pharmacology and Nutrition and NUD450 Biotechnology) have all 3 credits/6 ECTS
- NUD455 Nutrition Policies from being elective has been placed in the core subjects carrying 3 credits/6 ECTS
- HSD412 – The Economics of Health became an elective course
- NUD211 - Legal, Bioethical and Ethical Matters in Nutrition has become an elective course

The following tables shows which courses have changed name, credits and ECTS

Previous code	Previous course name	Previous credits	Previous ECTS	Changes	Changes in credits and ECTS
BIO105	Biology	3	7	Remains the same	3credits/6ECTS
CSG193	Information technology of Health Sciences	3	5	Remains the same	3credits/6ECTS
EUC110	Academic Skills	2	5	Incorporated into Research Methodology and Biostatistics	3credits/6ECTS
CHE100	Chemistry	5	8	Remains the same Change syllabi	3credits/6ECTS
ANA102	Anatomy	3	5	Anatomy/Physiology I	3credits/6ECTS
BIO125	Molecular Biology	2	5	Remains the same	3credits/6ECTS
BIO126	Biochemistry	5	7	Remains the same Change syllabi	3credits/6ECTS
CHE111	Food Chemistry	4	7	Remains the same Change syllabi	3credits/6ECTS

NUD120	Introduction to Nutrition	3	6	Remains the same	3credits/6ECTS
ENH080*	English of Health Sciences II	3	5	Changed	3credits/6ECTS
BIO213	General Microbiology	2	6	Remains the same	3credits/6ECTS
PGY107	Physiology	3	5	Anatomy/Physiology II	3credits/6ECTS
BIO282	Biostatistics	2	5	Merged into Research Methodology and Biostatistics	3credits/6ECTS
ENH090	English for Health Sciences III	3	5	Changed	3credits/6ECTS
PSG104	Principles of Psychology	2	5	Changed to Psychology for Nutrition/Dietetics	3credits/6ECTS
NUD211	Legal, Bioethical and Ethical matters in Nutrition and Dietetics	2	4	Merged with Sociology same name	3credits/6ECTS
NUD226	Nutrition and Metabolism	5	7	Created two courses Nutrition and Metabolism and Nutrition and Metabolism laboratory	3credits/6ECTS 3credits/6ECTS
NUD221	Nutritional Assessments	4	5	Created two courses Nutritional Assessments and Nutritional Assessments laboratory	3credits/6ECTS 3credits/6ECTS
NUD222	Food Science and Technology	3	5	Same	3credits/6ECTS
NUD223	Nutrition Education	2	4	Merge into Nutrition Education and Counselling	3credits/6ECTS
NUD224	Nutrition, Civilization and Environment	2	4	Same	3credits/6ECTS
SOG102	Principles of Sociology	2	5	Incorporated into Legal, Bioethical and Ethical matters in Nutrition and Dietetics	3credits/6ECTS
NUD310	Introduction to Clinical Nutrition/Dietetics	5	8	Created two courses Introduction to Clinical Nutrition/Dietetics and	3credits/6ECTS 3credits/6ECTS

				Introduction to Clinical Nutrition/Dietetics laboratory	
NUD312	Diet, Exercise and Sports	3	6	Same	3credits/6ECTS
NUD314	Behavior, Communication and Nutrition Counseling	2	5	Merge with Nutrition Education into Nutrition Education and Counselling	3credits/6ECTS
NUD315	Nutrition in the Life Cycle	3	6	Same	3credits/6ECTS
RES303	Methodology of Research in Health Sciences	3	5	Merge with Academic Skills and Biostatistics into Research Methodology and Biostatistics	3credits/6ECTS
BIO320	Food Microbiology	5	7	Change the syllabi	3credits/6ECTS
EPE201	Epidemiology	3	5	Remain the same	3credits/6ECTS
NUD320	Quality Management of quality in the Food Industry and Catering Establishments	3	7	Remain the same	3credits/6ECTS
NUD330	Clinical Nutrition/Dietetics I	6	8	Created two courses Clinical Nutrition/Dietetics I and Clinical Nutrition/Dietetics laboratory I	3credits/6ECTS 3credits/6ECTS
HSD412	Health Economics and Entrepreneurship	2	3	Became an elective	3credits/6ECTS
NUD431	Clinical Nutrition/Dietetics II	6	8	Created two courses Clinical Nutrition/Dietetics II and Clinical Nutrition/Dietetics laboratory II	3credits/6ECTS
NUD400	Practical Training I	3	11	Same	3credits/6ECTS
HEA410	Thesis I	3	6	Same	3credits/6ECTS
NUD422	Updated Nutritional Issues and Trends	3	3	Same	3credits/6ECTS
HEA420	Thesis II	3	12	Same	3credits/6ECTS
NUD401	Practical Training II	3	5	Same	3credits/6ECTS

NUD455	Nutrition Policies	3	5	Same	3credits/6ECTS
NUD459	Pharmacology and Foods	3	5	Became a core	3credits/6ECTS
NUD450	Biotechnology	3	5	Same	3credits/6ECTS
ENH070*	English for Health Sciences I	3	5	Removed	

9. Implementation plan

The following table reflects the implementation of the various recommendations made by the Advisory Board and other university bodies.

SUGGESTED ACTION	ACTION PLAN	RESPONSIBLE PERSON	DUE DATE
Revision of the Clinical Diet Manual	<p>Collect/gather all recommendations and suggestions from the mentors involved in practical training.</p> <p>Evaluate the collected data and take decisions for amendments in the Clinical Diet Manual. The revised document will be circulated and implemented</p>	<p>Coordinator</p> <p>Mentors</p>	End of 2019
Signing new Memoranda of Understanding with another three private Medical Institutions	<p>Initiate conducts with the following Medical Institutions:</p> <ol style="list-style-type: none"> 1. Evagelistria, Nicosia 2. American Medical Center, Nicosia 	<p>Coordinator</p> <p>Responsible Coordinator for Practical Trainings</p> <p>Chairperson of the Life Sciences Department</p>	End of 2020
Presentations (workshops) of the Clinical Diet Manual to the Personnel of Hospitals with which we have signed Memoranda of Understanding.	<p>Cooperate with CEOs and other responsible staff of the said Hospitals to arrange venues and dates for the workshops. This action will facilitate the practical trainings of our students.</p> <p>The Hospitals to endorse a more scientific approach to prepare diet menus for specific patients.</p> <p>Prepare all the power point presentations and all the other documents.</p>	<p>Coordinator</p> <p>Mentors</p>	End of 2019
Implementation of the HACCP system in the Cyprus Food Industry	The seminar will be organized in cooperation with the Cyprus Chamber of Commerce and	<p>Coordinator</p> <p>Faculty specialized in</p>	Early 2020

and Catering Establishments.	Industry and the Cyprus Hotel Association. Speakers will be identified from existing professionals in Cyprus. This activity will strengthen and enhance the bonds and cooperation of our university and specifically the program of Nutrition and Dietetics with the Industrial Sector.	this field	
Continue to seek partner institutions regarding the ERASMUS program.	Contact several educational institutions All teaching personnel will introduce and encourage students to participate. Email contacts will be performed with all respective departments in Greece (Harokopio University and TEI, Greece)	Coordinator, Erasmus Representative	End of 2020
Link to professional associations in Cyprus, Europe and Worldwide.	Close cooperation with the professional community (Cyprus Nutrition and Dietetic Association) and the professional corporations in Cyprus and abroad, invitations to specialized scientists, organization of seminars, participation of students and teaching personnel in various events (Nutrition Day, Diabetes Week, Diadromes Kardias, School Breakfast Program etc) Continuation of the close cooperation with the Cyprus Nutrition and Dietetic Association with teaching personnel and students participating at the Nutrition and Dietetics Conference in 2019 and in 2020, the Nutrition Day and the Diabetes Week.	Coordinator and Faculty	End of 2020
Entrance criteria and/or foundation for Biology and Chemistry	In cooperation with other programs like BSc in Pharmacology develop a foundation course in Biology and Chemistry for students in need.	Faculty, Coordinator	Sept. 2020
Offer the "BSc Nutrition and Dietetics" program both in English and Greek	Prepare a proposal, in cooperation with the appropriate EUC bodies for the offering of the Program in English.	Chairperson of Life Sciences Department	End of 2020
Dietetic Clinic in EUC premises	Prepare a proposal, in cooperation with the appropriate EUC bodies for the establishment of a consultation Clinic at EUC	Coordinator and Faculty	End of 2020

	premises.		
Infrastructure improvements	The existing room 121 for the Nutrition and Dietetics courses has to be redesigned to include more computers with the Nutrition software.	Coordinator and Faculty	End of 2021
An Alumni to become a member of the Advisory Board	Consultation with Chairman of Life Sciences and the Dean of the School of Science	Coordinator	End of 2019
Experts to review the PER	Consultation with Chairman of Life Sciences and the Dean of the School of Science	Coordinator	End of 2020
Workshops and Seminars 2018-2019 as proposed by the Advisory Board	Cooperation with involved organizations	Coordinator, Faculty staff	End of 2019
Employability Dimension	Cooperation with the marketing department of EUC	Coordinator, Faculty staff	End of 2021
Approval of Program's modifications	In line with the university procedures	Coordinator Academic Staff	In 2019

10. List of References

1. https://www.euc.ac.cy/easyconsole.cfm/id/176/dep/3283/program_id/141
2. http://www.cylaw.org/nomoi/arith/1996_1_031.pdf
3. <http://www.dipae.ac.cy>
4. <http://www.doatap.gr>
5. <http://www.hcpc-uk.org>

APPENDIX V: SYLLABI

Course Title	Biology				
Course Code	BIO 108				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	1 st Year / 1 st Semester				
Teacher's Name	Dr. Sophocleous Antonia				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	Understanding the basic principles of the functional organization and operation of living organisms				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • describe the structure of a cell and its organelles • describe the structure of the organelles of a cell • recognize how to organize the genetic material within a eukaryotic cell • explain the mechanisms of cell growth • explain the mechanisms of division of a eukaryotic cell 				
Prerequisites	None	Co-requisites	None		
Course Content	<p>The prokaryotic and eukaryotic cell: structures, organelles, and the differences</p> <p>Cell-to-cell communication and cellular interactions.</p> <p>Basic metabolic processes of the cell, such as cellular respiration</p> <p>The cytoskeleton and cellular movements</p> <p>Eukaryotic cell genetic material: DNA, RNA, chromosome, DNA replication and recombination, DNA transcription, translation</p> <p>The genetic code and transcriptional regulations of cellular function</p>				

	<p>Cell growth and division: reproduction and meiosis</p> <p>Human evolution</p> <p>Principles of ecology, ecosystems, biosphere</p>		
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>		
Bibliography	<p>Peter Raven and George Johnson (2017) Biology (11th edition)</p> <p>Colleen Belk, Virginia Borden Maier (2018) Biology: Science for Life (6th Edition)</p> <p>Peter H Raven, George B Johnson Professor, Kenneth A. Mason Dr. Ph.D., Jonathan Losos Dr., Susan Singer (2017) Biology (11th edition)</p> <p>Sara Stinson, Barry Bogin, Dennis O'Rourke (2012)</p> <p>Human Biology: An Evolutionary and Biocultural Perspective, Second Edition</p> <p>Margaritis LLC, Cell Biology (4th Edition), Medical Publications of Litsa, 2004.</p> <p>Marmaras B, Lambropoulou-Marmara M, Cell Biology, Molecular Approach, Typorama Publishing, 2005.</p>		
Assessment	Examinations	60%	
	Assignments	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Introduction to Nutrition				
Course Code	NUT100				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st year/1st semester				
Teacher's Name	Dr. Philippou Christiana				
ECTS	6	Lectures / week	3 hour/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The understanding of the role of essential nutrients in the health and functioning of human body in general. Familiarity with the concept of nutritional requirements and how they are covered through food intake. Review of dietary recommendations				
Learning Outcomes	<p>Upon completion the course, students will be able to:</p> <ul style="list-style-type: none"> • recognize the terminology of Nutrition Science and its most important scientific methods • recognize the concept of nutritional requirements and how they are covered by the intake of various foods • explain the basic principles of balanced nutrition and how they are covered by the consumption of different foods • describe biological roles and key metabolic pathways of nutrients • describe the consequences from the deficiency and toxicity of nutrient 				
Prerequisites	None	Required	None		
Course Content	<p>The evolution of Nutrition Science and its subjects today</p> <p>Foods and Nutrients. Nutrient classes and the diversity of their biological roles</p> <p>Energy requirements and factors that determine them</p> <p>Methods of estimating energy requirements</p> <p>Recommended dietary intakes</p> <p>Carbohydrates: the most important carbohydrates in the diet, their origins and biological roles, metabolism of carbohydrates</p>				

	<p>Dietary fiber, types of dietary fiber, recommendations and health significance</p> <p>Lipids: lipid classes, origin and biological roles, lipid metabolism, dietary recommendations, intake and health</p> <p>Proteins: origin, nutritional requirements, nutritional value assessment of proteins, metabolic elements</p> <p>Summary of metabolism of nutrients that provide energy</p> <p>Fat soluble vitamins: origin, nutritional requirements, deficiency and toxicity effects, biological role of vitamins and their role in the antioxidant defence of the body</p> <p>Water-soluble vitamins: origin, nutritional requirements, deficiency and toxicity, biological role of vitamins and their role in the antioxidant defence of the body</p> <p>Inorganic elements. Overview of their origin, nutritional requirements, deficiencies and toxicity, biological roles of inorganic elements.</p>
Teaching Methodology	<p>Face-to-face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>
Bibliography	<p>Matala and Yianakoulia (2015) Introduction to Human Nutrition, Athens Ed. Parisianou</p> <p>Maureen Zimmerman and Beth Snow (2012). Introduction to Nutrition. Creative Commons by-nc-sa 3.0</p> <p>Catherine Geissler and Hilary Powers (2010). Human Nutrition. 12th Edition</p> <p>Gibney MJ, Vorster HH, Kok FJ.</p> <p>Michael J. Gibney, Susan A. Lanham-New, Aedin Cassidy (2009)</p> <p>Introduction to Human Nutrition (The Nutrition Society Textbook) 2nd Edition, Kindle Edition</p>

Assessment	Examinations	60%	
	Class Attendance and Participation	10%	
	Project	30%	
	Total	100%	
Language	Greek		

Course Title	Chemistry				
Course Code	LFS100				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st Year / 1st Semester				
Teacher's Name	Dr. Eleni Moushi				
ECTS	6	Lectures / week	2 hours/14 weeks	Laboratories / week	1 hour/14 weeks
Course Purpose and Objectives	<p>This introductory course is taught in the first semester of studies when students of the Nutrition and Dietetics Program are expected to familiarize themselves with basic concepts and principles of inorganic and organic chemistry such as structure of atoms and molecules, orbitals, chemical bond formation, the electronic effects, the periodic table and periodic properties of elements.</p> <p>Finally, students will get acquainted with the chemical laboratory, basic chemical techniques, good laboratory practice and safety regulations when performing chemical experiments.</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Recall basic concepts such as: atom, molecule, atomic and molecular orbitals, and chemical bond • Predict basic physicochemical properties of molecules based on their chemical structure • Perform simple chemical calculations and write simple chemical reactions • Recognize, name and classify inorganic and organic compounds • Define molecular geometry • Describe a chemical laboratory as well as basic techniques used for the study of simple molecules • Apply safety rules when performing laboratory exercises in chemistry 				

Prerequisites	None	Co-requisites	None
Course Content	<p>Theory</p> <p>Structure of the atom, atomic orbitals, electron configuration, periodic table</p> <p>Chemical bonds (covalent, non-covalent), structure of molecules, molecular orbitals.</p> <p>Solutions, electrolytes, acids, bases, salts, pH, buffers.</p> <p>Structure of molecules, Lewis structures, multiple bonds, elementary solid state.</p> <p>Mole definition, concentration, solution.</p> <p>Chemical reactions: classification, types, chemical equilibrium, chemical kinetics, oxidation-reduction reactions.</p> <p>Introduction to Organic Chemistry: Classification, structure and nomenclature of organic compounds.</p> <p>Isomerization. Aromatic Compounds</p> <p>Chemical bonds in organic chemistry and their identification in the molecule.</p> <p>Laboratory exercises</p> <p>The chemical laboratory, description of basic safety principles.</p> <p>Familiarization with basic chemical utensils and devices-Basic Laboratory Techniques</p> <p>Assessment of physical constants</p> <p>Preparation of solutions, mass and density of solutions</p> <p>pH measurement and buffer solutions, salt solubility</p> <p>Chemical reactions.</p> <p>Chromatography</p> <p>Titration</p> <p>Soap preparation</p> <p>Laboratory report writing</p>		

Teaching Methodology	<p>Face- to- face</p> <p>In-class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>		
Bibliography	<p>Murrel J.N, Kettle S.F, Tedder J.M. (2011) Ο Χημικός Δεσμός. Μετάφραση 'The Chemical Bond', John Wiley & Sons Ltd, 2nd ed,</p> <p>Σύγχρονη Γενική Χημεία (2014) Εκδοτικός Οίκος Π. ΤΡΑΥΛΟΣ (10η Έκδοση), Darrell D. Ebbing, Steven D. Gammon, (Μετάφραση: Νικόλαος Δ. Κλούρας).</p> <p>Μανουσάκης Γ., (2015) Γενική και Ανόργανη Χημεία, Εκδόσεις Α. Κυριακίδη.</p> <p>Eleni Moushi, Galatia Pieridou (2018) General and Inorganic Chemistry Lab Notes, European University Cyprus (in greek)</p>		
Assessment	Examinations	60%	
	Assignments/Lab	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Anatomy & Physiology I				
Course Code	HEA 100				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year/ Semester	1 st Year /1 st Semester				
Teacher's Name	Maria Kantilafti				
ECTS	6	Lectures / week	2 hours / 14 week	Laboratories / week	1 hour / 14 week
Course Purpose and Objectives	<p>The systematic presentation of all areas of topographical anatomy and physiology of the human body at a general level. In particular, reference to the basic cell function mechanisms and organs and to the mechanisms of communication, adaptation and body defense that they develop so that the particular knowledge constitutes the anatomical and physiological basis for the following years of study, to be able to understand:</p> <ul style="list-style-type: none"> • health problems related to the structure and physical function • in addition, to highlight the effects of the various related therapies 				
Learning outcomes	<p>Upon completion of this course the students will be able to:</p> <ul style="list-style-type: none"> • report details of the anatomy and physiology of the human body, • explain the structures and functions of the individual systems of the human body, • explain the mechanism in which every organ and system in the human body uses to achieve its functions, • describe how each system of the human body is related to the other systems and how they affect each other, • document how a possible dysfunction of a system or organ of the human body affects the functioning of the particular system and the functioning of other systems of the human body 				
Prerequisites	None	Co-Prerequisites	None		
Content of Course	<p>Description: The basic concepts of topographic anatomy and understanding of the basic definitions.</p>				

	<p>Cells and tissues - Anatomical and Physiological properties of the cell. Circulatory system-topographical anatomy - heart and blood vessels functions. Neuroregulation - Blood pressure - Physiological mechanisms to control their function. Lymphatic system – lymph.</p> <p>Respiratory topographical anatomy and breathing control mechanisms. Airway and lung function - Respiratory mode - Pulmonary gas exchange.</p> <p>Blood cells - Process of Hematopoiesis - Blood groups - Blood coagulation factors - Immune system cells - Defense of the organism.</p> <p>Digestive system. Topographic anatomy of the digestive system. Oral cavity, digestive tract. Hepatic - Bile duct system. Functions of parts of the digestive system - Digestion and absorption of nutrients - Exchange of nutrients and gases in the tissues. Function of the liver, gallbladder and pancreas.</p> <p>Urinary tract - topographical anatomy of the urinary system - Kidney function - Role of the Kidneys in Acid-Base Balance.</p> <p>LABORATORY: With the help of audio-visual materials and preforms, students train in anatomy and physiology and present work in relation to the course content to fully understand by applying observation and interpretation. At the same time, students are taught basic methods of quantitative measurements of physiological phenomena. Additionally, students having as basis the above they become familiar with approaching and accessing knowledge sources (libraries, e- libraries, internet).</p>
Teaching Methodology	<p>Face-to-face</p> <p>Student Workload:</p> <p>In-class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>

Bibliography	<p>Hall, E.J. (2017). Medical Physiology (Guyton and Hall). 13th Edition, Editor Parisianou A.E. ISBN 978-960-583-175-2</p> <p>Friedrich Paulsen, Jens Waschke Sobotta (2017) Atlas of Human Anatomy, 23th Edition, Editor Parisianou A.E. ISBN: 9789605831837</p> <p>Derrickson,H.B. and Tortora, G.J. (2011). Principles of Anatomy and Physiology, 14th edition.</p> <p>Schmidt, R. (2010). Brief Physiology of Humans, Medical Publications Paschalidis, Athens, Greece</p> <p>Robert G. C. (2011). Elsevier's Brief Physiology., Editor Elsevier's Integrated Series, Elsevier's Integrated Physiology.</p>								
Assessment	<table border="1" data-bbox="480 887 1171 1084"> <tr> <td data-bbox="480 887 932 920">Exams</td> <td data-bbox="932 887 1171 920">70%</td> </tr> <tr> <td data-bbox="480 920 932 999">Class Participation and Attendance</td> <td data-bbox="932 920 1171 999">10%</td> </tr> <tr> <td data-bbox="480 999 932 1032">Assignments</td> <td data-bbox="932 999 1171 1032">20%</td> </tr> <tr> <td data-bbox="480 1032 932 1084"></td> <td data-bbox="932 1032 1171 1084">100%</td> </tr> </table>	Exams	70%	Class Participation and Attendance	10%	Assignments	20%		100%
Exams	70%								
Class Participation and Attendance	10%								
Assignments	20%								
	100%								
Teaching Language	Greek								

Course Title	Molecular Biology				
Course Code	LFS105				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st Year / 2nd Semester				
Teacher's Name	Dr. Kalli Maria				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The understanding of the human genome structure and organisation, the expression of genetic information as well as the basic techniques of genetic engineering and molecular diagnostics				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • identify and describe the basic molecular structures (DNA, RNA), which make up the human genetic code • define the mechanisms of expression and regulation of genetic information • explain how lesions of the genetic material can affect metabolism and lead to illnesses • recognize the basic techniques for sequencing the genetic code • describe techniques through which genetic material can be artificially modified 				
Prerequisites	BIO108	Co-requisites	None		
Course Content	<p>Nucleic acids: Structure and properties of DNA and RNA</p> <p>Recombinant DNA technology</p> <p>Structure and function of the eukaryotic genome and chromosomes</p> <p>DNA replication, transcription, protein synthesis</p>				

	<p>Regulation of gene expression in prokaryotic and eukaryotic organisms</p> <p>Genome mutations</p> <p>Transgenic organisms</p> <p>Molecular Genetics of Diseases</p>		
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>		
Bibliography	<p>David P., Clark, Michelle R., McGehee, Nanette J. Pazdernik (2018) Molecular Biology, (3rd Edition)</p> <p>Alberts B, Johnson A, Lewis J, Raff M., Roberts K, Walter P., Mol (2014) Molecular Biology of the Cell (6th Edition), Garland Science</p> <p>Watson JD, Baker TA., Bell SP, Gann A, Levine M, Losick R., (2013) Molecular Biology of the Gene (7th Edition), Benjamin Cummings</p> <p>Thomas D, Gelehrter MD, Collins F, Ginsburg D, Αρχές Ιατρικής Γενετικής, Εκδόσεις Πασχαλίδη, 2003.</p>		
Assessment	Examinations	70%	
	Assignments	20%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Biochemistry				
Course Code	LFS110				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st Year / 2nd Semester				
Teacher's Name	Dr. Sophocleous Antonia / Dr. Eftychiou Elena				
ECTS	6	Lectures / week	2 hours/14 weeks	Laboratories / week	1 hour/14 weeks
Course Purpose and Objectives	Understanding of the structure and function of proteins, nucleic acids, carbohydrates and lipids. Introduce the properties, reaction kinetics and catalytic mechanisms of enzymes.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> differentiate between amino acids and "non-standard" amino acids characterize techniques of protein and nucleic acid purifications: protein isolation, solubility of proteins, chromatographic separations, electrophoresis, ultracentrifugation and nucleic acid fractionation describe covalent structures of proteins and nucleic acids: primary structure of proteins, nucleic acid sequencing describe three-dimensional structure of proteins: secondary structure, fibrous and globular proteins describe sugars and polysaccharides: monosaccharides, polysaccharides, glycoproteins describe lipids and membranes: lipid classification understand substrate availability, coenzymes, regulation of enzymatic activity, chemical kinetics, effects of pH, inhibition 				
Prerequisites	BIO108, LFS100	Co-requisites	None		
Course Content	Theory:				

	<p>Amino acids</p> <p>Techniques of protein and nucleic acid purification</p> <p>Covalent structures of proteins</p> <p>Protein folding, dynamics, and structural evolution</p> <p>Haemoglobin</p> <p>Sugars and polysaccharides</p> <p>Lipids and membranes</p> <p>Introduction to enzymes</p> <p>Rates of enzymatic reactions</p> <p>Enzymatic catalysis</p> <p>Laboratory exercises:</p> <p>Isolation, separation and analysis and characterization of proteins / enzymes and lipids by basic analytical techniques of extraction, chromatography and spectrophotometry Kinetics of enzymatic reactions.</p>
Teaching Methodology	<p>Face- to- face</p> <p>In-class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>
Bibliography	<p>Berg, Tymoczko, Stryer Lubert (2014), Βιοχημεία ISBN: 978-960-524-432-3 Διαθέτης (Εκδότης): Ιδρυμα Τεχνολογίας και Έρευνας Πανεπιστημιακές Εκδόσεις Κρήτης</p> <p>David A. Bender. Introduction to Nutrition and Metabolism CRC Press, 23 (2014)</p>

	<p>Lehninger, Principles of Biochemistry (7th Edition), W.H. Freeman, (2017).</p> <p>John L. Tymoczko, Jeremy M. Berg, Lubert Stryer, Gregory Gatto, Biochemistry: A Short Course (2019)</p> <p>Victor Rodwell, David Bender, Kathleen Botham, et al. Harper's Illustrated Biochemistry 31/e (2018)</p> <p>Thomas M. Devlin, Textbook of Biochemistry with Clinical Correlations (7th Edition), Wiley-Liss, (2010).</p>		
Assessment	Examinations	70%	
	Assignments/lab	20%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Food Chemistry				
Course Code	NUT105				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st Year / 2nd Semester				
Teacher's Name	Dr. Eleni Moushi				
ECTS/credits	6	Lectures / week	2 hours/14 weeks	Laboratories / week	1 hour/14 weeks
Course Purpose and Objectives	<p>The course purpose and objectives are to teach students the basic food categories, their main physiochemical characteristics, their macro and micro nutritional components and to be exercised in basic laboratory food analytical techniques and methods.</p> <p>The aim of the course is to present the main categories of foods, their main physiochemical characteristics, their macro- and micronutrients, as well as the practice of the students in basic laboratory techniques of food analysis.</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • recognize and describe the food categories • describe the food categories • distinguish the specific characteristics of each food category in terms of its physicochemical properties and its composition in macronutrients • distinguish the specific characteristics of each food category in terms of its physicochemical properties and its composition in micronutrients • recall basic laboratory techniques and methods of the analysis of foodstuffs. 				
Prerequisites	LFS100	Co-requisites	None		
Course Content	Theory				

	<p>Nutrients (water, protein, carbohydrates, lipids, salts, vitamins and trace elements).</p> <p>Categories of food (animal and plant origin foodstuffs, fats, oils, drinking water). Definition, description and composition.</p> <p>Effects of different treatments on food nutrients.</p> <p>Energy value of food, additives, contaminants and food safety according to EU legislation.</p> <p>Laboratory</p> <p>General and specific methods of food testing and analysis.</p> <p>Laboratory determinations of nutrients of food.</p>
Teaching Methodology	<p>Face- to- face</p> <p>In-class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>
Bibliography	<p>deMan, J.M., Finley, J., Hurst, W.J., Lee, C. (2018) Principles of Food Chemistry</p> <p>Κωνσταντίνος Κοτρόκκης και Εμανουήλ Παπαδογιάννης, Διατροφή και Χημεία Τροφίμων στην Δημόσια Υγεία (2009), Εκδόσεις Πασχαλίδη</p> <p>Belitz HD, Grosch W, Schieberle P, Burghagen MM, Food Chemistry (4rd Edition), Springer, (2009).</p> <p>Δ. Μπόσκου, Χημεία Τροφίμων, Εκδόσεις Γαρταγάνη, 2010</p> <p>N. Γαλανοπούλου, Γ Ζαμπετάκης, Μ. Μαύρη, Α. Σιφάκα. Διατροφή και Χημεία Τροφίμων, 2^η Έκδοση, 2011, Εκδόσεις Αθ. Σταμούλης</p>

Assessment	Examinations	60%	
	Laboratory Examination	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Information Technology for Health Sciences				
Course Code	HEA170				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1st Year / 2nd Semester				
Teacher's Name	Koufopavlou Leonidas				
ECTS	6	Lectures / week	2 Hours/14 weeks	Laboratories / week	1 hour/14 weeks
Course Purpose and Objectives	<p>The course provides a better understanding of computer systems and their applications in the health sector. It presents the basic concepts, terminology and theory of computers such as "Computer hardware and software", "Health Information Systems", and other computer systems used in the health sector. The course also offers the student the experience of using the various Microsoft Office programs.</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • recognize and describe the Computer Based Management Information Systems • explain and analyze Health Information Systems • explain and analyze the patient's medical file • describe and define the concepts of Database Systems • identifies the applications of a Hospital Information System • describe the role of Experienced Systems and Decision Making Systems in Medical Practice • identify Classification and Coding Systems in Health Care • describe Virtual Reality Systems and telemedicine applications and systems <ul style="list-style-type: none"> • Upon completion of the laboratory part of the course, the student is expected to be able to: <ul style="list-style-type: none"> • Apply an operating system eg. Windows • Implement an Internet and e-mail program eg. Microsoft Internet and Microsoft Email 				

	<ul style="list-style-type: none"> • Apply the Windows Word program • Apply the Windows Excel program • Apply the Microsoft Power Point program • Use the Windows Access program 		
Prerequisites	None	Co-requisites	None
Course Content	<p>Theory</p> <p>Basic principles of Information Systems Management</p> <p>Information Systems for Health</p> <p>Patient medical file</p> <p>Protocols systems in health care</p> <p>Classification and coding systems in health care</p> <p>Health communication systems</p> <p>Internet and health services</p> <p>Technical Intelligence and Medicine / Decision Making Systems</p> <p>Medical Decision Support Systems</p> <p>Telemedicine</p> <p>Medical Information Retrieval Systems</p> <p>Virtual Reality Systems, Medical Imaging</p> <p>New Technologies and Education for Health Professionals</p> <p>Society of Information and Knowledge – general, public interest, security</p> <p>Privacy and individuality in an e-Health environment</p> <p>Protection and Security in Health Information Systems</p> <p>Laboratory</p> <p>Microsoft Windows</p> <p>Internet, e-mail</p> <p>Microsoft Word</p>		

	<p>Microsoft Excel</p> <p>Microsoft Power Point</p> <p>Microsoft Access</p>
Teaching Methodology	<p>Face- to- face</p> <p>In-class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>
Bibliography	<p>William R. Hersh, Robert E. Hoyt (2018) Health Informatics: Practical Guide Seventh Edition</p> <p>Antonis Kaniklides, ECDL 5: Πλήρης Οδηγός Επιτυχίας (2η Έκδοση), A1 Plus publisher, (2013)</p> <p>Αποστολάκης, Ιωάννης Α.Βαρλάμης, Ηρακλής (2016). Πληροφορικά Συστήματα Υγείας. Αθήνα:Εκδόσεις Παπαζήση.</p> <p>Mantas, J. and Hasman, A., 2007. Health informatics. Athens: Paschalides Publications.</p> <p>Hygiene Informatics, Halkiotis S., Botsis T., Publishing House :, Publications DIAVLOS Athens, 2005</p> <p>Gkantzas, G. and Kamaras, I., 2000. Digital Communication. London: Zeno Publications. Toki, I. and Toki, E., 2006.</p> <p>Informatics of Health. Thessaloniki: Giola Publications.</p> <p>Asimakopoulos, D. and Aramatzis, G., 2002. Data Analysis and Decision Making Techniques Using Microsoft Excel. Athens: Papasotiriou</p> <p>Behrouz Forouzan, Firouz Mosharraf (2010) Introduction to Computer</p>

Assessment	Examinations	70%	
	Assignments	20%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	General Microbiology				
Course Code	LFS200				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 3rd Semester				
Teacher's Name	Dr. Georgiadi Kalliopi				
ECTS	6	Lectures / week	2 Hours/14 weeks	Laboratories / week	1 hour/14 weeks
Course Purpose and Objectives	Providing general knowledge to the student on introductory topics of Microbiology. The description of the basic mechanisms governing the function, development and control of microorganisms (bacteria, viruses, fungi and pests), learning of basic laboratory microbiological techniques, understanding of microbial control methods and the interaction between microbes and human hosts.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Recognize, name and classify Bacteria, Viruses, Fungi, Parasites • Describe various requirements of microorganism development • Describe various methods of controlling microorganisms (physical and chemical) • Recognize the basic techniques through which they can be cultivated in the laboratory and study the microorganisms • Explain the host human defense mechanisms 				
Prerequisites	BIO108		Co-requisites	None	
Course Content	<p>Theory:</p> <p>Microorganisms. The contribution of microorganisms to the planet Earth. Theories of evolution of microorganisms and their place in the living world. Historical background.</p> <p>Classification of microorganisms.</p> <p>Prokaryotic cell vs. eukaryotic cell: Morphological characteristics</p>				

	<p>Microbial nutrition-nutritional requirements of microorganisms</p> <p>Microbial culture and control of microbial growth.</p> <p>Microbial genetics.</p> <p>Biology of viruses and plasmids.</p> <p>Microorganisms and environment: Biogeochemical data cycles, symbiotic relationships of microorganisms, Cycles of carbon, hydrogen and oxygen, nitrogen, sulfur, phosphorus, iron and other elements.</p> <p>Pathogenic microorganisms, opportunistic pathogenic microorganisms and normal flora</p> <p>Relationship between microbes and the human host.</p> <p>Laboratory exercises:</p> <p>The Microbiological Laboratory - Safety Rules</p> <p>Microbiological Nutritional Substrates - Aseptic Work Methods - Sterilization.</p> <p>Coloring, Microscopy</p> <p>Estimation of the size of microbial populations.</p> <p>Microbial Growth: Detection / Counting of Microbes</p> <p>Effect of natural factors on microbial growth.</p> <p>Estimation of effectiveness of antimicrobials-antibiotics.</p>
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p>

	Practical laboratory training: 12 hours Total: 150 hours		
Bibliography	<p>Willey, Sandman, Wood, Prescott's Microbiology (11th Edition), McGraw-Hill Education, (2020)</p> <p>Anthony J Strelkauskas, Angela Edwards, Beatrix Fahnert, Gregory Pryor, Jennifer Strelkauskas (2015) Microbiology A Clinical Approach 2nd ed.</p> <p>Madigan MT, Martinko JM, Dunlap PV, Clark DP, Βιολογία των Μικροοργανισμών, Πανεπιστημιακές Εκδόσεις Κρήτης, 2007.</p> <p>Βακτηριολογία, Μυκητολογία, και Παρασιτολογία. Spicer W.J, Εκδόσεις Παρισιάνου 2008.</p> <p>Μικροβιολογία Ασκήσεις. Κολιάης Σ. Σιβριοπούλου Α. University Studio Press 2001.</p> <p>Tortora GJ, Funke BR, Case CL., Microbiology: an Introduction (10th Edition), Benjamin Cummings, 2009.</p>		
Assessment	Examinations	60%	
	Assignments/Lab	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Anatomy and Physiology II				
Course Code	HEA 110				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year/ Semester	2 st Year /3 nd Semester				
Teacher's Name	Kantilafti Maria				
ECTS	6	Lectures / week	2 hours / 14 week	Laboratories / week	1 hour / 14 week
Course Purpose and Objectives	<p>The systematic presentation of all areas of topographical anatomy and physiology of the human body at a general level. In particular, reference to the basic cell function mechanisms and organs and to the mechanisms of communication, adaptation and body defense that they develop so that the particular knowledge constitutes the anatomical and physiological basis for the following years of study, to be able to understand:</p> <ul style="list-style-type: none"> • health problems related to the structure and physical function • in addition, to highlight the effects of the various related therapies 				
Learning outcomes	<p>Upon completion of this course the students will be able to:</p> <ul style="list-style-type: none"> • report details of the anatomy and physiology of the human body • explain the structures and functions of the individual systems of the human body • explain the mechanism in which every organ and system in the human body uses to achieve its functions • describe how each system of the human body is related to the other and how they affect each other • documents how a possible dysfunction of a system or organ of the human body affects the functioning of the particular system and the functioning of other systems of the human body 				
Prerequisites	HEA100	Co-Prerequisites	None		
Content of Course	<p>Description: Topographic anatomy of the musculoskeletal system - bone types, joints, ligaments. Skeletal muscles - muscle fatigue- coordination of the muscle. Smooth fibers – muscles - cardiac muscle. Function of the muscles - structure of neuromuscular junction.</p>				

	<p>Nervous system. Central nervous system - Anatomical and functional organization of the central nervous system (meninges, cerebrospinal fluid, basal ganglia, thalamus, hypothalamus, pituitary gland).</p> <p>Functions of hemispheres - Nerve fiber/Axon - Neuron synapse - Neurotransmitters. Pyramidal and Extrapyramidal system. Functional Anatomy of the Autonomic Nervous System (Sympathetic - Parasympathetic)</p> <p>Endocrine system. Topographic anatomy of the endocrine system - Endocrine and hormone functions - Homeostatic Processes for Thermoregulation</p> <p>Peripheral nervous system - Structure and functions of the peripheral nervous system - Functional Organization of Perception pathways. Sensory paths (pain, hot, cold) - Sensory organs (vision, hearing, touch, taste, smell).</p> <p>LABORATORY: With the help of audio-visual material and preforms students trained in anatomy and physiology and present work in relation to the course content to fully understand and apply observation and interpretation. At the same time, students are taught basic methods of quantitative measurement of physiological phenomena. Additionally, students having as basis the above they become familiar with approaching and accessing knowledge sources (libraries, e- libraries, internet).</p>
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>
Bibliography	<p>Hall, E.J. (2017). Medical Physiology (Guyton and Hall). 13th Edition, Editor Parisianou A.E. ISBN 978-960-583-175-2</p> <p>Friedrich Paulsen, Jens Waschke Sobotta (2017) Atlas of Human Anatomy, 23th Edition, Editor Parisianou A.E. ISBN: 9789605831837</p>

	<p>Derrickson,H.B. and Tortora, G.J. (2011). Principles of Anatomy and Physiology, 14th edition.</p> <p>Schmidt, R. (2010). Brief Physiology of Humans, Medical Publications Paschalidis, Athens, Greece</p> <p>Robert G. C. (2011). Elsevier's Brief Physiology., Editor Elsevier's Integrated Series, Elsevier's Integrated Physiology.</p>								
Assessment	<table border="1"> <tr> <td>Exams</td> <td>70%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td>Assignments</td> <td>20%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Exams	70%	Class Participation and Attendance	10%	Assignments	20%		100%
Exams	70%								
Class Participation and Attendance	10%								
Assignments	20%								
	100%								
Teaching Language	Greek								

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

	<p>solving problems in field of life sciences. Training will be provided to find information with advanced techniques and search strategies across a variety of electronic medical databases. The concepts of the research problem, research cases and protocols as well as pilot research will be explained and clarified. The various sampling methods and the concepts of reliability and validity will be taught. It will analyze the various threats that may affect the internal and external validity of an experiment and how to deal with them. Students will be taught the various data collection tools as well as data handling according to the variables and scales that belong to them. Particular emphasis will be given to systematic review and meta-analysis. Finally, student will learn to apply appropriate statistical ways to investigate their research question and interpret outcomes using statistical significance.</p>
<p>Teaching Methodology</p>	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>
<p>Bibliography</p>	<ol style="list-style-type: none"> 1. Higgins JPT, Green S. (2011) Cochrane Handbook for Systematic Reviews of Interventions Version 5.1.0 . The Cochrane Collaboration 2. Larry Christensen, R. Burke Johnson, Lisa A. Turner. (2010) Research Methods, Design, and Analysis, 11th Edition, Allyn and Bacon 3. Padgett DK. (2011) Qualitative and Mixed Methods in Public Health. SAGE Publications Ltd, London 4. Saks M Allsop J. (2012) Researching Health Qualitative, Quantitative and Mixed Methods, Second Edition. SAGE Publications Ltd, London 5. Picardi CA, Masick KD. (2013) Research Methods Designing and Conducting Research with a Real-World Focus. SAGE Publications Ltd, London 6. Marder P. Michael, (2011) Research Methods for Science. Cambridge University

Assessment	Exams	60%
	Class Attendance and Participation	10%
	Assignments	30%
		100%
Language	Greek	

Course Title	Nutrition, Culture and Environment				
Course Code	NUT430				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2 nd Year / 3 rd Semester				
Teacher's Name	Vana Yiangou				
ECTS	3	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>The course aims to highlight the eating habits of different people and how they are influenced by various factors such as religion, culture, society, economy and the environment. A further aim is to review the interaction between production, trading and consumption of food with the natural environment and also to review current food challenges such as genetically modified organisms.</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the evolution of nutrition from the farthest past to today, through historical circumstances, technological progress and environmental restrictions to explain the diversity in nutrition among peoples. • Recall the dietary habits of individuals worldwide, • Recall rules, dietary taboos in societies and various religions • Evaluate the effects of environmental and cultural factors on the dietary habits of different people • Identify the burden and problems that food production and marketing brings to the environment • Associate factors of the natural and social environment with the production and consumption of food 				
Prerequisites	NUT100	Co-requisites	None		
Course Content	Description:				

	<p>Food choice. Theoretical approaches to the interpretation of food choice.</p> <p>The History of Human Nutrition.</p> <p>Cultural and religious influences: Dietary rules and prohibitions of different civilizations.</p> <p>Review of human nutrition around the world. Nutrition and diet in Cyprus. The Mediterranean Diet. Diet in modern societies.</p> <p>The "hidden hunger" - micronutrient deficiencies: vitamin A, iron and iodine.</p> <p>History of Food. Impact of agriculture, industrial revolution and biotechnology on food production and on the nutritional status of different civilization.</p> <p>Environmental impacts of food production. Solid and liquid waste.</p> <p>The global water deficit. The prospects of agriculture.</p> <p>Sustainable forms of agriculture. Traditional varieties. Organic food.</p> <p>Applications of biotechnology in agriculture. Genetically modified organisms. Possible hazards to the environment. Importance for public security.</p>
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>
Bibliography	<p>Alex Mcintosh (2013) Sociologies of Food and Nutrition (Environment, Development and Public Policy: Public Policy And Social Services)</p> <p>Matala AL, Anthropology of Nutrition. Athens: Papazisi Publications, 2008.</p>

	<p>Diet in the 21st Century. Athens: Papazisi Publications, 2005.</p> <p>Suresh Babu Shailendra N. Gajanan Prabuddha Sanyal (2014) Food Security, Poverty and Nutrition Policy Analysis, 2nd Edition, Statistical Methods and Applications, ISBN: 9780124058644</p> <p>Warren Belasco and Anne Murcott (2008), Food, Culture and Society: volume 11 issue 2: An International Journal of Multidisciplinary Research</p>		
Assessment	Examinations	60%	
	Assignments	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Health Psychology				
Course Code	PSY 105				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd year/3rd semester				
Teacher's Name	Michael Constantinos				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The aim of the course is an introduction to Health Psychology (HP) and its applications. HP is concerned with promoting, maintaining and restoring health, giving emphasis to the biological, social and psychological factors that affect health and disease. A special focus is around health and illness, perceptions around illness and health, stress and health, pain and informal caregivers.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Identify the relationship between biological, psychological and social factors in health and illness • Demonstrate a broad background of knowledge about health psychology including information about history and research methods used in health psychology • Describe the stages and challenges of the chronic disease that the patient and his / her family need to deal with • Explain and understand the basic models used to understand health and illness • Discuss the vital communication skills between the patient and the health care professional • Identify the importance of interdisciplinary work on issues of health and illness • acknowledge the importance of illness perceptions, expectations, past experiences etc on how individuals cope with chronic illness and stress. 				
Prerequisites	None	Required	None		
Course Content	The course provides a comprehensive approach in understanding health psychology. It refers to the biopsychosocial model and emphasizes the				

	<p>importance of biological, social, psychological and behavioral factors that affect health and illness. There is also a reference to the relationship between stress and health, the perception of symptoms as they are influenced by psychological factors, the experience and the treatment of chronic disease from the part of the patient as well as the caregiver, the relationship and communication between health care professional and the patient, the experience of pain and, finally, social health inequalities.</p> <p>In the duration of the course topics such as the following will be covered:</p> <p>Illness representations</p> <p>Stress and health</p> <p>Stress management</p> <p>Communicating in the healthcare context</p> <p>Pain and its treatment</p> <p>Chronic diseases and quality of life</p> <p>Informal carers</p>
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>
Bibliography	<p>Health Psychology: Biopsychosocial Interactions (2014). 8th Edition. Edward P. Sarafino, Timothy W. Smith. ISBN: 978-1-118-42520-6</p> <p>Health Psychology in Nursing Practice. (2016). Elizabeth Barley. SAGE Publications Ltd</p>

	<p>Health Psychology: theory, Research, & Practice, 5th Edition, (2018). David Marks, Michael Murray, Brian Evans, & Emeé Vida Estacio. Sage Publications. ISBN: 9781526408242.</p> <p>Health Psychology: Understanding the Mind-Body Connection, 3rd Edition, (2019). Catherine Sanderson. Sage Publications. ISBN: 9781234567895.</p> <p>Health Psychology, (2016). Hymie Anisman. Sage Publication. ISBN: 9781473918986.</p>								
<p>Assessment</p>	<table border="1"> <tr> <td data-bbox="470 651 948 712">Examinations</td> <td data-bbox="951 651 1187 712">65%</td> </tr> <tr> <td data-bbox="470 716 948 777">Assignments/Quizzes</td> <td data-bbox="951 716 1187 777">25%</td> </tr> <tr> <td data-bbox="470 781 948 887">Class Participation and Attendance</td> <td data-bbox="951 781 1187 887">10%</td> </tr> <tr> <td data-bbox="470 891 948 954"></td> <td data-bbox="951 891 1187 954">100%</td> </tr> </table>	Examinations	65%	Assignments/Quizzes	25%	Class Participation and Attendance	10%		100%
Examinations	65%								
Assignments/Quizzes	25%								
Class Participation and Attendance	10%								
	100%								
<p>Language</p>	<p>English</p>								

Course Title	Nutrition and Metabolism				
Course Code	NUT205				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2st Year / 4th Semester				
Teacher's Name	Dr. Elena Hadjimbei				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>The basic understanding of digestion, absorption and metabolic pathways of degradation, storage and biosynthesis of macronutrients as well as their mechanisms of regulation.</p> <p>The presentation of the most important categories of micronutrients, their distribution in the different categories of foods, their metabolism as well as their interaction with the pathophysiological mechanisms of the human organism.</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • explain the glycolytic pathway, the reactions of glycolysis • describe the anaerobic fate of pyruvate • characterise the regulation and control of glycolysis • define glycogen breakdown, synthesis and control of glycogen metabolism • describe the citric acid cycle, metabolic sources of acetyl-coenzyme A, enzymes and regulation of the citric acid cycle • describe the electron transport chain, oxidative phosphorylation and the control of ATP production • characterize other pathways of carbohydrate metabolism: gluconeogenesis, the pentose phosphate pathway • define lipid digestion absorption and transport • describe fatty acid oxidation and fatty acid biosynthesis • describe the regulation of fatty acid metabolism • explain protein digestion, amino acid deamination and the urea cycle • characterize metabolic homeostasis: regulation of appetite, energy expenditure and body weight 				

	<ul style="list-style-type: none"> present the most important categories of micronutrients, their distribution in the different categories of foods, their metabolism as well as their interaction with the pathophysiological mechanisms of the human organism. 		
Prerequisites	NUT100, BIO108, LFS100, LFS110	Co-requisites	NUT210
Course Content	<p>Introduction to metabolism</p> <p>Glycolysis</p> <p>Glycogen metabolism</p> <p>Citric acid cycle</p> <p>Electron transport and oxidative phosphorylation</p> <p>Other pathways of carbohydrate metabolism</p> <p>Lipid metabolism</p> <p>Amino acid metabolism</p> <p>Energy metabolism: integration and organ specialization</p>		
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>		
Bibliography	<p>David A. Bender. (2014) Introduction to Nutrition and Metabolism CRC Press</p> <p>Olivia Vanbergen & Gareth Wintle (2018) Crash Course Metabolism and Nutrition, 5th Edition Series Editors: Shreelata T Datta & Philip Xiu</p> <p>Groff JL, Gropper SAS, Συντώσης Λ (μεταφ), Αναστασίου Κ (μεταφ), Διατροφή και μεταβολισμός (1η Έκδοση), Εκδόσεις Πασχαλίδη, 2007.</p>		

	<p>Gropper S, Smith J, Groff J, Sintonis L (translation), (2008) Nutrition and Metabolism (1st ed) , Meidical Editions Paschalides</p> <p>Berdanier CD, Zempleni J, Advanced Nutrition: Macronutrients, Micronutrients, and Metabolism (1st Edition), CRC, 2008.</p>		
Assessment	Examinations	60%	
	Assignments	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Nutrition and Metabolism – Laboratory				
Course Code	NUT210				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd Year / 4th Semester				
Teacher's Name	Dr. Kyriacos Agathangelou				
ECTS/credits	6	Lectures / week	N/A	Laboratories / week	3 hours/14 weeks
Course Purpose and Objectives	The application of practical experiments for measuring metabolic parameters and biochemical indices in relation to nutrition.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • use the calorimetry machine (indirect and direct) • measure energy consumption and the relative involvement of energy substrates in energy production. • identify biochemical markers related to the metabolism of macronutrients and micronutrients (eg HDL, LDL, triglycerides). • check the glycemic and lipidemic index in normal situations and the effect of eating differently-formulated meals on macronutrients. • study the antioxidant ability of food and extracts • measure basal metabolic rate • measure biochemical parameters associated with meal composition 				
Prerequisites	NUT100, BIO108, LFS100, LFS110	Co-requisites	NUT205		
Course Content	<p>Presentation and practical application of basic techniques for the study of metabolism:</p> <p>Calorimetry (indirect and immediate)</p>				

	<p>Energy consumption and measurement of the relative contribution of energy substrates to energy production</p> <p>The effect of fasting and eating</p> <p>Determination of biochemical markers related to the metabolism of macronutrients and micronutrients (eg HDL, LDL, triglycerides)</p> <p>Glycemic and lipidemic control in physiological conditions and the effect of eating different meals on macronutrients</p> <p>Study of antioxidant capacity of food and extracts</p> <p>Measurement of basic metabolism</p> <p>Consumption of meals with different composition and measurement of biochemical parameters associated with meal composition (eg Nitrogen balance, glucose test after drinking juice, glucose tolerance test, antioxidants, free radicals, visit to test chemistry oxidation - breath test, electrolytes)</p> <p>The effect of diet phytochemicals on the metabolism and physiology of chronic diseases</p> <p>Iron Metabolism: Factors that affect iron bioavailability.</p>
Teaching Methodology	<p>Face- to- face</p> <p>Student workload:</p> <p>Lab: 42 hours</p> <p>Midterm assessment preparation: 24 hours</p> <p>Final assessment preparation: 33 hours</p> <p>Independent study: 15 hours</p> <p>Practical laboratory training: 36 hours</p> <p>Total: 150 hours</p>
Bibliography	<p>David A. Bender. (2014) Introduction to Nutrition and Metabolism CRC Press</p> <p>Olivia Vanbergen & Gareth Wintle (2018) Crash Course Metabolism and Nutrition, 5th Edition Series Editors: Shreelata T Datta & Philip Xiu</p>

	<p>Groff JL, Gropper SAS, Συντώσης Λ (μεταφ), Αναστασίου Κ (μεταφ), Διατροφή και μεταβολισμός (1η Έκδοση), Εκδόσεις Πασχαλίδη, 2007.</p> <p>Gropper S, Smith J, Groff J, Συντώσης Λ (μεταφ.), Διατροφή&Μεταβολισμός Τόμος II (1η Έκδοση), Ιατρικές Εκδόσεις Πασχαλίδη, 2008.</p> <p>Berdanier CD, Zempleni J, Advanced Nutrition: Macronutrients, Micronutrients, and Metabolism (1st Edition), CRC, 2008.</p> <p>Gibney MJ, Vorster HH, Kok FJ, Εισαγωγή στη διατροφή του ανθρώπου (1η Έκδοση), Εκδόσεις Παρισιάνου, 2007.</p>		
Assessment	Examinations	40%	
	Laboratory exercises	50%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Nutritional Assessment (Theory)				
Course Code	NUT215				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2 nd Year / 4 th Semester				
Teacher's Name	Dr. Stavri Chrysostomou				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The course aims to familiarize students with the process of assessing the nutritional status, the methods used and the use of the results of the evaluation in the design of nutritional intervention.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the areas and the methods of nutritional assessment • Choose the most appropriate assessment method in each case • Evaluate and describe nutritional indicators-markers • Elaborate data of nutritional assessment • Interpret results of measurements in terms of nutritional assessment. 				
Prerequisites	NUT100	Co-requisites			
Course Content	<p>Introduction to the process of assessing nutritional status.</p> <p>Clinical examination: the use of clinical signs.</p> <p>Body composition: Anthropometry and other methods of body composition assessment.</p> <p>Method Validity. Assessment of dietary intake: Methodology (24-hour recall, food logbook, design and use of food consumption questionnaires). Estimation of dietary intake. Reference dietary intake reference.</p> <p>Assessment of physical activity: Typical methods, applications and validity of these.</p> <p>Laboratory Indicators for Nutritional Status Assessment: Use of hematological, biochemical and other laboratory markers.</p>				

	<p>Indicators for assessing malnutrition / undernutrition, human protein status, minerals (iron, calcium) and vitamins.</p> <p>Nutritional evaluation for diabetes mellitus. Nutritional assessment for anemia. Nutritional assessment for food allergies-food intolerances</p>		
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>		
Bibliography	<ol style="list-style-type: none"> 1. Nieman DC. (2019) Nutritional Assessment (7nd Ed). Boston, McGraw-Hill Education 2. Robert Lee and David Nieman (2013) Nutritional Assessment 3. Giannis Manios, Nutritional Evaluation (2006), Paschalides Publications. 4. Gibson RS. Principles of Nutritional Assessment. New York, Oxford University Press, 2005. 5. Heymsfield SB, Lohman TG, Wang ZM, Going SB. Human Body Composition. Champaign, IL, Human Kinetics, 2005 		
Assessment	Examinations	60%	
	Assignments	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Nutritional Assessments/Laboratory				
Course Code	NUT220				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	22d Year / 44h Semester				
Teacher's Name	Dr. Stavri Chrysostomou				
ECTS	6	Lectures / week	N/A	Laboratories / week	3 Hours/14 weeks
Course Purpose and Objectives	The course aims to familiarize students with the process of assessing the nutritional status, the methods used and the use of the results of the evaluation in the design of nutritional intervention.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • perform an assessment of the nutritional status according to appropriate, case-by-case methods. • choose the most appropriate assessment method in each case • evaluate the results obtained in order to organize, on the basis of these, the nutritional intervention • calculate the indicators for the evaluation of individuals 				
Prerequisites	NUT100	Co-requisites	NUT215		
Course Content	<p>Body composition: Anthropometry and other methods of body composition assessment.</p> <p>Assessment of body composition using various laboratory devices.</p> <p>Assessment of resting metabolic rate and total energy needs by various methods (use of equations, use of laboratory devices).</p> <p>Assessment of dietary intake: Methodology (24-hour recall, food diary, design and use of food consumption questionnaires).</p> <p>Evaluation of nutritional intake and dietary patterns through analysis in Nutrition software programs.</p>				

	Nutritional evaluation to prevent chronic diseases (obesity, undernutrition, osteoporosis).		
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>Lab: 42 hours</p> <p>Midterm assessment preparation: 24 hours</p> <p>Final assessment preparation: 33 hours</p> <p>Independent study: 15 hours</p> <p>Practical laboratory training: 36 hours</p> <p>Total: 150 hours</p>		
Bibliography	<p>Nieman DC (2019) Nutritional Assessment (7nd Ed). Boston, McGraw-Hill Educatton</p> <p>Robert Lee and David Nieman (2013)Nutritional Assessment</p> <p>Giannis Manios, Nutritional Evaluation (2006), Paschalides</p> <p>Publications.</p> <p>Gibson RS. Principles of Nutritional Assessment. New York, Oxford University Press, 2005.</p> <p>Heymsfield SB, Lohman TG, Wang ZM, Going SB. Human Body Composition. Champaign, IL, Human Kinetics, 2005</p>		
Assessment	Class Attendance and Participation	10%	
	Assignments	40%	
	Project/Presentation	50%	
		100%	
Language	Greek		

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

	<p>Functional Foods</p> <p>Food Legislation - National and European.</p> <p>Visits and / or placements of students at various job positions in the industry:</p> <p>The aim of the visits and / or placements in the work places in food industries is (a) To gain a practical experience of the Technology and manufacturing process of the different categories of Food and (b) Quality Control (physical, chemical, organoleptic and microbiological carried out for raw materials and finished products.</p>		
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>		
Bibliography	<p>Brown, A., 2014. <i>Understanding Food: Principles and Preparation</i>. 5th ed. Cengage Learning. ISBN: 9781285954493</p> <p>Campbell-Platt, G., 2017. <i>Food Science and Technology</i>. 2nd ed. Wiley-Blackwell. ISBN: 978-0-470-67342-3,</p> <p>Lazos, E. and Lazou, A., 2017 <i>Food Processing 1</i>. 2nd ed. Papazisi. ISBN: 978-960-02-3280-6</p> <p>Sflomos, C. and Varzakakos, T., 2019. <i>Introduction to Science and Technology of Foods</i>. Tsotras.</p> <ul style="list-style-type: none"> • Taoukis, P. and Oreopoulou, B., 2019. <i>Science and Technology of Foods</i>. 		
Assessment	Examinations	60%	
	Assignments	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Development of dietary plans for the healthy population				
Course Code	NUT300				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	3 rd Year / 5 th Semester				
Teacher's Name	Dr. Stavri Chrysostomou				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The course aims to familiarize students with the process of nutritional care and the tools used. It also aims at developing theoretical skills for dietary compilation and appropriate diet modification as well as dietary management of physiological individuals at various stages of the lifecycle as well as malnutrition and obesity.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> Record the nutritional care process, as well as the documents/tools used, Identify people on nutritional risk Assess dietary requirements in clinical practice Develop dietary plans for normal healthy conditions based on the national requirements Develop personalised diets based on patients' needs Develop nutritional plans for specific conditions such as malnutrition, undernutrition, anorexia nervosa, bulimia and others 				
Prerequisites	NUT215, NUT220		Co-requisites		
Course Content	<p>Introduction to the nutritional care process. Implementation and evaluation of nutrition care process. Tools of clinical nutritional assessment.</p> <p>Nutritional tools for nutritional and medical record.</p> <p>Assessment of basic nutritional requirements (BMR, TEE, TEEF).</p> <p>Assessment of total dietary requirements (macronutrients and micronutrients).</p>				

	<p>Food exchanges. Food groups. Food Nutritional analysis. Pathophysiology and nutritional requirements for undernourished people.</p> <p>Pathophysiology and nutritional requirements for overweight and obese people. Bariatric Surgery.</p> <p>Pathophysiology and nutritional requirements for people with anorexia/bulimia.</p> <p>Enteral and Parenteral feeding. Description of the methods used, complications of each method, food supplements, assessment of nutritional requirements. Refeeding syndrome.</p> <p>Osteoporosis. Pathophysiology and nutritional requirements.</p> <p>Food allergies and intolerances. Pathophysiology and nutritional interventions.</p> <p>Diseases of the Nervous System. Pathophysiology and nutritional care support.</p>
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>
Bibliography	<ul style="list-style-type: none"> • Kontogianni M, Giannakouliia M, Karatzi K, Fakpa E (2015). Clinical Nutrition Manual. Greek and Academic Texts and Aids. ISBN: 978-618-82124-1-1. Copyright CEAB 2015 • Maher AK J (ed), Iowa Dietetic Association. Simplified Diet Manual (10th Edition). Wiley-Blackwell, 2007. • Thomas B, Bishop J, in conjunction with the British Dietetic Association Manual of Dietetic Practice (4th Edition). Wiley-Blackwell 2007.

	<ul style="list-style-type: none"> Mahan KL, Escott-Stump S, Krause &apos; s Food, Nutrition and Diet Therapy (11th Edition). Philadelphia, Pennsylvania: Saunders, 2004. 		
Assessment	Examinations	60%	
	Assignments	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Development of dietary plans for the healthy population - laboratory				
Course Code	NUT305				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	3 rd Year / 5 th Semester				
Teacher's Name	Dr. Stavri Chrysostomou				
ECTS	6	Lectures / week	N/A	Laboratories / week	3 hours/ 14 weeks
Course Purpose and Objectives	The course aims to familiarize students with the process of nutritional care and the tools used. It also aims at developing practical skills for dietary development and appropriate diet modification, as well as nutritional treatment of malnutrition and obesity				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Interpret the nutritional care process, as well as the documents / tools used • Develop dietary plans for physiological conditions • Analyse dietary plans in terms of macronutrient and micronutrient composition • Develop dietary plans for the malnourished and overweight/obese patient and other physiological conditions. 				
Prerequisites	NUT215, NUT220	Co-requisites	NUT300		
Course Content	<p>Estimate the nutritional needs of the patient: assessment of energy requirements, requirements in macronutrients and micronutrients.</p> <p>Record, plan, evaluate and analysis of nutritional interventions using various /nutritional tools.</p> <p>Healthy eating plan (food equivalents/exchanges, serving, food groups and food composition)</p> <p>Development of dietary plan of the malnourished patient.</p> <p>Development of dietary plan of obese and overweight patients.</p> <p>Development of dietary plan for patients with anorexia nervosa and bulimia.</p> <p>Development of dietary plan for osteoporosis.</p>				

	Development of dietary plan for Nervous System diseases. Diet composition analysis using nutritional software.		
Teaching Methodology	Face to face - Computer lab Student Workload: Lab: 42 hours Midterm assessment preparation: 24 hours Final assessment preparation: 33 hours Independent study: 15 hours Practical laboratory training: 36 hours Total: 150 hours		
Bibliography	<ol style="list-style-type: none"> 1. Kontogianni M, Giannakouliia M, Karatzi K, Fakpa E. (2015) Clinical Nutrition Manual. Greek and Academic Texts and Aids. ISBN: 978-618-82124-1-1. Copyright CEAB 2015. 2. Maher AK J (ed), Iowa Dietetic Association. Simplified Diet Manual (10th Edition). Wiley-Blackwell, 2007. 3. Thomas B, Bishop J, in conjunction with the British Dietetic Association Manual of Dietetic Practice (4th Edition). Wiley-Blackwell 2007. 4. Mahan KL, Escott-Stump S, Krause & s Food, Nutrition and Diet Therapy (11th Edition). Philadelphia, Pennsylvania: Saunders, 2004. 		
Assessment	Examinations	40%	
	Assignments	50%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Systems of Quality Management in the Food Industry and Catering Establishments				
Course Code	NUT310				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3 rd Year / 5 th Semester				
Teacher's Name	Dr. Ioannis Karis				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	To develop theoretical and practical knowledge on the principles of preparation of meals in manufacturing and catering institutions. More specifically to implement ways and methods that will keep the nutritional value and quality and the safety of the foods.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • apply quality management systems to food industries • apply quality management systems mass catering institutions. • recognize the microbiological, chemical and other hazards involved in industrial food units and in mass catering institutions • comprehend the hygiene regulations and their implementation in food production and meal preparation. • ensure the quality and nutritional value of food and meals consumed in catering institutions 				
Prerequisites	NUT100, NUT225, NUT105, LFS105 LFS200, NUT325	Co-requisites	None		
Course Content	<p>Food Quality. Quality Management Systems</p> <p>Benefits arising from the Application of Management Systems. Food Safety</p> <p>Development and application of the HACCP system</p>				

	<p>Prerequisites for HACCP Application</p> <p>Implementation of the HACCP System in mass catering institutions</p> <p>Implementation of the HACCP System in the different sectors of the Food Industry (Meat, Fish, Milk, Sugar Products, Alcoholic Beverages, Non-Alcoholic Drinks and Fruits, Vegetables etc.). HACCP as a Way of Life</p> <p>Legislation / Standards for the implementation of the HACCP system</p> <p>Visits to food establishments related to HACCP implementation</p>		
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>		
Bibliography	<p>Efmorfopoulos Evaggelos (2020), HACCP – The quality approach, ISBN -13:978-618-5252-18-2.</p> <p>Hudson N (2018), <i>Management Practice in Dietetics</i>, Thomson Wadsworth, 4rth ed.</p> <p>Frank Yiannas (2015), Food Safety = Behavior: 30 Proven Techniques to Enhance Employee Compliance (Food Microbiology and Food Safety)</p> <p>Ed Manley. 2011. HACCP Implementation: A Quick Reference Manual: Managing Your Food Safety System Paperback</p> <p>Tzia K. and Pappa F., Analysis of Critical Control Points in Meat Centers, Athens, Papatotiriou Publications, 2005.</p>		
Assessment	Examinations	60	
	Participation/ Attendance	10	
	Project/Presentation	30	
		100%	
Language	Greek		

Course Title	Nutritional Education, Counselling and Behaviour				
Course Code	NUT315				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd year /5th semester				
Teacher's Name	Dr. Elena Hadjimbei				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>The course aims to help students plan and evaluate nutritional interventions at the level of small or larger population groups to promote health and primary or secondary prevention.</p> <p>Students are trained in developing communication skills with people as well as in dealing with adherence issues in clinical practice.</p> <p>In addition, it aims to help the students aware of the different aspects of eating behavior, appetite, saturation and eating process as well as factors influencing them and develop skills to modify those parameters that lead to several health problems.</p>				
Learning Outcomes	<ul style="list-style-type: none"> • Upon completion of the course the student is expected to be able to: • select methods and techniques of modification of dietary habits and dietary behavior in the context of therapeutic and preventive intervention, • develop communication skills with patients and healthy individuals of different age groups in order to improve the effectiveness of nutritional interventions, • propose solutions to problems arising from the non-mobilization or non-compliance of individuals based on the nutrition guidelines. • learn the structure of dietary sessions and choose the appropriate steps for effective intervention in different age groups • explore the factors that affect eating choices and more specifically the eating habits of individuals • identify the mechanisms that affect feelings of appetite, thirst and saturation • recognize the impact of problematic eating behaviors and plan interventions to modify them • recognize the importance of nutrition in the prevention of chronic diseases, 				

	<ul style="list-style-type: none"> • design nutritional interventions for small or large population groups with or without risk factors, of different ages. • apply nutritional interventions to promote health and primary or secondary prevention. • evaluate the effectiveness of interventions and modify dietary patterns according to the needs arising. 		
Prerequisites	NUT100, PSY105	Required	None
Course Content	<p>Introduction and general review of the importance of counseling in nutritional interventions. The role of dietitian.</p> <p>Dietetic Behavior Modification Theories: Changing Behavior Stages and Other Theories.</p> <p>Motivational Interview: General principles of the method and applications in dietary intervention.</p> <p>Cognitive Behavioral Therapy: General principles of the method and applications in dietary intervention.</p> <p>Structure and organization of the diet session.</p> <p>Counselling skills in the dietician's daily practice, applications in various groups and various diseases.</p> <p>Improve compliance and maintain change.</p> <p>Tackle "difficult" incidents.</p> <p>Introduction to diet-related behaviors. Theoretical approaches and models for the interpretation of human nutritional behavior.</p> <p>Evaluation methodology.</p> <p>Factors Affecting Nutritional Behavior. The role of socio-cultural, psychological and biological factors (including genetic) and their interactions.</p> <p>Appetite, thirst, saturation, taste and factors that affect it.</p> <p>Dietary behaviors in different age groups and minorities.</p> <p>Dietary behavior and chronic diseases: eating behaviors related to weight management and obesity, diabetes mellitus, cardiovascular diseases and eating disorders.</p> <p>Contemporary problems related to nutrition and the need for interventions.</p>		

	<p>Model PRECEDE-PROCEED and applications in nutritional interventions.</p> <p>Social Marketing to change the eating habits of the groups.</p> <p>Interventions to alter eating-related behaviors at individual, small group or community level.</p>
Teaching Methodology	<p>Face-to-Face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>
Bibliography	<p>Judith Beto and Betsy Holli (2017) Nutrition Counseling and Education Skills: A Guide for Professionals Seventh, North American Edition</p> <p>Γιάννης Μανιός, Διατροφική Αγωγή (2007), Εκδόσεις Πασχαλίδη.</p> <p>Glanz K, Rimer BK, Lewis FM, Health Behavior and Health Education: Theory Research and Practice. San Francisco, Jossey-Bass, 2002.</p> <p>Gibney MJ, Arab L, and Margetts B, Public Health Nutrition. London, Wiley-Blackwell, 2004..</p> <p>Γιαννακούλια Μ., Σημειώσεις για το μάθημα “Διατροφική Συμβουλευτική και Συμπεριφορά”, Αθήνα: Χαροκόπειο Πανεπιστήμιο, 2009</p> <p>Gable J. Counselling skills for dietitians, 2nd Ed, Oxford, Blackwell Science, 2007.</p> <p>Bauer K, Sokolik C. Basic nutrition counseling skill development. Belmont, Wadsworth/Thomson Learning, 2002.</p> <p>Mahan KL, Escott-Stump S, Krause’s Food, Nutrition and Diet Therapy (11th Edition). Philadelphia, Pennsylvania, Saunders, 2004.</p> <p>Miller WR, Rollnick S, Motivational Interviewing: preparing people for change, New York, The Guilford Press, 2002</p>

	<p>Herrin M, Nutrition counseling in the treatment of eating disorders, New York:,Brunner-Routledge, 2003.</p> <p>Logue AW. The psychology of eating and drinking: an introduction, 3rd ed. New York, W.H. Freeman and Company, 2004.</p> <p>Odgen J. The Psychology of Eating: From Healthy to Disordered Behavior. London, Wiley-Blackwell, 2002.</p>		
Assessment	Examination	60 %	
	Exercises	30 %	
	Class Attendance and Participation	10 %	
	Total	100%	
Language	Greek		

Course Title	Nutrition in the Life Cycle				
Course Code	NUT320				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 5th Semester				
Teacher's Name	Dr. Elena Hadjimbei				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	Familiarize students with the physiological changes occurring in the human body during life, the changes in the nutritional requirements, as well as how they can be satisfied through dietary intake				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • recognize the physiological changes that occur to the human body during its life • recall the changes in nutrient requirements at the various stages of human life, • organize and implement nutritional interventions to cope with changes in requirements as well as on the usual nutritional problems at the stages of life • identify nutrient needs according to various factors (eg Age) 				
Prerequisites	NUT100	Co-requisites	None		
Course Content	<p>Review of the basic physiological changes that occur during life.</p> <p>Pregnancy: Anatomical and functional changes, stages of fetal development, role of diet, diet modification to meet nutrient requirements, weight gain during pregnancy and nutritional treatment of common problems or complications.</p> <p>Breastfeeding: Production physiology and breast milk composition, breastfeeding benefits, diet modification to meet nutrient requirements.</p>				

	<p>Infant age: Anatomical and physiological changes, nutrient requirements, weaning and introduction of solid and semi-solid food, nutritional treatment of common problems or complications, nutritional requirements of early or low-weight infants.</p> <p>Childhood: Anatomical and physiological changes, nutritional requirements, factors affecting children's nutritional choices, dietary habits of preschool and school age children, and nutritional treatment of problems that often occur in this age, children's nutrition programs.</p> <p>Adolescence: Anatomical and physiological changes, sexual development, nutritional requirements, dietary behavior of teenagers, nutritional treatment of common problems that often occur in this age, nutrition programs for teenagers.</p> <p>Adult: Nutrition requirements in adulthood, nutritional recommendations from national and international bodies, nutrition-related problems and how to deal with them or manage them.</p> <p>Age of senility: physiological changes, nutritional requirements, dietary behavior of older people, nutrition-related problems and how to deal with or manage them.</p>
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>
Bibliography	<p>Judith E. Brown, 2016, Nutrition Through the Life Cycle</p> <p>Edelstein S, Sharlin J. Life Cycle Nutrition: An Evidence-Based Approach. Jones and Bartlett Publishers, 2009.</p> <p>Zambelas A. The Diet in the Stages of Life. Athens, Medical Publications, Paschalides, 2003.</p> <p>Shetty P. Nutrition through the life cycle. Royal Society of Chemistry, 2003.</p>

	Worthington-Roberts BS, Rodwell Williams S. Nutrition throughout the Life Cycle (4rd ed). Boston: Mc GrawHill Science, 1999.		
Assessment	Examinations	60%	
	Assignments	30%	
	Class Participation and Attendance	10%	
		100%	
Language	English		

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

	The trajectory of Food Microbiology. Important microorganisms in Food Microbiology
	Sources of microorganisms in food products
	Microflora of various food products
	Characteristics of microbial growth in food products
	Factors that affect microbial growth in food
	Principles of microbial metabolism
	Important factors in microbial food spoilage
	Microbial enzymes in food spoilage
	Indicator microorganisms and microbiological criteria in food categories
	Food Preservation
	Major foodborne diseases
	Microbiological Criteria for Foodstuffs - European Legislation
	Detection and enumeration methods of microorganisms in food products
	Quality Assurance Systems - HACCP and Prerequisites Programs (PRPs)
	The role of the food service operator
	Laboratories
	The Laboratory of Food Microbiology
	Culture media for microbial growth
	Detection and enumeration of Total Aerobic Mesophilic Flora count, <i>E. coli</i> , and Yeasts and Molds in:
	(i) Fresh fruits and vegetables
	(ii) Dairy products
	(iii) Meat products
	Bacteriological water analysis
	Microbiological control of food-contact surfaces
	Food Business Operators: nasopharyngeal and hand sampling

	Detection and identification of foodborne pathogens		
Teaching Methodology	<p>Face- to- face</p> <p>In-class theory: 28 hours</p> <p>Lab: 14 hours</p> <p>Midterm assessment preparation: 25 hours</p> <p>Final assessment preparation: 36 hours</p> <p>Independent study: 35 hours</p> <p>Practical laboratory training: 12 hours</p> <p>Total: 150 hours</p>		
Bibliography	<p>Montville Thomas J., Matthews Karl R (2010) Μικροβιολογία Τροφίμων, Έκδοση: 1ην ISBN: 978-960-411-713-0 Εκδότης: Στέλλα Παρικού & Σια</p> <p>Κοτζεκίδου- Ρουκα Π. (2009) Μικροβιολογία Τροφίμων 978-960-6700-31-6 Εκδότης: Σ. Γιαχούδης & Σια Ο.Ε.</p> <p>Γ. Μπαλατσούρας, Μικροβιολογία Τροφίμων, Εκδόσεις Έμβρυο, Έτος έκδοσης: 2006, σελ. 562 (ISBN: 960-8002-25-7).</p> <p>Ε. Μπεζιρτζόγλου, Μικροβιολογία Τροφίμων και Πεπτικού Συστήματος, Επιστημονικές Εκδόσεις Παρισιάνου, Έτος έκδοσης: 2004, σελ. 190 (ISBN: 960-394-254-5).</p> <p>Madigan MT, Martinko JM, Dunlap PV, Clark DP, Βιολογία Μικροοργανισμών, Πανεπιστημιακές Εκδόσεις Κρήτης, 2007.</p>		
Assessment	Examinations	60%	
	Assignments/Lab	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

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

Prerequisites	None	Co-requisites	None
Course Content	<p>General epidemiology, data sources.</p> <p>Descriptive epidemiological research. Indications of morbidity - mortality.</p> <p>Formulation and control of causal cases, perspectives of epidemiological research.</p> <p>Retrospective investigations.</p> <p>Clinical epidemiology.</p> <p>Comparative measures.</p> <p>Explanatory/Etiological Epidemiological Studies. Epidemiological methods and health services.</p> <p>Diagnostic and prognostic epidemiological studies.</p> <p>Epidemiology of chronic diseases. Epidemiology of infectious diseases.</p> <p>Environment and health. Epidemiological explosions.</p> <p>Population hygiene and epidemiology. Data analysis.</p>		
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>		
Bibliography	<p>Leon Gordis, (2013) Epidemiology 5th Edition Imprint: Saunders Online Access</p> <p>Kenneth J. Rothman , Timothy L. Lash Associate Professor, Sander Greenland (2012) Modern Epidemiology Εκδόσεις Rothman, Sander Greenland</p>		

	<p>Ann Aschengrau, George R. Seage (2012) <i>Επιδημιολογία, Ιατρικές Εκδόσεις Π. Χ. Πασχαλίδης</i>, Κωδικός ISBN-10: 9604891715</p> <p>Trichopoulos and Lagiou (2011), <i>General and Clinical Epidemiology (Fundamentals, methods and application in Medicine and Public Health) (2nd ed)</i>, Publisher Parisianou A.E. ISBN: 978-960-394-727-1</p>		
Assessment	Examinations	70%	
	Assignments/Lab	20%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Clinical Nutrition and Dietetics I				
Course Code	NUT330				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	3rd Year / 6 th Semester				
Teacher's Name	Dr. Stavri Chrysostomou				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The aim of the course is to develop practical nutritional skills for diseases of the cardiovascular system, diabetes mellitus, kidney diseases and other clinical conditions requiring nutritional support. Also the aim is enable students to recognize the particular nutritional needs in specific clinical situations as well as to develop and implement appropriate nutritional interventions.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Summarize the process of assessing the nutritional status of patients • Recognize the nutritional needs of the patients • Develop dietary interventions to support patients with cardiovascular disease, diabetes mellitus, kidney disease, • Evaluate the effectiveness of dietary interventions based on the patient's health and nutritional status • Interpret the food composition analysis of specific dietary plans 				
Prerequisites	NUT300, NUT305		Co-requisites		
Course Content	<p>Cardiovascular diseases: Pathophysiology, risk factors complications, dietary requirements and management of dyslipidemia, heart failure, hypertension</p> <p>Diabetes mellitus: Pathophysiology, risk factors complications of type I and type II diabetes mellitus, dietary management (medications, insulin therapy, insulin pump)</p> <p>Renal Disease: Pathophysiology, risk factors complications pathophysiology of acute and chronic disease, nutritional requirements and management, nephrolithiasis</p>				

	<p>Nutritional requirements and management of hypermetabolic conditions (trauma, sepsis, burn, post-surgery)</p> <p>Nutritional requirements and management in cancer and HIV infection.</p>		
Teaching Methodology	<p>Face to face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>		
Bibliography	<ul style="list-style-type: none"> • Zambellas A (ed.). Clinical Nutrition and Dietetics with Elements of Pathology, Athens, Medical Publications Paschalides, 2011. ISBN13: 9789604892938 • Thomas B, Bishop J, in conjunction with the British Dietetic Association, Manual of Dietetic Practice (4th Ed), Wiley-Blackwell 2007. • Kathleen Mahan, Janice Reymond. Krause's Food & Nutrition Care Process (Krause's Food & Nutrition Therapy) 14th Edition, 2017 • American Dietetic Association (ADA), Nutrition Care Manual, ADA • American Dietetic Association (ADA), Nutrition Care Manual, ADA, 2008. 		
Assessment	Examinations	60%	
	Assignments	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Clinical Nutrition and Dietetics I – laboratory				
Course Code	NUT335				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	3rd Year / 6 th Semester				
Teacher's Name	Dr. Stavri Chrysostomou				
ECTS	6	Lectures / week	N/A	Laboratories / week	3 hours/ 14 weeks
Course Purpose and Objectives	The aim of the course is to develop practical nutritional skills for diseases of the cardiovascular system, diabetes mellitus, kidney diseases, eating disorders (anorexia nervosa and bulimia), bone health and other clinical conditions requiring nutritional support. To develop clinical nutritional plans based on the pathophysiology of the disease and patient's basic requirements.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Summarize the process of assessing the nutritional status of patients • Recall and develop dietary interventions to support patients with diseases of the cardiovascular system, diabetes mellitus, kidney diseases and other clinical conditions requiring nutritional intervention • Evaluate the effectiveness of dietary interventions based on the patient's health status • Analyze the composition of clinical dietary plans 				
Prerequisites	NUT300, NUT305	Co-requisites			
Course Content	<p>Development of dietary plans for Cardiovascular diseases: hypertension, dyslipidemia, severe atherosclerosis, coronary heart disease</p> <p>Development of dietary plans for Diabetes mellitus: type I and type II, gestational diabetes.</p> <p>Methods of assessing insulin requirements for insulin depended patients.</p> <p>Development of dietary plans for patients with acute and chronic renal diseases. Food exchanges for renal disease (non-end stage, hemodialysis)</p>				

	Development of dietary plans for cancer patients and patients with HIV infection.		
Teaching Methodology	<p>Face to face-computer lab</p> <p>Student Workload:</p> <p>Lab: 42 hours</p> <p>Midterm assessment preparation: 24 hours</p> <p>Final assessment preparation: 33 hours</p> <p>Independent study: 15 hours</p> <p>Practical laboratory training: 36 hours</p> <p>Total: 150 hours</p>		
Bibliography	<ul style="list-style-type: none"> • Zambellas A (ed.). Clinical Nutrition and Dietetics with Elements of Pathology, Athens, Medical Publications Paschalides, 2011. ISBN13: 9789604892938 • Thomas B, Bishop J, in conjunction with the British Dietetic Association, Manual of Dietetic Practice (4th Ed), Wiley-Blackwell 2007. • Kathleen Mahan, Janice Reymond. Krause's Food & Nutrition Care Process (Krause's Food & Nutrition Therapy) 14th Edition, 2017. • American Dietetic Association (ADA), Nutrition Care Manual, ADA • American Dietetic Association (ADA), Nutrition Care Manual, ADA, 2008 		
Assessment	Examinations	40%	
	Assignments	50%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Nutrition, Exercise and Sports				
Course Code	NUT340				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3rd Year / 6th Semester				
Teacher's Name	Dr. Christiana Philippou				
ECTS	6	Lectures / week	3 Hours/ 14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>Acquisition of the knowledge about the importance of proper nutritional support during exercise and the processes of metabolism regulation of energy substrates during exercise, the biochemical processes taking place and the metabolic adaptations to acute and chronic exercise. Also to understand the role of exercise as a means of promoting health as well as addressing metabolic diseases.</p> <p>Lastly to address the particular nutritional requirements of athletes</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • recognize the importance of nutrition in the ability to produce work and athletic performance • recognize the nutritional requirements of the trainee and the athlete and the differentiation between endurance exercises and power exercises • assess the role of exercise in maintaining and restoring health • critically analyse publications and views on the trainee's nutritional requirements • recognise the effects and impacts of food supplements on athletic performance 				
Prerequisites	NUT100, HEA100, HEA110	Co-requisites	None		
Course Content	<p>Review of metabolic processes and metabolism of nutrients.</p> <p>Mechanisms of energy production during exercise.</p> <p>Physiological adjustments during exercise.</p>				

	<p>Carbohydrate metabolism during exercise. The role of carbohydrate intake during preparation and during the competition period.</p> <p>Lipid metabolism in exercise. Lipid involvement in energy production during exercise.</p> <p>Adjusting the relative involvement of carbohydrates and lipids in energy metabolism in acute and chronic exercise.</p> <p>Protein metabolism in exercise.</p> <p>Balance of liquids during exercise: hydration, dehydration</p> <p>Training and metabolic adaptations.</p> <p>Effects on dietary requirements for athletes</p> <p>Evaluation of the use of dietary supplements by trainees.</p> <p>Ergogenic supplements and athletic performance.</p> <p>The effects of systematic exercise on various areas of health. The importance of exercise in the prevention and treatment of obesity and metabolic diseases, such as metabolic syndrome, type II diabetes, osteoporosis and chronic renal failure, etc.</p>
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>
Bibliography	<p>Marni Sumbal MS RD CSSD (2018) Essential Sports Nutrition A Guide to Optimal Performance for Every Active Person</p> <p>Advanced Sports Nutrition, 2011. Dan Benardot</p> <p>Καφετζόπουλος Νίκος (2018) Πρακτικός οδηγός αθλητικής διατροφής Εκδότης: Παρισιάνου Α.Ε. ISBN: 9789605833152</p>

	<p>Burke M, Αθλητική Διατροφή, Αθήνα, Ιατρικές Εκδόσεις Π.Χ. Πασχαλίδης, 2006.</p> <p>Υγιεινή Διατροφή για Άσκηση και Αθλητισμό, Χριστιάνα Φιλίππου και Ελένη Ανδρέου, 2008</p>		
Assessment	Examinations	60%	
	Assignments	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Clinical Nutrition and Dietetics II (theory)				
Course Code	NUT400				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4 rd Year / 7 th Semester				
Teacher's Name	Dr. Stavri Chrysostomou				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The course is a continuation of the course "Clinical Nutrition/Dietetics I " and aims at the development of theoretical skills for nutritional treatment of diseases of the gastrointestinal tract, anemias, respiratory diseases, autoimmune and metabolic diseases.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the process of assessing the nutritional status of patients, • Assess the nutritional needs of patients, in combination with their knowledge of the pathophysiology of the disease, • Develop appropriate nutritional intervention for diseases of the gastrointestinal tract, for liver, pancreas and biliary diseases, anemia, respiratory diseases, autoimmune and metabolic diseases • Evaluate the effectiveness of dietary interventions based on the patient's health status. 				
Prerequisites	NUT300, NUT305	Co-requisites			
Course Content	<p>Diseases of the gastrointestinal system: pathophysiology of upper digestive tract diseases (acute and chronic diseases), nutritional recommendations and nutritional support of patients.</p> <p>Liver disease: Pathophysiology of Liver functions. Causes and complications of liver disease. Acute and chronic diseases (alcoholic liver disease, fatty liver disease, cirrhosis). Nutritional requirements, recommendations and management.</p> <p>Pancreatic diseases: Pathophysiology: functions, causes and complications of pancreatic disease (acute and chronic). Nutritional requirements, recommendations and management.</p> <p>Anemia: types of anemia and nutritional recommendations.</p>				

	<p>Pulmonary and respiratory diseases. Pathophysiology and nutritional recommendations.</p> <p>Autoimmune and metabolic diseases: pathophysiology and nutritional support of patients with rheumatoid arthritis and other autoimmune diseases.</p>		
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>		
Bibliography	<ul style="list-style-type: none"> • Zambellas A (ed.). Clinical Nutrition and Dietetics with Elements of Pathology, Athens, Medical Publications Paschalides, 2011. ISBN13: 9789604892938 • Kathleen Mahan, Janice Reymond. Krause's Food & Nutrition Care Process (Krause's Food & Nutrition Therapy) 14th Edition, 2017 • Thomas B, Bishop J, in conjunction with the British Dietetic Association, Manual of Dietetic Practice (4th Ed), Wiley-Blackwell 2007 • American Dietetic Association (ADA), Nutrition Care Manual, ADA, 2008 		
Assessment	Exams	40%	
	Assignments	20%	
	Portfolio	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Clinical Nutrition and Dietetics II – laboratory				
Course Code	NUT405				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4 st Year / 7th Semester				
Teacher's Name	Dr. Stavri Chrysostomou				
ECTS	6	Lectures / week	0	Laboratories / week	3 hours/ 14 weeks
Course Purpose and Objectives	The course is a continuation of the course "Clinical Nutrition and Dietetics I" and aims at the development of practical skills for nutritional treatment of diseases of the gastrointestinal tract, anemias, respiratory diseases, autoimmune and metabolic diseases.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Develop the process of assessing the nutritional status of patients, • Identify the nutritional needs of patients, in combination with their knowledge of the pathophysiology of the disease, • Develop nutritional intervention for diseases of the gastrointestinal tract, anemia, respiratory diseases, autoimmune and metabolic diseases, liver, pancreas and biliary diseases • Evaluate the effectiveness of dietary interventions based on the health status of the ill person • Analyze clinical dietary plans in term of their nutrient composition 				
Prerequisites	NUT300, NUT305, NUT400		Co-requisites		
Course Content	<p>Development and analysis of dietary plans of diseases of the upper gastrointestinal tract.</p> <p>Development and analysis of dietary plans of liver diseases.</p> <p>Development and analysis of dietary plans of pancreatic diseases.</p> <p>Development and analysis of dietary plans of respiratory diseases.</p>				

	Development and analysis of dietary plans for diseases of Metabolic diseases.		
Teaching Methodology	Face to – Computer lab Student Workload: Lab: 42 hours Midterm assessment preparation: 24 hours Final assessment preparation: 33 hours Independent study: 15 hours Practical laboratory training: 36 hours Total: 150 hours		
Bibliography	<ul style="list-style-type: none"> • Zambellas A (ed.). Clinical Nutrition and Dietetics with Elements of Pathology, Athens, Medical Publications Paschalides, 2011. ISBN13: 9789604892938. • Kathleen Mahan, Janice Reymond. Krause's Food & Nutrition Care Process (Krause's Food & Nutrition Therapy) 14th Edition, 2017. • Thomas B, Bishop J, in conjunction with the British Dietetic Association, Manual of Dietetic Practice (4th Ed), Wiley-Blackwell 2007. • American Dietetic Association (ADA), Nutrition Care Manual, ADA, 2008. 		
Assessment	Examinations	40%	
	Assignments	20%	
	Portfolio	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Undergraduate Thesis I				
Course Code	HLS100				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4th Year / 7th Semester				
Teacher's Name	Dr. Stavri Chrysostomou				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>This course aims to provide students with all the necessary resources needed to design, organize and implement a scientific proposal / protocol as well as to analyze, document and present its content. The ultimate goal of the course is the completion of the thesis by supporting a research proposal as well as defending it by an oral presentation. The student will be supervised throughout.</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <p>List, in a chronological order, the steps required to organize and implement bibliographic review and experimental work</p> <p>Identify and recognise scientific sources related to the subject under research by searching in scientific and electronic databases and critically extracting scientific information.</p> <p>Describe and explain the structure of scientific articles, summarize their content clearly and compose it in a single text.</p> <p>Evaluate and discuss issues related to research bioethics and ethics.</p> <p>Design, organize and implement a descriptive research proposal on the subject of sports science in accordance with international standards and using reputable bibliographic systems.</p> <p>Present, discuss and analyze clearly the problem, purpose, methodology of their research proposal.</p> <p>Organize and carry out the presentation of their research proposal by means of a written paper and an oral presentation to the public</p>				

Prerequisites	Prior to enrolling in the course, students must have earned a General Grade (GPA) 2, have completed their obligations in the Research Methodology and Biostatistics courses and have completed at least 150 ECTS for the four-year degree or 210 for the five-year degrees.	Co-requisites	None
Course Content	<p>Preparation and presentation of a research proposal: Students, under the guidance of their supervisor, should prepare a research proposal on the subject they will be allocated. The subject is finalized as the students support their research proposal / protocol adequately both in print and verbally in front of the audience.</p> <p>Attend lectures: The student participates in pre-defined lectures on the course, in which they are presented and analyse specific topics related to different types of research and scientific methodologies. The students are also taught on how to design and implement research as well as the write and present their work.</p> <p>A detailed description of the content and the conditions of the course is given in the Diploma Thesis Guide</p>		
Teaching Methodology	Face- to- face		
Bibliography	<p>Guide to the Graduate Work. Library of the European University of Cyprus, Nicosia.</p> <p>Dimosthenis V. and Panagiotakos D., (2011) Methodology of Research and Data Analysis for Health Sciences, Athens, VG Publications.</p>		

Assessment	Written Project	50%	
	Oral Presentation	30%	
	Assignments	10%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Practical training I				
Course Code	NUT410				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4rd Year / 8th Semester				
Teacher's Name	Dr. Christiana Philippou/ Dr. Ioannis Karis				
ECTS	6	Lectures / week	N/A	Laboratories / week	3 hours/14 weeks
Course Purpose and Objectives	Practical training aims to provide students with the experience and skills required to practice as a dietitian / nutritionist and to contribute constructively in improving dietary intake, nutritional status and general health of individuals and population groups.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • describe the process of nutritional assessment in a non-clinical environment as well as designing and evaluating a variety of nutritional interventions for individuals or groups • work with other professionals to provide nutritional care • evaluate organizational systems for diet and mass feeding • recognize and use the information sources for new data and developments in Nutrition Science 				
Prerequisites	NUT310, NUT315	Co-requisites	None		
Course Content	Practical training takes place in non-clinical settings (day nurseries, schools, mass catering facilities, food industry) for 13 weeks x 2 days x 3 hours a day. Students are trained in a practical level, in the form of observation, in the treatment and organization of nutritional interventions.				
Teaching Methodology	Face- to- face				
Bibliography	Fishbach F, Dunning MB. (2017) A Manual of Laboratory and Diagnostic Tests (10th Ed). Lippincott Williams & Wilkins				

	<p>Todorovic V, Micklewright A. A pocket guide to clinical nutrition (4rd Ed.). Publication of the British Dietetic Association, 2011.</p> <p>Mary Width and Tonya Reinhard (2017) The Essential Pocket Guide for Clinical Nutrition</p> <p>Yashime Motarjemi and Huub Lelieveld (2014) Food Safety Management, A Practical Guide for the Food Industry ISBN: 978-0-12-381504-0</p> <p>Gordon W. Fuller (2011) New Food Product Development: From Concept to Marketplace, Third Edition</p>		
Assessment	Attendance and Participation	50%	
	Assignments	25%	
	Project/Presentation	25%	
		100%	
Language	Greek		

Course Title	Pharmacology and Foods				
Course Code	NUT415				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4th Year / 7th Semester				
Teacher's Name	Dr. Elena Hadjimbei				
ECTS	3	Lectures / week	3 Hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The aim of the module is the understanding of the main principles of general pharmacology, the main categories of medication according to disease and system, the usage indications and the side effects. An extra attention is given to the medication categories that affect or are affected by the patients' nutrition as well as the food and food supplements with which the medications interact.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Define the meaning of different medications as well as the prescription dosage. • Justify the mechanisms by which the medication express their action • Describe the key values of pharmacokinetics including absorption, distribution, metabolism and excretion of medication from the body. • Recognise the various side effects and associate them with the medications' action. • Describe the pharmacological action of the main nutritional supplements, the possible side effects, as well as the possible medication interactions. • Indicate the medication – medication and medication – food interaction mechanisms, as well as the possible results of the medication accumulation and their effectiveness. • Describe the role of nutraceuticals in human health and in the prevention of chronic diseases. • Identify the medication allocation based on the therapeutic category (Anatomical Therapeutic Chemical (ATC) Classification System) and associate it with the usage indications. 				
Prerequisites	HEA100, HEA110	Required	None		

Course Content	<p>General Pharmacology:</p> <p>Definitions, introduction to pharmacology, pharmacodynamics and pharmacokinetics.</p> <p>Pharmaceutical forms, guidance on medication administration, principles of prescription.</p> <p>Pharmacokinetics: absorption, bioavailability, distribution, metabolism, excretion of medication.</p> <p>The effect of medication on nutrition.</p> <p>Drug side effects</p> <p>Food -medication interactions and medication -food supplements interactions</p> <p>Effects of nutritional status on drugs.</p> <p>Prevention of food – drug interactions</p> <p>Drug –nutrient interactions</p> <p>Drug residues in foods</p> <p>Nutraceuticals</p> <p>Specific Pharmacology:</p> <p>Attention is given on the following medication categories:</p> <p>Medication of the digestive system</p> <p>Anti-biotics and pro-biotics</p> <p>Medication and obesity</p> <p>Herbs, food supplements and food with known pharmacological actions.</p> <p>Anti-hypertensives, anti-lipidemics and anti-diabetic medications.</p> <p>Brief report of:</p> <p>Anti-fever, analgesics, anti-inflammatory analgesics.</p> <p>Medication that act on the central nervous system.</p>
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	Medication that act on the circulatory system.		
	Medication that act on the respiratory system.		
Teaching Methodology	<p>Face- to- face</p> <p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>		
Bibliography	<p>Zaneta M Pronsky (2018) Food Medication Interactions 19th Edition Spiral-bound MS RD LDN FADA</p> <p>Mozayani, Ashraf, Raymon, Lionel (2012) Handbook of Drug Interactions A Clinical and Forensic Guide</p> <p>Greenstein B.Trounce's Κλινική φαρμακολογία για νοσηλευτές. Αθήνα: Εκδόσεις Παρισιάνου ΑΕ, 2007.</p> <p>Netter Άτλας Βασικών Ιατρικών Επιστημών, Φαρμακολογία. Αθήνα: Εκδόσεις Π.Χ Πασχαλίδη, 2008.</p> <p>Page C, Curtis M, Sutter M, Walker M, Hoffman B. Φαρμακολογία. Αθήνα: Εκδόσεις Π.Χ Πασχαλίδη, 2008.</p> <p>Simonsen T, Aarbakke J, Kay I, Coleman I, Sinott P, Lysaa R. Νοσηλευτική Φαρμακολογία. Αθήνα: Εκδόσεις Π.Χ Πασχαλίδη, 2009</p>		
Assessment	Examinations	40 %	
	Assignments	20 %	
	Portfolio	30 %	
	Class Attendance and Participation	10 %	
		100%	
Language	Greek		

Course Title	Nutrigenetics/Nutrigenomics				
Course Code	NUT420				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4rd Year / 8th Semester				
Teacher's Name	Dr. Tzanetakou Irene				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The presentation to the student of the importance and applications of the new research field of nutritional (gene and nutritional interactions) in a simple and comprehensible manner as well as familiarization with the molecular tools and mechanisms that govern this new cognitive subject.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • recognize the way in which the techniques used in nutrigenetics/nutrigenomics, but also to interpret the results of the resulting measurements • define the basic mechanisms through which the major components of food can affect gene expression • discuss the results of studies of the wider field of nutrigenetics/nutrigenomics • acquire the theoretical background so that in the future they can participate in the formation of personalized dietary interventions 				
Prerequisites	BIO108, LFS100, LFS105, NUT205, NUT210	Co-requisites	None		
Course Content	<p>Introduction to nutrigenetics/nutrigenomics. Explanation of the term and their applications</p> <p>Description of molecular techniques used in nutrigenetics (real-time polymerase chain reaction, microarrays).</p>				

	<p>General Mechanisms of Action of Food Ingredients in the Human Genome.</p> <p>Examples of ingredients with activity in gene expression (omega-3 fatty acids, vitamins, polyphenols, minerals, trace elements).</p> <p>Examples of dietary intervention studies in which gene expression modification has been achieved.</p> <p>Applying nutrigenetics to an individualized diet plan</p>
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>
Bibliography	<p>Yashwant V. Pathak, Ali M. Ardekani (2017) Nutrigenomics and Nutraceuticals: Clinical Relevance and Disease Prevention, 1st Edition</p> <p>Lynnette R. Ferguson 2012. Nutrigenomics and Nutrigenetics in Functional Foods and Personalized Nutrition 1st Edition</p> <p>Martin Kohlmeier (2012) Nutrigenetics: Applying the Science of Personal Nutrition</p> <p>Rimbach G, Fuchs J, Packer L, Nutrigenomics (1st Edition), Boca Raton:Taylor&Francis, 2005.</p> <p>Kaput J, Rodriguez RL, Nutritional Genomics: Discovering the Path to Personalized Nutrition (1st Edition), Wiley-Interscience, 2006.</p>

Assessment	Examinations	60%	
	Assignments	20%	
	Portfolio	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Undergraduate Thesis II				
Course Code	HLS420				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4th Year / 8th Semester				
Teacher's Name	Dr. Stavri Chrysostomou				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	This course aims to provide students with all the necessary resources needed to design, organize and implement a scientific research, as well as to analyze, document and present its content. The ultimate goal of the course is to complete a scientific paper as well as to support it through an oral presentation under the individual guidance and supervision of a three-member advisory committee as well as by the person responsible for the specific course.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Design, organize and implement a descriptive bibliographic review and / or experimental study on the subjects of health sciences in accordance with international standards and using reputable bibliographic systems. • Clearly present the problem, purpose, methodology and results arising from the analysis of the data of an experimental study, as well as document the findings and compare them with a critical approach with findings from other studies. • Organize and carry out the presentation of their scientific research through a written project as well as an oral presentation to the public. 				
Prerequisites	HLS400	Co-requisites	None		
Course Content	<p>Description:</p> <p>Course attendance: The student participates in pre-defined lectures for the dissertation subject, in which they are presented and analyzed specific topics mainly related to the documentation of the scientific</p>				

	<p>information and the ability to summarize and present the content of the work according to the conditions set by the Dissertation Guide.</p> <p>Supervision and guidance: On a regular weekly basis, student and supervisor meetings are held to provide guidance to organize the progress of the work and get feedback on the progress of the work.</p> <p>Research Presentation: After completing the scientific search, the student writes his / her work according to the instructions provided in the Graduate Workbook. After the Three-Member Committee accepts the final text, the students receives a presentation date of their work. The Three-Member Committee then assesses the final work by grading. The student delivers the final text to the Department's Secretariat in order to receive his/her grade.</p> <p>A detailed description of the content and the conditions of the course is given in the Diploma Thesis Guide</p>						
Teaching Methodology	Face- to- face						
Bibliography	<p>Guide to the Graduate Work. Library of the European University of Cyprus, Nicosia.</p> <p>Dimosthenis V and Panagiotakos D., (2011) Methodology of Research and Data Analysis for Health Sciences</p>						
Assessment	<table border="1"> <tr> <td>Written Project</td> <td>60</td> </tr> <tr> <td>Oral Presentation</td> <td>40</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written Project	60	Oral Presentation	40		100%
Written Project	60						
Oral Presentation	40						
	100%						
Language	Greek						

Course Title	Practical training II				
Course Code	NUT425				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4rd Year / 8th Semester				
Teacher's Name	Dr. Christiana Philippou / Dr. Ioannis Karis				
ECTS	6	Lectures / week	N/A	Laboratories / week	3 hours/14 weeks
Course Purpose and Objectives	Practical training aims to provide students with the experience and skills required to practice as a dietitian / nutritionist and to contribute constructively to improving dietary intake, nutritional status and general health of individuals and population groups.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Describe the process of nutritional assessment in a clinical setting as well as designing and evaluating various dietary interventions for individuals or groups • Work with other professionals to provide nutritional care • Evaluate organizational systems for of diet and mass catering establishments • Recognize and use the information sources for new data and developments in Nutrition Science 				
Prerequisites	NUT400, NUT405	Co-requisites	None		
Course Content	The practical training takes place in a clinical setting (hospitals, health centers with organized catering, nursing homes, research and analytical laboratories) for 13 weeks x 2 days x 3 hours a day. Students are trained on a practical level in the form of observation in dealing with clinical incidents and in organizing nutritional				
Teaching Methodology	Face- to- face				

Bibliography	<p>Guide to Practice II, Dr. Christiana Philippou, Dr. Stavri Chrysostomou, Dr. Ioannis Karis, 2019</p> <p>Manual of Clinical Dietetics, Dr. Christiana Philippou, Dr. Stavri Chrysostomou, Dr. Natasa Papaeracleous, 2018</p> <p>Holland B, McCance and Widdowson's The Composition of Foods. ISB Wiley-Blackwell on behalf of the BDA (2014)</p> <p>Wiley-Blackwell on behalf of the BDA (2014) Manual of Dietetic Practice, 5th Edition, Edited by Joan Gandy, Dietetics Department, School of Life and Medical Sciences, University of Hertfordshire, UK. ISBN 9780470656228</p> <p>Vera Todorovic and Ann Micklewright, Pocket Guide to Clinical Nutrition, PEN Group Publications, 4th Edition 2011, ISBN: 978-0-9529869-2-8</p> <p>Sylva Escott-Stump, Nutrition and Diagnosis – related care (2015), Lippincott Williams & Wilkins</p> <p>Gable, Counselling skills for dietitians, Blackwell, 2007. ISBN: 978 14051 4727 9</p> <p>Henley & Schott, Culture, religion and patient care in a multi-ethnic society – a handbook for professional (2001) ISBN 13: 9780862422318</p>		
Assessment	Attendance and Participation	50%	
	Assignments	25%	
	Project/Presentation	25%	
		100%	
Language	Greek		

Course Title	Updated Nutritional Issues and trends				
Course Code	NUT200				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	4 th Year / 8 th Semester				
Teacher's Name	Dr. Elena Hadjimbei				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>This course aims to give students the opportunity to get informed and come into a dynamic and in-depth contact with contemporary issues and scientific developments in the field of nutrition and dietetics. Topics can be defined based on the interests of a specific group of students or on the basis of the research interests and experience of the members of the academic staff of the department.</p>				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • report current issues and scientific developments in nutrition and dietetics • choose recent and updated topics related to nutrition and dietetics • investigate, analyze and criticize on recent issues in nutrition and dietetic • recognize valid sources on nutrition and diet 				
Prerequisites	NUT100	Co-requisites	None		
Course Content	<p>The exact content of the course will be based on the specific interest of specific students and / or the research and scientific interests and experience of the members of the academic staff of the department and will be derived from nutrition and dietetics related to Cyprus and international contemporary reality. Such topics could be various new research protocols in the field of nutrition and diet, new nutritional packages and trends and / or modern nutritional and dietetic specialties. In any case, the appropriate teaching and assessment methods will be required. It is required that each teacher submits a subtitle and a specific / detailed curriculum.</p>				

Teaching Methodology	Face- to- face Student Workload: In-class theory: 42 hours Midterm assessment preparation: 30 hours Final assessment preparation: 39 hours Independent study: 39 hours Total: 150 hours		
Bibliography	The manuals and scientific journals will be selected by the academic staff on the basis of the content in question.		
Assessment	Examinations	40%	
	Assignments/Presentation	20%	
	Portfolio	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Nutrition Policies				
Course Code	NUT435				
Course Type	Major Elective				
Level	Bachelor (1st Cycle)				
Year / Semester					
Teacher's Name	Maria Kantilafti				
ECTS	6	Lectures / week	3 hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The course aims at examining the current global nutritional challenges and highlighting the importance and methodology of action programs for development, social solidarity and the protection of the nutritional status of vulnerable population groups in both the less developed and the developed societies.				
Learning Outcomes	<p>Upon completion of the course the student is expected to be able to:</p> <ul style="list-style-type: none"> • acknowledge the policies implemented by governments and international organizations to promote food security and public health • recognize the specificities of the European and Mediterranean space in ensuring adequate and safe nutrition • describe the Legislation such as Healthy, Hunger-Free Kids Act of 2010; Agricultural Act of 2014 (Farm Bill) • examine of health disparities, demographic trends, and health literacy; sexual orientation, gender identity, and gender expression; and the role of social media in tailored health communications • acknowledge the Dietary Guidelines 2015, Healthy Eating Index 2010, MyPlate, and Harvard Healthy Eating Plate 				
Prerequisites	NUT100	Required	None		
Course Content	<p>Global food production, sufficiency of food produced.</p> <p>Strategies and action programs for socio-economic development and environmental sustainability in the context of sustainable development.</p> <p>Dietary policy in the European area to prevent food-borne illness. The «White Bible».</p>				

	<p>The peculiarity of nutritional problems in societies experiencing economic 'transition'.</p> <p>Greek Nutrition Policy, research infrastructure and know-how in maintaining and developing the traditional diet in the Mediterranean region.</p>		
Teaching Methodology	<p>Face-to-Face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>		
Bibliography	<p>World Health Organization, Food and Agriculture Organization of the United Nations (2018) The nutrition challenge: food system solutions WHO reference number: WHO/NMH/NHD/18.10</p> <p>World Health Organization (2016-2017) Global nutrition policy review 2016-2017, Country progress in creating enabling policy environments for promoting healthy diets and nutrition ISBN: 978 92 4 151487 3</p> <p>Arlene Spark, Lauren M. Dinour, Janel Obenchain, (2015)</p> <p>Nutrition in Public Health: Principles, Policies, and Practice (2nd Edition)</p> <p>Gibney J. Michael, Margetts M. Barrie, Kearny M John, Arab Lenore. (2009) Διατροφή και Δημόσια Υγεία. Επ. Επιμέλεια Πολυχρονόπουλος Ε, Μανιός Ι, Κωσταρέλλη Β. Εκδ Παρισιανού ΑΕ.</p> <p>Helsing E. The Initiation of National Nutrition Policies: A Comparative Study of Norway and Greece. Styx Publications Groningen, the Netherlands 1990.</p>		
Assessment	Examinations	60 %	
	Assignments	30 %	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Biotechnology				
Course Code	NUT440				
Course Type	Major Elective				
Level	Bachelor (1st Cycle)				
Year / Semester					
Teacher's Name	Dr. Ioannis Karis				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	The presentation of the basic principles and the most important applications of food biotechnology.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • describe the biochemical and biological mechanisms used in biotechnological applications, • describe the biological mechanisms used in biotechnological applications, • identify those food ingredients and foods derived from biotechnological processes • assess nutritional value of foods that derived from biotechnological processes • understand the potential risks that biotechnological foods might hide. 				
Prerequisites	BIO108, LFS100, LFS105, NUT 105, NUT225	Co-requisites	None		
Course Content	<p>Introduction to biotechnology. Bioreactors. Biotechnology in the preparation and processing of food, ingredients and additives.</p> <p>Food fermentation, fermented food, fermentation technology.</p> <p>Applications of enzyme properties in biotechnology.</p> <p>Safety in biotechnology.</p> <p>Genetically modified foods. Transgenic plants and animals and their applications in food preparation.</p> <p>Applications of biotechnology in the preparation of foodstuffs with desirable organoleptic and / or medicinal properties.</p>				

	During the semester students visit 2 food factories that are using biotechnological processes.		
Teaching Methodology	Face- to- face Student Workload: In-class theory: 42 hours Midterm assessment preparation: 30 hours Final assessment preparation: 39 hours Independent study: 39 hours Total: 150 hours		
Bibliography	Ravishankar Rai V (2015). <i>Advances in Food Biotechnology</i> . John Wiley & Sons Ltd. ISBN:9781118864555 Byong H. Lee (2015). <i>Fundamentals of Food Biotechnology</i> . John Wiley & Sons Ltd. Colin Ratledge and Bjorn Kristiansen (2012). <i>Basic Biotechnology</i> . Cambridge University Press. Online ISBN: 9780511802409 Ali Osman (2018). <i>Progress in food Biotechnology</i> . ISBN: 978-1-68108-742-9		
Assessment	Examinations	60%	
	Project	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		

Course Title	Legal, Bioethical and Ethical Issues in Nutrition and Dietetics				
Course Code	NUT445				
Course Type	Major Elective				
Level	Bachelor (1st Cycle)				
Year / Semester					
Teacher's Name	Dr. Elena Hadjimbei				
ECTS	6	Lectures / week	3 Hours/14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	Acquisition of basic knowledge and awareness of ethical attitudes, values and ethical rules that should govern professional behavior in everyday practice, to aiming in upgrading, the smooth and efficient functioning of institutions or workplaces and achieving high quality work for the benefit of society as a whole.				
Learning Outcomes	<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • know the professional rights and obligations of the dietitian • recognize the professional obligations of the dietitian • recall the principles and rules of a professional code of ethics and professional ethics. • know the basic principles of medical ethics and basic human values. 				
Prerequisites	None		Co-requisites	None	
Course Content	<p>Professional rights and obligations.</p> <p>Principles and rules of a professional code of ethics.</p> <p>Social values.</p> <p>Relationships between Dietitian and Health Professions.</p> <p>Relationships between dietitian and the patient and patient's family environment.</p> <p>Basic principles of medical ethics (medical confidentiality, informed consent, record keeping, doctors informing).</p>				

	<p>Function of a team of patient's nutritional support (composition, means, cooperation, coordination).</p> <p>Evaluation and improvement of nursing care.</p> <p>Relationship to institutions and medical services companies.</p> <p>Activities and professional rights of hospital nutrition staff.</p> <p>Composition and collaboration with other sectors (management office, food warehouse, kitchen staff and meal distribution).</p> <p>The position of the basic humanitarian values in the profile of the dietitian (responsibility, trust, communication, self-control, cooperation, etc.). Modern bioethical and professional ethics.</p>
Teaching Methodology	<p>Face- to- face</p> <p>Student Workload:</p> <p>In-class theory: 42 hours</p> <p>Midterm assessment preparation: 30 hours</p> <p>Final assessment preparation: 39 hours</p> <p>Independent study: 39 hours</p> <p>Total: 150 hours</p>
Bibliography	<p>Nancy Berlinger, (2015). Are Workarounds Ethical?: Managing Moral Problems in Health Care Systems , Oxford Medicine</p> <p>Howard Williams and Leo Tolstoy (2010) The Ethics of Diet: An Anthology of Vegetarian Thought</p> <p>Ελένη Μαραγκάκη (2011) Ιατρική δεοντολογία και ποινικό δίκαιο, Εκδόσεις Σάκκουλα Α.Ε. ISBN 978-960-445-750-2</p> <p>Revised Dietetic Competence and the six domains of dietetic competency in Europe, Attained at the point of qualification and entry to the profession of Dietetics (European Dietetic Competence or EDC) Statement by the European Federation of the Associations of Dietitians (EFAD) (2016)</p> <p>American Dietetic Association: Code of ethics for the profession of Dietetics, 2018.</p>

Assessment	Examinations	60%	
	Project	30%	
	Class Attendance and Participation	10%	
		100%	
Language	Greek		



EUROPEAN UNIVERSITY CYPRUS

Department of Life Sciences

Program of Nutrition and Dietetics

PRACTICE GUIDE - NUD 400

AUTUMN 2019

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 - 6.2 Evaluation by the student after the community practice

Edited by

Dr. Christiana Philippou – Charidemou
Dr. Ioannis Kari
Dr. Stavri Chrysostomou

Mentors

Dr. Ioannis Karis
Ms Yiangou Varvara

PREFACE

For the purposes of the community practice of the students enrolled in the Program of Nutrition and Dietetics of the Department of Life Sciences and in close collaboration with both private and public stakeholders, educational visits and/or placements are arranged during the semester in services/institutions directly or indirectly related to foodstuffs and nutrition.

During the community practice, graduates are supervised by a supervising professor specialised in Food Science and Technology and/or a Dietitian.

NUD 400 (3 Credits / 6ECTS) – 2 days a week (3 hours/day)

1. Practice settings

For their community practice, students will be placed in the following private and public settings:

- **Educational institutions**
- **Public sector**
- **Food industries**
- **Trading services**
- **Social services**
- **Mass catering areas**
- **Homes for the elderly – retirement homes**

2. Program of attendance of community practice, Autumn 2019

See attached document.

3. Purpose, learning outcomes, prerequisites, assessment

3.1 PURPOSE:

The community practice aims to offer students the experience and skills required to exercise the profession of dietitian and contribute constructively to the improvement of the dietary intake, the nutritional status and the overall health of individuals and population groups.

3.2 LEARNING OUTCOMES:

On completion of the community practice, students are expected to be able to:

- Describe the process of nutritional assessment in a non-community setting,
- Assess different nutritional interventions for individuals or groups,
- Demonstrate skills of cooperation with other professionals in administering nutritional care,
- Assess systems of organisation of dietetic and mass catering services,
- Recognise and identify the sources of information for recent developments in the science of nutrition and foodstuffs.

In relation to the applications of **nutrition in the *community***, the graduate is expected to be able to:

- Identify the nutritional needs of the general population, as well as of high-risk groups,
- Organise and propose assessment programs relating to the nutritional status and the availability of foodstuffs in communities,
- Analyse and coordinate nutritional interventions in population groups,
- Describe the formulation of key strategies for foodstuffs and nutrition in communities,
- Implement education and trainings on nutrition topics,
- Assess the health indicators of population groups.

In relation to the **applications of nutrition in *units providing nutrition services and the food industry***, the graduate is expected to be able to:

- Define the planning and modification of recipes as well as special food products,
- Assess the planning and development of diet regimens and menus for selected populations,
- Implement new food planning in line with nutritional recommendations, applicable economic parameters and consumer preferences,
- Assess the food production process in terms of hygiene and safety as well as their nutritional value
- Assess the efficacy of the services involved in the transport and distribution of foods,
- Describe programs assessing consumer satisfaction of food services.

3.3 PREREQUISITES:

Nutritional Assessment – NUD 201, Introduction to Community Nutrition – NUD 301, Management of Nutrition Units 303, Nutrition Education– NUD 215, Communication Skills and Nutritional Counselling – NUD 304

3.4 ASSESSMENT:

Participation, interest and appropriate conduct: 25 %

Timely delivery of logbook: 25 %

Assessment of assignments: 50%

Total: 100%

3.5 TEACHING METHODOLOGY:

Community practice: 84 hours

3.6 PROPOSED MANUALS:

- June Payne-Palacio, Monica Theis (11th Edition). Introduction to Foodservice, ISBN-13: 978-0135008201
- Yashime Motarjemi and Huub Lelieveld, Food Safety Management, A Practical Guide for the Food Industry ISBN: 978-0-12-381504-0
- The Journal of Foodservice Management and Education, Published jointly by Foodservice Systems Management Education Council and The National Association of College & University Food Services (www.nacufs.org)

4. General structure of community practice I

4.1 First week

The program of community practice I will be based on observation and will provide a series of activities aimed at achieving specific and predetermined objectives. Initially, the program will include an *educational introductory seminar* on Food Science, Dietetics and Nutrition, to be held at

European University Cyprus, organised by the scientific associates responsible for the community practice (e.g. dietitian, nutritionist, food scientist), always in collaboration with the Professors of the Program of Dietetics and Nutrition offered by European University Cyprus. The seminar will mainly focus on the role of the Dietitian-Nutritionist in the community, in industrial food production, the general trade of foodstuffs and any other food-related non-community setting. In this phase, the objectives, purposes and learning outcomes of community practice I will be pointed out to students. By now, students should be able to apply their communication skills with other people, in order to learn to be part of the team of healthcare professionals. Students will also have the opportunity to gain experience in other aspects of the food industry (e.g. food laboratories, safety and hygiene assurance procedures and the production process) and, in this context, hold meetings with dietitians or other related professionals such as nutritionists, food technologists, food scientists and other individuals that determine food policies.

4.2 Second day until the 13th week

Either alone or in groups, students will visit various organisations and services on a weekly basis. For example, students will have the opportunity to visit food industries in order to learn in practice the methods of production, food labelling and development of new products. In case students are visiting hotel or school and restaurant kitchens, they will be expected to work in order to improve the planning and development of menus and recipes for these centres. Students will be briefed and will contribute to the management of food and services, regarding in particular the financial aspect. In the case of community practice in schools and other educational institutions, students must design a lesson plan for the development of teaching tools to promote healthy eating among pre-school and school-age children. In case the community practice takes place in public organisations (government departments, services, etc.), students must be briefed on the activities of these organisations as well as the laws governing specific food-related topics. Finally, students must be briefed on the organisation and management of food and nutrition services. Special emphasis must be given to the

management of the staff, to staffing, planning, work relations, communication and the assessment of performance.

Throughout their community practice, students are required to complete a special **logbook**, in which they must record in detail all their relevant observations on the specific community practice setting. On completion of each part of the community practice, the students will hand over the logbook and/or the report they have prepared to the academic supervisor in charge (dietitian/nutritionist, food technologist), in view of their assessment. Any other assignments which the student is required to complete in each phase of the community practice must also be attached to the logbook/report. In this phase, students will be given the opportunity to discuss with the supervisor their capabilities and prospects of improvement. The supervisor will discuss the progress, the learning outcomes and any other issues that may have arisen.

4.3 On completion of the specific community practice, students must:

- Complete an anonymous evaluation questionnaire on the community practice for academic verification purposes (Annex 2)
- Submit a detailed report describing the work, their contribution and their experience and discussing the various areas for improvement, with the ultimate aim of fully achieving the set aims.

5. Specific structure of community practice I

5.1 EDUCATIONAL INSTITUTIONS

5.1.1 Activities

Students should:

- Prepare a menu for school canteens which satisfies the needs of children,
- Assess food checks in canteens and compliance with food hygiene rules and quality and safety assurance
- Be briefed on the quality assurance systems in these canteens. If yes, which of these apply and if not, what does the student propose,
- Check whether nutrition education programs are offered. If yes, assess these programs. If not, students are asked to express their personal views on this. Students are expected to make proposals and/or recommendations.

5.1.2 Assessment strategy

- Students must prepare an assignment based on the guide, after each visit, to be delivered within the time frame set by the mentor. This will then be assessed by his/her mentor.
 - At the end of the community practice, each student must present an assignment relating to the visits during the practice.
 - He/she will be assessed orally on the curriculum of the community practice.

5.2 PUBLIC SECTOR

5.2.1 Activities

Students should:

- Be informed on the nutrition programs and/or checks carried out by public services.
- Draw information on the following activities:
 - The reliability of the measurements in case of tests,
 - Research programs, and
 - Policies and laws regarding different aspects of foodstuffs.

5.2.2 Assessment strategy

- Students must keep a logbook for recording observations, recommendations and findings, which will be examined and assessed by the supervisor of the community practice. Students must carry the logbook with them every day and at the end of the practice (2 days in each case) it will be checked and signed by the supervisor. For each of the points of the activities, students record their observations in a clear manner and then express their personal view. At the end of the week, the logbook is delivered to the supervisor for assessment.
- Study and description of at least 2 scientific articles on the educational and other public health programs. Assignment – presentation of lecture on nutrition and foodstuffs to a group of people employed in public institutions, agencies and organisations. Assessment by the supervisor.

5.3 FOOD INDUSTRY

5.3.1 Activities

Students should:

- Monitor the processes of food production, packaging, transportation, storage and preservation,
- Be informed on the process of food labelling by the food technologists – scientists,
- Assess the quality control applied both to the raw materials and the final products.

5.3.2 Assessment strategy

- Recording of all activities in the logbook. Personal comments and observations. Recommendations for possible improvement of the various activities. Assessment of logbook by the supervisor.
- Study and description of at least 2 scientific articles on food safety and quality assurance systems. Delivery of assignment and assessment by the supervisor.

5.4. TRADING SERVICES

5.4.1 Activities

Students should:

- Assess the availability and variety of foodstuffs, the supply of diet products in the supermarket under review as well as their price at different times of the year,
- Assess the control of the production and demand of the products in the supermarket, where applicable,
- Be informed on the dietetic preferences of consumers,
- Assess the implementation of the food quality and safety assurance programs.

5.4.2. Assessment strategy

- Recording of all activities in the logbook. Personal comments and observations. Recommendations for possible improvement of the services offered. Assessment of logbook by the supervisor.
- Each student must present, in the form of a lecture, an advertisement of a specific healthy nutrition product (of his/her own choice) for the purpose of promoting its sales.

5.5 SOCIAL SERVICES (gyms, sports centres, homes for the elderly, centres for the disabled, etc.)

5.5.1 Activities

Students should:

- Assess the nutrition and eating habits of at least 5 individuals receiving the above services;
- Conduct a series of body fat and anthropometric measurements in 5 individuals receiving the above services.

5.5.2. Assessment strategy

- Recording of all the activities in the logbook. Comparison of the eating habits of the individuals receiving the above services and drawing of conclusions.
- Delivery of assignment based on the bibliographical review of at least 2 scientific articles on the nutritional needs of the individuals receiving the above services.

5.6 MASS CATERING AREAS (hotels and restaurants)

5.6.1 Activities

Students should:

- Be briefed on the health and safety system of prepackaged foods,
- Assess the quality control of the incoming raw materials, final products, deserts and sweets offered,
- Study the skills /qualifications of the personnel employed in these areas.

5.6.2 Assessment strategy

- Recording of all the observations in the logbook,
- Students are expected to submit their recommendations and views on the efficacy of the quality control,
- Delivery of assignment based on the bibliographical review of at least 2 scientific articles on common nutritional or other problems faced in mass catering areas.

5. Annexes

Annex 6.1:

EUROPEAN UNIVERSITY CYPRUS

Department of Health Sciences

Program of Dietetics and Nutrition

Evaluation by the student before the beginning of the community practice

1. Have the terms and conditions of the community practice been sufficiently explained to you by the experts at the University?

YES.....SOMEWHAT.....NO.....

2. Do you agree with the method of assessment of the community practice?

YES..... NO.....

If not, what changes would you propose?

.....
.....
.....

3. Are you satisfied with the structure of the community practice?

YES.....SOMEWHAT.....NO.....

4. Do you believe that you are ready for the community practice in your object of study (in terms of the knowledge required)?

YES.....SOMEWHAT.....NO.....

5. Do you believe that you will benefit significantly from the community practice?

YES.....SOMEWHAT.....NO.....

6. What do you expect to see – learn during the community practice?

.....
.....

7. Which of the six sectors are you most interested in?

.....
.....

Annex 6.2:

EUROPEAN UNIVERSITY CYPRUS

Department of Health Sciences

Program of Dietetics and Nutrition

Evaluation by the student after the community practice

Please answer the following questions:

1. Are you satisfied with the duration of the community practice?

YES..... SOMEWHAT..... NO.....

2. Do you believe that the community practice has improved your knowledge in the relevant subject?

YES..... SOMEWHAT..... NO.....

3. Is there a variety of community cases in the context of the community practice in the social service settings?

YES..... SOMEWHAT..... NO.....

4. Have you experienced any problems in the community practice settings?

YES..... SOMEWHAT..... NO.....

If yes, please provide a brief description of these problems:

.....
.....
.....

5. Have you come in contact with other health professionals in the context of the community practice?

Yes..... No

If yes, please state the specialties:

.....

6. Are you satisfied with the scientific supervisor?

YES..... SOMEWHAT..... NO.....

If not, please state the reasons:

.....
.....

7. In your opinion, the demands of the community practice are

Too many:Satisfactory:Too few:

8. Are you satisfied with the approach of the persons in charge at the settings where you carried out your community practice?

YES..... SOMEWHAT..... NO.....

9. If we asked you to propose a change in the context of the community practice, what would you personally propose?

.....
.....
.....
.....
.....

10. How would you rate the overall organisation of the community practice? (out of 10):.....



EUROPEAN UNIVERSITY CYPRUS
Department of Health Sciences
Program of Dietetics and Nutrition

CLINICAL PRACTICE GUIDE - NUD 401

SPRING SEMESTER 2020

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- 2. Clinical practice specialties**
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- 5. Structure of clinical practice**
- 6. Annexes**
 - 6.1 Evaluation by student before the commencement of the clinical practice**
 - 6.2 Evaluation by student after the clinical practice**
 - 6.3 Special case analysis form**

Prepared by:

Dr. Christiana Philippou

Dr. Stavri Chrysostomou

PREFACE

For the purposes of the clinical practice of the Program of Nutrition and Dietetics of the Department of Health Sciences and in close collaboration with both private and public stakeholders, during the semester each graduate is placed in private or public hospitals, nursing settings and homes for the elderly. During their clinical practice, graduates are supervised by a supervising professor specialised in Clinical Dietetics.

CLINIC
Introduction Obesity
Diabetes
Nephrology
Cardiology
Gastroenterology
Respiratory Diseases
Cancer
Surgery
Intensive Care Unit (ICU)
Paediatrics
Gynaecology
ASSESSMENT

NUD 421 (3 Credits / 6ECTS) – 2 days a week (3 hours/day)

1. Clinical Practice II settings

For their clinical practice, students will be placed in the following private and public settings

- a. private hospitals**
- b. public hospitals**
- c. clinics – medical centres**
- d. homes for the elderly**

2. Clinical Practice Specialties

Where possible, students will be placed in the following specialties:

- Obesity
- Diabetes
- Nephrology
- Cardiology
- Gastroenterology
- Respiratory Diseases
- Cancer
- Surgery
- Intensive Care Unit (ICU)
- Paediatrics
- Gynaecology

3. Spring 2020 Clinical Practice Follow-up Program

The placements and exact dates will be announced at the beginning of the Spring Semester.

4. Purpose, learning outcomes, prerequisites, assessment

4.1 PURPOSE:

The purpose of the clinical practice is to offer students the experience and skills required to exercise the profession of dietitian and contribute constructively to the improvement of the dietary intake, the nutritional status and the overall health of individuals and population groups.

4.2 LEARNING OUTCOMES:

On completion of the clinical practice, students are expected to be able to:

- Describe the process of nutritional assessment and planning in a clinical setting,
- Assess different nutritional interventions for individuals or groups,
- Demonstrate the ability to cooperate with other professionals in providing nutritional care,
- Assess organisation systems relating to dietetic and mass catering services,
- Recognise and use information sources on new developments in the Science of Nutrition.

In relation to the **applications of nutrition in administering *treatment*** (health problems), students are expected to be able to:

- Assess the nutritional status of healthy individuals and persons admitted to hospital or patients,
- Determine the principles of nutritional therapy based on the pathophysiological causes of the disease, on a per-case basis,
- Assess the planning and application of dietary instructions to patients,
- Guide and train patients on their nutritional support.

4.3 DESCRIPTION:

The clinical practice is carried out in a clinical setting (public or private hospitals, health centres with an organised nutrition department).

4.4 TEACHING METHODOLOGY:

Clinical practice: 84 hours

4.5 PREREQUISITES:

Nutritional Assessment, Introduction to Clinical Nutrition, Clinical Nutrition I and II, Management of Nutrition Units, Nutrition Education, Communication Skills and Nutritional Counselling.

4.6 ASSESSMENT:

Participation in the clinical practice 50%

Assignment 50%

4.7 TEACHING METHODOLOGY:

Clinical practice: 84 hours

4.8 PROPOSED MANUALS:

- Clinical Practice Course Guide, EUC.
- Holland B, McCance and Widdowson's The Composition of Foods. ISBN 13: 9780851863917
- Thomas and Bishop, Manual of Dietetic Practice, HMSO, 2007. ISBN-13: 978-1405135252

- Manual of Clinical Dietetics, 6th edition by [American Dietetic Association](#), [South Suburban Dietetic Association Staff](#), [Dietitians of Canada Staff](#), [Dietitians of Canada](#), [Staff of Dietitians of Canada](#), 2000, ISBN: 0-88091-187-5
- Vera Todorovic and Ann Micklewright, Pocket Guide to Clinical Nutrition, PEN Group Publications, 4th Edition 2011, ISBN: 978-0-9529869-2-8
- Sylva Escott-Stump, Nutrition and Diagnosis – related care, Lippincott Williams & Wilkins, 4th edition 2008. ISBN: 13: 978-0-7817-9845-7
- Gable, Counselling skills for dietitians, Blackwell, 2007. ISBN: 978 14051 4727 9
- Henley & Schott, Culture, religion and patient care in a multi-ethnic society – a handbook for professionals. ISBN 13: [9780862422318](#)

Proposed Scientific Journals:

- Journal of Nutrition
- Clinical Nutrition
- European Journal of Clinical Nutrition
- Applied Physiology Nutrition & Metabolism
- International J of Sport Nutrition & Exercise Metabolism
- Nutrition and Dietetics

4.9 ASSESSMENT

Throughout their clinical practice, students are asked to complete a clinical practice logbook. A relevant example is set out in Annex 4. At the end of each day, the logbook must be signed by the Clinical Dietitian – supervisor appointed by the University and also by a person in charge at the clinic – centre where the clinical practice takes place. The logbook records in summary all the cases that the student comes in contact with as well as all other activities of the student in the clinical setting. At the end of each week, students discuss with the Clinical Dietitians – supervisors the learning outcomes and any problems which may have arisen in the context of the clinical practice.

Assessment breakdown:

- Presence in the clinical practice: 10%
- Participation, interest and appropriate conduct in the clinical practice setting: 5%
- Timely delivery of all necessary forms / clinical cases / questionnaires / assignments: 5%

- Clinical cases: 50%
- Assignment / presentation: 30%

On completion of the clinical practice, students will be required to:

evaluate anonymously their clinical practice process (mainly for academic reasons). The evaluation form will be provided by the University.

5. Structure of Clinical Practice II

The clinical practice program provides a broad range of different activities that take place mostly in a clinical setting, for the purpose of covering the specific learning outcomes. The structure of clinical practice II will be as follows:

5.1 First Week of the Clinical Practice

- Discussion on the 12 weeks of clinical practice and briefing of students on the planning and the requirements of the clinical practice
- Briefing on the expectations of the program, the student and the supervisor – Dietitian
- Briefing of students on the methods of assessment of the clinical practice.
- Delivery of questionnaire to be completed.

Students are asked to complete a specially formulated questionnaire, aimed at identifying their individual-personal needs and the expectations regarding the clinical practice to follow, always with a view to assessing and improving the Program.

5.2 Second through to the 11th Week of the Clinical Practice

Students will be required to present themselves in the various clinical settings, whether private or public, which have an organised nutrition department. Students will be under the supervision of a Specialist Clinical

Dietitian, to be appointed by the University. The aim is for students to visit different clinics (on a weekly basis) in order to come in contact with a broader range of clinical cases. The main objectives will be as follows:

5.2.1 Students will appreciate **the role and importance of the Registered Clinical Dietitian in treating various pathological conditions – diseases** in the public or private hospital / clinic, including both in- and out-patients. More specifically, the student must attend the following:

- Assessment of the nutritional status of individuals,
- Identification of nutritional needs or problems,
- Goal-setting in terms of nutritional care to satisfy such needs,
- Application of nutritional interventions, including education, which is essential in order to achieve the set objectives.

At this point we need to underline that students must comprehend the difference between treating healthy individuals and patients. For a healthy individual, nutritional care should include:

- The nutritional assessment of the individual,
- The identification of their nutritional needs and nutrition education,
- Encouragement to pursue good eating habits with the aim of preventing the appearance of nutrition-related degenerative diseases.

The treatment of patients or persons admitted to hospital is a much more complex process and is not limited to the composition of a food tray 3 times a day. It includes in particular the following:

- Check of dietary intake and, when considered inadequate,
- The adoption of measures to cover the nutritional needs of the individual through the administration of supplements or artificial nutrition,
- Advice, emotional support and encouragement, and
- Modification of the patient's diet depending on the disease and the overall state of health.

5.2.2. Training of students on the organisation and management of a nutrition department. In other words, understand the role of the dietitian

in a hospital kitchen with regard to the identification of needs in foodstuffs, the placement of food orders, etc.

5.2.3. The achievement of comprehensive nutritional care requires the contribution and cooperation of almost all health professionals.

Students will have the opportunity to learn about the relationship between Dietitians and other health professionals such as physiotherapists, nurses, doctors and psychologists.

For every case that he or she attends, the student must collect certain data-notes regarding the patient, in view of the appropriate analysis and management of the case, always under the supervision of the Clinical Dietitian – supervisor. The data that must be collected by the student for each case is included in a special form to be provided by the University. In this form, the student is also asked to express his/her personal view on the dietary treatment regimen that should be followed. At the end of each week, the student must deliver the completed forms to the Clinical Dietitian – supervisor for assessment.

5.3 Method of documentation (SOAP)

A widely accepted method of documentation is the SOAP notes (Subjective, Objective, Assessment, Plan). The SOAP notes are a widely used documentation tool amongst clinical dietitians in the United States, as they contain the main essential information for the provision of nutritional care. These notes include the Subjective information, the Objective information, the Assessment of the patient's needs and finally the Plan for addressing identified problems.

The subjective part (S) includes the patient's view. It allows the patient to express his/her view on any dietary restrictions and possible feeding problems, such as chewing and swallowing. This part of the documentation contains a summary of the patient's nutritional history.

The objective part (O) includes data such as height, weight, body mass index, lab results, diagnosis, medical history, medication and diet orders. Some of this data may be obtained directly from the patient.

In the assessment part (A), the dietitian must assess the patient's nutritional status based on the subjective and the objective part. The patient's needs in energy, macro- and micro-nutrients are recorded and the diet orders given are assessed. The dietitian must also assess the patient's ability to understand, accept and follow the proposed nutritional changes and recommendations.

The treatment plan (P) is a description of the action plan aiming to resolve the nutritional problems faced by the patient, including his/her education/training.

European University Cyprus has developed documentation forms for in-patients, based on foreign standards of dietetic practice and respective forms used by Harokopio University in the context of the clinical practice of the students of the Department of Dietetics and Nutrition. An example of such a form is set out in Annex II. The form includes the following information:

- Date of admission and patient's ward
- The patient's personal information
- Cause of admission, diagnosis and medical history
- The values of lab tests
- Anthropometric information
- Medication
- Diet history
- Information on the patient's physical activity when not in hospital.

5.4 12th – 13th Week of Clinical Practice

The objective is to gain experience in the field of research and work in a clinical setting. The student must undertake a clinical case assigned to him/her by the Clinical Dietitian – supervisor. This case will be related to one of the cases of the clinical practice that has preceded. The student must study the case thoroughly (nutritional assessment, nutrition planning and counselling and support thereof in accordance with existing scientific literature). The case will be presented by the student in front of a group, in the context of an organised lecture on the promotion of health. More specifically, the student must present the following:

a. Full nutritional assessment following the case analysis plan. The nutritional history must include a 24-hour recall and a 3-day journal and an analysis thereof in a nutrition software program in order to determine the patient's actual usual nutrition intake. The anthropometric measurements must all be carried out by the student himself/herself.

b. Design of the nutritional intervention. The student must prepare a weekly diet, always based on the patient's needs.

c. Patient counselling - education. The student must also record the counselling to be provided to the patient in question. The counselling must be based on existing scientific literature (at least 5 bibliography sources).

6. Annexes

Annex 6.1:

**EUROPEAN UNIVERSITY CYPRUS
Department of Health Sciences
Program of Dietetics and Nutrition
Evaluation by the student before the beginning of the clinical practice**

1. Have the terms and conditions of the clinical practice been sufficiently explained to you by the experts at the University?

YES.....SOMEWHAT.....NO.....

2. Do you agree with the method of assessment of the clinical practice?

YES..... NO.....

If not, what changes would you propose?

.....
.....
.....

3. Are you satisfied with the structure of the clinical practice?

YES.....SOMEWHAT.....NO.....

4. Do you believe that you are ready for the clinical practice in your object of study (in terms of the knowledge required)?

YES.....SOMEWHAT.....NO.....

5. Do you believe that you will benefit significantly from the clinical practice?

YES.....SOMEWHAT.....NO.....

6. What do you expect to see-learn during the clinical practice?

.....
.....
.....

7. Which of the clinics-specialties that you will visit interests you the most compared to the rest?

.....

EUROPEAN UNIVERSITY CYPRUS
Department of Health Sciences
Program of Dietetics and Nutrition

Date of admission: Ward:

1. Patient details:

Full name: Gender: Age:

2. Cause of admission and possible diagnosis:

3. Anthropometric measurements:

Height:Weight: Normal weight: Ideal weight:

Body Mass Index: Change in Body Weight:

4. Medical history:

5. Available lab results:

Lab tests	Test values	Normal values
Hematocrit/hemoglobin		
White blood cells		
Red blood cells		
Total protein /albumin		
Blood glucose		
Potassium		
Sodium		
Creatinine		
Urea		
Uric acid		
HDL		
LDL		
Total cholesterol		
Triglycerides		
Phosphorus – calcium		
SGOT		
SGPT		
GGT		

Alkaline phosphatase		
Amylase		

6. Other important tests depending on the patient's condition:

7. Medication:

8. Diet proposed by the hospital:

.....

.....

9. Have you obtained information regarding nutritional history?

If yes, please complete the table below:

Number of equivalents in each food group						
	Milk - dairies	Vegetables	Fruits	Starch - Cereal	Meat	Fats- Oils
Breakfast						
Morning snack						
Lunch						
Afternoon snack						
Dinner						
Bedtime snack						
Total						

Personal comments:.....

Food supplements:.....

Vitamin – mineral supplements:.....

Preferences:.....

Aversions:.....

Intolerances - allergies:.....

Recent changes in diet:.....

Does the patient have appetite? YesNo.....

Does the patient have chewing – swallowing problems? Yes.....No.....

Liquid intake:..... Type: Quantity:.....

Alcohol intake:.....

Type:.....Quantity:..... Frequency:.....

Use of sugar: Yes No..... Quantity:.....

Use of salt: Yes No Quantity:.....

Does the patient smoke? Yes..... No..... Quantity:.....

10. Profession:

11. Physical activity:

12. Important problems of the patient that need to be resolved (in order of priority):

.....
.....
.....
.....
.....
.....

**13. Nutritional management regimen (please substantiate your answer)-
Objectives:**

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

14. Recommendations – Advice to the patient:

.....
.....
.....
.....
.....
.....

15. Re-check:

.....

.....

.....

Note: This form is NOT intended for patients treated in the Intensive Care Unit. A special form is available for said patients.

EUROPEAN UNIVERSITY CYPRUS
Department of Health Sciences
Program of Dietetics and Nutrition
Evaluation of the clinical practice by the student

Please answer the following questions:

1. Are you satisfied with the duration of the clinical practice?

YES..... SOMEWHAT..... NO.....

2. Do you believe that the clinical practice has improved your knowledge in the relevant subject?

YES..... SOMEWHAT..... NO.....

3. Is there a variety of clinical cases in the context of the clinical practice?

YES..... SOMEWHAT..... NO.....

4. Have you experienced any problems in the clinical practice settings?

YES..... SOMEWHAT..... NO.....

If yes, please provide a brief description of these problems:

.....
.....
.....

5. Have you come in contact with other health professional in the context of the clinical practice?

Yes..... No

If yes, please state the specialties:

.....

6. Are you satisfied with the Dietitian – Supervisor?

YES..... SOMEWHAT..... NO.....

If not, please state the reasons:

.....
.....

7. In your opinion, the demands of the clinical practice are

Too many:.....Satisfactory:.....Too few:.....

8. Are you satisfied with the approach of the persons in charge at the medical centre – hospital?

YES..... SOMEWHAT..... NO.....

9. If we asked you to propose a change in the context of the clinical practice, what would you personally propose?

.....
.....
.....
.....
.....

10. How would you rate the overall organisation of the clinical practice? (out of 10):

Annex 6.4:

EUROPEAN UNIVERSITY CYPRUS
Department of Health Sciences
Program of Dietetics and Nutrition

CLINICAL PRACTICE LOGBOOK

NICOSIA, 2018

FULL NAME OF STUDENT:

RECORD NUMBER:

CLINIC - CENTRE:

Clinical Dietitian - Supervisor:

Signature:

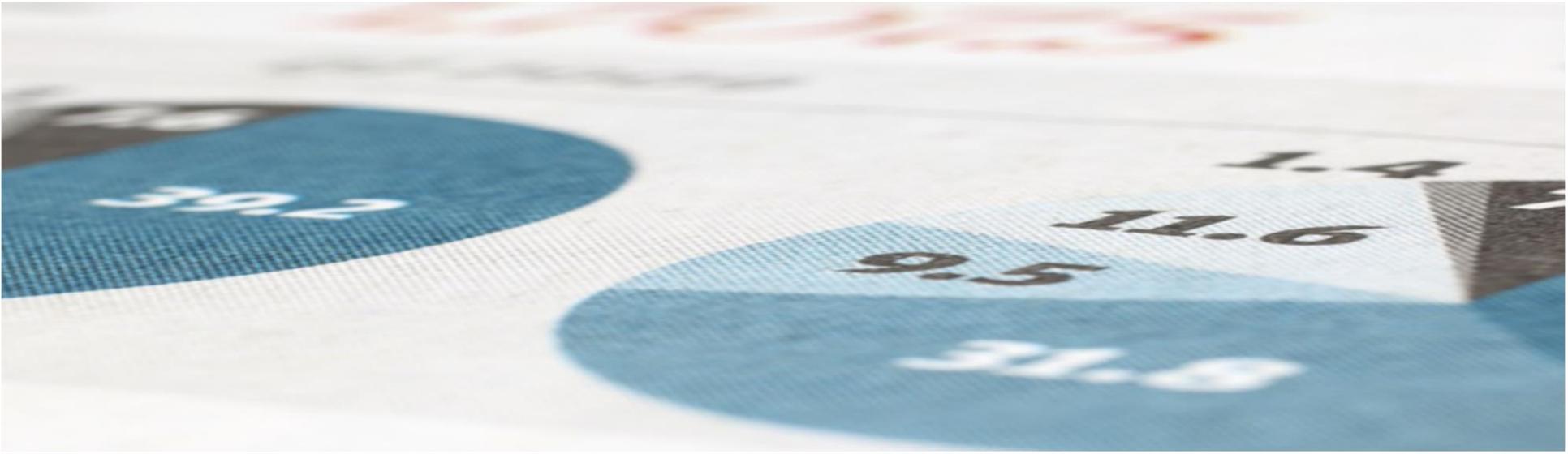
Head of the Clinic – Centre:

Signature:

Clinical practice week:

DATE	SHORT DESCRIPTION OF CASE	COMMENTS BY CLINICAL DIETITIAN – SUPERVISOR	SIGNATURE OF CLINICAL DIETITIAN – SUPERVISOR

*** This form will appear repeatedly in the logbook depending on the total number of weeks of the clinical practice and the number of clinics visited.**



European University Cyprus Employability Survey Results

April 2020

Contents

Topic	Topic	Topic
<u>Methodology</u>	<u>Comparison of Length of Time to Find Employment by Academic Year</u>	<u>Average Gross Monthly Salary by Occupation</u>
<u>Universe and Sample Size</u>	<u>Occupation Classification by Major Groups</u>	<u>Average Gross Monthly Salary by Degree</u>
<u>Sample Structure</u>	<u>Detailed Analysis of Occupation</u>	<u>Enrolment in Postgraduate Studies</u>
<u>Employment Status</u>	<u>Occupation Classification Level</u>	<u>Universities they are Currently Attending for Postgraduate Studies</u>
<u>Comparison of Employment Status by Academic Year</u>	<u>Duration of Employment in Current Position</u>	<u>Universities in which they Plan to Enrol for Postgraduate Studies</u>
<u>Analysis of Unemployment Rate</u>	<u>Relatedness of Occupation and Program of Study</u>	<u>Reasons for not Selecting EUC for Postgraduate Studies</u>
<u>Reasons for Not Currently Working and Real Unemployment Rate</u>	<u>Comparison of Relatedness of Occupation by Academic Year</u>	<u>Participation in a Start-Up</u>
<u>Employment Status by Program of Study</u>	<u>Employment by Major Sectors</u>	<u>Contacting the Career Centre for Assistance</u>
<u>Full and Part Time Employment</u>	<u>Employment by Economic Activity Classification</u>	<u>Getting the Support they were Looking for from the Career Centre</u>
<u>Comparison of Full and Part Time Employment by Academic Year</u>	<u>Breakdown of Employment by Economic Activity</u>	<u>Satisfaction with EUC</u>
<u>Self and Paid Employment</u>	<u>Gross Monthly Salary</u>	<u>Comparison of Satisfaction with EUC by Academic Year</u>
<u>Length of Time to Find Employment after they Started their Job Search</u>	<u>Average Gross Monthly Salary</u>	<u>Main Findings</u>

Time Frame

Data collection run through the 6/2 - to 16/3 2020. The survey was temporarily suspended due to the current crisis and will resume immediately after the Government withdraws the lockdown measures

Sample Size and Characteristics

A total of 462 effective interviews were conducted amongst 615¹ EUC's alumni who have consented to participate in surveys. The response rate is 75%.

Data Collection method

The interviews were conducted by telephone, using a structured questionnaire

Questionnaire

The structured questionnaire comprised 23 questions. The average length of interview was 11 minutes.

Confidence Interval

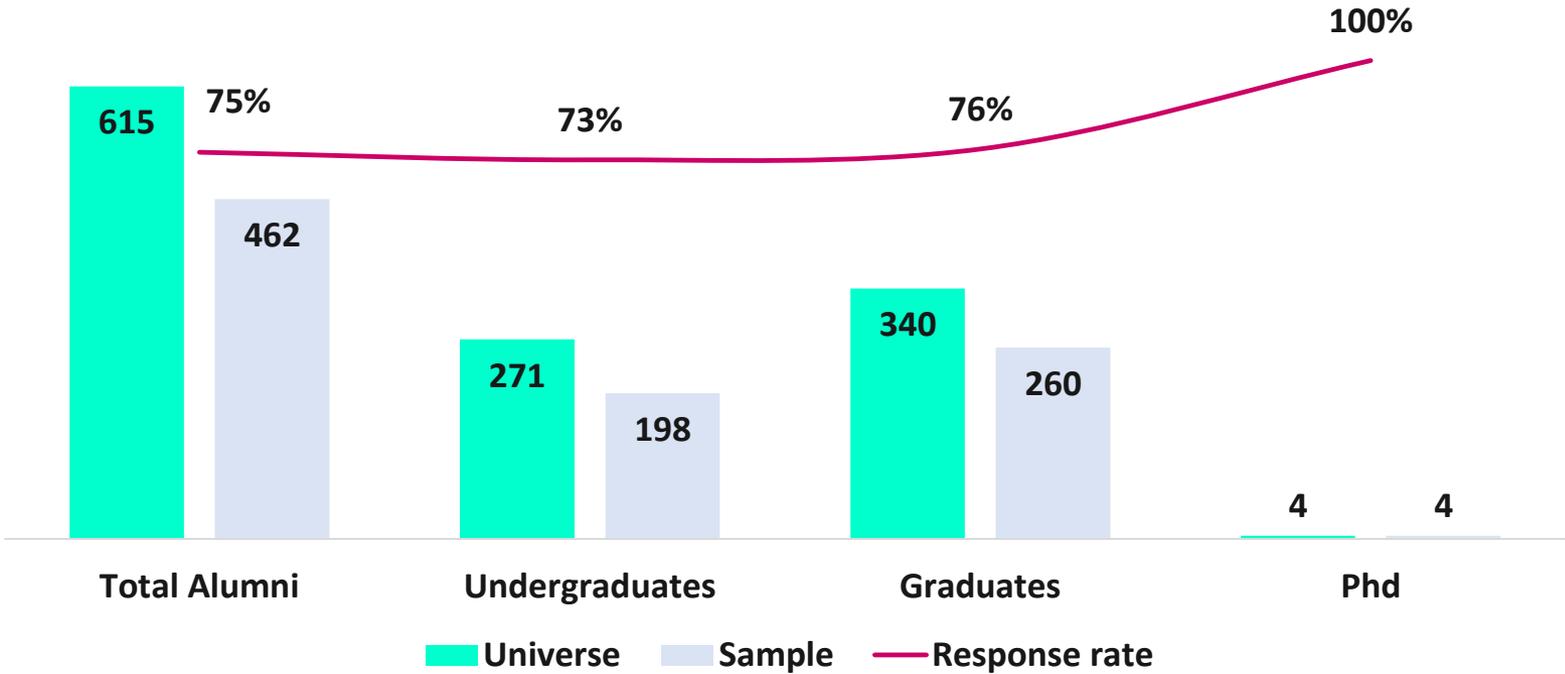
The sample error at the 95% confidence interval is +/- 2,3

Note 1: Includes alumni with valid contact details

Universe and Sample Size

N=462

Response Rate

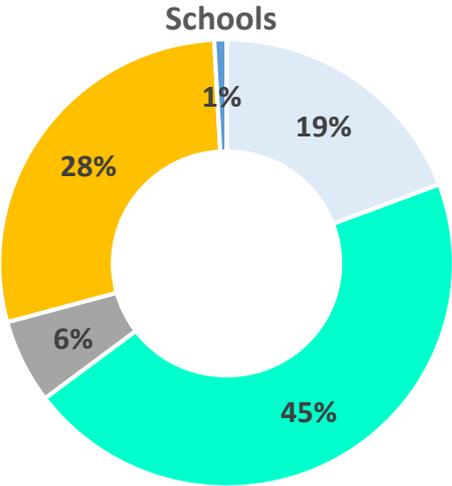
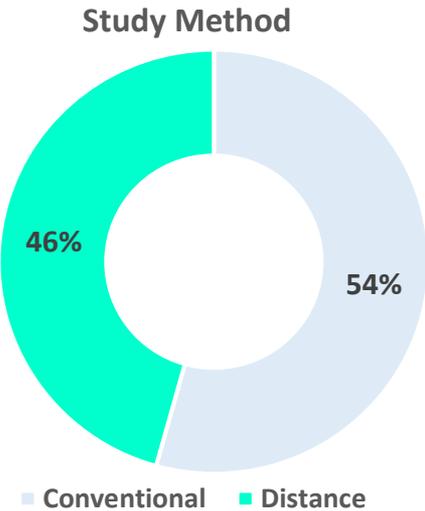
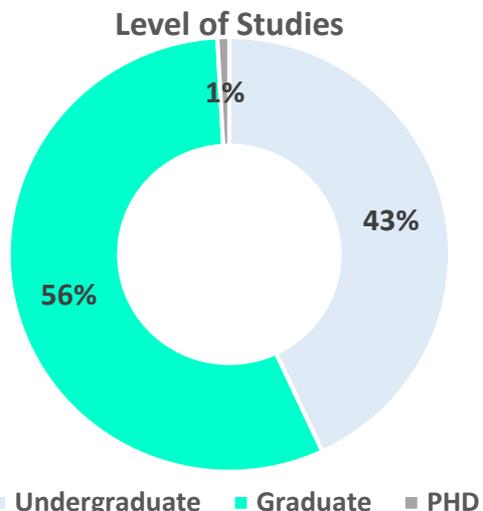
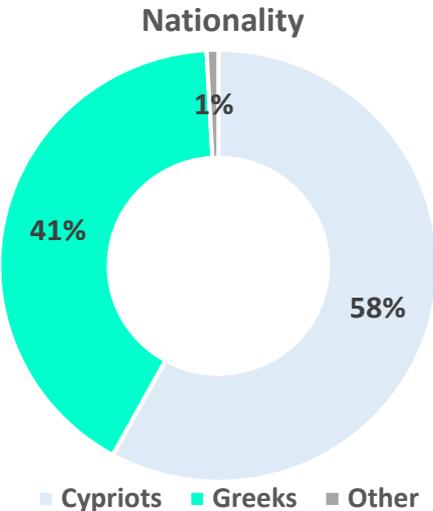
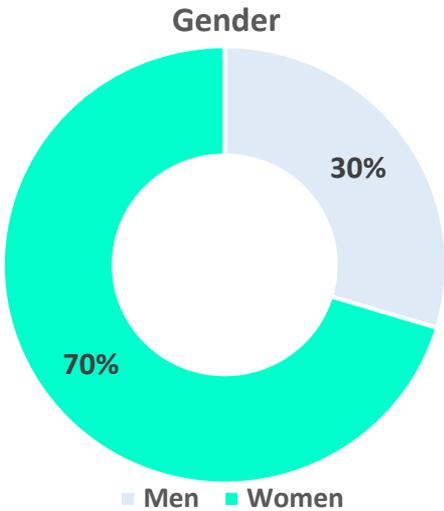


Analysis of Response/Non Response Rate

	Total Alumni	Undergraduates	Graduates	PhD
Response Rate	75%	73%	76%	100%
Refusals	9%	7%	10%	-
Temporarily out of scope units (ringed-no answer yet)	16%	20%	14%	-

Sample Structure

N=462



- School of Business Administration
- School of Humanities, Social & Education Sciences
- School of Law
- School of Sciences
- School of Medicine

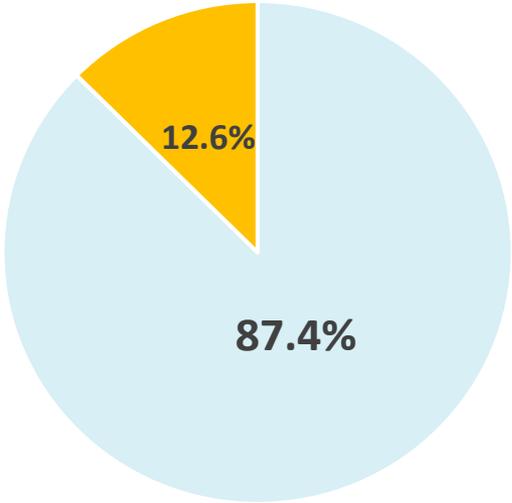
I. Employment and Unemployment Rate



Employment Status

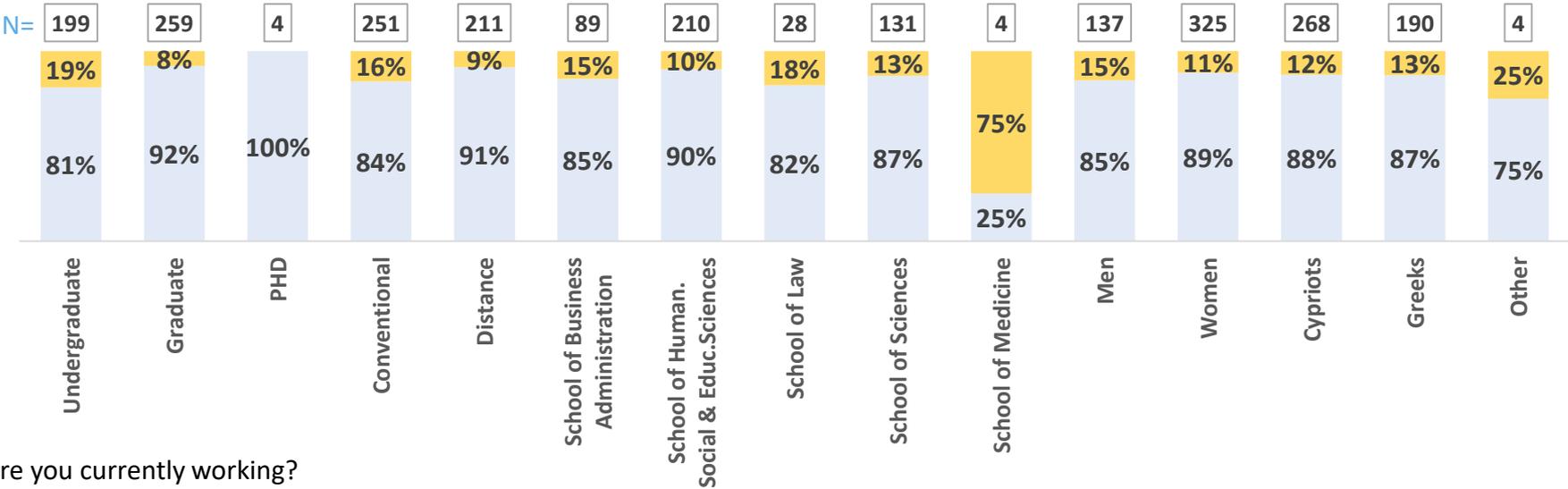
N=462

Total Alumni



Employment rate for EUC’s 2018-2019 alumni is 87%. A higher employment rate is observed among graduates (92%), distance learning graduates (91%), graduates of the School of Humanities, Social & Education Sciences (90%) and women (89%).

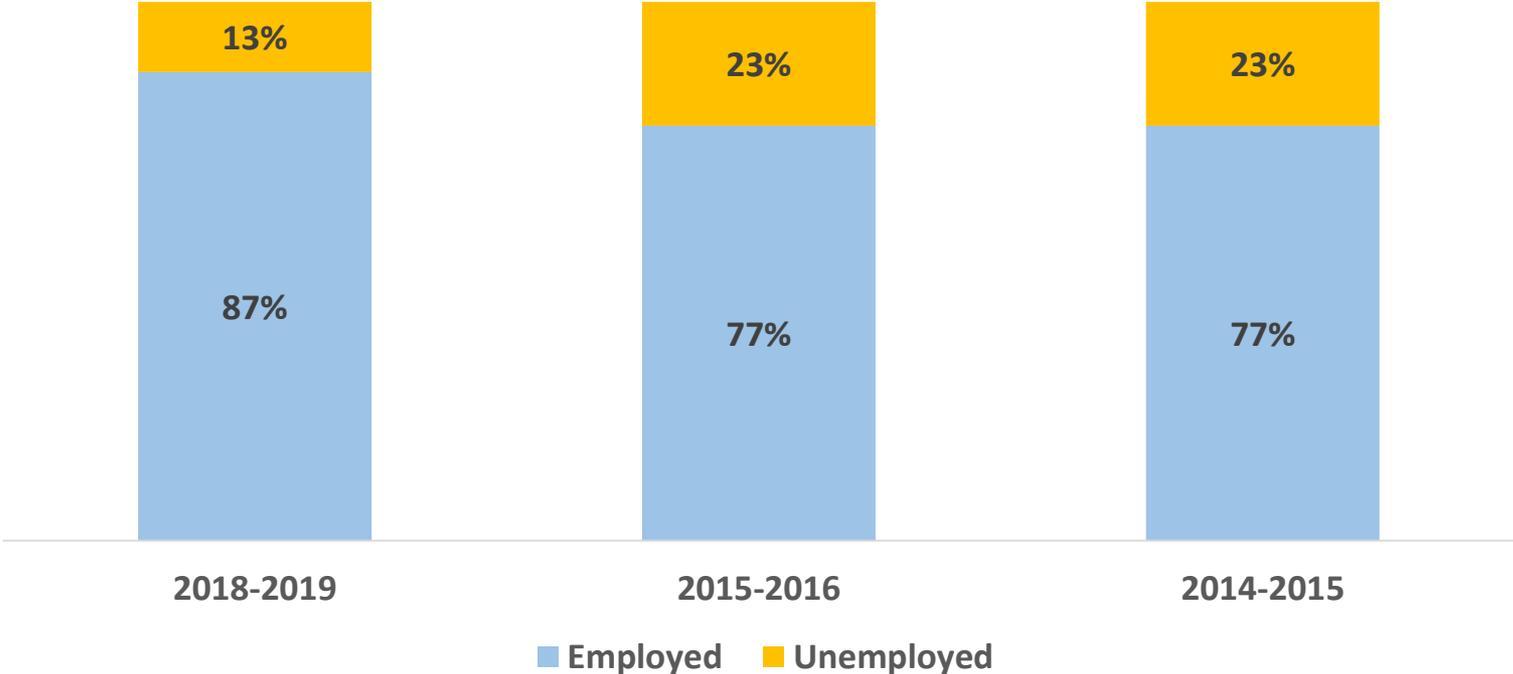
■ Employed ■ Unemployed



Are you currently working?

Comparison of Employment Status by Academic Year

Comparison of employment status by academic year

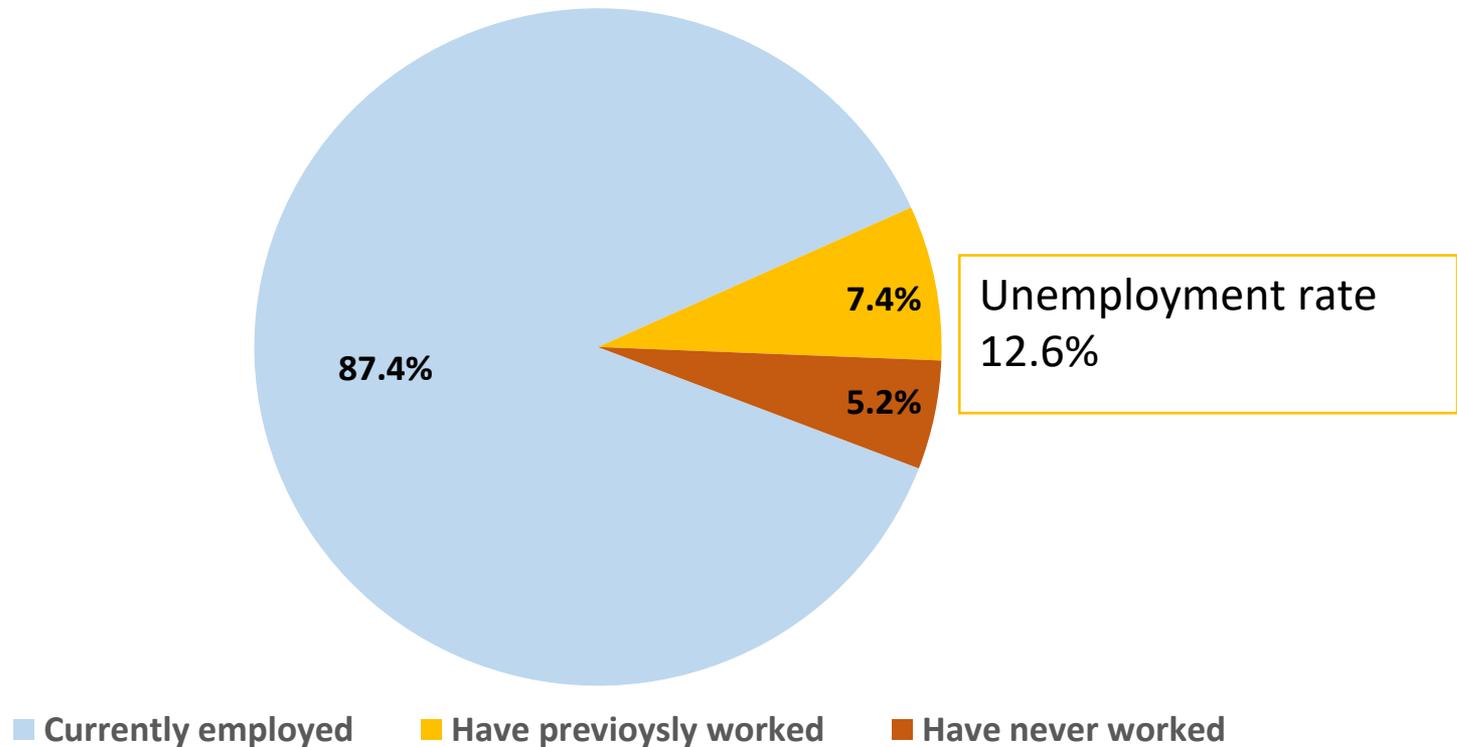


The employment rate for EUC alumni increased by ten points to 87% in 2018-2019, compared to 77% for 2015-16 and 2014-2015.

Analysis of Unemployment Rate

N=462

Analysis of unemployment Rate

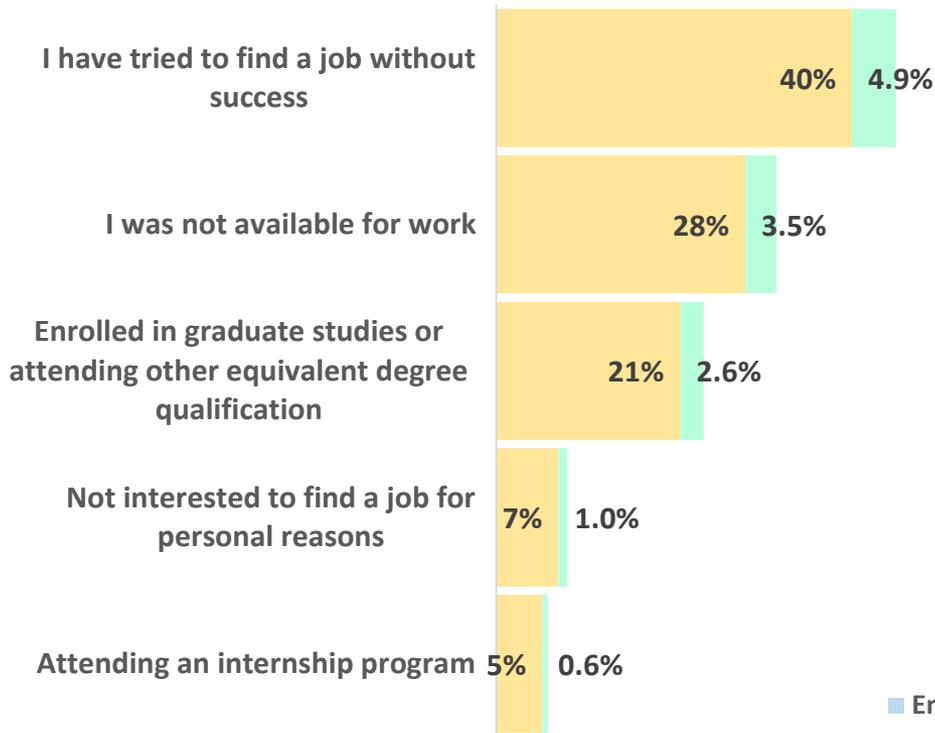


The employment rate of EUC graduates is 87.4%. The overall unemployment rate is 12.6%, distributed at 7.4% for those who have worked in the past and 5.2% for graduates who have never worked.

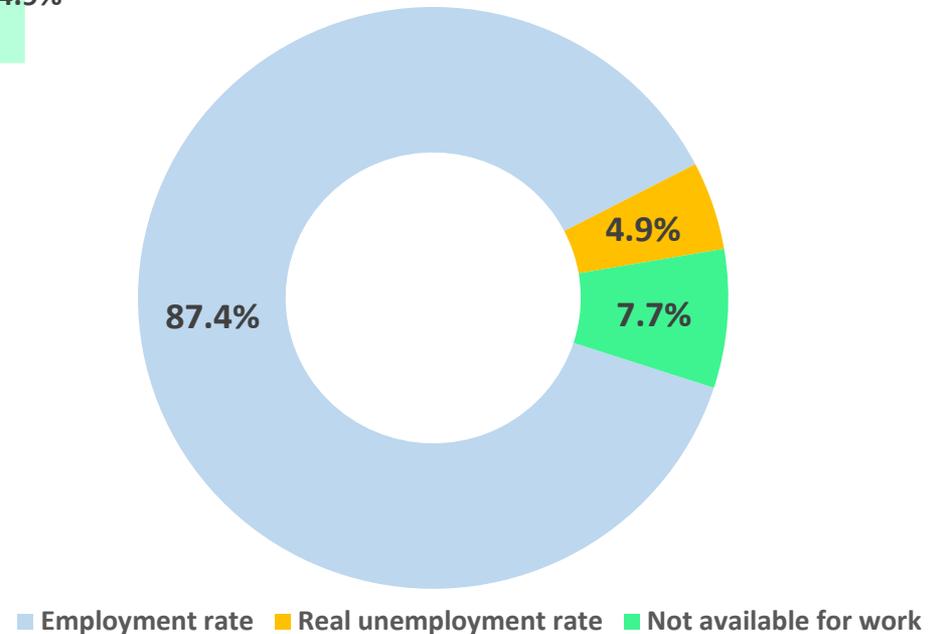
Did you work in the past?

Reasons for Not Currently Working and Real Unemployment Rate

Reasons for not currently working



Employment and real unemployment rate N=462



■ Currently unemployed (N=58) ■ % on total alumni (N=462)

Forty percent of EUC's unemployed graduates have tried to find a job without success. The corresponding figure for the total number of alumni is 4.9%, and this number represents the real unemployment rate among EUC's graduates. The remaining graduates who are not currently working do not fall into the unemployment category definition since they were not actively looking for work for various personal reasons or due to participation in postgraduate studies or internship programs.

Which of the following statement applies to you?

I. Employed Graduates



Employment Status by Program of Study



European
University Cyprus

N=462

Programs of Study	N	Employed	Not Employed
Accounting (4 years, Bachelor)	15	14	1
Business Studies (4 years, Bachelor)	11	10	1
Διοίκηση Επιχειρήσεων (4 Έτη, Πτυχίο)	14	10	4
Economics (4 years, Bachelor)	1	1	-
Energy Resources Management [Oil & Gas] (4 Years, Bachelor)	1	1	-
Hotel,Tourism&Events Mgt.(4 years,Bachelor)	5	3	2
Management (4 years, Bachelor)	1	-	1
Management and Leadership (4 years, Bachelor)	2	1	1
Marketing Communications & Social Media (4 years, Bachelor)	1	1	-
Sports Management(4 Years,Bachelor)	1	1	-
Business Administration (18 months,Master)	3	3	-
Business Administration (2 years,Master)	8	8	-
Διοίκηση Επιχειρήσεων (18 μήνες,Μεταπτ.)	1	1	-
Διοίκηση Επιχειρήσεων-Εξ Αποστάσεως (18 μήνες,Μεταπτυχιακό)	9	8	1
Master in Business Administration-Distance Education (18 months, Master)	6	5	1
(DEU) Business Administration-Distance Education (2 years,Master)	9	8	1
English Language & Literature(4 Years, Bachelor)	2	1	1
Graphic Design (4 years, Bachelor)	3	2	1
Νηπιαγωγικά (4 Έτη, Πτυχίο)	10	9	1
Music (4 Years, Bachelor)	2	2	-
Εικαστικές Τέχνες στην Εκπαίδευση (Μεταπτ.)	2	2	-
Επαγγελματικός Προσανατολισμός και Συμβουλευτική (18 Μήνες, Μεταπτυχιακό)	2	1	1
(DEU) Επαγγελματικός Προσανατολισμός και Συμβουλευτική-Εξ Αποστάσεως (18 Μήνες Μεταπτυχιακό)	10	10	-
Επιστήμες της Αγ.:Ειδική(Ενιαία) Εκπ.(Master)	2	2	-
ΕΠΙΣ.ΤΗΣ ΑΓΩΓΗΣ- ΕΙΔΙΚΗ (ΕΝΙΑΙΑ) ΕΚΠΑΙΔΕΥΣΗ-ΕΞ ΑΠΟΣΤΑΣΕΩΣ (18 ΜΗΝΕΣ ΜΕΤΑΠΤ)	96	86	10

Employment Status by Program of Study

N=462

Programs of Study	N	Employed	Not Employed
(DEU) Επιστ.της Αγωγής: Εκπαιδευτική διοίκηση & Ηγεσία-Εξ Αποστάσεως (18 Μήν.Μεταπτ)	3	3	-
ΕΠΙΣ.ΤΗΣ ΑΓΩΓΗΣ - ΕΚΠΑΙΔΕΥΤΙΚΗ ΗΓΕΣΙΑ - ΕΞ ΑΠΟΣΤΑΣΕΩΣ (18 ΜΗΝΕΣ, ΜΕΤΑΠΤΥΧΙΑΚΟ)	23	23	-
ΕΠΙΣ.ΤΗΣ ΑΓΩΓΗΣ - ΠΡΩΤΗ ΑΓΩΓΗ ΚΑΙ ΕΚΠΑΙΔΕΥΣΗ- ΕΞ ΑΠΟΣΤΑΣΕΩΣ (18 ΜΗΝ. ΜΕΤΑΠΤ.)	7	6	1
ΕΠΙΣ.ΤΗΣ ΑΓΩΓΗΣ - ΤΕΧΝΟΛΟΓΙΕΣ ΜΑΘΗΣΗΣ ΚΑΙ ΕΠΙΚΟΙΝΩΝΙΑΣ- ΕΞ ΑΠΟΣΤΑΣΕΩΣ (18 ΜΗΝΕΣ ΜΕΤΑΠΤΥΧΙΑΚΟ)	9	8	1
(DEU) English Language and Literature-Distance Education (18 months, Master)	1	1	-
(DEU) Music Education-Distance Education (18 Months, Master)	4	4	-
(DEU) Public Administration-Distance Education (18 Months,Master)	14	12	2
PhD Education Sciences	2	2	-
Ψυχολογία (4 Έτη, Πτυχίο)	9	7	2
(DEU) Ψυχολογία-Εξ Αποστάσεως (4 Έτη, Πτυχίο)	3	3	-
Clinical Psychology (2 years, Master)	3	3	-
Counseling Psychology (2 years, Master)	1	1	-
Law (LLB), (4 Years, Bachelor)	15	13	2
Νομική (LLB), Κατευθ. Ελληνικού Δικαίου (4 Έτη, Πτυχίο)	6	3	3
Δημόσιο Δίκαιο (18 Μήνες, LLM)	2	2	-
Διεθνές Εμπορικό Δίκαιο (18 Μήνες, LLM)	5	5	-
Medicine (6 years, Doctor of Medicine)	4	1	3
Αθλητική Επιστ. & Φυσική Αγωγή(4 Έτη,Πτυχίο)	12	11	1
Ακτινοδιαγνωστική-Ακτινοθερ. (4 Έτη,Πτυχίο)	7	4	3
Βιολογικές Επ.:Γενική Βιολογία(4 Έτη,Πτυχίο)	4	2	2
Βιολογ. Επιστ.:Γενική Μικροβιολογία(4 Έτη,Πτυχίο)	2	2	-
Computer Engineering (4 years, Bachelor)	3	2	1
Computer Science (4 years, Bachelor)	7	7	-
Information Syst. (Web Technol.) (4 years, Bachelor)	3	2	1
Computer Science (18 Months, Master)	1	1	-

Employment Status by Program of Study



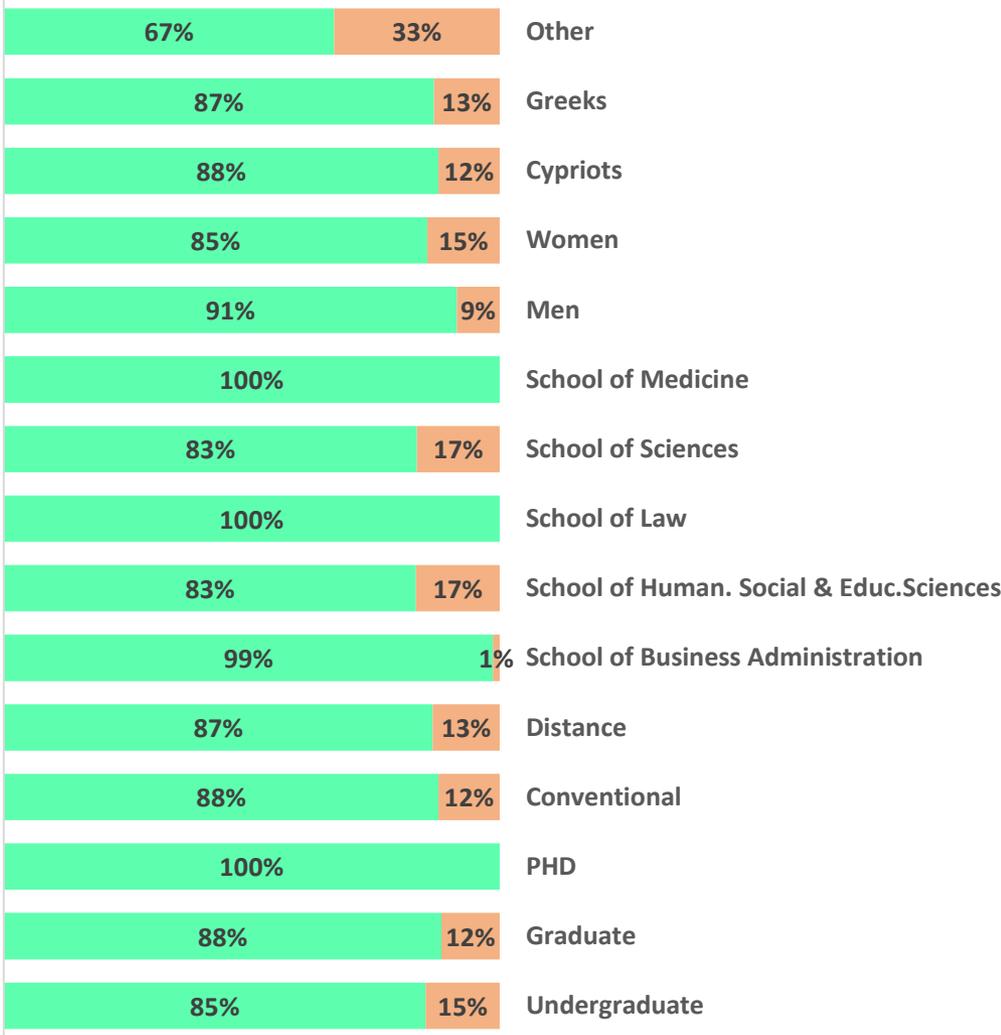
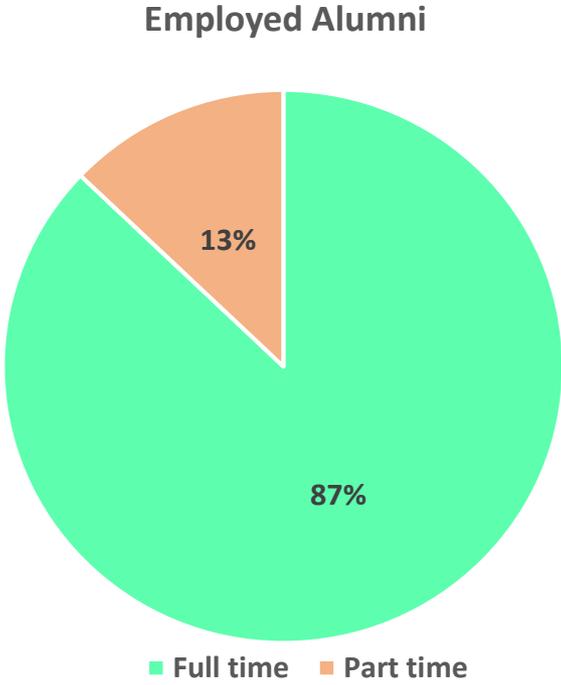
European
University Cyprus

N=462

Programs of Study	N	Employed	Not Employed
Cybersecurity (18 months, Master)	1	-	1
Information Systems (18 months, Master of Sciences)	1	1	-
(DEU) Information Systems-Distance Education (18 months, Master of Sciences)	1	1	-
Διατροφή & Διαιτολογία (4 Έτη, Πτυχίο)	5	4	1
Εφαρμοσμένη Διατροφή & Διαιτολογία (Διατροφή και Άσκηση) (18 Μήνες, Μεταπτυχιακό)	2	2	-
Εφαρμοσμένη Διατροφή & Διαιτολογία (Κλινική Διαιτολογία) (18 Μήνες, Μεταπτυχιακό)	4	4	-
Εργοθεραπεία (4 Έτη, Πτυχίο)	8	8	-
Λογοθεραπεία (4 Έτη, Πτυχίο)	11	7	4
Λογοπαθολογία (18 Μήνες, Μεταπτυχιακό)	1	1	-
Μαθηματικά (4 Έτη, Πτυχίο)	2	2	-
Νοσηλευτική (4 Έτη, Πτυχίο)	9	8	1
Νοσηλευτική (Κοινωνική) (18 Μήνες, Μεταπτυχιακό)	2	2	-
Νοσηλευτική (Ψυχιατρική- Ψυχική Υγεία) (18 Μήνες, Μεταπτυχιακό)	1	1	-
Μαιευτική (18 Μήνες, Μεταπτυχιακό)	1	1	-
(DEU) Δημόσια Υγεία-Εξ Αποστάσεως (18 Μήνες, Master)	16	15	1
PhD Public Health	1	1	-
Γεροντολογία (18 Μήνες, Μεταπτυχιακό)	1	1	-
Occupational Safety & Health (18 Months, Master)	5	5	-
PhD Occupational Safety & Health	1	1	-
Social Work (4 Years, Bachelor)	3	3	-
Φαρμακευτική (5 Έτη, Πτυχίο)	4	4	-
Φυσικοθεραπεία (4 Έτη, Πτυχίο)	12	11	1
Αθλητική Φυσικοθεραπεία (18 Months, Master)	2	2	-
Exomoiosis – Isotimia	1	1	-

Full and Part Time Employment

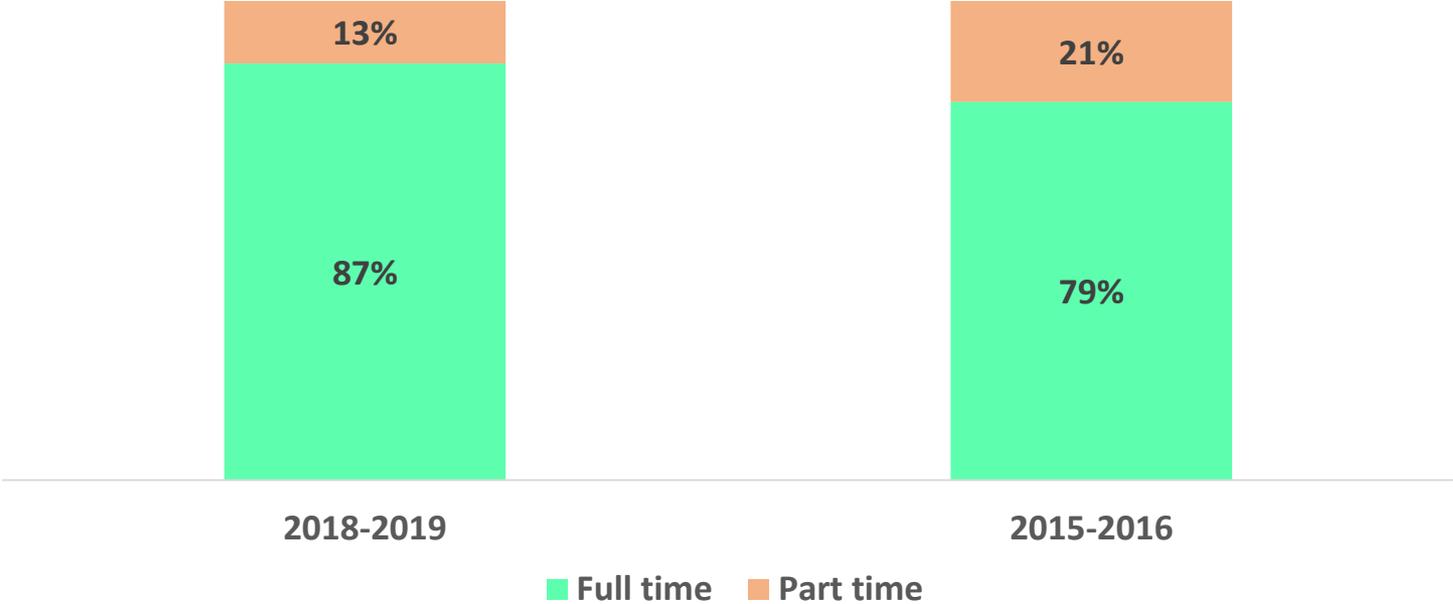
N=404



Are you in full or part time employment?

Comparison of Full and Part Time Employment by Academic Year

Comparison of full and part time employment by academic year

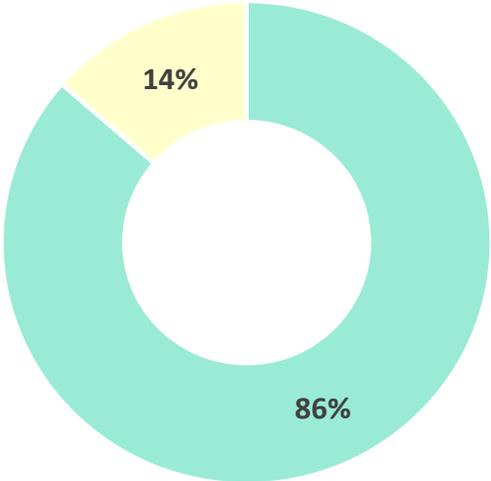


Full time employment for EUC graduates increased by eight points to 87% in 2018-2019, compared to 79% for 2015-16.

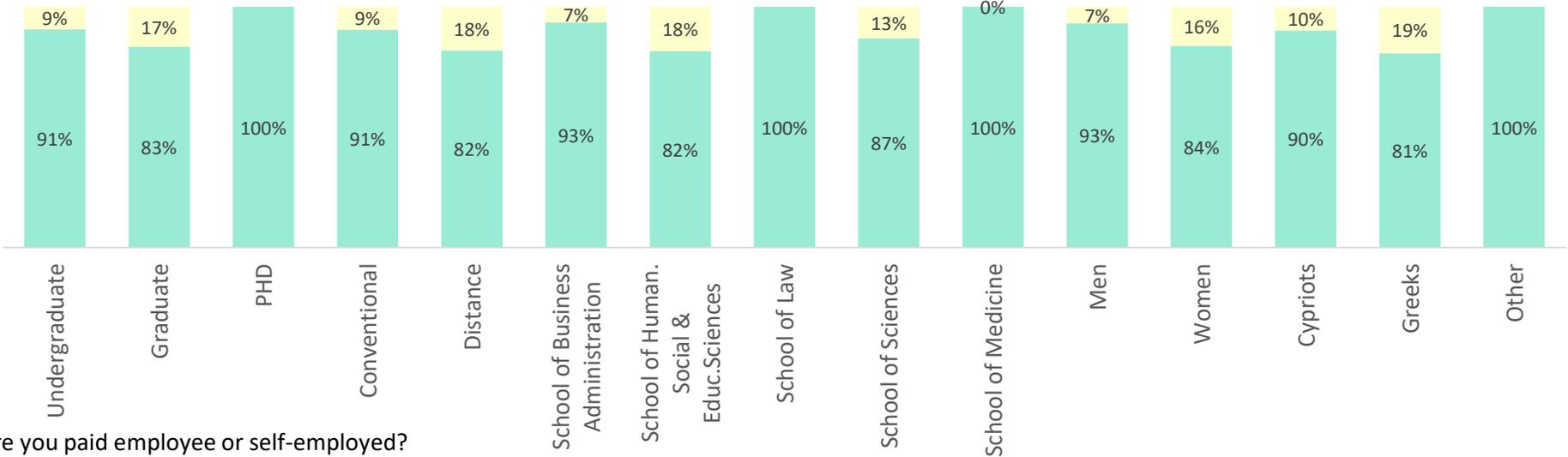
Self and Paid Employment

N=404

Employed Alumni



■ Paid employment ■ Self employment

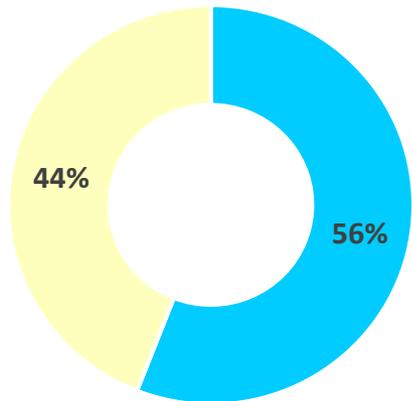


Are you paid employee or self-employed?

Length of Time to Find Employment after they Started their Job Search

N=404

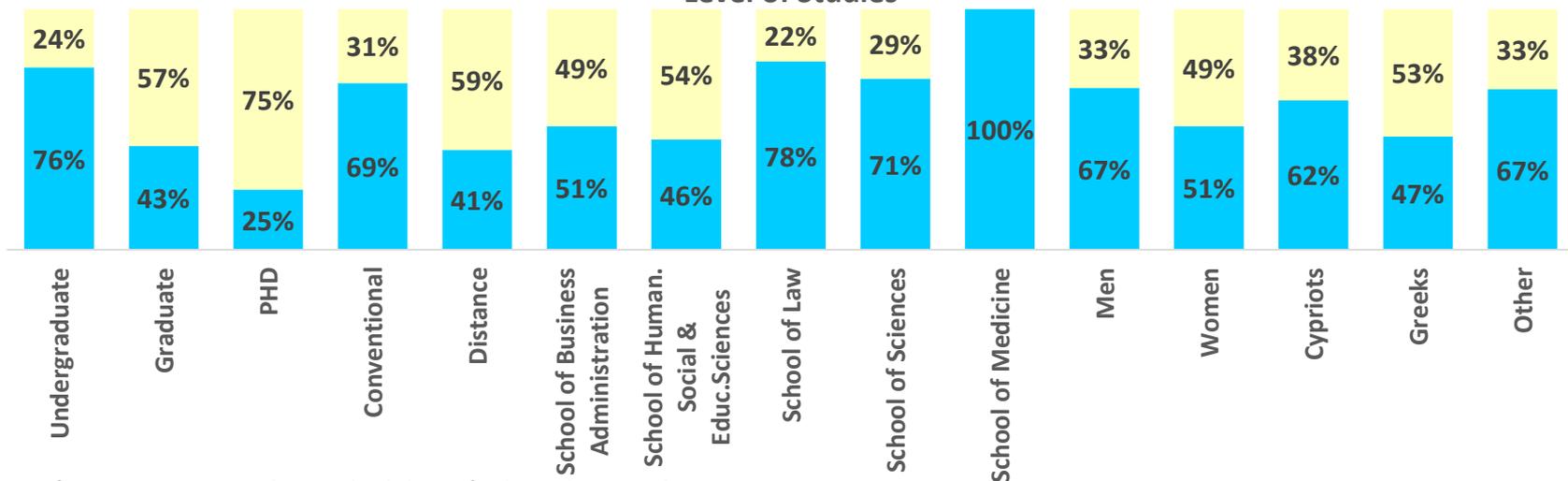
Employed Alumni



The majority 56%, found a job after their graduation, while 44% were working during their studies. The incidence of finding a job after graduation is significantly higher among undergraduates.

■ Found a job after graduation ■ Already working before graduation

Level of Studies

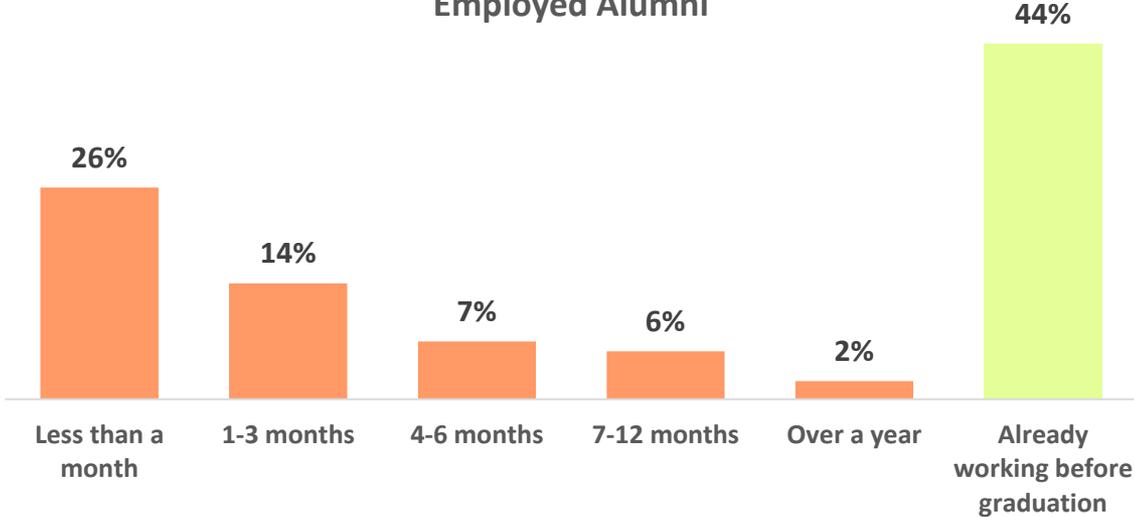


How long after starting your job search, did you find employment?

Length of Time to Find Employment after they Started their Job Search

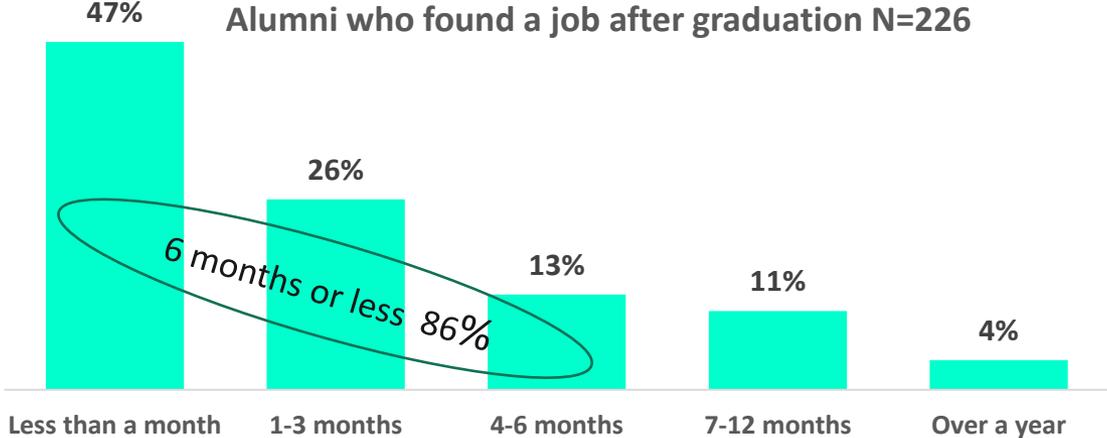
N=404

Employed Alumni



Twenty six percent of the alumni who are currently working, were employed in less than a month after graduation. Forty seven percent were employed within six months after graduation.

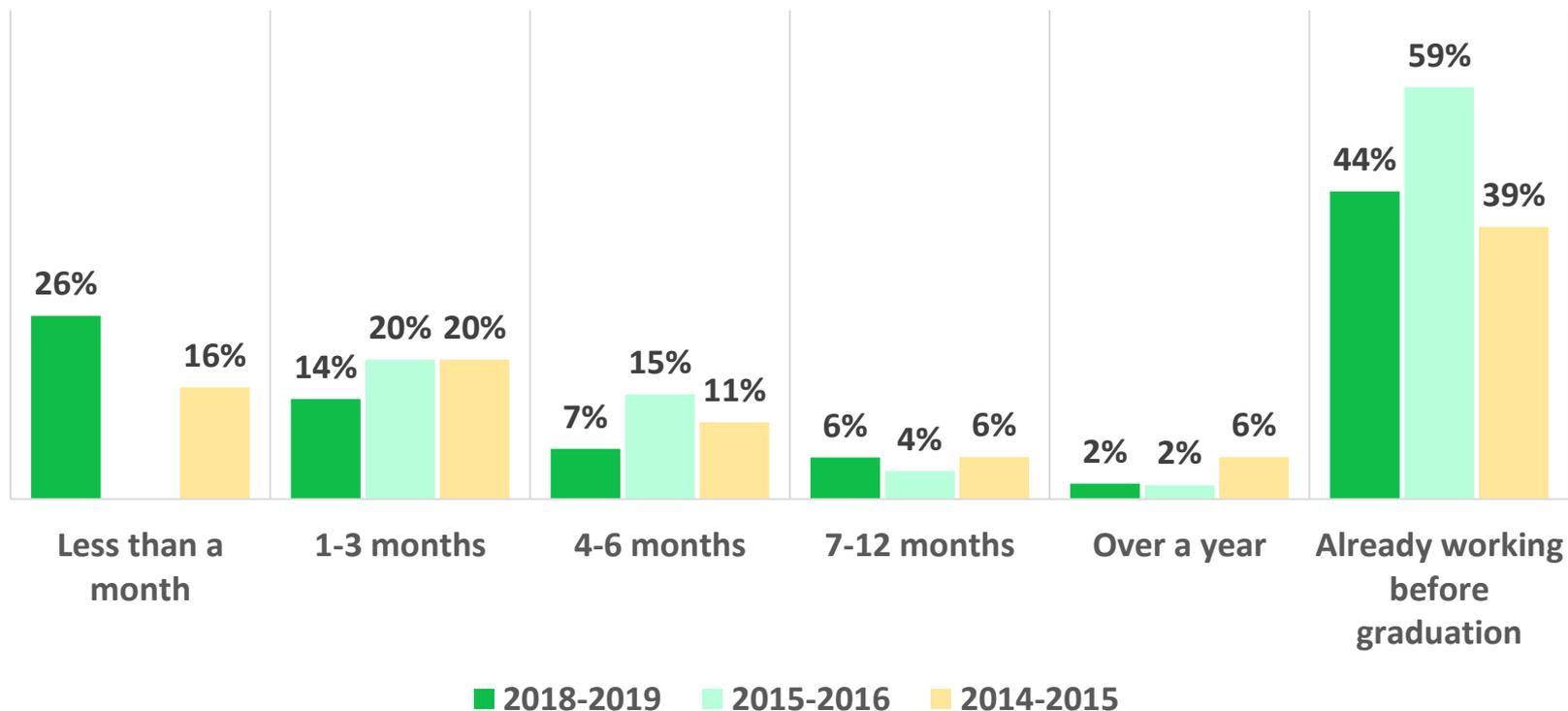
Alumni who found a job after graduation N=226



Forty seven percent of the alumni who were not working during their studies, were employed in less than a month after graduation. Overall, the percentage of alumni who found a job in six months or less after graduation is 86%.

Comparison of Length of Time to Find Employment by Academic Year

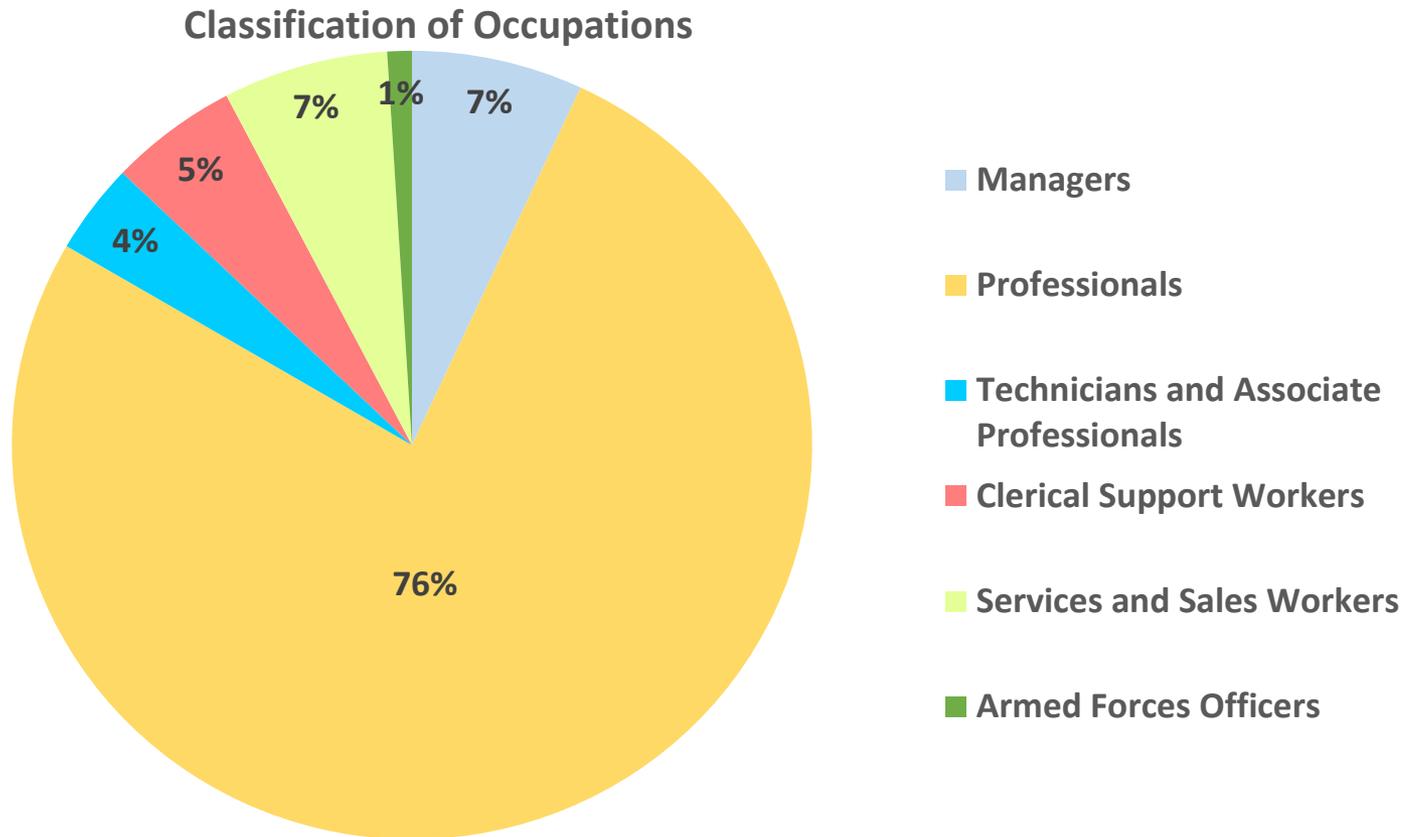
Comparison of length of time to find employment by academic year



The number of EUC's graduates who found employment in less than a month increased from 16% in 2014-2015 to 26% in 2018-2019.

Occupation Classification¹ by Major Groups

N=404

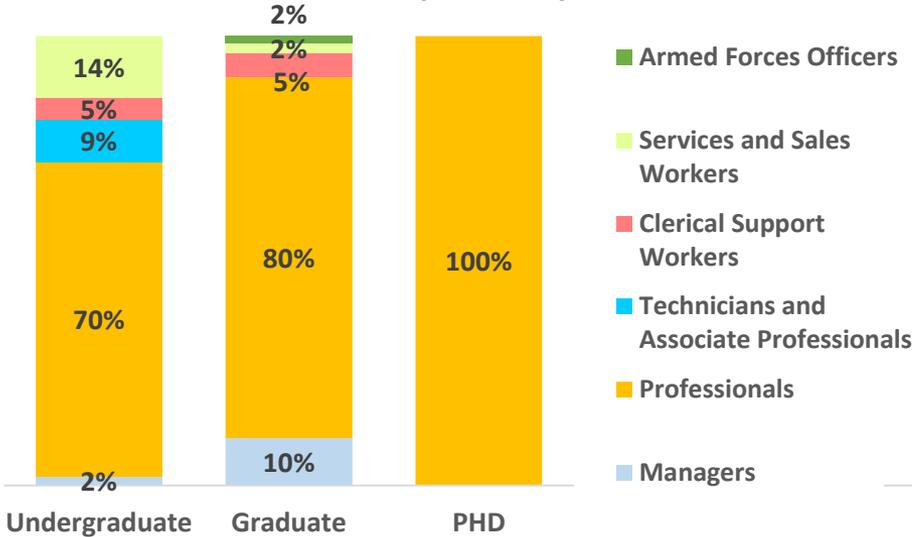


Managers account for 7% of alumni, while Professionals comprise the largest category with 76%. The other occupation groups are Technicians and Associate Professionals 4%, Clerical Support Workers 5%, Services and Sales Workers 7% and Armed Forces Officers 1%.

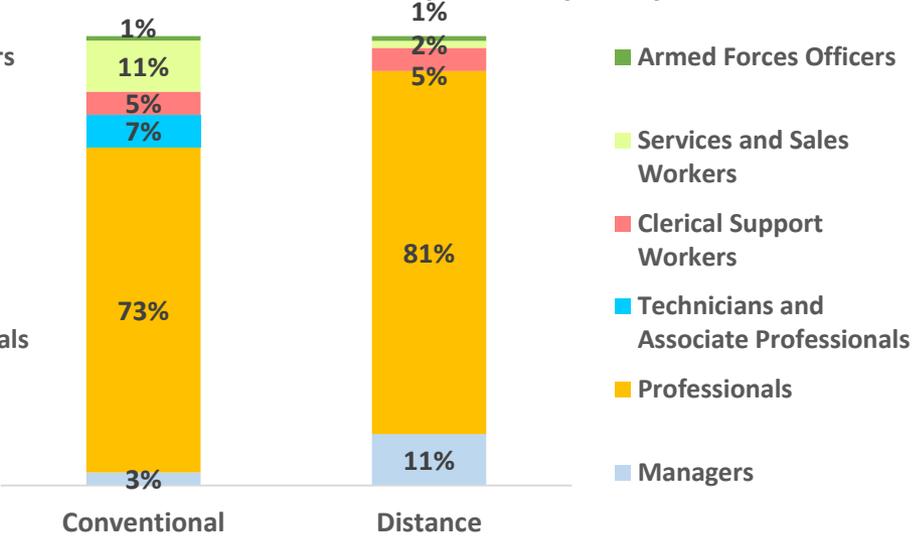
Occupation Classification¹ by Major Groups

N=404

Classification of occupations by level of studies



Classification of occupations by study method



	School of Business Administration	School of Human. Social & Education Sciences	School of Law	School of Sciences	School of Medicine	Cypriots	Greeks
Managers	7%	9%	9%	3%	-	5%	10%
Professionals	68%	80%	91%	73%	100%	71%	84%
Technicians and Associate Professionals	5%	-	-	10%	-	6%	1%
Clerical Support Workers	9%	5%	-	4%	-	6%	2%
Services and Sales Workers	7%	6%	-	10%	-	10%	2%
Armed Forces Officers	4%	-	-	1%	-	1%	1%

Note 1: Based on International Standard Classification of Occupations (ISCO)

Detailed Analysis of Occupation

N=404

Detailed Occupations by Level of Studies (Ranking 1-20)	Employed Alumni	Undergraduate	Graduate	PHD
Secondary Education Teacher	9%	-	16%	-
Primary Education Teacher	9%	2%	14%	25%
Special Education Teacher	4%	-	7%	-
Accountant	4%	6%	3%	-
Nursery Teacher	3%	3%	4%	-
Nurse	3%	4%	3%	-
Administrative Officer	3%	3%	3%	-
Lawyer Trainee	3%	6%	-	-
Fitness Instructor	3%	6%	-	-
Physiotherapist	2%	5%	0.4%	-
Sales Person	2%	4%	1%	-
Lawyer	2%	2%	2%	-
Psychologist	2%	2%	2%	-
Education Manager	2%	1%	2%	-
Music Teacher	2%	1%	2%	-
Occupational Therapist	2%	4%	-	-
Dietician	2%	2%	2%	-
IT Programmer, Developer	2%	3%	1%	-
Secretary	2%	-	3%	-
Barista/ Barman/ Waiter	2%	3%	0.4%	-

What is your current job position?

Detailed Analysis of Occupation

N=404

Detailed Occupations by Level of Studies (Ranking 21-40)	Employed Alumni	Undergraduate	Graduate	PHD
Office Clerk	1%	2%	1%	-
Public Administration Manager	1%	-	2%	-
Marketing, Sales Executive	1%	2%	1%	-
Speech Therapist	1%	2%	0.4%	-
Financial Advisor/Analyst	1%	2%	0.4%	-
Career Advisor	1%	1%	1%	-
School Principal	1%	-	2%	-
University & College Professor	1%	-	1%	25%
Medical Doctor	1%	1%	1%	-
Pharmacist	1%	2%	-	-
Biologist	1%	2%	0.4%	-
Armed Forces Officer	1%	-	2%	-
Retail & Wholesale Trade Manager	1%	-	1%	-
Vocational Training Teacher	1%	-	1%	-
Cashier	1%	2%	-	-
Bank Executive	1%	1%	1%	-
School Escort	1%	1%	0.4%	-
Legal Services Manager	0.4%	-	1%	-
Sales & Marketing Manager	0.4%	-	1%	-
Information & Communication Tech. Services Manager	0.4%	1%	0.4%	-

Detailed Analysis of Occupation

N=404

Detailed Occupations by Level of Studies (Ranking 41-60)	Employed Alumni	Undergraduate	Graduate	PHD
Hotel Supervisor	0.4%	1%	0.4%	-
Human Resources Executive	0.4%	1%	0.4%	-
Teacher/ Tutor other	0.4%	-	1%	-
Supervisor Nurse	0.4%	-	0.4%	25%
Radiologist Technician	0.4%	1%	-	-
Health Inspector	0.4%	-	1%	-
Health & Safety Officer	0.4%	-	1%	-
Computer Engineer	0.4%	1%	0.4%	-
Electrical Engineer	0.4%	-	1%	-
Customer Service	0.4%	1%	-	-
Receptionist	0.4%	1%	-	-
Bank Clerk	0.4%	1%	-	-
Insurance Agent	0.4%	1%	-	-
Security Guard	0.4%	-	1%	-
Hotel Manager	0.2%	1%	-	-
Personal Services Manager	0.2%	-	0.4%	-
Insurance Services Manager	0.2%	-	0.4%	-
Restaurant/Bar Supervisor	0.2%	1%	-	-
Political Office Supervisor	0.2%	1%	-	-
Retail Trade Supervisor	0.2%	1%	-	-

Detailed Analysis of Occupation

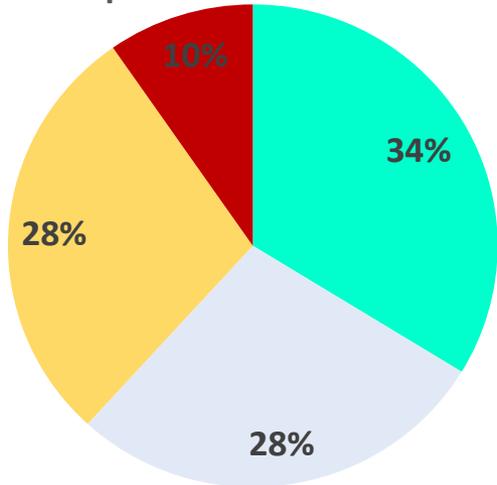
N=404

Detailed Occupations by Level of Studies (Ranking 61-82)	Employed Alumni	Undergraduate	Graduate	PHD
Construction Office Supervisor	0.2%	1%	-	-
Press Officer	0.2%	1%	-	-
Event Organizer	0.2%	1%	-	-
Procurement Officer	0.2%	-	0.4%	-
Compliance Officer	0.2%	-	0.4%	-
Graphic Designer	0.2%	1%	-	-
Scientific Associate	0.2%	-	-	25%
Social Worker	0.2%	-	0.4%	-
Clinical Monitoring	0.2%	-	0.4%	-
Veterinarian	0.2%	-	0.4%	-
Environmental Consultant	0.2%	-	0.4%	-
Agronomist	0.2%	-	0.4%	-
Data Analyst	0.2%	-	0.4%	-
Systems Administrator	0.2%	1%	-	-
Civil Engineer	0.2%	-	0.4%	-
Wind Turbine Engineer	0.2%	-	0.4%	-
Telephone Operator	0.2%	-	0.4%	-
Clearing & Forwarding Agent	0.2%	1%	-	-
Casino Operator	0.2%	-	0.4%	-
Visual Artist	0.2%	-	0.4%	-
Choreographer	0.2%	-	0.4%	-
Beautician	0.2%	1%	-	-

Occupation Classification¹ Level

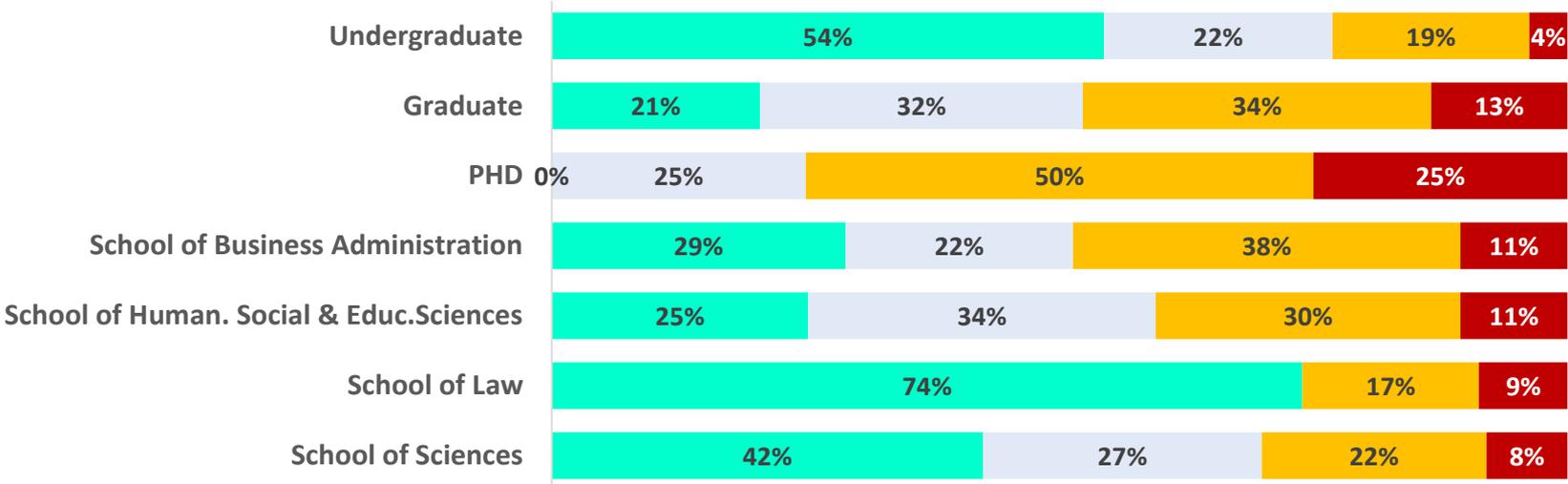
N=404

Occupation Classification Level



According to 34% of 2018-19 graduates, their job position falls into the entry level group. The corresponding percentage among undergraduates is 54%, while among alumni of the School of Law reaches 74%. Twenty eight percent respectively fall in the category of officers and middle level, while 10% said they hold a managerial position.

■ Entry level ■ Officer ■ Middle level ■ Managerial Level



What is your job position level

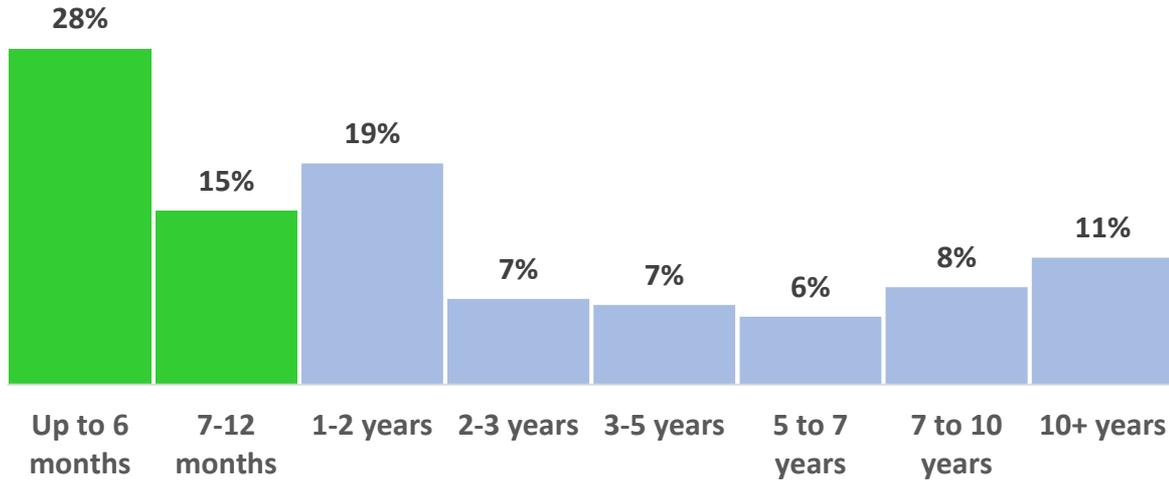
Note 1: As classified by respondents



Duration of Employment in Current Position

N=404

Duration of employment in current position



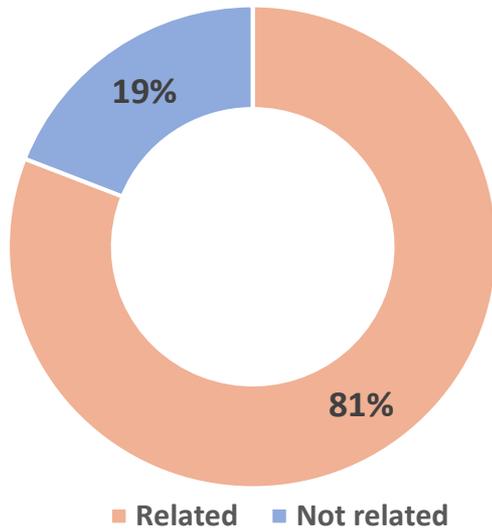
Forty three percent are employed 12 or less months in their current position while the duration of employment for 19% is one to two years. Fourteen percent are employed two to five years and an equal number are employed five to ten years. Eleven percent are holding their current position more than ten years.

	Undergraduate	Graduate	PHD	School of Business Administration	School of Human. Social & Education Sciences	School of Law	School of Sciences
Up to 6 months	43%	19%	-	21%	24%	48%	36%
7-12 months	23%	9%	-	11%	8%	30%	24%
1-2 years	22%	16%	50%	30%	16%	13%	16%
2-3 years	4%	9%	25%	8%	7%	-	8%
3-5 years	2%	10%	25%	8%	9%	-	4%
5 to 7 years	3%	8%	-	8%	7%	-	3%
7 to 10 years	2%	13%	-	7%	13%	4%	2%
10+ years	2%	17%	-	7%	14%	4%	9%

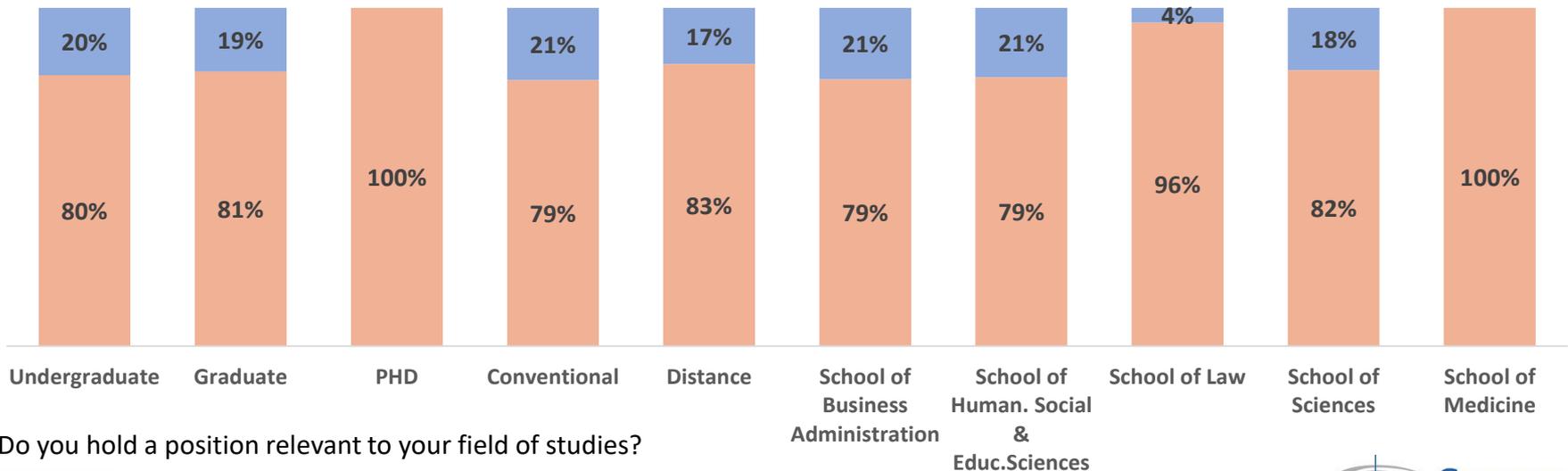
Relatedness of Occupation and Program of Study | European University Cyprus

N=404

Relatedness of program of study and occupation



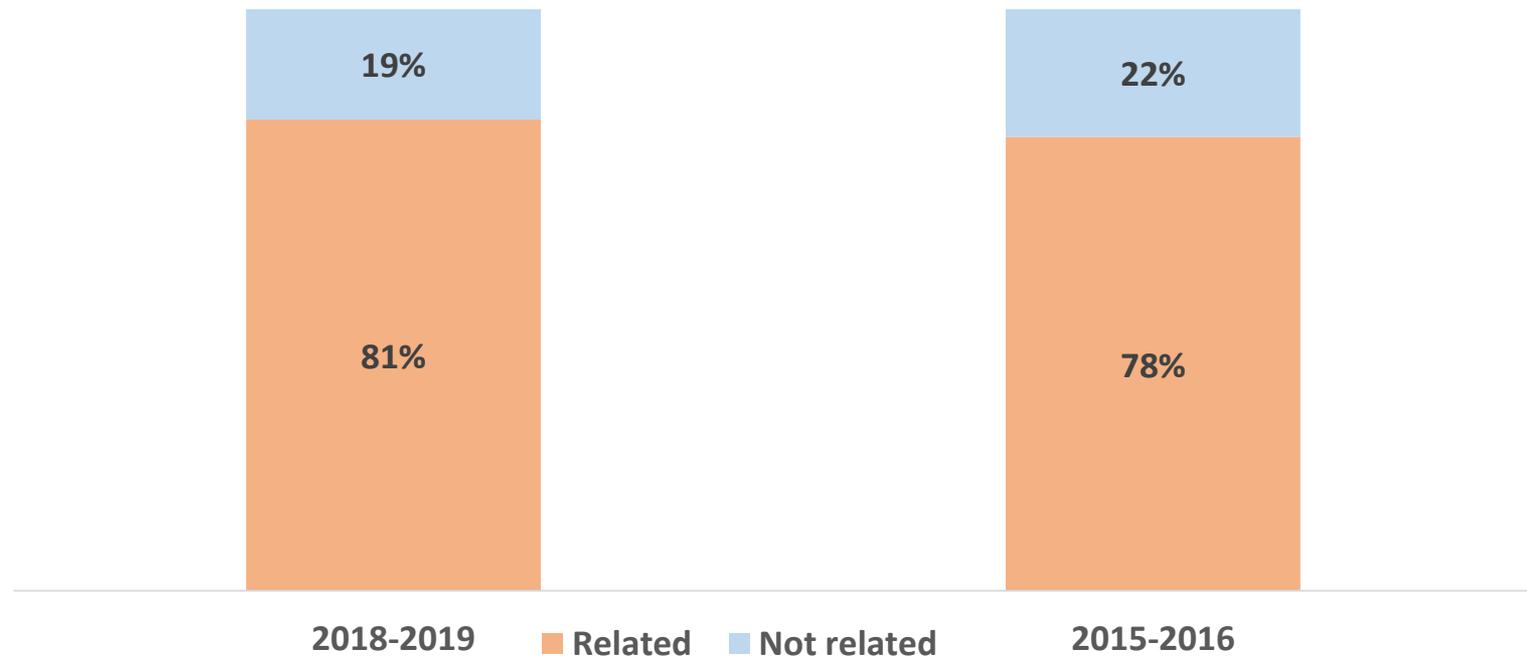
The majority 81% reported that their job relates to program of study. This view prevails across all alumni groups.



Do you hold a position relevant to your field of studies?

Comparison of Relatedness of Occupation and Program of Study by Academic Year

Comparison of relatedness of program of study and occupation by academic year

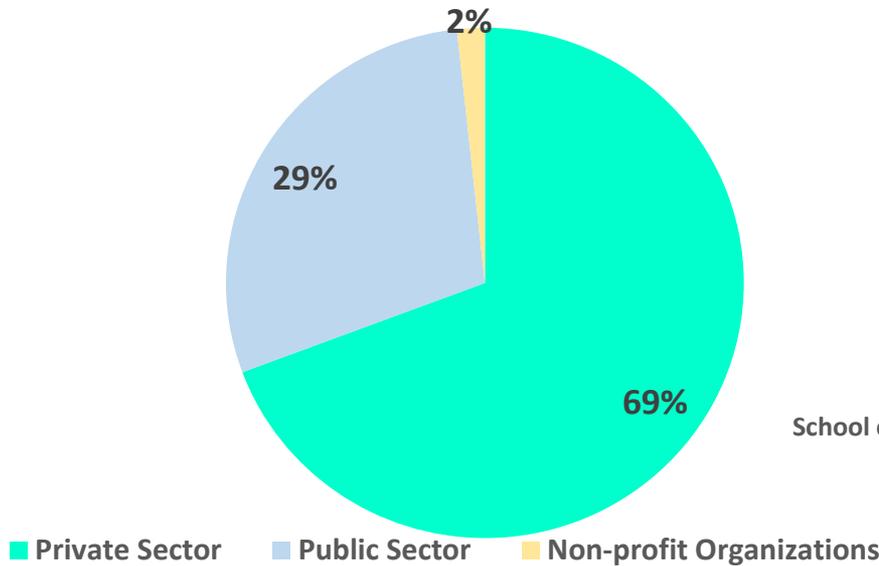


More graduates in 2018-2019 reported that their job relates to their program of study (81%), compared to 2015-2016 (78%).

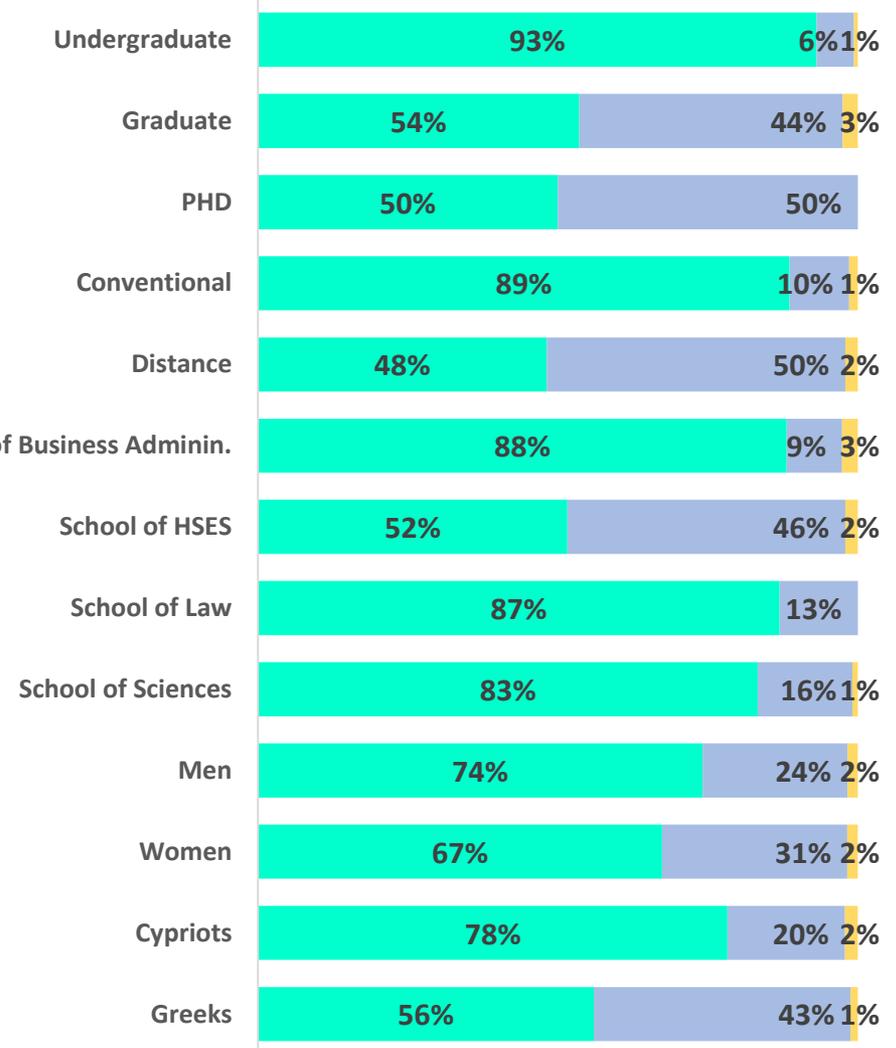
Employment by Major Sectors

N=404

Employment by major sectors



The majority 69% are employed in the private sector, 29% are public employees and 2% work in non-profit organizations. Employment in the public sector is higher among graduates, distance learning alumni, graduates of the School of Humanities, Social and Education Sciences and students from Greece.



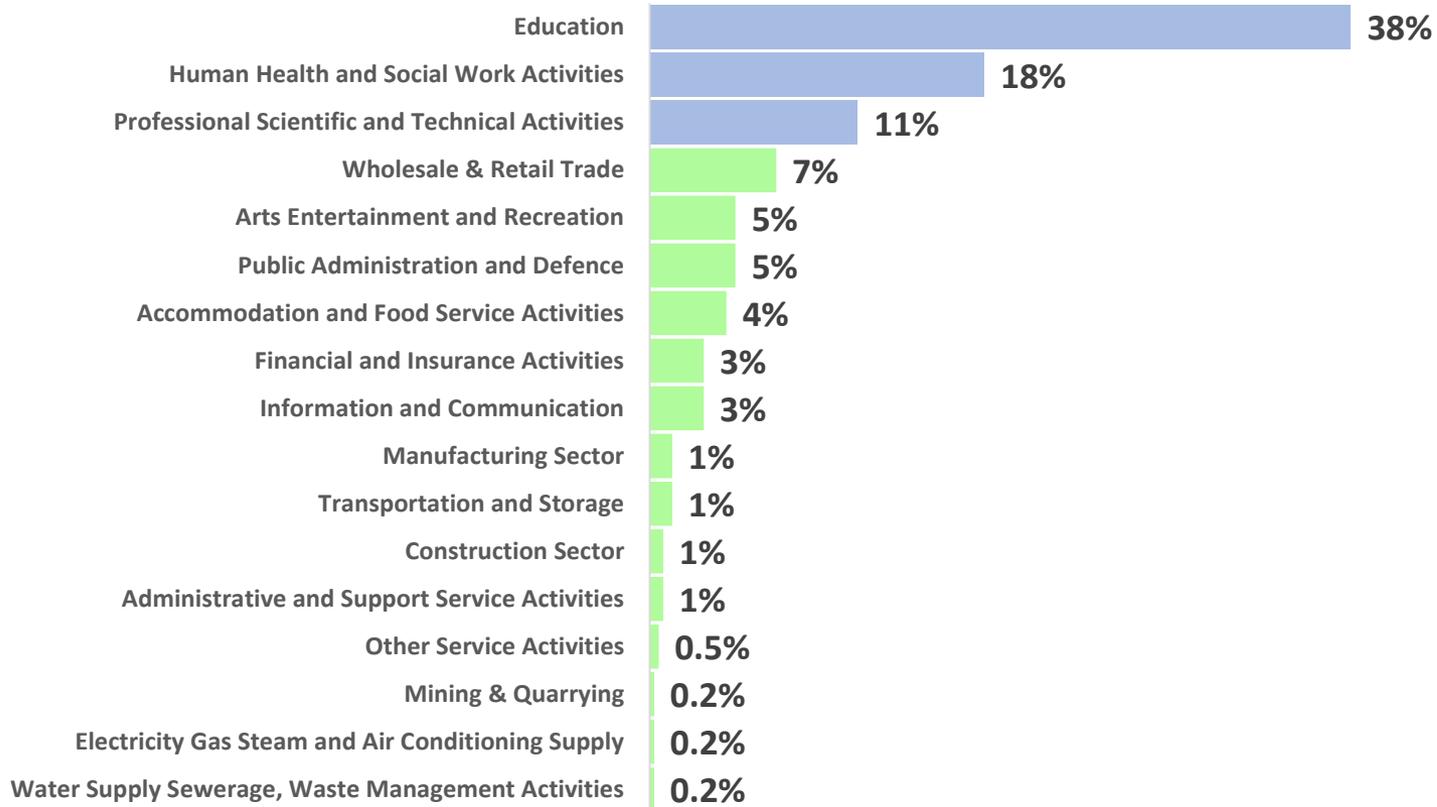
In which employment sector are you employed?

Employment by Economic Activity Classification¹



N=404

Employment by Economic Activity Classification



Most EUC graduates (38%) are employed in the Education sector, 18% are employed in the Human Health and Social Work Activities sector and 11% in the professional Scientific and Technical Activities sector. Other important sectors are Wholesale and Retail Trade 5%, Public Administration and Defence 5% and Accommodation and Food Service 4%.

In which sector of economic activity are you employed?

Note 1: Based on the Statistical Classification of Economic Activity (NACE Rev.2)

Employment by Economic Activity Classification¹

N=404

Economic Activity	Employed Alumni	School of Business Administration	School of Human. Social & Educ. Sciences	School of Law	School of Sciences	School of Medicine	Cypriots	Greeks
Education	38%	11%	72%	-	9%		23%	61%
Human Health and Social Work Activities	18%	1%	8%	-	50%	100%	23%	11%
Professional Scientific and Technical Activities	11%	24%	4%	83%	2%	-	13%	8%
Wholesale & Retail Trade	7%	16%	4%	-	7%	-	9%	4%
Arts Entertainment and Recreation	5%	4%	2%	-	11%	-	6%	4%
Public Administration and Defence	5%	8%	4%	9%	4%	-	5%	4%
Accommodation and Food Service Activities	4%	11%	2%	-	5%	-	5%	2%
Financial and Insurance Activities	3%	9%	1%	9%	1%	-	5%	1%
Information and Communication	3%	3%	1%	-	7%	-	4%	2%
Manufacturing Sector	1%	4%	1%	-	1%	-	2%	1%
Transportation and Storage	1%	4%	1%	-	1%	-	2%	1%
Construction Sector	1%	3%	1%	-	0.0%	-	1%	-
Administrative and Support Service Activities	1%	1%	-	-	2%	-	1%	1%
Other Service Activities	0.5%	-	1%	-	-	-	0.4%	1%
Mining & Quarrying	0.2%	1%	-	-	-	-	0.4%	-
Electricity Gas Steam and Air Conditioning Supply	0.2%	-	-	-	1%	-	0.4%	-
Water Supply Sewerage, Waste Management Activities	0.2%	-	1%	-	-	-	0.4%	-

Note 1: Based on the Statistical Classification of Economic Activity (NACE Rev.2)

Employment by Economic Activity Classification¹

N=404

Economic Activity	Employed Alumni	Undergraduate	Graduate	PHD	Conventional	Distance	Men	Women
Education	38%	12%	56%	75%	13%	66%	25%	44%
Human Health and Social Work Activities	18%	27%	13%	25%	27%	9%	16%	19%
Professional Scientific and Technical Activities	11%	18%	7%	-	18%	5%	14%	10%
Wholesale & Retail Trade	7%	11%	5%	-	9%	4%	9%	6%
Arts Entertainment and Recreation	5%	8%	3%	-	7%	2%	9%	3%
Public Administration and Defence	5%	-	8%	-	3%	7%	6%	4%
Accommodation and Food Service Activities	4%	8%	2%	-	8%	1%	5%	4%
Financial and Insurance Activities	3%	5%	2%	-	5%	1%	5%	2%
Information and Communication	3%	4%	2%	-	4%	2%	8%	1%
Manufacturing Sector	1%	2%	1%	-	1%	1%	2%	1%
Transportation and Storage	1%	2%	1%	-	1%	1%	-	2%
Construction Sector	1%	1%	1%	-	0.5%	1%	1%	1%
Administrative and Support Service Activities	1%	1%	0.4%	-	1%	1%	-	1%
Other Service Activities	0.5%	1%	0.4%	-	0.5%	1%	-	1%
Mining & Quarrying	0.2%	1%	-	-	0.5%	-	1%	-
Electricity Gas Steam and Air Conditioning Supply	0.2%	-	0.4%	-	0.5%	-	1%	-
Water Supply Sewerage, Waste Management Activities	0.2%	-	0.4%	-	0.5%	-	-	0.3%

Note 1: Based on the Statistical Classification of Economic Activity (NACE Rev.2)

Breakdown of Employment by Economic Activity



N=404

Economic Activity	Employed Alumni
Education	38.4%
Human Health and Social Work Activities	18.3%
Hospital and Medical Activities	15.6%
Psychological Services	1.2%
Social Services, Charity & Welfare	1.5%
Professional Scientific and Technical Activities	11.4%
Legal Activities	5.4%
Accounting & Auditing Activities	4.0%
Management Consultancy Activities	1.0%
Architectural & Engineering Activities	0.5%
Advertising Agencies	0.2%
Scientific Research & Development	0.2%
Wholesale & Retail Trade	7%
Arts Entertainment and Recreation	4.7%
Athletics Sports & Fitness Activities	3.5%
Creative arts & Entertainment	0.5%
Gambling and Betting Activities	0.5%
Museums, Galleries & Cultural Activities	0.2%

Breakdown of Employment by Economic Activity



N=404

Economic Activity	Employed Alumni
Public Administration and Defence	4.7%
Administration of the State and the Economic and Social Policy	3.5%
Armed Forces	1.2%
Accommodation and Food Service Activities	4.2%
Hotels and Similar Accommodation	2.2%
Food & Beverage Services	2.0%
Financial and Insurance Activities	3.0%
Banking & Financial Investments	2.2%
Insurance Sector	0.7%
Information and Communication	3.0%
Computer Programming, Consultancy and Related Activities	1.7%
Telecommunications	0.7%
Radio & TV Broadcasting	0.5%
Manufacturing Sector	1%

Breakdown of Employment by Economic Activity

N=404

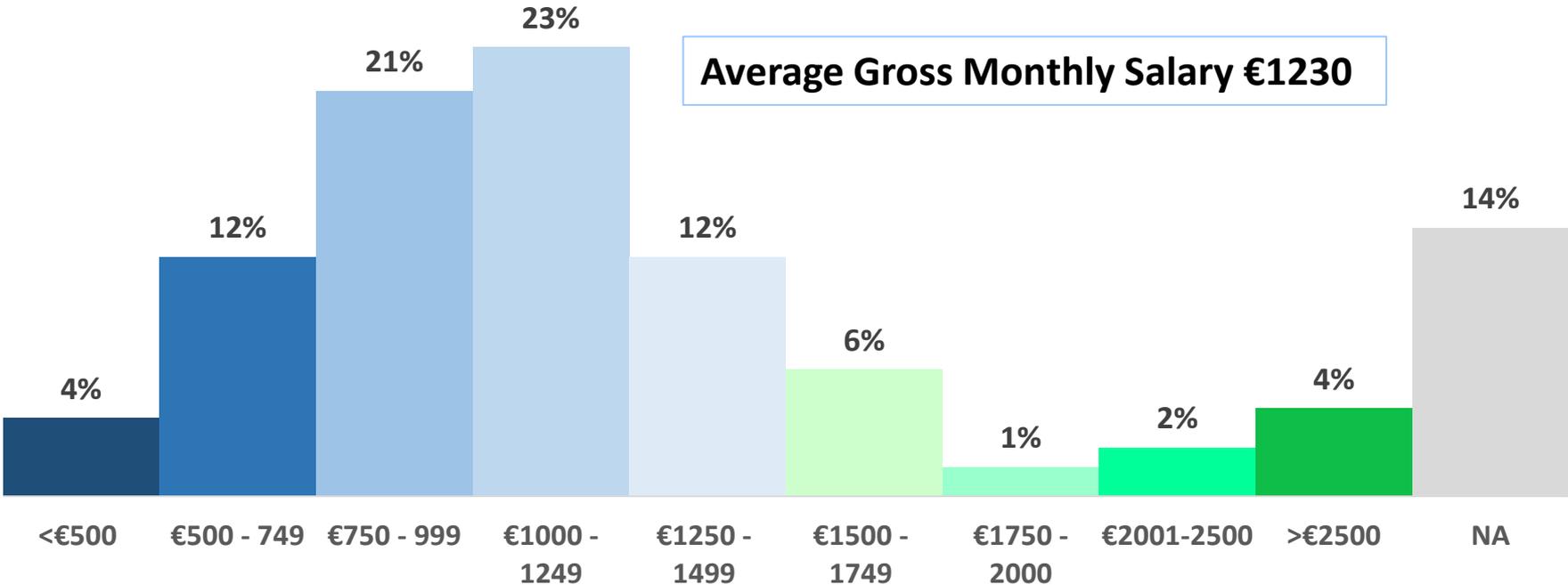
Economic Activity	Employed Alumni
Transportation and Storage	1%
Construction Sector	1%
Administrative and Support Service Activities	0.7%
Organisation of Events & Conventions	0.2%
Travel Agents	0.2%
Private Security Activities	0.2%
Other Service Activities	0.5%
Activities of Political Organisations	0.2%
Beauty Parlours and Spa	0.2%
Mining & Quarrying	0.2%
Electricity Gas Steam and Air Conditioning Supply	0.2%
Water Supply Sewerage, Waste Management Activities	0.2%

Gross Monthly Salary

N=404

Gross Monthly Salary

Average Gross Monthly Salary €1230



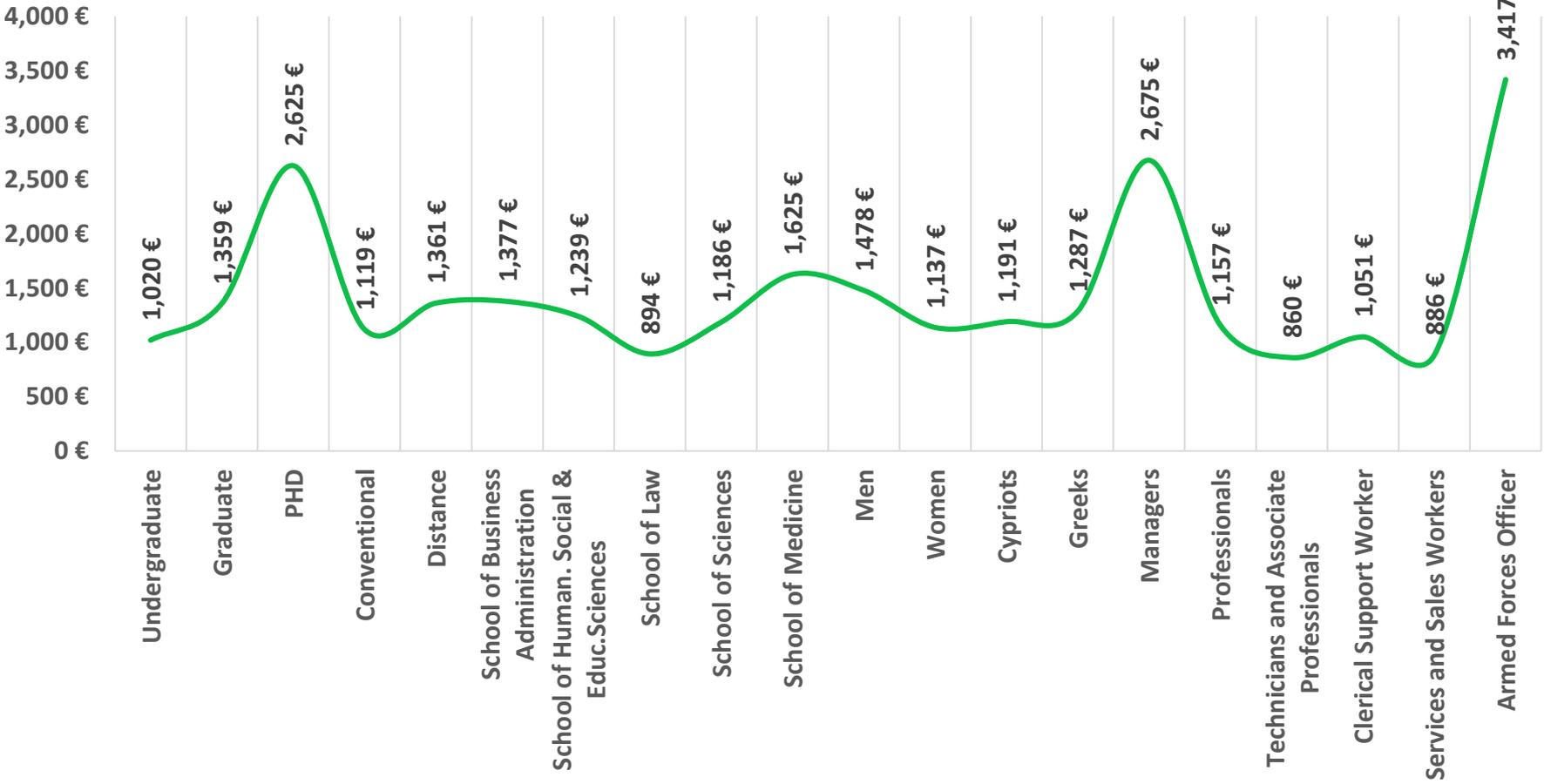
The average gross monthly salary is €1230. Thirty seven percent earn up to €1249, 18% earn €1250-1749, 3% are paid €1750-2500 and 4% earn more than €2500.

Can you please tell us what is your gross monthly income?

Average Gross Monthly Salary

N=404

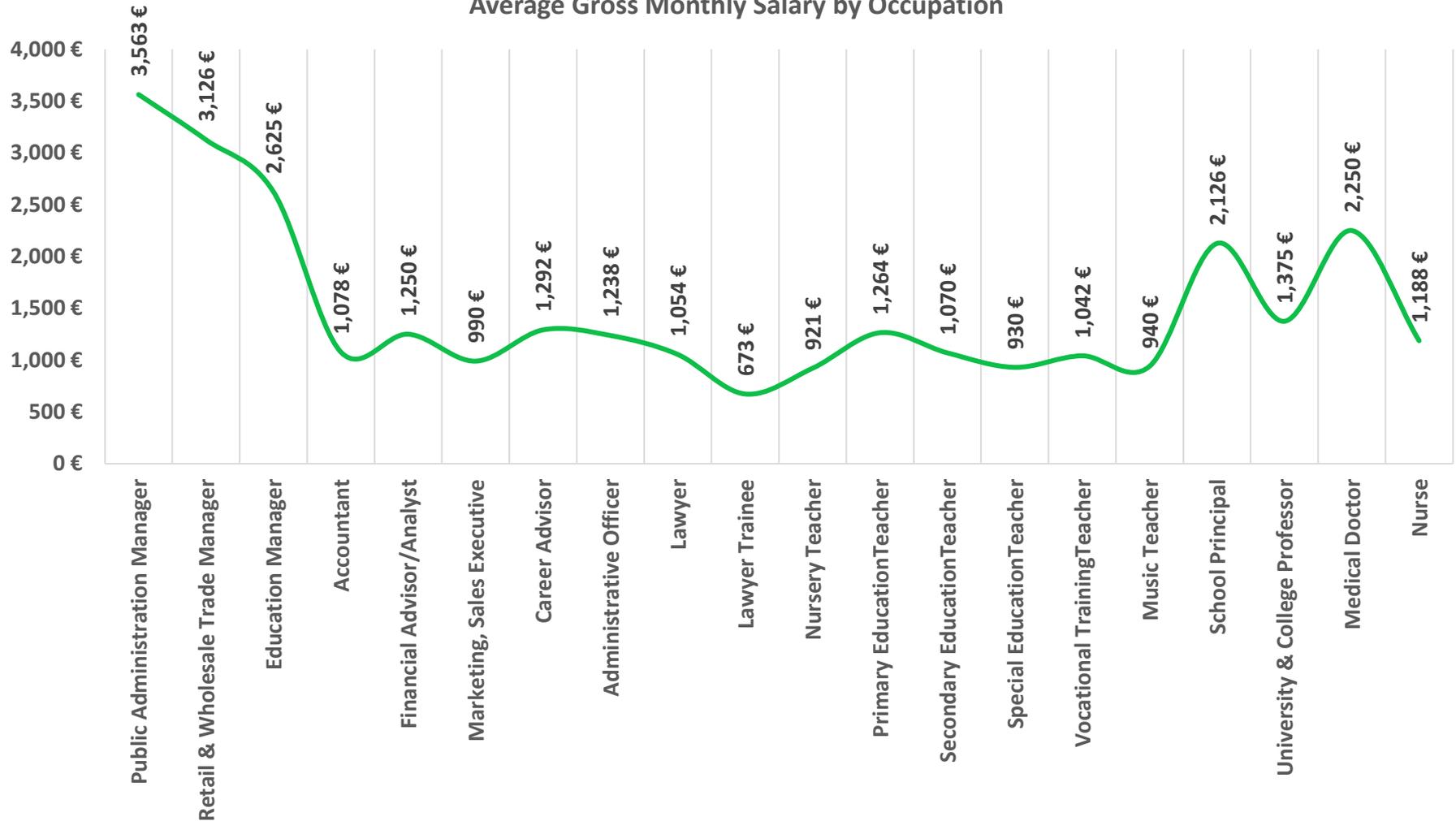
Average Gross Monthly Salary



Average Gross Monthly Salary by Occupation¹

N=404

Average Gross Monthly Salary by Occupation

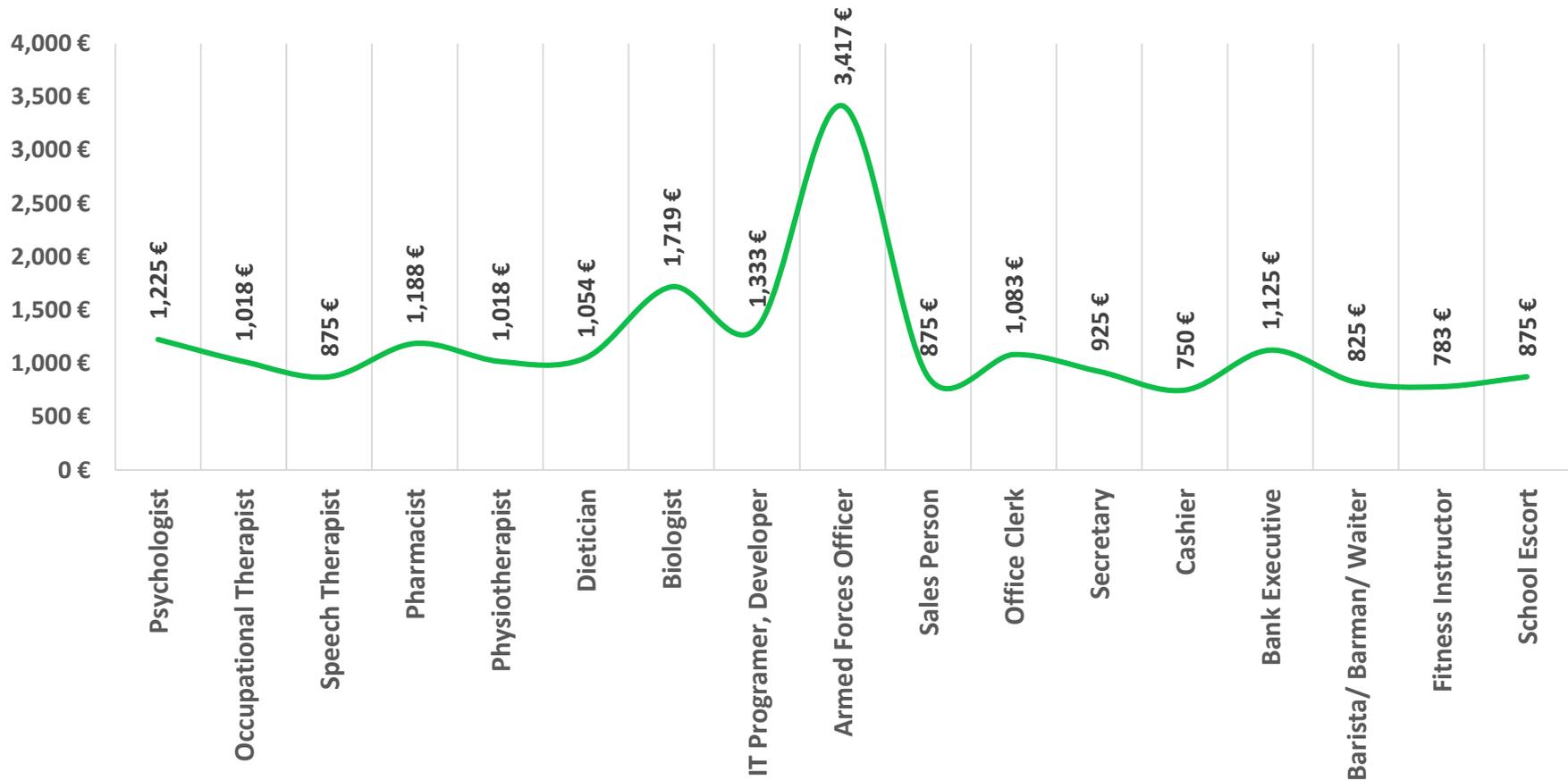


Note 1: Only occupations with 3 or more respondents are included

Average Gross Monthly Salary by Occupation¹

N=404

Average Gross Monthly Salary by Occupation



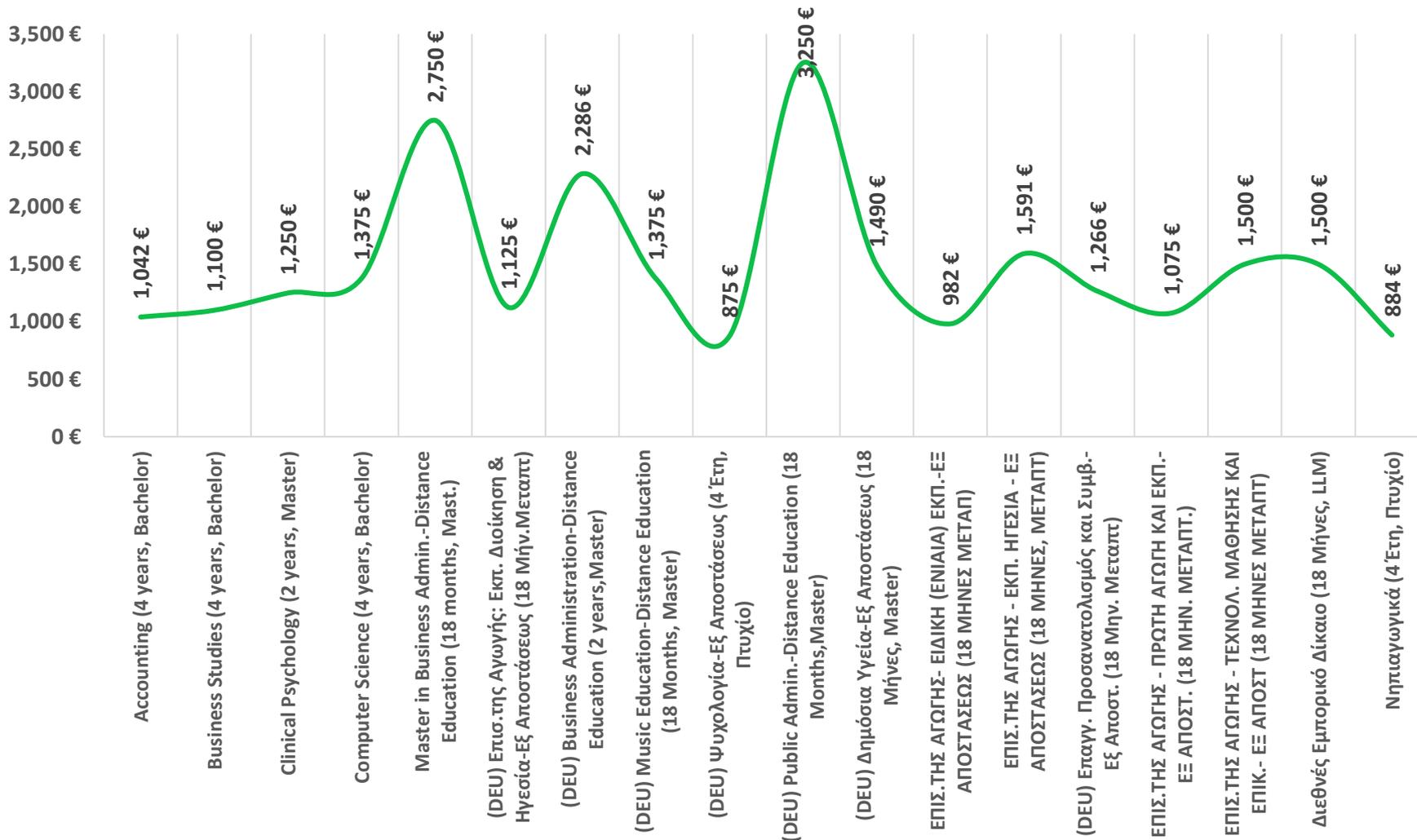
Note 1: Only occupations with 3 or more respondents are included

Average Gross Monthly Salary by Degree¹



N=404

Average Gross Monthly Salary by Degree



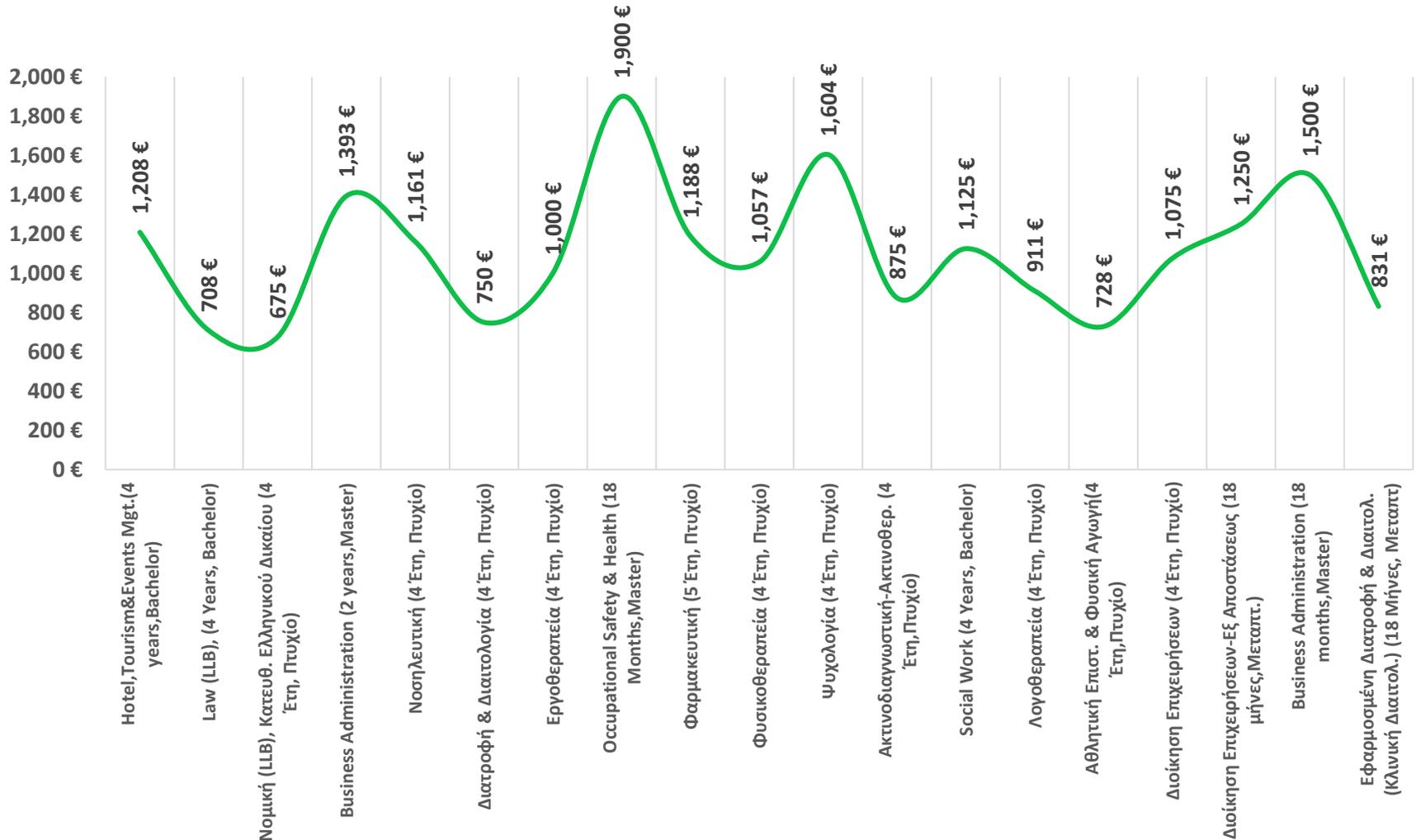
Note 1: Only Degrees with 3 or more respondents are included

Average Gross Monthly Salary by Degree¹

N=404



Average Gross Monthly Salary by Degree



Note 1: Only Degrees with 3 or more respondents are included

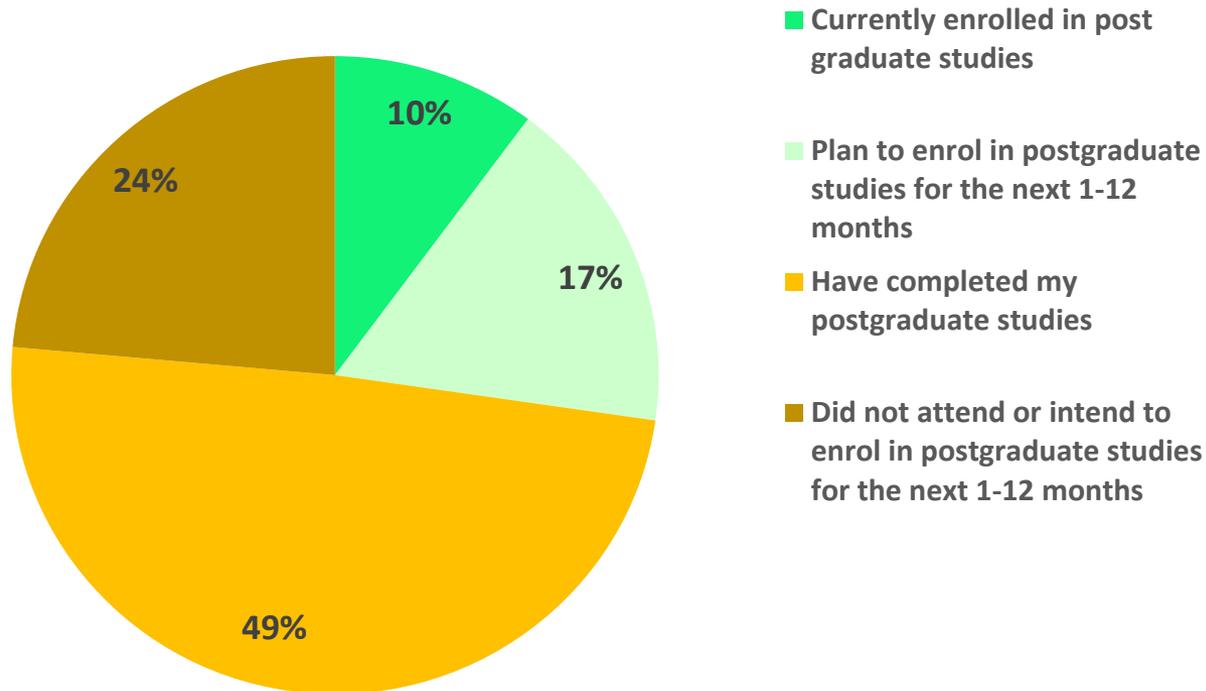
II. Postgraduate Studies



Enrolment in Postgraduate Studies

N=462

Enrolment in Postgraduate Studies



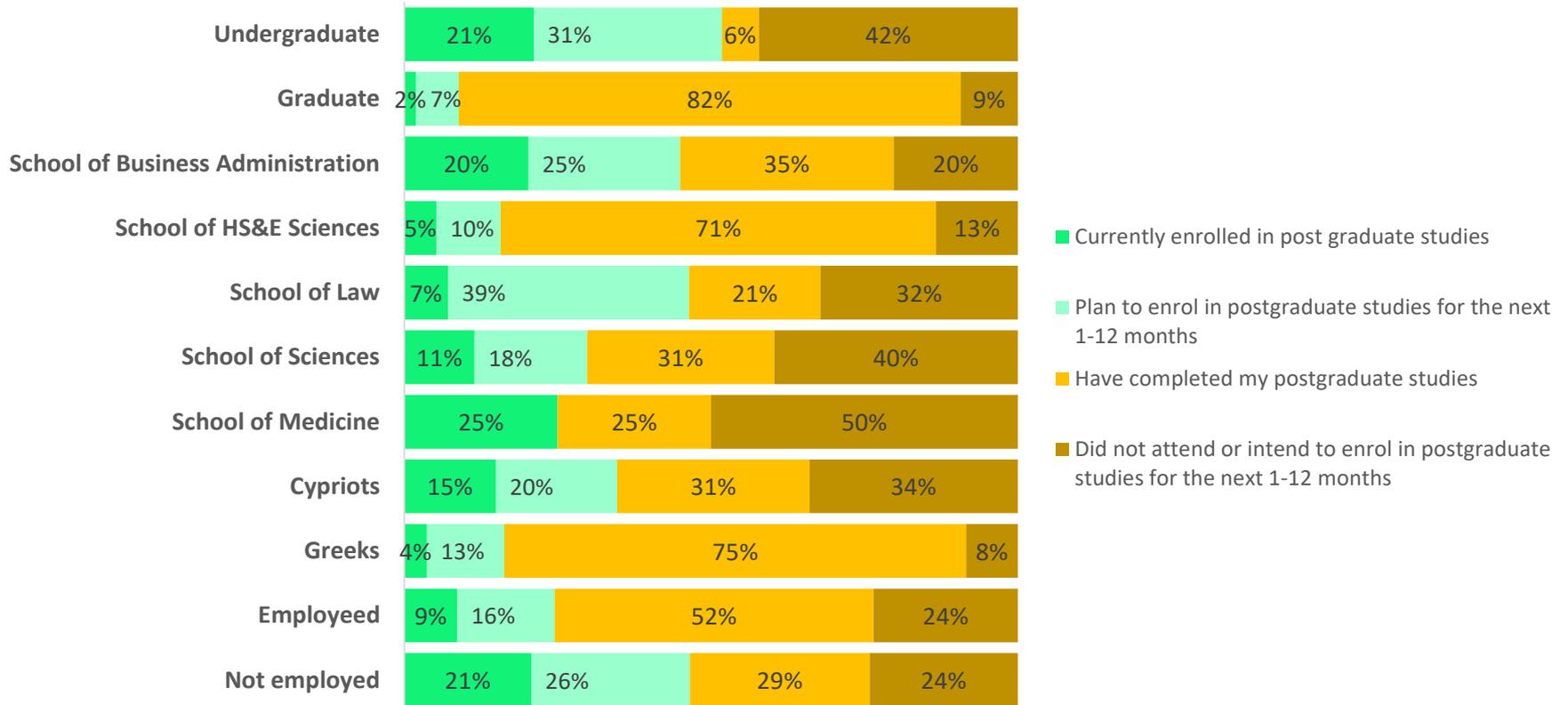
One out of ten EUC's alumni are currently enrolled in postgraduate studies, while a further 17% plan to enrol within the next 12 months. One out of two have completed their postgraduate studies and 24% did not enrol or intend to enrol within the next 1-12 months.

Regarding Postgraduate Studies which of the following is true for you?

Enrolment in Postgraduate Studies

N=462

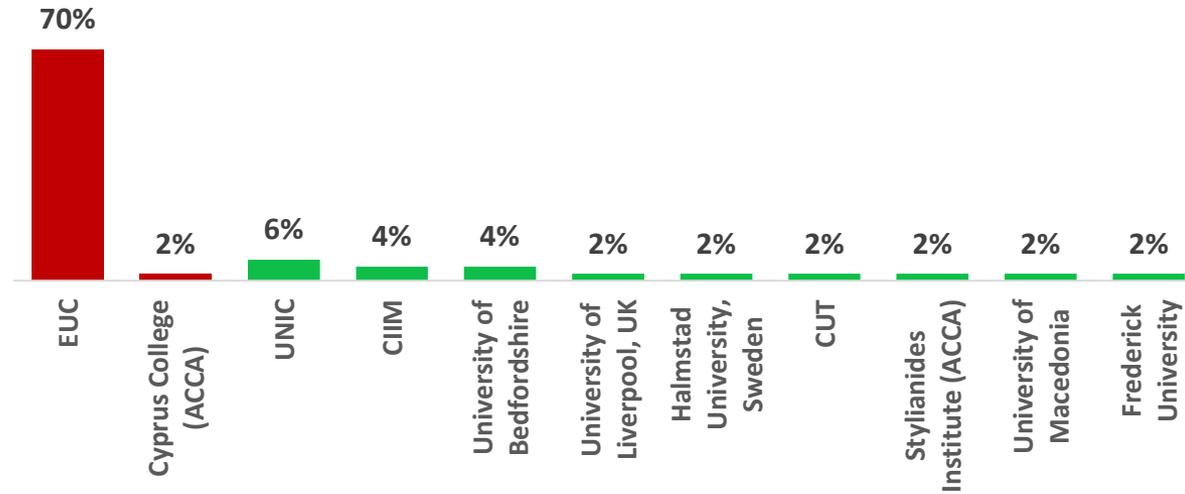
Enrolment in Postgraduate Studies -Analysis by groups



Current enrolment in postgraduates studies is higher among undergraduates 21%, alumni of the School of Business Administration 20%, School of Medicine graduates 25%, Cypriots 15% and alumni not currently employed 21%. A high propensity to enrol in postgraduate studies is observed among alumni of the School of Law.

Universities they are Currently Attending for Postgraduate Studies

Currently attending postgraduate studies (N=47)



Seventy percent of alumni who are currently attending postgraduate studies are enrolled in EUC and a further 2% are enrolled in Cyprus College for ACCA. UNIC was chosen by 6%, while 4% respectively chose CIIM and University of Bedfordshire.

Universities	Undergraduate	Graduate	School of Business Administration	School of HS &E Sciences	School of Law	School of Sciences	School of Medicine	Employed	Unemployed
Base:	42	5	18	11	2	15	1	35	12
EUC	67%	100%	67%	91%	50%	67%	-	77%	50%
Cyprus College (ACCA)	2%	-	6%	-	-	-	-	3%	-
UNIC	7%	-	6%	9%	-	7%	-	9%	-
CIIM	5%	-	11%	-	-	-	-	3%	8%
University of Bedfordshire	5%	-	6%	-	-	7%	-	-	17%
University of Liverpool, UK	2%	-	-	-	-	7%	-	-	8%
Halmstad University, Sweden	2%	-	-	-	-	7%	-	-	8%
CUT	2%	-	-	-	-	-	100%	-	8%
Stylianides Institute (ACCA)	2%	-	6%	-	-	-	-	3%	-
Frederick University	2%	-	-	-	-	7%	-	3%	-
University of Macedonia	2%	-	-	-	50%	-	-	3%	-

Universities in which they Plan to Enrol for Postgraduate Studies

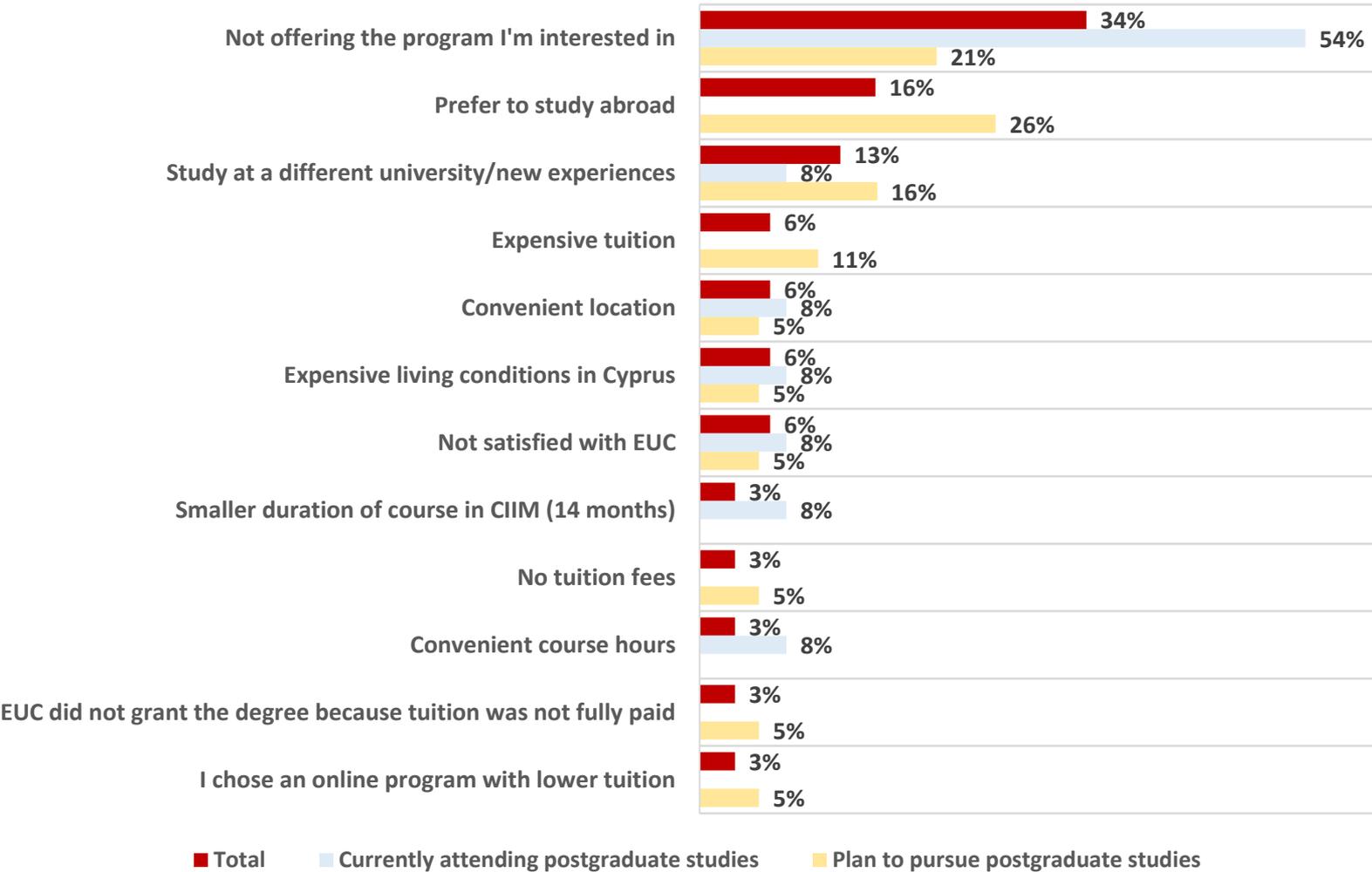
Universities	Total	Undergraduate	Graduate	School of Business Administration	School of HS&E Sciences	School of Law	School of Sciences	Cypriots	Greeks	Other
Base:	79	61	18	22	22	11	24	53	24	2
EUC	52%	48%	67%	45%	59%	45%	54%	49%	58%	50%
Cyprus College (ACCA)	1%	2%	-	5%	-	-	-	2%	-	-
UCY	3%	-	11%	5%	5%	-	-	4%	-	-
CIIM	1%	2%	-	5%	-	-	-	2%	-	-
Open University, Cyprus	1%	2%	-	-	-	-	4%	2%	-	-
Aristotelio University Thessaloniki	1%	2%	-	-	-	-	4%	-	4%	-
University of Peloponnese	1%	-	6%	-	5%	-	-	-	4%	-
University of Patra	1%	-	6%	-	5%	-	-	-	4%	-
University of Liverpool, UK	1%	2%	-	-	-	-	4%	2%	-	-
University of Edinburgh	1%	2%	-	5%	-	-	-	2%	-	-
Lund University Sweden	1%	2%	-	5%	-	-	-	2%	-	-
UK, haven't decided yet for University	3%	3%	-	5%	-	9%	-	2%	4%	-
Sweden, haven't decided yet for University	1%	2%	-	-	-	0%	4%	2%	-	-
Netherlands, haven't decided yet for University	1%	2%	-	-	-	9%	-	2%	-	-
Germany, haven't decided yet for University	1%	2%	-	-	-	9%	-	-	4%	-
Abroad, haven't decided yet for country	5%	7%	-	-	9%	9%	4%	6%	4%	-
Haven't decided yet	23%	26%	11%	27%	18%	18%	25%	25%	17%	50%

Fifty two percent of the alumni who plan to pursue postgraduate studies within the next 12 months, will enrol in EUC and a further 1% will choose Cyprus College (for ACCA).

Reasons for not Selecting EUC for Postgraduate Studies

N=32

Reasons for not selecting EUC for postgraduate studies

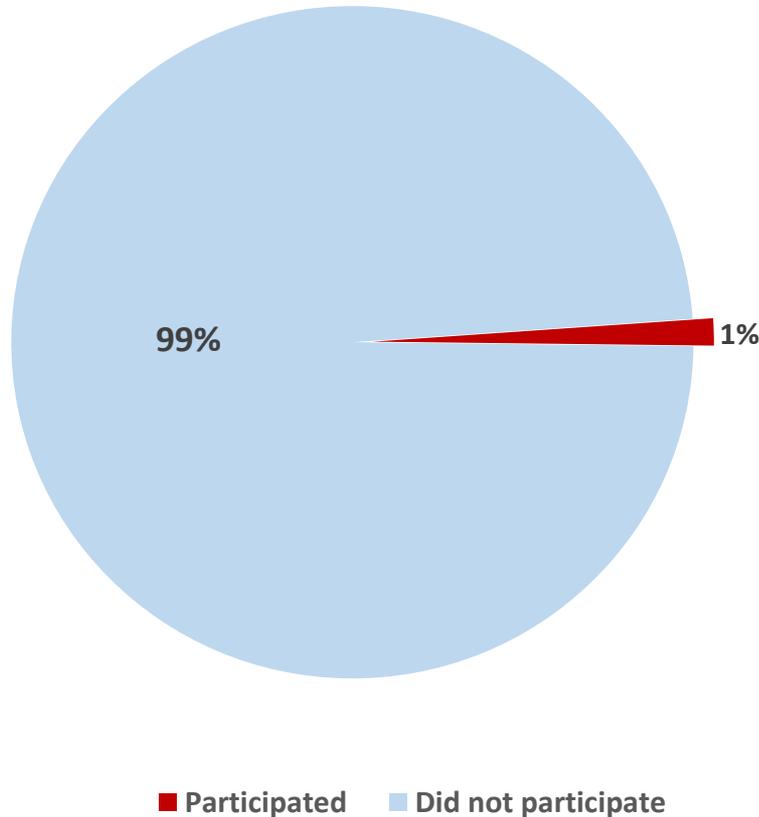


Can you please tell us why you didn't select EUC for postgraduate studies?

Participation in a Start-Up

N=462

Participation in a Start-up



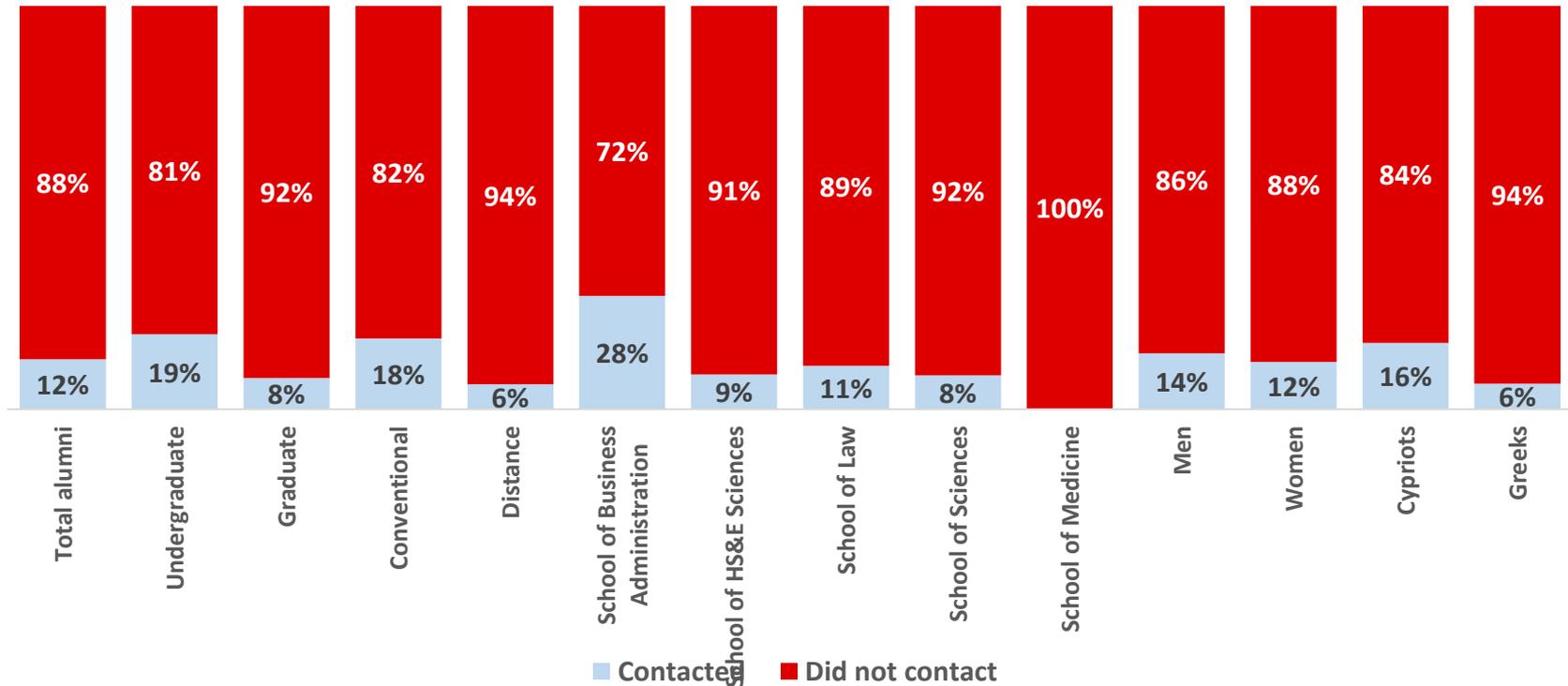
Six alumni reported participating in a Start-up. Two mentioned EUC's PEAK project, one participated in Battle net and three refused to name the Start-up.

Have you ever participated in a Start-Up?

Contacting the Career Centre for Assistance

N=462

Contacting the Career Centre for assistance



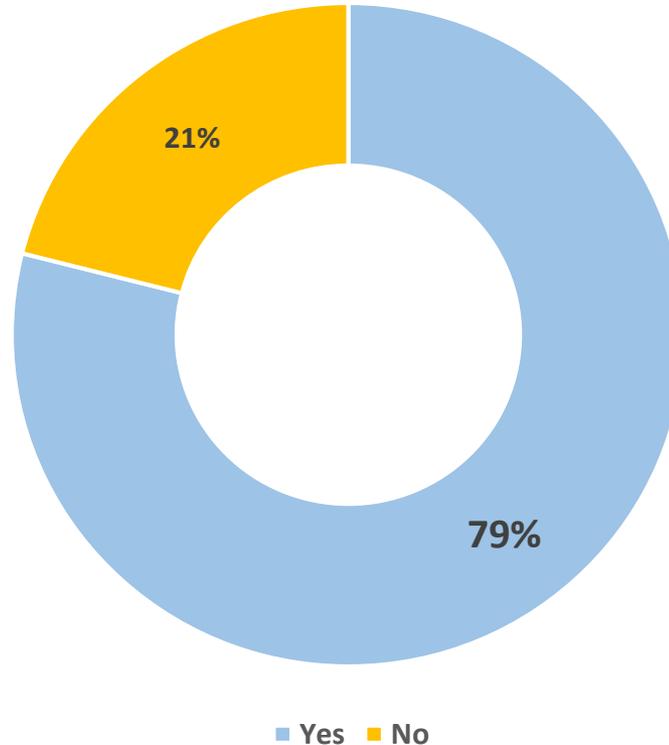
Twelve percent have used the services of EUC’s Career Centre for assistance. Among undergraduates the corresponding number is 19% and among graduates of the School of Business Administration reaches 28%.

Did you contact the Career Centre of EUC to ask for help?

Getting the Support they were Looking for from the Career Centre

N=57

Getting the support they were looking for from EUC's Career Centre

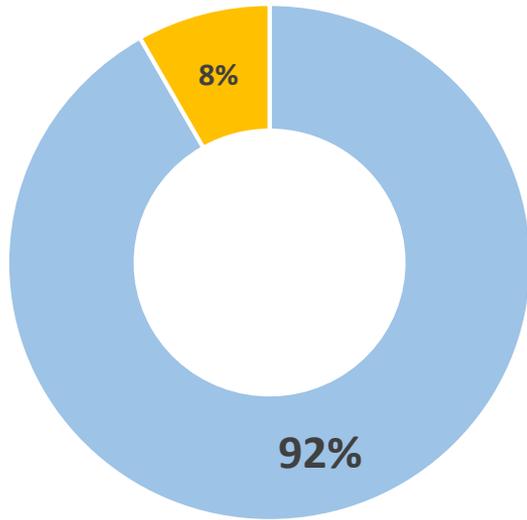


The majority 79% were satisfied with the services of EUC's Career Centre.

Satisfaction with EUC

N=462

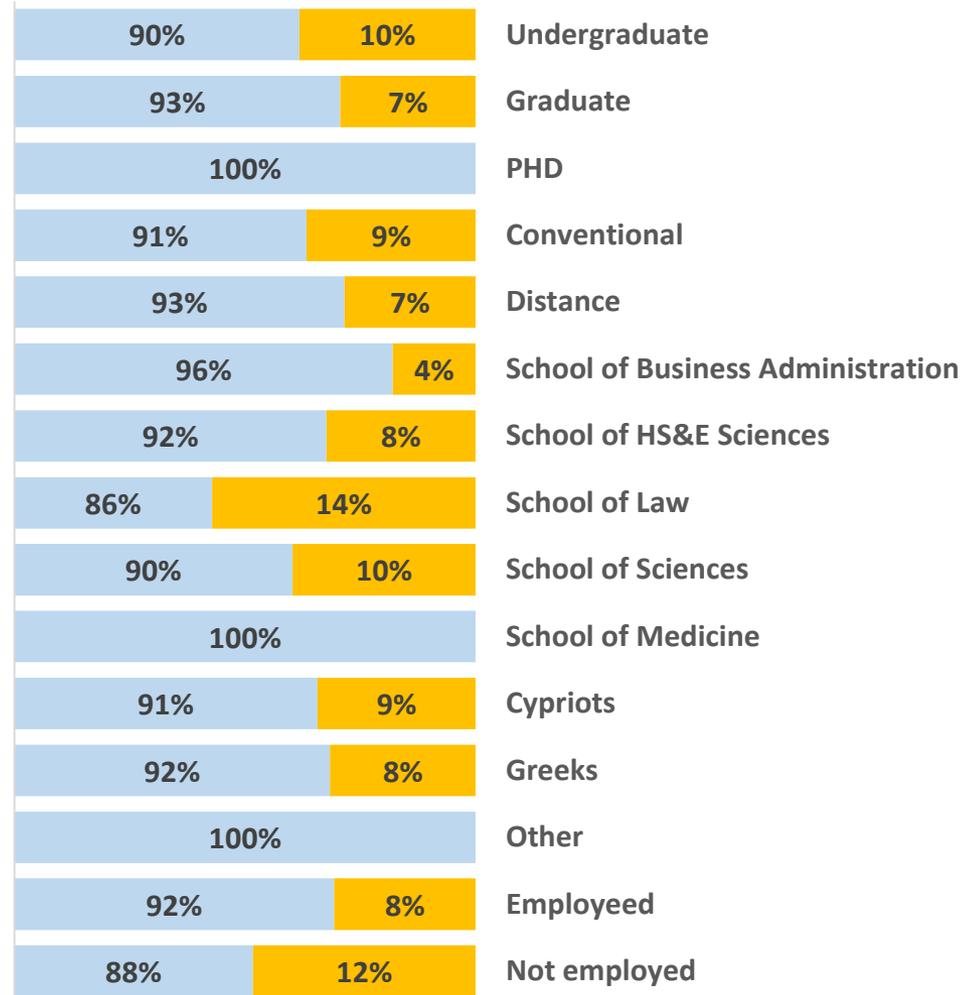
Satisfaction with EUC



■ Satisfied ■ Not Satisfied

The majority 92% are satisfied with their experience at EUC. The rate of satisfaction is consistently high across all alumni groups, with marginal discrepancies among graduates of the School of Law and graduates not currently employed.

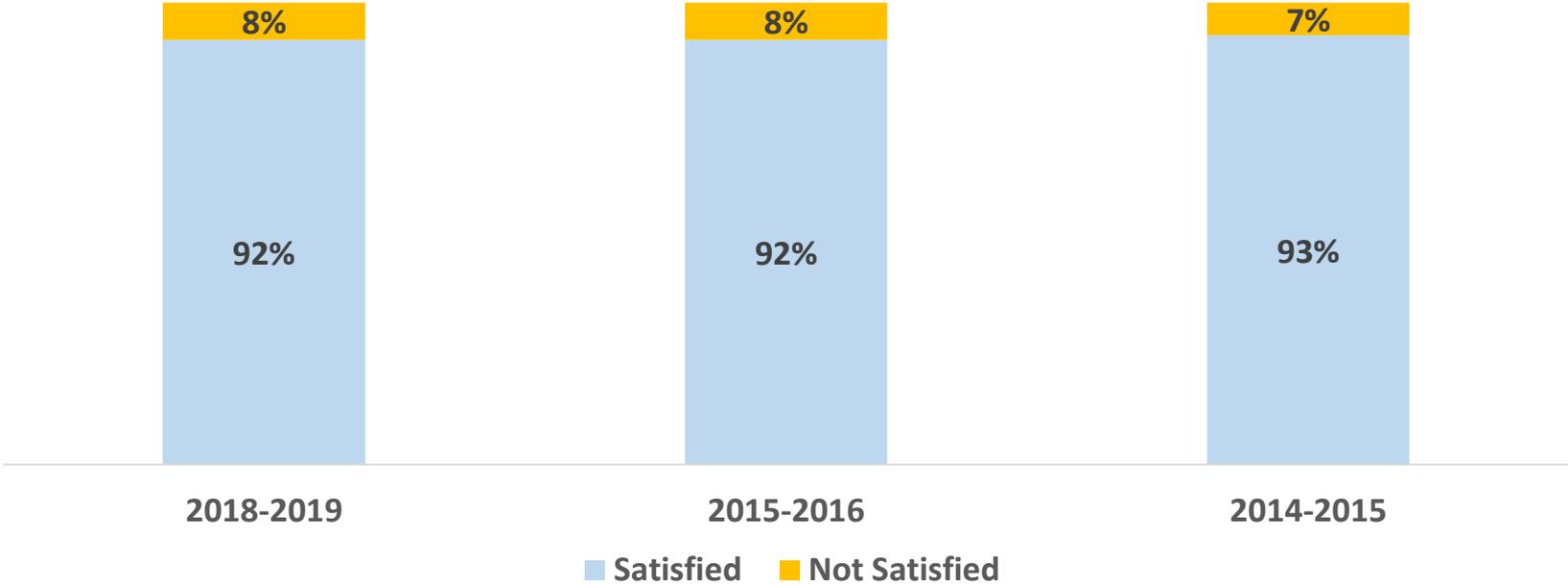
Satisfaction with EUC



How satisfied are you with your experience at EUC?

Comparison of Satisfaction with EUC by Academic Year

Comparison of satisfaction with EUC by academic year



Satisfaction rate has remained constant through 2014-2019, fluctuating around 92%-93%.

III. Main Findings



Main Findings

- Employment rate for EUC's 2018-2019 alumni is 87%. A higher employment rate is observed among graduates (92%), distance learning graduates (91%), graduates of the School of Humanities, Social & Education Sciences (90%) and women (89%).
- The employment rate for EUC alumni increased by ten points to 87% in 2018-2019, compared to 77% for 2015-16 and 2014-2015.
- The overall unemployment rate is 13%. However, the real unemployment rate among EUC's graduates is 5%, since approximately 8% of graduates are not actively looking for work for various personal reasons or due to participation in postgraduate studies or internship programs and therefore do not fall into the unemployment category.
- A relatively higher unemployment rate is observed among graduates of Business Administration (4 years Bachelor – Taught in Greek), Speech Therapy (4 years Bachelor), Psychology (4 years Bachelor) and Radiology (4 years Bachelor) . However, these results should be considered with caution because of the very small statistical base (<15) for each group.
- 87% of employed graduates are working full time and 13% part time. Full time employment for EUC graduates increased by eight points, compared to 2015-2016.
- 86% are working in paid employment and 14% are self employed.
- Twenty six percent of the alumni who are currently working, were employed in less than a month after graduation. Forty seven percent were employed within six months after graduation.

Main Findings

- Managers account for 7% of alumni, while Professionals comprise the largest category with 76%. The other occupation groups are Technicians and Associate Professionals 4%, Clerical Support Workers 5%, Services and Sales Workers 7% and Armed Forces Officers 1%.
- Forty three percent are employed 12 or less months in their current position while the duration of employment for 19% is one to two years. Fourteen percent are employed two to five years and an equal number are employed five to ten years. Eleven percent are holding their current position more than ten years.
- The majority 81% reported that their job relates to their program of study. This view prevails across all alumni groups.
- The majority 69% are employed in the private sector, 29% are public employees and 2% work in non-profit organizations. Employment in the public sector is higher among graduates, distance learning alumni, School of Humanities, Social and Education Sciences graduates and students from Greece.
- Most EUC graduates (38%) are employed in the Education sector, 18% are employed in the Human Health and Social Work Activities sector and 11% in the professional Scientific and Technical Activities sector. Other important sectors are Wholesale and Retail Trade 5%, Public Administration and Defence 5% and Accommodation and Food Service 4%. Financial and Insurance Activities sector as well as Information & Communication sector comprise 3% respectively, while 1% are employed in Manufacturing, Construction and Transportation & Storage.

Main Findings

- The average gross monthly salary is €1230. Thirty seven percent earn up to €1249, 18% earn €1250-1749, 3% are paid €1750-2500 and 4% earn more than €2500.
- One out of ten EUC's alumni are currently enrolled in postgraduate studies, while a further 17% plan to enrol within the next 12 months. One out of two have completed their postgraduate studies and 24% did not enrol or intend to enrol in postgraduate studies within the next 1-12 months.
- Seventy percent of alumni who are currently attending postgraduate studies are enrolled in EUC and a further 2% are enrolled in Cyprus College for ACCA. UNIC was chosen by 6%, while 4% respectively chose CIIM and the University of Bedfordshire.
- Twelve percent have used the services of EUC's Career Centre for assistance. Among undergraduates the corresponding number is 19% and among graduates of the School of Business Administration reaches 28%. The majority 79% were satisfied with the services of EUC's Career Centre.
- The majority 92% are satisfied with their experience at EUC. The rate of satisfaction is consistently high across all alumni groups. Satisfaction rate has remained constant through 2014-2019, fluctuating around 92%-93%.

APPENDIX IX: Course Outline Template

SCHOOL:	SCIENCES
DEPARTMENT:	LIFE SCIENCES

COURSE OUTLINE

Course Information		
Course Title:		
Mode of Delivery: Conventional		
Course Code & Section:	Semester: SPRING 2021	
Day and Time:	Lecture Room No.:	Lab Room No.:
Prerequisite(s):	ECTS:	
Co-requisite(s):		
Level: Bachelor (1 st Cycle)	Lecture Hours per week:	Laboratory Hours per week:
Type of Course: Compulsory or Elective		
Instructor Information		
Name:		
Office Room No.:	Office Telephone Number:	
E-Mail:	Office Hours:	
Website Link:		
Website/Links		
University Website: www.euc.ac.cy		
EUC App: https://mobile.euc.ac.cy/		

COURSE DESCRIPTION:

From 'Course Description' of the latest approved version of the course syllabus.

LEARNING OUTCOMES:

From 'Learning Outcomes' of the latest approved version of the course syllabus.

SUGGESTED TEXTBOOK(S):**RECOMMENDED/ADDITIONAL READINGS:**

The Copyright Law on Data Protection in Cyprus and the European Union

'Copyright' is the legal term used to describe the rights given to an author to protect his/her original work. The Law protects this work from being copied without permission and upholds the author's right to derive an income from his/her work.

It is an offence to photocopy *more than 10% or one chapter* (whichever is the greater) of the course textbook or any other textbook, which is not less than 10 pages long. The photocopy must be for *personal* use only.

Possession of substantial photocopied material (such as a whole textbook) on the campus of the European University Cyprus can result in disciplinary measures by the institution and by the Law enforcement authorities.

Buy your course textbook and keep it forever!

It offers you a better deal in visual learning skills, course links, and online data bases.
and Cyprus can maintain a good name in the academic community!

WEEKLY BREAKDOWN (excluding Christmas and Easter Holidays):	
WEEK	TOPIC
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	FINAL EXAMS

GRADE DISTRIBUTION:	
DESCRIPTION:	PERCENTAGE
1. Midterm examination	%
2. Final examination	%
3.	%
4.	%
TOTAL	100%

ADDITIONAL NOTES:
1. The basic textbook(s) and/or the recommended/additional readings listed in this course outline are the responsibility of the student to purchase, as per instructed by the Course Instructor.
2. The final examination for this course will be taking place between 24/05-04/06/2021 . The final date and time will be provided at a later stage.
3. For a student who fails (one time) a course, see the 'Resit of the Final Examination' policy of European University Cyprus (EUC) at the EUC website here https://www.euc.ac.cy/en/current-students/academic-policies--regulations
4. Students with learning difficulties and disabilities are strongly encouraged to contact before the end of the third week of each academic semester the committee E.Φ.E.E.A. at [e] y.christofi@euc.ac.cy and [t]+357 22559509], in order to ensure that the appropriate academic accommodations and support will be provided to them throughout the semester, as well as during the final examination.
5. Please remember to evaluate this course electronically, always in alignment to the guidelines that will be provided. The evaluation period will be announced.

Attendance policy

Policy of class attendance and assignment submission

Undergraduate programs

The Department of Life Sciences of the European University Cyprus has determined the following policy with regard to the attendance and assignment submission in order to ensure that maximum teaching efficiency is achieved and actual learning is accomplished.

Absences limit:

1. **Theory:** up to 3 absences or up to 25% of teaching time
2. **Laboratories:** up to 2 absences or up to 16.7% of teaching time
3. **Practice (clinical and other):** The defined by Cyprus legislation and study guides number of hours.

Attendance:

In order to facilitate the smooth conduction of lectures during the semester, students should attend the class on time, otherwise they will not be accepted until the next teaching period (after the break) while their absence will be recorded accordingly.

The absences limit will be reached when the maximum allowed number of absences has been recorded. Indicatively, three (3) absences could correspond to either 3 absences on 3 different dates that a three-hour course is being taught or to absence from 9 teaching hours on different dates (including being late or leaving early).

Regarding the clinical or other practice, the respective study guides provide appropriate guidelines. In the unlikely event that a student does not attend his/her practice facility but his/her absence is properly justified and documented, he/she will be required to extend the practice period by the number of hours/days that were lost. Even during practice, students are expected to attend their placement facility on time and leave at the designated time. Failure to do so will result in absence, as described above.

Absence justification is allowed only in cases where the maximum number of absences (as defined by the respective study guide) is not reached. Otherwise, the student has to repeat the course.

Class participation:

Class participation and the respective grading, does not only correspond to the physical presence of students in class but rather to their active participation during the lecture. Asking and answering questions, making arguments, defending a view or articulating a thought and participating in the dialogue generated in class, are a few examples of what is considered as active participation. The instructor of each course is responsible to determine and evaluate each student's participation.

Absence justification:

In order to evaluate the justification provided for a student's absence in a lecture or exam, the following criteria must be met:

1. The instructor should have been informed of the prospective absence prior to it or 48h after it, the latest.
2. Proper documentation should be provided to the course instructor by e-mail along with a written explanation of the reasons that prevented him/her from attending class/exam. This documentation has to be received within one (1) week from the date when the student did not attend the class (the latest).

It goes without saying that failure to conform to one of the two criteria will result in denial to reconsider justification of the respective absence. Moreover, it should also be noted that presenting the documentation as described above does not by itself mean that the absence is justified as this has to be considered by the Departmental Council whose decisions will be made clear to the instructor and student.

The following are considered as possible reasons for justification of an absence following proper documentation:

1. Sickness /injury
2. Military service
3. Court service
4. Participation in an international sports event/race
5. Other significant reasons (to be judged by the Departmental Council)

Absence justification should, by no means, result in "loss" of more than **50%** of theory or **30%** of laboratory classes (regardless of the underlying reason).

Hybrid courses:

Attendance policy in hybrid courses (with regard to the distance learning part of the course) is determined by the instructor and is monitored through the respective electronic platform.

Submission of assignments/projects:

In order to ensure that no discrimination takes place among students, deadlines are strictly followed. Thus, late submission of an assignment/project will result in either its rejection (no grade given for it), or in grade reduction, as the instructor deems necessary.

6.

GRADING SYSTEM:							
UNDERGRADUATE				GRADUATE			
Letter Grade	Grade Meaning	Grade Points	Percentage Grade	Letter Grade	Grade Meaning	Grade Points	Percentage Grade
A	Excellent	4.0	90 and above	A	Excellent	4.0	90 and above
B+	Very Good	3.5	85-89	B+	Very Good	3.5	85-89
B	Good	3.0	80-84	B	Good	3.0	80-84
C+	Above Average	2.5	75-79	C+	Above Average	2.5	75-79
C	Average	2.0	70-74	C	Average	2.0	70-74
D+	Below Average	1.5	65-69				
D	Poor	1.0	60-64				
F	Failure	0		F	Failure	0	
I	Incomplete	0		I	Incomplete	0	
W	Withdrawal	0		W	Withdrawal	0	
P	Pass	0		P	Pass	0	
AU	Audit	0		AU	Audit	0	

(a) The grade "I" is awarded to a student who has maintained satisfactory performance in a course but was unable to complete a major portion of course work (e.g. assignment/paper or final exam) and the reasons given are acceptable to the instructor. It is the responsibility of the student to bring pertinent information to the instructor to justify the reasons for the missing work and to reach an agreement on the means by which the remaining course requirements will be satisfied. A student is responsible, after consulting with the instructor, for fulfilling the remaining course requirements within the first four weeks of the following semester for which an "I" was awarded. In very special cases, the instructor may extend the existing incomplete grade to the next semester. Failure of the student to complete work within this specific time-limit will result in an "F" which will be recorded as the final grade.

(b) The grade "W" indicates withdrawal from the course before the specified time as explained in the withdrawal policy.

(c) Grades of "P" will not be computed into a student's cumulative grade point average but will count towards graduation credits.

(d) Grades of "F" will be computed into the student's cumulative grade point average.

(e) Students enrolling for an Audit must designate their intent to enrol on an Audit basis at the time of registration. Students registering for a course on an Audit basis receive no credit.

UNIVERSITY EMAILS:

The University has taken the decision that all students, attending any University program of study, make use of the EUC email addresses when corresponding with EUC academic and administration staff, as well as all scientific collaborators and special scientists. It should be noted that the EUC staff will not be replying to any non-official EUC University email addresses.

UNIVERSITY EMAIL SUPPORT:

Kindly contact support@euc.ac.cy in case you do not know your University email address or face any difficulty in using it.

LIBRARY:

OpenAthens (<http://openathens.euc.ac.cy/>) is an Identity and Access Management System used to authenticate eligible students, faculty and staff to the electronic resources delivered by the library of the European University Cyprus. More importantly, OpenAthens provides the user with single sign-on access to both internal and external web-based resources. Student credentials are the same EUC email and password that is used to access the EUC student portal and library account.

Additionally, students and instructors can find the relevant **textbooks** used for their courses, in the **e-textbook list**, that is uploaded in the **EUC STUDENTS PORTAL**. The list includes the course number, the title and author of the suggested textbook, as well as the publisher's **link**. Students can click on the publisher's link and buy, if they wish, their textbook, either in print version or electronic, if available.

INTERNAL REGULATIONS ON ACADEMIC ETHICS AND STUDENTS' DISCIPLINE

1. PREAMBLE

E.U.C. European University - Cyprus is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University or with the rights of other members of the University cannot be tolerated. Students enrolling in the University assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the University

retains the power to maintain order within the University and to exclude those who are disruptive of the educational process.

2. POLICY AND PROVISIONS ON ACADEMIC ETHICS

The University has a responsibility to uphold and promote quality scholarship and to ensure that its students understand what academic integrity is. This section outlines the University's policy on dishonest academic performance by its students. Such offences carry penalties. Students should read carefully the Internal Regulations on Academic Ethics and Students' Discipline, and are encouraged to ask Faculty for help and guidance on honest academic practice, particularly in using source material from the Internet. In this way, they can avoid any unintentional dishonesty.

2.1. ORIGINALITY

For the purposes of this Policy on Academic Ethics 'original' work is work that is genuinely produced specifically for the particular assessment task by the student whose name is attached to it. Any use of the ideas or scholarship of others is acknowledged. 'Work' includes not only written material but also oral, audio, visual or other material submitted for assessment.

2.2. ACADEMIC DISHONESTY

Academic dishonesty is determined by the extent and the level of intent. In assessing the extent or scale of the dishonesty the instructor will evaluate how much of the work is the student's own after all unacknowledged source material has been removed. In no case can work that is plagiarized be taken into account in determining a grade. Intent to deceive is the single most significant aspect of academic dishonesty. Repeated instances of deception will incur heavy penalties for the student and the violation will be officially and permanently recorded in the student's record.

2.3. PLAGIARISM

Plagiarism is representing the work of somebody else as one's own. It includes the following:

- i. submission of another student's work as one's own;
- ii. paraphrasing or summarizing without acknowledgement of source material;
- iii. direct quoting or word copying of all or part of a work, ideas, or scholarship of another without identification or acknowledgement or reference;
- iv. submitting as one's own work purchased, borrowed or stolen research, papers, or projects.

2.4. CHEATING

Cheating is giving or receiving unauthorized help for unfair advantage before, during, or after examinations, tests, presentations or other assessments, such as:

- i. collaboration beforehand if it is specifically forbidden by the instructor
 - ii. verbal collaboration during the examination, unless specifically allowed by the instructor;
 - iii. the use of notes, books, or other written aids during the examination,
-

unless specifically allowed by the instructor;

- iv. the use of electronic devices and mobile telephony to store, transmit or photograph information to or from an external source;
- v. the use of codes or signals to communicate with other students in the examination room;
- vi. looking upon another student's papers and / or allowing another student to look upon one's own papers during the examination period;
- vii. passing on any examination information to students who have not yet taken the examination;
- viii. falsifying exam identification by arranging with another student to take an examination in their place or in one's own place;
- ix. pretending to take the exam but not submitting the paper, and later claiming that the instructor lost it.

2.5. COLLUSION

Collusion is false representation by groups of students who knowingly assist each other in order to achieve an unfair assessment advantage. It involves:

- i. representation of the work of several persons as the work of a single student with both parties knowingly involved in the arrangement;
- ii. representing the work of one student as the work of a group of students with both parties knowingly involved in the arrangement;
- iii. willing distribution of multiple copies of one's assignments, papers, projects to other students for submission after re-labeling the paper as their own original work.

2.6. FABRICATION

Fabrication is the false representation of research data or 'performance' material as original, authentic work for submission for assessment. Examples are:

- i. invention of data;
- ii. willfully omitting some data to falsely obtain desired results

2.7. PENALTIES AND PROCEDURES

A faculty member, after evaluating the extent of the dishonesty and the level of intent and proving academic dishonesty, may use one or a combination of the following penalties and procedures:

- i. requiring rewriting of a paper containing some plagiarized material;
- ii. lowering of a paper or project grade;
- iii. giving a failing grade on a paper;
- iv. lowering a course grade;
- v. giving a failing grade in a course;
- vi. referring the case to the Senate for further action that may include academic suspension or expulsion.

Instructors are expected to report in writing to the Registrar's Office (through their Chairperson of Department) all the penalties they impose, with a brief description of the incident, with copies sent to the Dean of the relevant School and the Rector. Should an instructor announce a failing grade in the course because of academic

dishonesty, the student under penalty shall not be permitted to withdraw from the course.

APPEALS PROCEDURE:

In the case where a student believes that the grade received in the Final Exam is different from what was expected, he/she must exhaust all possibilities of resolving the problem with the pertinent instructor first. If this does not lead to a resolution, the student may appeal against the Final Exam grade by filing a petition with the Office of the Registrar (Petition Fee €34).

The Registrar will forward a copy of the petition to the pertinent Chairperson of Department, who will first ascertain that no error was made by the instructor, and if so will assign an anonymous re-evaluation of the final examination/project to another instructor. In the case of major discrepancy between the instructor's evaluation and the re-evaluation that will require change of grade, the average of the two evaluations will be assigned as the final grade to the final examination/project. Changes of grades resulting from an appeal require the endorsement of the Dean of School.

For a petition to be reviewed, a student must appeal within four (4) weeks from the date the results are announced.

APPENDIX X: Indicative Example of an Assessment Rubric for all the teaching and learning procedure components.

Criterion	4 A-level qualities (90–100)	3 B-level qualities (80–89)	2 C-level qualities (70–79)	1 or 0 D- or F-level qualities (60–69 or below 60)
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
Understanding	Demonstrates a sophisticated understanding of the topic(s) and issue(s)	Demonstrates an accomplished understanding of the topic(s) and issue(s)	Demonstrates an acceptable understanding of the topic(s) and issue(s)	Demonstrates an inadequate understanding of the topic(s) and issue(s)
Analysis, evaluation, and recommendations	Presents an insightful and thorough analysis of all issues identified	Presents a thorough analysis of most issues identified	Presents a superficial analysis of some of the issues identified	Presents an incomplete analysis of the issues identified
	Makes appropriate and powerful connections between the issues identified and the instructional strategies studied in class; demonstrates complete command of the strategic concepts and analytical tools studied	Makes appropriate connections between the issues identified and the instructional strategies studied in class; demonstrates good command of the strategic concepts and analytical tools studied	Makes appropriate but somewhat vague connections between the issues and the instructional strategies studied in class; demonstrates limited command of the strategic concepts and analytical tools studied	Makes little or no connection between the issues identified and the instructional strategies studied in class
	Supports diagnosis and opinions with strong arguments and evidence; presents a balanced and critical view; interpretation is both reasonable and objective	Supports diagnosis and opinions with reasons and evidence; presents a fairly balanced view; interpretation is both reasonable and objective	Supports diagnosis and opinions with limited reasons and evidence; presents a somewhat one-sided argument	Supports diagnosis and opinions with few reasons and little evidence; argument is one-sided and not objective
	Presents detailed, realistic,	Presents specific, realistic, and	Presents realistic or appropriate	Presents realistic or appropriate

	and appropriate recommendations clearly supported by the information presented and concepts from the reading	appropriate recommendations supported by the information presented and concepts from the reading	recommendations supported by the information presented and concepts from the reading	recommendations with little, if any, support from the information presented and concepts from the reading
Research	Supplements case study with relevant and extensive research into the issues; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the issues; documents all sources of information	Supplements case study with limited research into the issues; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized
APA guidelines	Uses APA guidelines accurately and consistently to cite sources	Uses APA guidelines with minor violations to cite sources	Reflects incomplete knowledge of APA guidelines	Does not use APA guidelines
Total:				

APPENDIX XI: TABLE 2: COURSE DISTRIBUTION PER SEMESTER

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
Semester 1 (30 ECTS)								
1.	Compulsory	Biology	BIO108	3	50	14	42	6
2.	Compulsory	English or Free Elective	-----	3	50	14	42	6
3.	Compulsory	Introduction to Nutrition	NUT100	3	50	14	42	6
4.	Compulsory	Chemistry	LFS100	3	50	14	42	6
5.	Compulsory	Anatomy and Physiology I	HEA100	3	50	14	42	6
Semester 2 (30 ECTS)								
6.	Compulsory	Molecular Biology	LFS105	3	50	14	42	6
7.	Compulsory	Biochemistry	LFS110	3	50	14	42	6
8.	Compulsory	Food Chemistry	NUT105	3	50	14	42	6
9.	Compulsory	Information Technology for Health Science	HEA170	3	50	14	42	6
10.	Compulsory	English or Free Elective	-----	3	50	14	42	6
Semester 3 (30 ECTS)								
11.	Compulsory	General Microbiology	LFS200	3	50	14	42	6
12.	Compulsory	Anatomy and Physiology II	HEA110	3	50	14	42	6
13.	Compulsory	Research Methodology and Biostatistics	HEA115	3	50	14	42	6
14.	Compulsory	Nutrition, Culture	NUT430	3	50	14	42	6

		and Environment						
15.	Compulsory	Health Psychology	PSY105	3	50	14	42	6
Semester 4 (30 ECTS)								
1.	Compulsory	Nutritional and Metabolism	NUT205	3	50	14	42	6
2.	Compulsory	Nutrition and Metabolism - lab	NUT210	3	50	14	42	6
3.	Compulsory	Nutritional Assessments	NUT215	3	50	14	42	6
4.	Compulsory	Nutritional Assessments - lab	NUT220	3	50	14	42	6
5.	Compulsory	Food Science and Technology	NUT225	3	50	14	42	6
Semester 5 (30 ECTS)								
1.	Compulsory	Development of diet plans for Healthy population	NUT300	3	50	14	42	6
2.	Compulsory	Development of diet plans for Healthy population – laboratory	NUT305	3	50	14	42	6
3.	Compulsory	Systems of Quality Management in the Food Industry and Catering Establishments	NUT310	3	50	14	42	6
4.	Compulsory	Nutritional Education, Counselling and Behaviour	NUT315	3	50	14	42	6
5.	Compulsory	Nutrition in the Life Cycle	NUT320	3	50	14	42	6
Semester 6 (30 ECTS)								
1.	Compulsory	Food Microbiology	NUT325	3	50	14	42	6
2.	Compulsory	Epidemiology	HEA105	3	50	14	42	6
3.	Compulsory	Clinical Nutrition and Dietetics I	NUT330	3	50	14	42	6

4.	Compulsory	Clinical Nutrition and Dietetics I – lab	NUT335	3	50	14	42	6
5.	Compulsory	Nutrition, Exercise and Sports	NUT340	3	50	14	42	6
Semester 7 (30 ECTS)								
1.	Compulsory	Clinical Nutrition and Dietetics II	NUT400	3	50	14	42	6
2.	Compulsory	Clinical Nutrition and Dietetics II – Lab	NUT405	3	50	14	42	6
3.	Compulsory	Undergraduate Thesis I	HSL400	3	50	14	42	6
4.	Compulsory	Practical Training I	NUT410	3	50	14	42	6
5.	Compulsory	Pharmacology and Foods	NUT415	3	50	14	42	6
Semester 8 (30 ECTS)								
1.	Compulsory	Nutrigenetics/Nutrigonomics	NUT420	3	50	14	42	6
2.	Compulsory	Undergraduate Thesis II	HLS420	3	50	14	42	6
3.	Compulsory	Practical training II	NUT425	3	50	14	42	6
4.	Compulsory	Updated Nutritional Issues and Trends	NUT200	3	50	14	42	6
5.	Compulsory	Major Elective		3	50	14	42	6
Major Electives								
1.	Electives	Nutrition Policies	NUT435	3	50	14	42	6
2.	Electives	Biotechnology	NUT440	3	50	14	42	6
3.	Electives	Law, Bioethics, Ethics in Nutrition/Dietetics	NUT445	3	50	14	42	6



INTERNAL REGULATION ON RESEARCH POLICY

54th Senate Decision: 21 December 2017

60th Senate Decision: 2 October 2018

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INTRODUCTION

Within the framework of further contribution to the research community, the mission of the European University Cyprus (from now on referred to as the University or EUC) is to develop a pioneering and innovative research infrastructure with the objective of generating new knowledge. The university focuses on both fundamental and applied research and wherever possible the commercial application or exploitation of the research results.

The policy is guided by the following broad objectives:

- 1) The establishment of an interdisciplinary approach for researchers with attractive conditions for accessible movement among institutions, disciplines, sectors and countries, without financial and administrative obstacles.
- 2) The creation of state of the art research infrastructures, including research centres, foundations, units and/or laboratories, which are integrated and networked and accessible to research teams from across the EUC.
- 3) Introduction of a simple and harmonized regime for intellectual property rights in order to enhance the efficiency of knowledge transfer, in particular between public research and industry.
- 4) Optimization of research programs and priorities, for example by developing joint principles for the administration of European, national and regional funding programs.
- 5) The strengthening of international cooperation enabling faculty and other scholars in the world to participate in various research areas, with special emphasis on developing multilateral initiatives to address global challenges.
- 6) The transfer of research-based knowledge to EUC students

Research is conducted by faculty members, research associates/research personnel and PhD students either on their own or within the framework of external (national, European, international) and internal funding programs that are launched by the University.

The Research Policy provides a code of conduct for research and is intended for all staff, including people with honorary positions, faculty members, special teaching personnel, scientific collaborators, special scientists, research associates, and students carrying out research at or on behalf of the University.

All groups mentioned above must familiarize themselves with the Research Policy to ensure that its provisions are observed.

1. EUC Research Ethics Policy

1.1 Scope and Purpose

1. The aim of the EUC Research Ethics policy is to promote and encourage a high quality research and enterprise culture, with the highest possible standards of integrity and practice. The policy applies to all academic, contract research and administrative staff, all research students, as well as undergraduate and masters students who are undertaking research. In short, the policy applies to all disciplines and research activities within the University, or sub-contracted on its behalf.
2. All staff and students are expected to act ethically when engaged in University business. Any research involving animals, human participants, human tissue or the collection of data on individuals requires ethical consideration. While particular attention must be paid to the interests of potentially vulnerable groups, such as children, the University recognises that it has a duty of care towards all members of the wider community affected by its activities. The University also recognises that it has a duty of care to its own staff, and that this includes the avoidance of harm to those undertaking research.
3. The University will establish a framework for research ethics governance in which its Research Ethics Committee will have a central approval, monitoring and training role. The University will establish a Research Ethics Committee with representatives from all the Schools. The Research Ethics Committee will put in place the procedures needed to obtain approval.

It is, however, recognised that it may not always be appropriate or practicable for ethical approval to be sought from the Research Ethics Committee especially when it comes to short or undergraduate projects. Normally undergraduate or taught projects will not require clearance from the Research Ethics Committee and the matter can be dealt with at School and/or Department level. However, when active intervention is involved whether physically invasive or psychologically intrusive the Research Ethics Committee will need to be consulted. In particular, university staff has an obligation to ensure that not only their own research but any undergraduate or masters student research conducted under their supervision is ethically sound. Where research projects are subject to external approval, the School or Department responsible must ensure that this approval is sought and given. Where approval for a project has been given by a Research Ethics Committee at another university, as may be the case with a collaborative project, the EUC Research Ethics Committee must be provided with proof of this.

4. For some research projects it may be necessary to obtain the approval of the Cyprus National Bioethics Committee. Researchers should consult directly

with the Cyprus National Bioethics Committee. Contact details and more information on the approval process can be found on <http://www.bioethics.gov.cy>.

1.2 General Principles

1. The EUC Research Ethics Policy is based on widely accepted principles and practices governing research involving human participants. The key elements are:
 - Minimal risk of harm to participants and researchers;
 - Potential for benefit to the society;
 - Maintenance of the dignity of participants;
 - Minimal risk of harm to the environment;
 - Voluntary informed consent by participants, or special safeguards where this is not possible;
 - Transparency in declaring funding sources;
 - Confidentiality of information supplied by research participants and anonymity of respondents;
 - Acknowledgement of assistance;
 - Appropriate publication and dissemination of research results;
 - Independence and impartiality of researchers.

1.3 The Definition of Human-Related Research

1. All human-related research which includes one or more of the following require ethical assessment and approval at the appropriate level:
 - Direct involvement through physically invasive procedures, such as the taking of blood samples
 - Direct involvement through non-invasive procedures, such as laboratory-based experiments, interviews, questionnaires, surveys, observation
 - Indirect involvement through access to personal information and/or tissue
 - Involvement requiring consent on behalf of others, such as by parents for a child participant

1.4 Vulnerable Participants

1. Some participants may be particularly vulnerable to harm and may require special safeguards for their welfare. In general, it may be inappropriate for undergraduates to undertake research projects involving such participants.
2. Particularly vulnerable participants might be:
 - Infants and children under the age of eighteen
 - People with physiological and/or psychological impairments and/or learning difficulties.

- People in poverty
- Relatives of sick, or recently–deceased, people

1.5 The Legal Framework, the Role of Professional Associations and Research Councils

1. All research undertaken under the auspices of EUC must meet statutory requirements. Of particular relevance is the Bioethics Law (N.150 (I)/2001 and 53 (I)/2010), the Data Protection Law (2001), the Patients Protection Law (2005), and all those laws that create the legal framework for the Cyprus National Bioethics Committee.
2. Researchers in particular disciplines should comply with any research ethics guidelines set out by their professional associations.
3. Research Councils, charitable trusts and other research funding bodies in most cases require an undertaking from grant applicants that research proposals involving human participants have been approved by the University Research Ethics Committee or another appropriate body. Some also require audited compliance with their guidelines.

2. Good Research Practices / Code of Ethical Conduct in Research

2.1 Code of ethical conduct in research

Scholarly inquiry and the dissemination of knowledge are central functions of the University. They can be carried out only if faculty and research personnel abide by certain rules of conduct and accept responsibilities stemming from their research. And they can only be carried out if faculty and research personnel are guaranteed certain freedoms. The University expects that faculty and research personnel will be bound by the following research practices:

All faculty and research personnel are free to choose any research matter, to receive support from any legitimate source, and to create, analyse and derive their own findings and conclusions.

Research methods, techniques, and practices should not violate any established professional ethics, or infringe on health, safety, privacy and other personal rights of human beings and/or animals.

The above principles define the university's role with respect to research carried out on its premises. They are set forth to reinforce, and not diminish each faculty and research personnel's personal responsibilities toward their research, and to assure that each faculty and research personnel's source of funding and research applications are consistent with moral and societal conscience.

2.2 Openness in research

The University recognizes and supports the need for faculty and research personnel to protect their own rights, be they academic or intellectual property rights. Even so, the University encourages all faculty and research personnel to be as open as possible when discussing their research with other researchers and the public. This aims at the dissemination of research performed in the University to enhance the international research community's knowledge and understanding.

2.3 Integrity

Faculty and research personnel must be honest about their research and in their review of research coming from other researchers. This applies to all types of research work, including, but not limited to, analysing data, applying for funding, and publishing findings. The contributions of all involved parties should be acknowledged in all published forms of findings.

Faculty and research personnel are liable to the society, their professions, the University, their students and any funding agency that may fund their research. For this reason, faculty and research personnel are expected to understand that any form of plagiarism, deception, fabrication or falsification of research results are regarded as grave disciplinary offences managed by procedures described in detail in Section 2.4.

Any real or potential conflict of interest should be reported by faculty and research personnel to any affected party in a timely manner in all matters concerning research and peer review. According to the United States National Institute of Health "Conflict of interest occurs when individuals involved with the conduct, reporting, oversight, or review of research also have financial or other interests, from which they can benefit, depending on the results of the research." (<http://www.nih.gov>).

2.4 Misconduct in research

Misconduct in research may involve Fabrication, Falsification, or Plagiarism in proposing, performing, or reviewing research, or in reporting research results. To prove that there has been misconduct in research, the following conditions must be met: The performance of said research has significantly deviated from accepted practices used in the field that the research was performed, and there was intention in the misconduct by the researcher(s).

Any allegations about misconduct in research will be investigated by the University thoroughly, through a special committee formed as described in the University Charter, Annex 11, Article VII.

2.5 Wide dissemination of Research Results

The results of publicly-funded research must be widely disseminated. Wide dissemination can be achieved through teaching, publication, knowledge transfer, or other scientific endeavours which enable open access and ensures availability of knowledge and benefits produced in the framework of research. The dissemination of publicly-funded research is monitored by the Dean of each School and pertinent information is submitted to the Vice Rector through the School Annual Report.

3. Intellectual Property Policy

3.1 Introduction

The EUC is dedicated to teaching, research, and the extension of knowledge to the public. Faculty, research personnel, and students at the University, hereafter referred to as "University Employees," recognize as two of their major objectives the production of new knowledge and the dissemination of both old and new knowledge. Because of these objectives, the need is created to encourage the production of creative and scholarly works and to develop new and useful materials, devices, processes, and other inventions, some of which may have potential for commercialization.

The University acknowledges the need for an Intellectual Property Rights (IPR) policy, which will promote the University's reputation as socially relevant, leading research and teaching organization.

The policy is based on the principles that will govern the ownership rights emanating from research of and/or materials produced by the EUC's members of staff and students, and to establish objectively fair and equitable criteria for the transfer of knowledge. The EUC thus aims to provide support services to promote the creation of Intellectual Property (IP) whilst seeking to maximize the commercial exploitation of the resulting IPR.

Intellectual Property includes, but is not limited to, patents, registered designs, registered trademarks and applications and the right to apply for any of the foregoing, copyright, design rights, topography rights, database rights, brands, trademarks, utility model rights, rights in the nature of copyright, knowhow, rights in proprietary and confidential information and any other rights in inventions.

The EUC acknowledges that registration and commercial exploitation of Intellectual Property is often a long and costly process that is justified once it is ascertained that there exists a business case for such registration and exploitation. It is known that in practice, only a small number of works can be commercially exploited in a viable manner, depending on the nature and marketability of the work in question.

3.2 Definitions

For the purposes of this Policy:

Creator - “Creator” shall mean, employees of EUC, a student, non-employees contracted to EUC for contracts and services, or a member of a Visiting Teaching Staff involved in the production of Disclosable Work.

Disclosable Work – “Disclosable Work” shall mean such work that is novel, original, and/or important and is likely to bring impact and enhance the Creator’s reputation. This work is characterized by the IP rights it generates.

Intellectual Property Policy – “IP Policy” is the name of the policy described here that outlines the regulations of the EUC in regard to disclosure and exploitation of Intellectual Property Rights (IPR).

Organization – “Organization” for the purpose of this document is the European University Cyprus (EUC).

Intellectual Property Adjudication Committee – is the name of the committee established to resolve disputes over interpretation or claims arising out of or relating to this policy, or dispute as to ownership rights of Intellectual Property under this policy.

The Office of the Vice Rector for Research and External Affairs – is the office within the EUC responsible for the development of and enacting this IP Policy and is the interface between the EUC and the Technology Transfer Facility.

The EUC Research & Innovation Management Board (thereafter EUC – RIMB) – is the entity within EUC responsible for the management of knowledge transfer activities and the re-investment of potential revenue in non-economic research activities.

Technology Transfer Facility – “TTF” for the purpose of this policy, is the relevant body responsible for Technology Transfer support in Cyprus.

3.3 Intellectual Property Regulations

3.3.1 Responsibility

1. The IP Policy acknowledges that all members of staff and students have responsibilities with regard to IPR arising from and/or used by them in the course of their teaching/employment.
2. The IP Policy also recognises that all members of staff and students require

support and assistance to help them to meet their responsibilities and this will be provided by the Office of the Vice Rector for Research and External Affairs and, subsequently, by the Technology Transfer Facility.

3.3.2 Identification of IP (including duty of confidentiality)

It is expected that identification will take place when employees, students, or members of staff are involved in creating and developing IP. Much of the IP which will be created by the EUC's employees may be anticipated prior to its creation depending on the nature of the project in question and outputs and results that are expected to be generated. Examples of such outputs which are likely to have potential IP rights arising include (but are not limited to):

- Inventions (whether or not patentable);
- Methodologies;
- Software;
- Databases;
- Educational/training materials and tools;
- Modelling tools;
- Solutions to technical problems; and
- Design/artistic products.

3.3.3 A Summary of the main classes of IPR is listed below:

Patent

A registered patent provides a time-defined (up to 20 years) geographically defined monopoly right to exploit a new commercially valuable invention or process. The basis of the permission to exploit is that the invention's working is disclosed, although patenting is not possible if there has been ANY prior disclosure of the invention. Patents are governed by Cyprus Law or EU Law such as the New Patent Law of Cyprus (Law No. 16(I)/1998).

Copyright

This time-limited right (which varies between 25 and 70 years according to the material) arises automatically on the physical creation (not the idea) of software, original literary, dramatic, artistic or musical work, and in recorded (e.g. film) or published (e.g. layout) derivations. Use of the © mark and owner's name and date is the internationally recognized way of alerting the public to the copyright ownership but the protection (the right to preventing unauthorized copying) exists regardless. Copyright is governed by the Copyright Law, 59/76.

Copyright may be assigned to a third party, but until that point or until a license is agreed it remains the property of the Creator, unless s/he creates the work 'in

the course of his/her employment', in which case it is the property of the employer.

Moral rights

All European countries recognize an author's moral rights. In Cyprus, there are two moral rights: the right of paternity and the right of integrity. These rights relate to the reputation or standing of the creator in the eyes of fellow human beings. To infringe a moral right involves denigrating or harming the author's reputation. The right of integrity means the creator has the right to object to derogatory treatment of his/her work. Basically, this means changing it in a way that affects the nature of the work without permission. Moral rights can be waived (i.e. the author chooses not to exercise the rights) or they can be bequeathed. They cannot be assigned.

Performing rights

Creators of copyright works have the right to protect the physical form in which those works are created – words on the page, pigment on a canvas, or the clay or metal of a sculpture. Performers such as teachers, actors, musicians and dancers also enjoy protection of their performance, especially when recorded on film, video, tape, CD, or in other form.

Performing rights may affect the multimedia elements of online courseware, as well as the Creator's copyright in the material itself.

Database Right

This time-limited (15 years) right arises without registration to protect the compilers of non-original information from losing the benefit of their work through unauthorized copying or re-use.

Industrial Designs

There is automatic time-limited (15 years) protection (the right to prevent unauthorized copying) for unregistered designs, provided authorship can be proved, under the Legal Protection of Industrial Designs and Models Law 4(I)/2002 This design right covers "the appearance of the whole or a part of a product resulting from the features of, in particular, the lines, contours, colors, shape, texture and/or materials of the product itself and/or its ornamentation" on condition of novelty of the design.

On registration under Legal Protection of Industrial Designs and Models Law, the designer of the new pattern or shape which has aesthetic appeal (can be 2 or 3 dimensional) acquires a monopoly right of commercialization for a maximum of 25 years from the filing of the application, divided into 5 periods of 5 years.

An unregistered community design (UCD) gives its owner the right to prevent unauthorized copying of their design throughout the European Union. It is not a monopoly right and lasts for 3 years from the date on which the design was first made available to the public within the Community.

Domain Names

Registering a domain name for Internet use gives a right to use the domain name typically for a period of two years, registered with bodies like ICANN internationally and the University of Cyprus in Cyprus. Owners of trademarks can have established rights to domain names.

Trade Marks

Registering a trade mark under the Cyprus Trade Marks Law, Chapter 268, gives a monopoly right for the use of graphically distinct trading identification signs. Unregistered trade marks have some protection through court actions against "passing off" (piracy), provided that their use has not lapsed for a period of 5 years. Cyprus legislation is fully harmonized with EU Standards applicable in trade mark protection.

EUC's members of staff and students undertake to keep confidential and not disclose any confidential information, data, materials, knowhow, trade secrets or any other IP, to any unauthorised third party and shall also undertake to keep such information secure and strictly confidential both during the course of research activity, be it of an Academic or Collaborative/Contract nature, and also on and following completion thereof.

Any breach of this confidentiality and non-disclosure obligation constitutes a serious breach and may lead to disciplinary action and does not prejudice the rights of the EUC to file any action for damages or any other rights available at law.

3.3.4 Coverage of the Regulations

1. Whom does this IP Policy apply to?

- **Employees:**

By persons employed by the EUC in the course of their employment.

- **Students:**
By student members in the course of or incidentally to their studies at EUC.
- **Non-employees contracted to the EUC:**
By persons engaged by EUC under contracts for services during the course of or incidentally to that engagement.

2. **Sabbatical, Seconded, Visiting Academics and others:**

By other persons engaged in study or research in the University who, as a condition of their being granted access to the EUC's premises or facilities, have agreed in writing that this Part shall apply to them.

3. **Participation of the EUC members of staff/employees and or students in Collaborative and/or Contracted Research.**

The preparation and negotiation of any IP agreements or contracts involving the allocation of rights in and to IP will be undertaken by a competent person authorized for this purpose by the EUC-RIMB.

Issues that will be addressed in such agreements include, but will not always be limited to:

- ownership of Foreground IP;
- licences to Foreground IP for uses outside the project;
- ownership of Background IP;
- licences to use Background IP in the project or activity in question and in relation to the use of the Foreground IP arising from such project or activity;
- allocation of rights to use or commercialise IP arising from any such project or activity and the sharing of revenues; and
- publications arising from the relevant project or activity and the rights arising from such projects or activities.

The terms of such agreements may be subject to negotiation.

3.3.5 Exceptions to the Regulations

1. Unless specifically commissioned, typically the EUC will NOT claim ownership of copyright in certain types of Disclosable Work described in this policy as “Creator Copyright Works”:
 - artistic works;
 - text and artwork for publication in books;
 - articles written for publication in journals;
 - papers to be presented at conferences;
 - theses and dissertations;

- oral presentations at conferences;
 - posters for presentation at conferences; and
 - musical scores.
2. Where IP has been generated under the exception clause of this regulation, the EUC may assign the copyright to the Creator.
 3. Students – undergraduate and/or postgraduate.

3.3.6 Disclosure of IP

1. All persons bound by these Regulations are required to make reasonably prompt written disclosure to the EUC's Office of the Vice Rector for Research and External Affairs at the outset of the work or as soon as they become aware of it (by completion of the Invention Disclosure Form, the information required for which is provided in Appendix B):
 - any IP of potential commercial value arising from their work;
 - the ownership by a third party of any IP referred to or used for their work;
 - any use to be made of existing EUC IP during their work;
 - any IP which they themselves own which is proposed to be used by the EUC.
2. Creators shall keep all Disclosable Work confidential and avoid disclosing this prematurely and without consent;
3. Only disclose any Disclosable Work and the IP relating to it in accordance with the EUC's policy and instructions;
4. Seek EUC's consent to any publication of information relating to any Disclosable Work;
5. Creators must NOT:
 - i. apply for patents or other protection in relation to the Disclosable Work; and
 - ii. use any Disclosable Work for their own personal and/or business purposes and/or on their own account.

3.3.7 Ownership of IP

1. Ownership of IP created by an individual who is an employee is generally determined by considering:
 - Who created the IP?
 - Was the IP created in the course of the Creator's employment?
 - Are there any contractual conditions that affect ownership?
2. Assignment of ownership rights

Generally, the Creator of IP is its legal owner. From the EUC's point of view, the most important exception to this is the general rule that IP is owned by a person's employer where the IP is created as part of, or through the auspices of, the person's employment.

3. The EUC claims ownership of all the Intellectual Property specified in section 2.2, which is devised, made or created by those specified in section 3 and under the exceptions to the regulations in Section 4. It also includes but is not limited to the following:
 - i. Any work generated by computer hardware/software owned/operated by the EUC.
 - ii. Any work generated that is patentable or non-patentable.
 - iii. Any work generated with the aid of the EUC's resources and facilities including but not limited to films, videos, field and laboratory notebooks, multimedia works, photographs, typographic arrangements.
 - iv. Any work that is registered and any unregistered designs, plant varieties and topographies.
 - v. Any University commissioned work generated. Commissioned work is defined as work which the EUC has specifically employed or requested the person concerned to produce, whether in return of special payment or not and whether solely for the University or as part of a consortium.
 - vi. Know-how and information related to the above
 - vii. Any work generated as a result of the teaching process including but not limited to teaching materials, methodologies and course outlines.
 - viii. Material produced for the purposes of the design, content and delivery of an EUC course or other teaching on behalf of the school, whether used at the school's premises or used in relation to a distance learning and/or e-learning project. This type of material includes slides, examination papers, questions, case studies, and assignments ("course materials").
 - ix. Material for projects specifically commissioned by the EUC
 - x. All administrative materials and official EUC documents, e.g. software, finance records, administration reports, results and data.
 - xi. Study guides created by an Instructor for the University

3.3.8 Modus Operandi for Commercial Exploitation of the IPR

1. The EUC-RIMB handles the commercial exploitation of any results obtained under research conducted at EUC (unless this entitlement is relinquished). The Office of the Vice Rector of Research and External Affairs has the responsibility for the administration of Disclosures and will work with the TTF of Cyprus, which has responsibility for commercialisation of Disclosures. As guidance to the commercialisation process, the EUC/TTF will follow a standard process, graphically presented in Appendix A.
2. The Creator/s shall notify the Office of the Vice Rector for Research and External

Affairs of all IP which might be commercially exploitable and of any associated materials, including research results, as early as possible in the research project. This notification shall be effected by means of an Invention Disclosure Form (contents as noted in Appendix B). In case of doubt as to whether research is commercially exploitable or otherwise, the Creator/s undertake/s to seek the advice of Cyprus Central TTF.

3. The Office of the Vice Rector for Research and External Affairs shall immediately acknowledge receipt of the Disclosure Form. In consultation with the TTF and the Creator/s, shall decide whether the EUC-RIMB and the TTF has an interest to protect and exploit the relevant IPR.
4. The TTF shall communicate the decision in writing to the Office of the Vice Rector and the Creator/s by not later than three months from the date of receipt of the Invention Disclosure Form. If the EUC-RIMB and TTF decide to protect and exploit the IPR, it is understood that:
 - the Creator/s shall collaborate with the EUC and the TTF, to develop an action plan for the protection and commercial exploitation of the IP;
 - the TTF in collaboration with the Creator/s shall ensure that third party rights are not infringed in any way through the process; and
 - the EUC/TTF shall seek to protect the right of the Creator/s to use the said IP for strictly non-commercial purposes.
5. Should the EUC and TTF decide that there is no interest in protecting and exploiting the relevant IPR, or should it fail to inform the Creator/s about its decision within the stipulated time, the EUC-RIMB may assign all EUC rights, title and interest in such IP to the Creator/s concerned, whilst the EUC retains the right to use the said IP in whichever manifestation for strictly non-commercial purposes.
6. The Creator/s SHALL NOT enter into any sponsorships or commercial agreements with third parties related to their research at EUC without prior written authorisation by the Office of the Vice Rector for Research and External Affairs. This said, it is understood that consent shall generally be granted to the Creator/s for such requests as long as the IPRs of the EUC are safeguarded; otherwise the claims on IPR expected by the third party must be agreed upon explicitly upfront.

3.3.9 IPR protection

1. Some forms of IP require active steps to be taken to obtain protection (e.g.: patents, registered trademarks and registered designs). Other forms of IP rights are protected on creation (e.g. Copyright, EU Database Rights) but still require appropriate management in order to maximise the protection available. Best practices in patent protection require that all materials made publicly available by

any employees, members of staff and/or students should include a copyright notice.

2. Any decisions relating to the registration of any IP rights such as making an application for a patent or a registered trade mark or a registered design (including any decisions to continue or discontinue any such application) should be made in consultation with the Office of the Vice Rector for Research and External Affairs and the TTF. The IP registration process can be very expensive and IP protection costs should not be incurred without appropriate consideration of how such costs will be recovered.

3.3.10 Revenue Sharing Mechanism

The EUC's employees and students can benefit from the Revenue Sharing Scheme if their work generates income. The scheme is presented in Appendix C. Note that such revenue to be shared is typically calculated after deduction of all costs incurred by the EUC and TTF in developing, protecting, exploiting, and marketing the Disclosable Work and the Intellectual Property it contains.

3.3.11 Leaving the EUC

Cessation of employment, under normal circumstances, will not affect an individual's right to receive a share of revenue. Exceptions to this rule include: cessation of employment due to disciplinary actions.

3.3.12 Applications to use the EUC's IP

1. The EUC may be willing to consider requests from its staff and/or students for a licence to use specific IP, owned by EUC for their use although the terms and decision to grant any such licences is a decision wholly made by the EUC.
2. Applications for such licence should be made in writing to the Office of the Vice Rector for Research and External Affairs.

3.3.13 Breach of the Regulations

1. Breach of the regulations listed in this Policy may be a disciplinary matter for the EUC's staff and students under the normal procedures.
2. The EUC shall consider all avenues available to it, including legal action if necessary, in respect to persons bound by these regulations who acted in breach of them.

3.3.14 Discretion to assign/license back

1. If the EUC-RIMB does not wish to pursue the commercialisation of any Intellectual Property or does not wish to maintain an interest in the IPR, it has the right to assign such IPR rights to the Creator/s of the IPR by entering into an agreement to enable the IP to be used by the Creators. This will generally only be granted where there is clear evidence that the IP provides no other benefit to the EUC and is not related to other IP, which the EUC has an interest in.

However, the EUC-RIMB shall not assign its IP if it considers that the commercialisation of the IP could potentially bring harm to the name of the EUC. Decisions regarding potential harm will be taken by the Research Ethics Committee of EUC.

2. Requests for any transfer of rights from the EUC to another party with rights should be made in the first instance to the Vice Rector for Research and External Affairs.

3.3.15 Amendments to the Regulations

These Regulations may be amended by the Senate of the EUC on the recommendation of the Vice Rector for Research and External Affairs.

3.3.16 Death

In the event of a researcher's death, the entitlement shall continue for the benefit of his or her estate.

3.3.17 Disputes

1. Any question of interpretation or claim arising out of or relating to this policy, or dispute as to ownership rights of intellectual property under this policy, will be settled by submitting to the EUC's Intellectual Property Adjudication Committee a letter setting forth the grievance or issue to be resolved. The committee will review the matter and then advise the parties of its decision within 60 days of submission of the letter.
2. The Intellectual Property Adjudication Committee will consist of a chair who is a member of the tenured faculty, at the rank of either a Professor or an Associate Professor, one member of the faculty from each School, at the rank of either Assistant Professor or Associate Professor or Professor, an individual from the EUC with knowledge of Intellectual Property and experience in commercialisation of

Intellectual Property, and two other members representing, respectively, the EUC administration, and the student body. The chair will be appointed by the Vice Rector for Research and External Affairs, with the advice and consent of the Senate Research Committee, and the remaining members of the committee will be appointed: the faculty members, each by their School's Council, the administration representative by the University Council or its designee, and the student representative by the Student Union.

The committee will use the guidelines set forth in this policy to decide upon a fair resolution of any dispute.

3. Any disputes regarding the revenue distribution from the exploitation of Disclosable Works will be dealt with in accordance with the EUC's normal member of staff or student dispute procedures as outlined in the contractual terms of conditions.
4. The Parties shall attempt to settle any claim, dispute or controversy arising in connection with this Policy, including without limitation any controversy regarding the interpretation of this Policy, through consultation and negotiation in good faith and spirit of mutual cooperation. Where such claims or disputes cannot be settled amicably, they may be taken to court.
5. This Agreement shall be governed by, and construed in accordance with the laws of Cyprus.

4. Offices, Committees and Centres for Research

4.1 Vice Rector for Research and External Affairs

The Vice Rector for Research and External Affairs (from now on referred to as the Vice Rector) is the person responsible for representing the University on research matters and enhancing activities related to research within the University. Moreover the Vice Rector facilitates and supports, when asked by faculty or research members, all research activities, including the implementation of research projects, the organization of scientific conferences and the establishment of research units/labs. In addition, the Vice Rector is responsible for the smooth implementation of the University's Research Policy.

4.2 Senate Research Committee

The administration of the research activity is facilitated by the Senate Research Committee of the University. The Committee composition is prescribed in the University Charter and the Committee is accountable to the Senate of the University.

4.3 Research Foundations and Centres

Research is carried out in university departments, research foundations, and centers. The Senate suggests to the University Council the formation of new foundations and research centers or the discontinuation of existing ones, if necessary.

The University Council approves the establishment of these foundations and research centres. Separate regulations are issued for the establishment of University research centres. Detailed description of the mission, area of specialization, and operation of each foundation or research centre is given in a separate document.

4.4 Research Office

Detailed description of the mission, area of specialization, and operation of the Research Office is given in a separate document. The job description for the Head of Research Office is presented in Appendix E.

4.5 EUC Research & Innovation Management Board

The Board is appointed by the EUC Senate and is composed by the Vice Rector of Research and External Affairs, the Head of the EUC Research Office, and a senior member of the faculty with an established research and funding securing record. The Board decides independently on research activities and research projects and reports to the Senate.

5. Rules Governing External Research Programmes

5.1 Suggested procedure for submitting and implementing a funded research project

The following rules apply for externally funded research projects:

5.1.1 Submission of research proposals:

Faculty and research personnel that are interested in submitting a proposal or participate in a proposal for ANY kind of externally funded research project (commercial, consultancy, RPF, European etc) should consult and get the approval of the EUC Research Office. The formal procedures developed by the Research Office pertaining to the development of a research proposal and to participation in a research project should be followed in all cases. Given that in all research and consulting application forms a budget also needs to be prepared, the budget will be developed in collaboration with the EUC Research Office, sharing their expertise with the faculty and research personnel and advising them accordingly about the cost models and cost categories used in each case.

This procedure should make sure that the proposal satisfies all the necessary criteria of the particular research call.

The final approval for financial and administrative issues of proposals or projects will be signed by the legal representative of EUC.

5.1.2 Project implementation

The formal procedures developed by the Research Office pertaining to the administration of a research project should be followed in all cases.

In the case where a project is awarded, a copy of the contract and all the original receipts, invoices, contracts and other accounting documents regarding expenses of the project will be maintained by the EUC Research Office without any additional remuneration or personnel costs added to the budget of a project. The researcher/s involved in an externally funded project are responsible for submitting all receipts, invoices, contracts and other accounting documents relevant to their project to this department. No payment will be processed before the submission of the aforementioned documents to the Research Office.

Timesheets should be kept for all projects. These will be used as the basis for calculating the money to be paid to researchers for all types of projects. The EUC Research Office will assist researchers to calculate the hourly and daily rate for each staff member.

The researcher must also inform the Chief Financial Officer of the University, through the EUC Research Office, in order to create a separate ledger (account) in the University's Accounts Department. After completion of the project, the Accounts Department will keep the file on record for 5 years or more if needed by the contractual agreement.

The EUC Research Office should keep a file with all the details concerning the project. The file must be made available to the Senate Research Committee upon request.

5.1.3 Financial issues concerning externally funded research projects

All incoming funds for the execution of a project are deposited in a separate account (ledger) of the University and all necessary expenses with their receipts relating to the project are signed by the Vice Rector for Research and External Affairs,.

The time spent by faculty and research personnel on national, European or international research projects is, with rare exceptions, an eligible cost for

inclusion in a project budget at a level which reflects the time to be spent by faculty and research personnel on the project and the employer's cost. These are real project costs and their inclusion in project budgets is strongly required.

Salary payments to faculty and research personnel will be paid out regularly by the Accounts department upon the project coordinator's request to the Research Office and provided that the allocated amount for the previous period has been received from the funding agency and all reporting requirements for the previous period to the funding agency have been met.

In cases of delay in receiving the predetermined instalment, the University will grant to the researcher the required funds (not his/her compensation/remuneration but costs such as equipment, consumables, traveling) to initiate the research, provided that a copy of the contract and all necessary documentation had been submitted to the Research Office.

Employment of additional temporary staff, budgeted for completion of the research project, will be the responsibility of the project coordinator. The remuneration for temporary staff will depend on the corresponding budget of the project and the possible allocation of funds for this purpose.

Subcontracting activities within the framework of a research project will be the responsibility of the project coordinator. These activities should be in alignment with the corresponding budget of the project, the grant rules, and the EUC subcontracting policy.

In the case where a faculty or research personnel fails to complete a research project due to failure to meet his/her contractual obligations, or if it is clear that there was an intention of misconduct and there are financial damages laid upon the University relating to this event, the faculty or research personnel is liable to pay these damages. This will not be applied in cases such as health problem, etc, where there is clearly not an intention of misconduct.

5.1.4 University research fund

All funds allocated for research from externally-funded research projects, the University as well as funds offered for research purposes from third parties will be deposited in the University Research Fund. Recommendations for the allocation of funds are made by the EUC Research & Innovation Management Board and are subject to the final approval of the Senate. These funds can be used to finance solely non-economic research activities such as:

- (a) Participation of academic researchers in conferences, seminars, and meetings to co-ordinate activities, which are needed for submission of external programmes.

- (b) The administration costs associated with providing support services to academic researchers.
- (c) Organisation of training seminars for the faculty and research personnel of the University; these seminars shall be organized if and only will help/assist and/or facilitate researchers to enhance and further develop their knowledge in subjects related to their research fields and help them design and implement research projects.
- (d) Purchase of software, hardware and equipment that are needed by faculty and research personnel for research projects.
- (e) The funding for the University's Internal Research Awards
- (f) The funding of PhD scholarships
- (g) Development of Infrastructure related to the research activity of the University.
- (h) Funding of the activities of the Research Office of the University
- (i) Open Access Publication Fees
- (j) Any other activities pertaining to the wide dissemination of research-generated outputs

6. Rules Governing Internal Research Awards

The University's "Internal Research Awards" (IRA) are launched on an annual basis by the Senate Research Committee, are announced by the Vice Rector for Research & External Affairs and financed by the University Research Fund and external sponsors as described in Section 5.1.4 above.

6.1 Purpose

IRAs are awarded to EUC faculty in order to pursue research and other creative work. IRAs provide support for exploratory research projects which might result in proposals submitted for external funding or in creative work that is likely to enhance the recognition of the faculty and research personnel and the University at large. IRAs may be used for funding travel, equipment, supplies, PhD student assistants' scholarships, student assistants, research assistants and other expenses. Funding for this programme comes from the University Research Fund.

6.2 Eligibility for the awards

All full-time faculty members of the University who have the rank of Assistant Professor or higher are eligible to apply for the awards. Specific eligibility criteria may apply for each type of award.

6.3 Application Procedure

The Vice Rector for Research and External Affairs initiates the selection process by issuing a call for proposals. The deadline for the submission of proposals will be announced. Application materials will be available from the office of the Vice Rector for Research and External Affairs and the proposals will be submitted electronically to the office of the Vice Rector.

6.4 Selection and Evaluation Procedure

The selection is made by an ad-hoc sub-committee of the Senate Research Committee.

For the evaluation, the following criteria are applicable:

Research Activity 40%

- Quality of the results of the Applicant's research activity and their importance at an international level.
- Publications of the Applicant's research results in distinguished scientific journals and presentations in high impact international conferences.
- Evidence of the use and exploitation of the results of the research activity for the improvement of the quality of life in Cyprus and the wider European area or/and the possibility of commercial exploitation, introduction in the international market and patent registration.

Curriculum Vitae 40%

- Qualifications and achievements of the Applicant.

Future Research 20%

- Suggested framework of activity for the continuation of the applicants' work in the next 2-3 years.

The selection committee may request an external review of each nomination if it is deemed necessary.

7. Teaching Hours Reduction for Research Purposes

The University rewards members of staff who excel in research by awarding them Teaching Hours Reduction (THR). A THR may be awarded if the member of staff fulfils the conditions in one or more of the three schemes outlined below.

A member of staff may be awarded a THR under more than one of the schemes described below if he/she is eligible. The minimum teaching per semester can be reduced down to 6 hours per week based on the accumulated research load reduction hours. An exemption may be considered for Deans and Chairs.

All allocations of THR under the three schemes outlined below will be made after a recommendation of an ad-hoc committee chaired by the Vice Rector for Research and External Affairs. The committee will take into account scheduling constraints and other considerations for the sustainable development of research activity at the university. The committee will meet at an appropriate time in each semester in order to make the THR allocations in time for the preparation of the schedule of classes for the next semester.

7.1 Award of a THR for participation in research projects

Members of staff are eligible to apply for a Teaching Hours Reduction (THR) when conducting funded research for the full duration and until the completion of relevant funded projects. Should their application meets with success, funded project coordinators are entitled to a three-hour teaching reduction per semester for the whole duration of the project, whereas research partners are eligible for a THR equivalent to at least one third of the duration of the project.

Based on the policy of the University with regard to THR requests, Faculty, research and Other Teaching Personnel (OTP) members are expected to submit a written request to the Chairperson of his/her Department before the beginning of the academic year/semester. The Chairperson will process the THR request by way of making a relevant recommendation to the Dean of School. The Dean will then forward his/her recommendation to the Vice Rector for final approval. After the deadline expires, applications for teaching hours reduction will not be accepted.

The deadlines for submitting a request for teaching load reduction per semester are the following:

For the Fall Semester: 1st of May

For the Spring Semester: 31st of October

If a research proposal was awarded a grant after the special case of approval of a research/grant proposal (i.e. RPF, EU etc) while an academic year is in progress, a THR request should be submitted and be approved prior to the beginning of the next semester, during which the teaching load reduction will be applied. The research project should commence at least one month before the beginning of the next semester for the THR to be awarded.

7.2 Award of a THR for writing a book

A three-hour teaching reduction per semester will be awarded for the purpose of writing a book upon submission of a publishing contract by a reputable publisher. A total of two THR allocations (maximum 6 credits) will be made under the scheme for each book contract. The same deadlines and application procedure apply as in the scheme described in section 7.1.

7.3 Award of a THR by accumulation of points

A third scheme for the award of a THR takes into account the research activity of members of staff and the points they have accumulated according to the tables given in Appendix D. A THR of 3 hours per week is awarded to faculty members once they accumulate 100 (one hundred) points and the same number of points are automatically deducted from his/her accumulated total. Points accumulated over time but not utilized by a member of staff will simply remain at his/her disposal.

Note that members of staff may consider the year 2016 as the starting point for calculating points accumulated through research. The calculation of points will be valid after it has been approved by the Dean of the School and the Vice Rector for Research and External Affairs.

New faculty members can also get THRs under this scheme from the first semester of their employment. The points accumulated from their publications in the five (5) years prior to their appointment will be taken into account.

8. Equipment Acquired through Internal and External Funding

8.1 Equipment acquired through University funds

All equipment that has been acquired through funds that come directly through the university's funds (internal research grants, university research funds) will belong solely to the University and will be used by the faculty and research personnel's affiliated department or lab, according to the affiliation used by said faculty and research personnel in the funded research proposal and/or project. The faculty and research member is entitled to use the equipment throughout the duration of the funded project and this remains within the research unit/laboratory once the project is completed, or within the faculty member's department, under his/her direct supervision if s/he does not belong to a unit / lab. Any required maintenance of the equipment should be undertaken by the University.

8.2 Equipment purchased through external funding

Equipment (software and hardware) is often provided in full or partly in the budget of externally funded projects to enable the faculty and research member to carry out research effectively. This kind of equipment (computers, projectors, software programmes, fax and printing machines, etc.) remains property of the University for the exclusive use for research related activities and remains in the faculty or research personnel's research unit/laboratory or when this is not applicable in his/her department, under his/her supervision. The faculty member is entitled to use the equipment throughout the duration of the externally funded project. When faculty or research personnel who have had externally funded research projects

leave the University, the status of any equipment purchased remains a property of the unit/lab or department that the faculty or research personnel belonged.

Any required maintenance of the equipment should again be undertaken by the University.

The EUC Research Office is committed to working with faculty or research personnel to develop proposals for research and teaching equipment. Equipment grants usually require an institutional match, and faculty or research members are advised to consult with the EUC Research Office and the Director of MIS early in the process about this matter. The MIS should be able to help faculty or research personnel to identify the best hardware and software products and estimate costs for proposal budgets.

8.3 Provision of computing equipment by MIS

The MIS department supplies desktop office computers, computer teaching labs, copy and printing machines and other types of equipment needed for research (software and hardware). The Director of the MIS department is responsible for keeping the University's inventory records and adjust these in the case of equipment purchases or wearing out of equipment (being fully depreciated).

9. Policy on Research Staff

9.1 Introduction

Academic Research Staff are EUC contract employees hired to work on EUC research activities as defined below. As EUC employees, Academic Research Staff are subject to all policies and procedures related to EUC employment, and receive all benefits implied by the employment law.

9.2 Definitions of Roles

The following positions for research staff are being described in the following sections:

- Research Associate
- Research Fellow
- Senior Research Fellow
- Honorary Research Staff

9.2.1 Job Description for the Position of Research Associate

9.2.1.1 Overall Role

For researchers who are educated to first degree level (and Master's degree) and who possess sufficient breadth or depth of knowledge in the discipline of research methods and techniques to work within their own area. Role holders who gain their doctorate during the course of employment will normally be recommended for promotion to Research Fellow, if this is appropriate for the duties and responsibilities of the post.

As a team member of the Research Laboratory/Programme the Research Associate will contribute quality research outputs and conceptual support to projects. With the guidance of the supervisor/programme leader, and within the bounds of the Research Laboratory/Programme mandate, the Research Associate will:

9.2.1.2 Key Responsibilities

- Conceptualize and conduct short-term experiments and research activities in support of broad-based/longitudinal research projects, ensuring consistency with established methodological approaches and models, adherence to project timelines, and completeness of documentation;
- Conduct studies of related literature and research to support the design and implementation of projects and development of reports, ensuring conceptual relevance, comprehensiveness, and currency of information;
- Write and publish articles in peer-reviewed journals that highlight findings from research and experimental activities ensuring consistency with the highest standards of academic publication and showcasing the Centre's/Programme's scientific leadership;
- Communicate to Programme/Project team developments/progress and results of research activities ensuring that relevant information and issues in the implementation of projects/experiments are captured in as comprehensive and timely manner as possible;
- Develop collaborative links with core scientific personnel in related programme areas to gain exposure to, and build knowledge on experimental/research activities and approaches, in order to subsequently improve conceptual development and implementation of existing programmes;
- Utilize appropriate and current techniques/protocols in experimental laboratory management to ensure integrity and security of experimental process, comprehensive documentation, and replicability of experimental procedures;
- Design and organize databases along project frameworks and experimental research design that support overall research management, including the monitoring and evaluation of project inputs, actions, and outcomes, as well as the subsequent integration of these databases to other databanks;
- Identify areas of improvement within the research structure using integrated management approaches in pursuit of capacity building/strengthening and the preservation of scientific rigor in research studies.
- To contribute to the design of a range of experiments/fieldwork/research methodologies in relation to the specific project that they are working on

- To set up and run experiments/fieldwork in consultation with the Principal Investigator, ensuring that the experiments/fieldwork are appropriately supervised and supported. To record, analyse and write up the results of these experiments/fieldwork.
- To prepare and present findings of research activity to colleagues for review purposes.
- To contribute to the drafting and submitting of papers to appropriate peer reviewed journals.
- To prepare progress reports on research for funding bodies when required.
- To contribute to the preparation and drafting of research bids and proposals.
- To contribute to the overall activities of the research team and department as required.
- To analyze and interpret the results of their own research

9.2.1.3 Skills and Qualifications

Education: Level Bachelor and/or Master's in the Programme Area

Experience and Skills:

Basic research skills and knowledge of research techniques

Ability to analyse and write up data

Ability to present and communicate research results effectively to a range of audiences

9.2.1.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.

- Desk, Telephone line and PC

- MS Office, SPSS, Email and Printing Rights

- Business Cards with the University Emblem and the Research Laboratory they belong to

- Full access to the library

All researchers must receive the same forms of employment documentation as other academic-related staff of the University:

- a formal contract signed by the relevant appointing authority;

- written confirmation of any changes in the terms of employment;

- job description or the generic description of the role and, where appropriate, a list of expected research goals;

- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them.

9.2.2 Job Description for the Position of Research Fellow

9.2.2.1 Overall Role

A Research Fellow is a researcher with some research experience and who has typically been awarded a doctoral degree. A Research Fellow will often have supervisory responsibilities for more junior researchers and will often lead a team of researchers to achieve a research project's aims. They will initiate, develop, design and be responsible for the delivery of a programme of high quality research and may have full authority over several phases of project work.

9.2.2.2 Key Responsibilities

- Design, Conceptualize and conduct short-term experiments and research activities in support of broad-based/longitudinal research projects, ensuring consistency with established methodological approaches and models, adherence to project timelines, and completeness of documentation;
- Supervise and Conduct studies of related literature and research to support the design and implementation of projects and development of reports, ensuring conceptual relevance, comprehensiveness, and currency of information;
- Write and publish articles in peer-reviewed journals that highlight findings from research and experimental activities ensuring consistency with the highest standards of academic publication and showcasing the Centre's/Programme's scientific leadership;
- Take the lead within the team and communicate to Programme/Project team developments/progress and results of research activities ensuring that relevant information and issues in the implementation of projects/experiments are captured in as comprehensive and timely manner as possible;
- Develop collaborative links with core scientific personnel in related programme areas to gain exposure to, and build knowledge on experimental/research activities and approaches, in order to subsequently improve conceptual development and implementation of existing programmes;
- Utilize appropriate and current techniques/protocols in experimental laboratory management to ensure integrity and security of experimental process, comprehensive documentation, and replicability of experimental procedures;
- Design and organize databases along project frameworks and experimental research design that support overall research management, including the monitoring and evaluation of project inputs, actions, and outcomes, as well as the subsequent integration of these databases to other databanks;
- Identify areas of improvement within the research structure using integrated management approaches in pursuit of capacity building/strengthening and the preservation of scientific rigor in research studies.
- Develop research objectives, projects and proposals.
- Conduct individual or collaborative research projects.
- Identify sources of funding and contribute to the process of securing funds.

- Act as principal investigator on research projects.
- Manage and lead a team of researchers to achieve the aims of a research project.
- Oversee and appropriately supervise and support the research activities (experiments, fieldwork etc.) of a research programme/project.
- Ensure that research results are recorded, analysed and written up in a timely fashion.
- Manage research grants in accordance with EUC Financial Regulations and the conditions of the funding body (e.g. EU, RPF etc.)
- Prepare and present findings of research activity to colleagues for review purposes.
- Submit papers to relevant peer reviewed journals and attend and present findings at relevant conferences.
- Prepare progress reports on research for funding bodies when required
- Participate in and develop external networks, for example to identify sources of funding or to build relationships for future research activities

9.2.2.3 Skills and Qualifications

Education: Level PhD in the Programme Area

Experience: at least 1-3 years relevant experience.

The candidate must possess sufficient specialist knowledge in the specific discipline to develop research programmes and methodologies.

9.2.2.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.

- Desk, Telephone line and PC

- MS Office, SPSS, Email and Printing Rights

- Business Cards with the University Emblem and the Research Laboratory they belong to

- Full access to the library

All researchers must receive the same forms of employment documentation as other academic-related staff of the University:

- a formal contract signed by the relevant appointing authority;
- written confirmation of any changes in the terms of employment;
- job description or the generic description of the role and, where appropriate, a list of expected research goals;
- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them

9.2.3. Job Description for the Position of Senior Research Fellow

9.2.3.1 Overall Role

A Senior Research Fellow is an experienced researcher holding a leadership role in a research group/centre/institute. Post-holders are expected to undertake the role of Principal Investigator on major research projects, exhibit a strong reputation for independent research, and provide academic leadership. They are also expected to support the management activity of the relevant School/Research Centre, and contribute to the delivery of the School's/ Centre's/Laboratory's research strategy.

9.2.3.2 Key Responsibilities

- Supervise postgraduate research students
- Contribute to the development of research strategies for the relevant School/Centre/Laboratory.
- Define research objectives and questions
- Develop proposals for research projects which will make a significant impact by leading to an increase in knowledge and understanding
- Actively seek research funding and secure it as far as it is reasonably possible
- Generate new research approaches
- Review and synthesise the outcomes of research studies
- Interpret findings obtained from research projects and develop new insights
- Contribute generally to the development of thought and practice in the field
- Provide academic leadership to those working within research areas - for example, by co-ordinating the work of others to ensure that research projects are delivered effectively and to time
- Contribute to the development of teams and individuals through the appraisal system and providing advice on personal development
- Act as line manager (e.g. of research teams)
- Act as a personal mentor to peers and colleagues
- Provide advice on issues such as ensuring the appropriate balance of research projects, appointment of researchers and other performance related issues
- Identify opportunities for strategic development of new projects or other areas of research activity and contribute to the development of such ideas

9.2.3.3 Skills and Qualifications

Education: Level PhD in the Programme Area

Experience: at least 7-10 years relevant experience. Significant post-qualification research experience with a track record of high-quality publications.

Experience of successful supervision of students

Experience in a leadership role in a Research Group/Centre or Laboratory

9.2.3.4 EUC Pertaining Benefits

Researchers will have access to facilities which are necessary and appropriate for the performance of their duties.

- Desk, Telephone line and PC
- MS Office, SPSS, Email and Printing Rights
- Business Cards with the University Emblem and the Research Laboratory they belong to
- Full access to the library

All researchers must receive the same forms of employment documentation as other academic-related staff of the University:

- a formal contract signed by the relevant appointing authority;
- written confirmation of any changes in the terms of employment;
- job description or the generic description of the role and, where appropriate, a list of expected research goals;
- further to the completion of the contract, researchers are responsible for returning in good condition all the equipment as well as business cards that have been provided to them

9.3 Procedures for Appointment

9.3.1 Selection and Search Procedures

As a general rule, an appointment to the Academic Research Staff requires a search for a suitable candidate. Searches are initiated with a written vacancy announcement, such as in relevant professional journals or other publications.

The text for the announcement should be sent to the Office of the Vice Rector of Research and External Affairs and the Office of the Director of Human Resources, clearly describing the terms of employment, length of employment, identity and duration of funding sources contributing to his or her salary and line manager (the person the researcher will be reporting to). The text should be advertised for a reasonable amount of time. A copy of a current CV, a cover letter and at least one recommendation should be sought for. A short list of the potential candidates will be created based on merit and the top part of the list will be called for a structured interview with the line manager. At the end of the procedure, the line manager will report back to the Office of the Vice Rector of Research and External Affairs and the Office of the Director of Human Resources, the name(s) of the proposed Researcher.

9.3.2 Criteria for the Appointment to Rank of Research Associate

Minimum qualifications as described in Section 9.2.1.

9.3.3 Criteria and Procedures for the Promotion to the Rank of Research Fellow

A Research Associate may, during the course of his/her appointment obtain, his/her PhD. In such cases, the employee (provided that he/she fulfils the work experience as described in Section 9.2.2) is promoted to the rank of Research Fellow. If the funding source that sponsors the program the researcher is assigned to accounts for a pay rise this is immediately applied.

9.4 Honorary Research Staff

The work of Research Centres is enhanced by the involvement and collaboration in the Research Centres' activities of personnel who are not employees of the University. To recognise the association, EUC may confer an honorary title to such individuals during the period of their association. An honorary title may not be conferred on an employee of EUC.

The title to be conferred will depend on the level of distinction and qualification of the candidate. Applications should come from the Dean of the School with:

- a copy of the person's CV
- a citation that should include:
 - a description of contributions to teaching
 - research being undertaken with academic staff as evidenced by joint publications/research projects and research grants or contracts being held jointly or a significant involvement in industry/academic joint activities within the College
 - rationale for offering the association
 - the start date and end date of the association

Honorary titles are intended to recognise ongoing attachments and are awarded for a fixed term, normally up to three years in the first instance. No monetary honorarium is associated with the offer.

The honorary research titles that can be awarded are:

9.4.1 Honorary Principal Research Fellow

Will have made an outstanding contribution to teaching and research

9.4.2 Honorary Senior Research Fellow

Extensive research experience required, the quality of which is determined by refereed publications, invitations to speak at conferences, hold an established national reputation and a known or developing international reputation. Have the ability to attract significant external research funding. Will usually lead a team of other research staff, possibly drawn from several disciplines

9.4.3 Honorary Research Fellow

Proven ability of high quality research, evidenced by authorship of a range of publications. Capable of attracting external research funding. May be required to undertake project management and/or supervise teams and other research staff; expected to provide expert advice and guidance to others

9.4.4 Honorary Research Associate

Required to produce independent original research and to take initiatives in planning of research.

9.5 Intellectual Property Rights

All IP generated throughout the employment of an Academic Research Staff Member belongs to EUC. In such cases that the Researcher is employed in a project that assigns explicit IP rights (e.g. an EU funded project) then the rules as set out by the funding agency are followed.

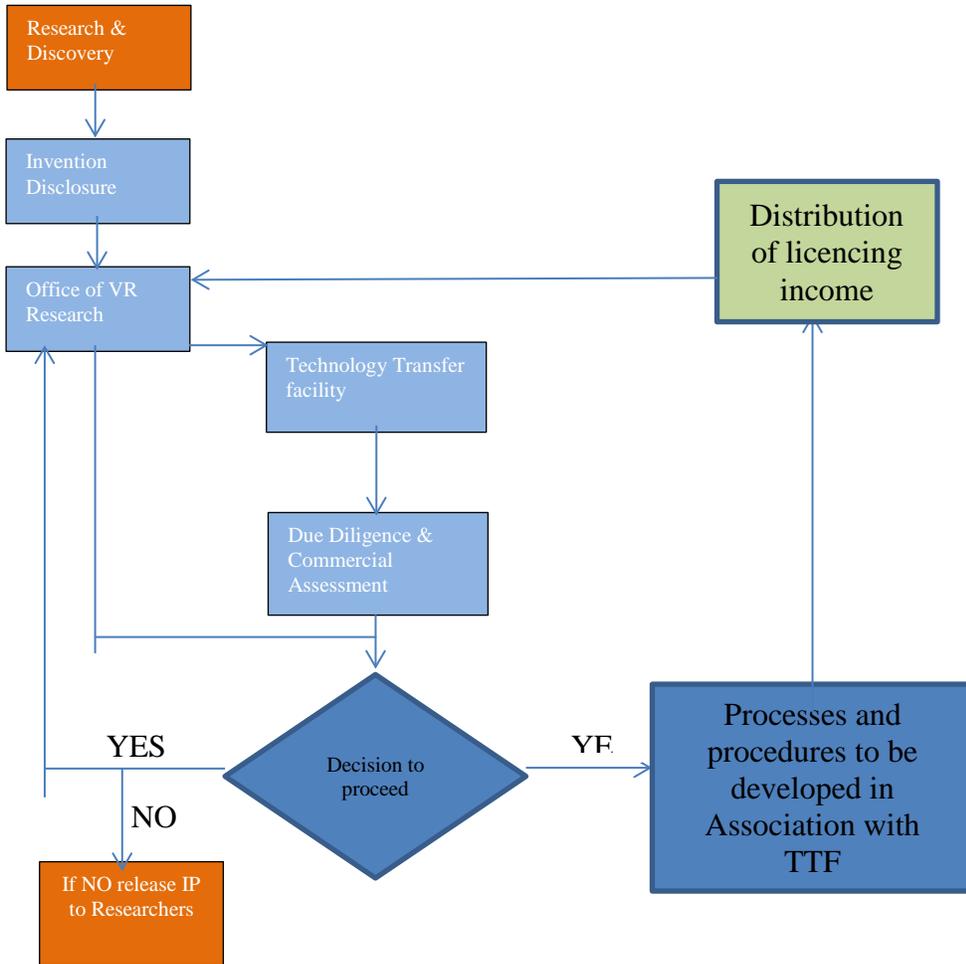
Honorary Research Staff may be required to assign the rights to any IP they create in the course of their academic activities to EUC. EUC may have obligations to organisations which are funding the research (e.g. an EU funded project) in question which it will not be able to honour without such an assignment of rights being in place. For the purposes of IP rights associates are treated as if they were EUC Employees.

9.6 Involvement of Research Staff

Wherever possible, Academic Research staff should be encouraged to take part in university decision making processes, for example by inclusion in relevant departmental committees. Where appropriate, researchers should be included at University level, for example as representatives in working groups and staff consultation exercises.

Appendix A:

A Technology Transfer Process Map – to be completed when the TTF has been established.



Appendix B:

Invention Disclosure Guidelines

Invention Disclosure Form - Example

An Invention Disclosure Form (IDF) is designed to determine the basic facts relating to an invention, design, or copyright material. It is a way of capturing an invention and establishing who the inventors are, what the invention is, who is funding it, what the anticipated product/ market is and initiate Intellectual Property (IP) due diligence. Information on the following aspects of an invention should be included in an Invention Disclosure Form.

1. Descriptive Title of the Invention.
2. Who was involved? Please specify for each individual who contributed, invented or authored (if software):
 - a. Their names and if any are foreign nationals;
 - b. Who their employer is; are any contracts or arrangements in place?
 - c. What they contributed to the development of the technology (e.g. came up with the original idea; designed experiments; carried out experimental work; wrote code)
3. Detail of your invention:
 - a. What do you think your invention is?
 - b. What will your invention be used for?
 - c. What are the advantages of your invention and how does it improve on the present situation?
 - d. What is new about your invention?
 - e. How and why does it work? What is the science behind the invention
 - f. Are there any other uses of the invention?
4. Interest from external organisations and their details.
5. Information on published literature (including patents) relevant to your invention?
6. When and where the invention was first conceived?
7. What are your future plans for developing the technology?
8. Who have you told about the invention, when and where?
9. When did you first describe the invention in writing or electronically?
10. Publications, abstracts, conferences to date.
11. Publication and conference plans.
12. Funding information (comprehensive), e.g. including third party support, Material Sales or Transfers, patient consents.

For inventions that include software, please provide the following additional information.
13. Application name and version number.

14. For source code developed by the researchers identified in question 2 above, include: source files used, programming languages, development tools, copyright protection in source code.
15. For new versions, include: source files changed, added or removed since the previous version, documentation required for others to use, if the source files have been distributed outside the university, and in what form, and are the source files available as a web-download – inc. URL and terms under which the download is available.
16. For other source files or libraries that are required to build the software application (external software), list the following: all external software required to use the application; who owns that software, how was the software obtained, license terms or FOSS – name of the license.

Appendix C:

Suggested Revenue Sharing Scheme

The EUC will share royalty income with employees and/or students involved in producing Disclosable Work whose exploitation generates revenue. Payments are overseen by the EUC-RIMB, but the EUC will normally share royalty income in accordance with the table below. This may be either as a lump sum or as royalty income over a period of time.

Table C1

Net Revenue	Allocated to the Creator/s	Allocated to the EUC Research Fund	Allocated to the Creator'/s School Budget	Allocated to Support the TTF
100%	50%	20%	20%	10%

Appendix D

D1. Points accumulation from Research

Table D1 details the evaluation categories which will be used for the calculation of research points allocated to EUC researchers. The table has been constructed taking into account the following:

1. The points awarded are based on the evaluation of research accomplishments, not on the estimation / calculation of hours spent during the implementation of a research activity.
2. A research accomplishment is any research-related activity which strengthens the research portfolio and enhances the research esteem of a researcher in particular, and the EUC in general
3. It is apparent that specific research accomplishments cannot be evaluated in a similar manner across the range of research disciplines. Therefore, the following table is implicitly “averaging” the weight of these accomplishments, so that the scheme can be operational and fair.
4. The term “national”, when used in association with a conference, refers to one which is local in nature (i.e. only researchers from Cypriot Universities and other Cypriot research establishments participated in it).
5. The term “international”, when used in association with a conference, refers to one which is international in nature (i.e. researchers from Universities and other research establishments from at least two countries participated in it).
6. The term “national”, when used in association with a publication refers to one published by a Cypriot university or other Cypriot academic publishing house.
7. The term “international”, when used in association with a publication refers to one published by an international university or other international academic publishing house.

Where a publication of any type (conference, journal, book chapter, monograph, textbook, book, or other) concerns two or more authors, the following points’ calculation rules will apply: For cases up to (and including) two (2) authors, full points are awarded to the author in consideration. For each additional co-author (three (3) authors or more), a deduction of 2 points will be implemented on the full points’ allocation for the category considered. The minimum points that an author will be awarded cannot be smaller than 50% of the full points’ allocation for the category considered.

Table D1

Points	Conferences	Journals	Books	Research Projects	Other*
5	<p>1. Presentation of poster / article in national conference (refereed)</p> <p>2. Presentation as invited keynote speaker (refereed national conference)</p>			<p>1. Unsuccessful submission of funded research proposal in national / international organization (research partner)</p>	<p>Member of scientific / conference organizing committee (national / international)</p>
10	<p>1. Presentation of refereed poster / article in international conference (refereed)</p> <p>2. Presentation as invited keynote speaker (refereed international conference)</p> <p>3. Editor of national conference proceedings (refereed)</p>	<p>1. Publication of refereed journal article (journal not in ISI / Scopus / ACM / IEEE/etc.)</p> <p>2. Editor of refereed journal special issue (journal not in ISI / Scopus / ACM / IEEE/etc.)</p>	<p>Publication of refereed book chapter (national)</p>	<p>1. Unsuccessful submission of funded research proposal in national organisation (project coordinator)</p>	<p>General Chair or Program Chair of refereed national conference</p>
15	<p>1. Editor of international conference proceedings (refereed)</p>		<p>Publication of refereed book chapter (international)</p>	<p>1. Unsuccessful submission of funded research proposal in international organization (project coordinator)</p>	<p>General Chair or Program Chair of refereed international conference</p>

Table D1 (continues)

Points	Conferences	Journals	Book Chapters / Editors	Research Projects	Other*
20		1. Editor of refereed journal special issue (journal in ISI / Scopus / ACM / IEEE/etc.)	Editor of refereed book / book series		
25		1. Publication of refereed journal article (journal in ISI / Scopus / ACM / IEEE/etc.)			

* For these categories only 50% of the points will be accumulated

D2. Points accumulation from Research / Department of Arts

Due to the nature of the research conducted in the Department of Arts, Table D2 has been produced to address the research output of the Department. For all other research outputs such as journal papers, conferences, books, etc. the European University Cyprus' "Points' accumulation" table given in section D1 must be followed.

Table D2

Points	Other				
	Performance /Exhibition (Artist)		Creative works		Workshop/Seminars/Festivals /Competitions/ Broadcasts/Residencies
	Music	Graphic Design/Visual Arts	Music	Graphic Design/Visual Arts	
5	A01 Performance - National level (partial performance)	A02 Participation in local group exhibition	A03 Composition for up to 4 musicians		A04 <ul style="list-style-type: none"> • National Performance or Broadcast of a composition/arrangement • Adjudication of Competition • Invited workshop / art lecture in national conference/festival
10	A05 Performance - International level (partial performance) Part of ensemble studio recording/ less than 3 tracks	A06 Participation in international group exhibition	A07 Composition from 5-10 musicians	A08 Publication design (national/international) - booklets covers	A09 <ul style="list-style-type: none"> • International Performance or Broadcast of a composition/arrangement • Competition Finalist • Invited workshop / art lecture in international conference/festival • Invited Artist (Workshop)
15	A10 Performance - National level (entire concert) Performance with Large Ensemble Part of ensemble studio recording/ more than 3 tracks	A11 Editor of exhibition catalogue (national/international)	A12 Composition for 10 musicians and above	A13 Publication design (international) - books and exhibition catalogues	A14A <ul style="list-style-type: none"> • Competition Winner • Invited Artist (Festival – duration more than three days) A14B Chair of international arts/music festival

20	<p>A15 Performer – International level (entire concert) /</p> <p>Solo studio Recording (CD) less than 3 tracks</p>	<p>A16 Participation in national solo exhibition</p>	<p>A17 Composition for Symphonic Orchestra</p>	<p>A18 Commissioned work by government/museum/ other cultural institution</p>	<p>A19 Participation in funded international residency</p>
25	<p>A20 Solo studio Recording (CD) more than 3 tracks</p>	<p>A21 Participation in international solo exhibition</p>	<p>A22 Publication of a composition (Score/CD) by an International Music Publishing House /Recording company</p>	<p>A23 Project: Curation of national / international exhibition</p>	

Appendix E

JOB DESCRIPTION FOR THE HEAD OF EUC RESEARCH OFFICE

Head of EUC Research Office

The Head of EUC Research Office is the chief administrative officer of the Office and is accountable/ reports to the Vice Rector of Research and External Affairs. He/she is ex officio member of the Senate Research Committee and a member of the EUC – Research & Innovation Management Board. He/she provides leadership in the services provided by the Office to the research community of the University and is responsible for the overall management of the Office's resources and staff. He/she acts as agent of the Office in executing the EUC Research Administration procedures, and serves as the medium of communication for all official business of the Research Office with other University authorities and bodies and the public. The Head of Research Office has ultimate responsibility for the general operation and development of the Office.

Duties and Responsibilities of the Head of Research Office

1. JOB SUMMARY

The Head of Research Office reports to the Vice Rector of Research and External Affairs. He/she has the overall responsibility for the smooth and effective functioning of the Research Office, and is responsible for the coordination and the development of the Office's operations.

2. DUTIES AND RESPONSIBILITIES

The key areas of duties and responsibilities of the Head of Research Office are as follows:

a. **Contribution to Academic Excellence**

- Promotes, encourages and supports academic excellence through the University's participation in funded research projects and other research activities.
- Contributes to the achievement of goals pertaining to research within the university as set by the Vice Rector of Research and External Affairs
- Provides ongoing support to the Vice Rector of Research and External Affairs for the implementation of the University's Research Policy and improvement of research outputs and performance.
- Implements, in cooperation with the Vice Rector of Research and External Affairs, the procedures of the University (Research Administration Procedures) concerning the submission of proposals and the administration of projects funded by national, European and international funding agencies and other bodies. Ensures that new academic staff are made aware of these procedures and facilitates for their smooth adaptation to the environment.

- Overviews the operations of the Research Office as follows:
 - I. Monitoring of national, European, and international funding opportunities and dissemination to faculty and researchers
 - II. Administrative support provided during the submission of research proposals and during the management of a wide range of research projects
 - III. Organization of presentations and training sessions for the EUC faculty, other teaching personnel, and researchers affiliated with the University
 - IV. Organization of outreach events aiming at the wide dissemination of research outputs produced by the University (e.g. Research Days)
 - V. Contribution to University Quality Assurance processes
- Accepts/undertakes additional responsibilities/functions/duties as may be assigned by the Vice Rector of Research and External Affairs and the University in general.

b. Internal processes, procedures and controls

- Assumes responsibility for the department's overall performance and ensures that tasks are executed effectively and on time according to the relevant policies
- Reviews and recommends changes for the adaptation or improvement of existing institutional policies and procedures related to research.
- Prepares relevant reports and/or documents for quality control purposes and alignment with the directives of funding organizations
- Safeguards personal and other confidential information and acts as the GDPR Data Protection Officer of the Research Office

c. Relations with other Academic Entities

- Serves as an ex officio member of the Senate Research Committee and the EUC – Research & Innovation Management Board.
- Represents the Office in its working relationship with other Schools, departments, academic units within the University.
- Participates in all decisions about the operation of the Research Office
- Serves on various committees as set forth in Internal Regulations
- Encourages inter-disciplinary links within the University, as well as collaborative links in research activities with other Universities and research organizations
- Represents the University in professional matters external to the University setting, i.e. relevant to the University's relations with research stakeholders, funding agencies, and partner institutions.

d. Staff Governance

- Oversees and makes decisions on the allocation of the Research Office's personnel's tasks

- Assesses and ensures the effectiveness of all personnel in a continuous quality improvement
- Serves as liaison with the Director of Human Resources and oversees the development of staff in the Research Office
- Articulates the University policies and procedures to the Office's personnel and ensures that all involved parties have the same level of understanding of the Office's policies and procedures, and offers relevant support as needed
- Maintains good working relationships with the Office's personnel
- Holds regular meetings with the Office's personnel to review, inform and consult on administrative and strategic development issues pertinent to the Office
- Identifies resource needs (staff, infrastructure, other) for the Research Office in cooperation with the Vice Rector of Research and External Affairs.