Doc. 300.1.2

Higher Education Institution's Response

Date: 3.2.2022

- **Higher Education Institution:**
  European University Cyprus
- **Town: Nicosia**
- **Programme of study**
  (Duration, ECTS, Cycle)

  "Εφαρμοσμένη Διατροφή και Διαιτολογία (18 μήνες, 90 ECTS, Μεταπτυχιακό)"
  "Applied Nutrition and Dietetics (18 months, 90 ECTS, Master of Science)"
- **Language(s) of instruction: Greek**
- **Programme's status:** Currently Operating
- **Concentrations (if any):**
  - **Κλινική Διαιτολογία**
  - **Αθλητική Διατροφή**
  - **Clinical Dietetics**
  - **Sport Nutrition**

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 postgraduate programme of study in Applied Nutrition and Dietetics (M.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)

Comments by EEC:

1. With regard to committees or bodies that have a role in quality assurance mechanisms, where possible ensure diverse student representation on as many.
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
3. What pedagogical supports are in place for staff and students to ensure quality standards of teaching are achieved?
4. 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.
5. 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.
6. At next review consider the overlap between some modules, especially with students coming from BSc prgramme – 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.
7. Consider blind double marking a % of assessment or moderation
8. 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?
9. 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
10. No information regarding process of attaining placements, how placements are allocated, are students afforded equal opportunites 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
11. Potential conflict of interest with assessing students on placements - consider independent assessment of final year students by qualified and practicing dietitian against dietetic standards of proficiencies and graduate competencies – this could be questioned by overseas accrediting bodies.
12. Information on graduate profile is always helpful and important to publicise on university or course website.

Response by EUC:

1. 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. The program aims to cultivate important academic skills that underpin more complex skills, such as critical thinking and reflective practice, along with science-specific knowledge and its application. Practicing these skills leads to developing graduate attributes, such as problem-solving and analytical ability, effective communication, creativity and innovation. Table 1 below shows how courses and placements are mapped to the competencies and student's graduate attributes. Learning outcomes in bold letters of each column indicate the mapping between the two (i.e. Program's Learning Outcomes – per Course's Learning Outcomes).

Table 1. Mapping of Learning outcomes ensuring that graduates are meeting professional expectations.

Program's Learning Outcomes	Course code/title	Course's Learning Outcomes
• Implement the nutritional care process and the advanced scientific knowledge for the diagnosis of diet-related diseases. • Evaluate, plan, implement and supervise the nutritional care of patients with chronic or acute disease based on recent clinical findings and the pathophysiology of the disease. • Identify and treat critically ill conditions whose nutritional intervention contributes in ensuring and preserving life. • **Design and implement nutrition practice policies to promote health, prevent and manage several diseases** • **Design, analyze, interpret and present the results of research in the field of Clinical Dietetics and to incorporate current scientific knowledge into practice.**	NUT600-Biostatistics and Research Methodology	• **Apply the principles and concepts of epidemiology as a discipline in the study of population health** • **Analyze and interpret epidemiological measures** • Examine the different types of bias in epidemiological studies and examine how they can lead to misleading findings and the methods to avoid them • Analyze the design features and uses of epidemiological studies (experimental and observational), their advantages and advantages • **Discuss the ethical issues that arise during the design and execution of a research and the ways to deal with them** • **Analyze the basic steps of designing a research protocol** • **Examine the methods of systematic review, ways of analysis and interpretation of the results of such studies** • Implement a systematic and detailed search of the literature for the identification of epidemiological studies • Critically evaluate epidemiological studies and determines their use based on scientific evidence • Properly prepares data and performs numerical and graphical data summarization methods • Select and apply appropriate statistical methods for single-variable and bi-variable data analysis with continuous and categorical data • Select and apply multivariate statistical analysis

		• Use SPSS and other statistical software as tools necessary for research • Critically evaluate the statistical methodology used in epidemiological studies and interpret the results tables and diagrams presented in these studies
• Implement the nutritional care process and the advanced scientific knowledge for the diagnosis of diet-related diseases. • **Evaluate, plan, implement and supervise the nutritional care of patients with chronic or acute disease based on recent clinical findings and the pathophysiology of the disease.** • Identify and treat critically ill conditions whose nutritional intervention contributes in ensuring and preserving life. • **Design and implement nutrition practice policies to promote health, prevent and manage several diseases** • **Design, analyze, interpret and present the results of research in the field of Clinical Dietetics and to incorporate current scientific knowledge into practice.**	NUT605-Special Issues in Nutrition Metabolism	• Describe mechanisms of metabolism regulation of major nutrients, • Recognize the interactions of nutrient metabolism and their effects on human homeostasis, • **Analyze the role of nutrient metabolism in the progression and treatment of various diseases,** • Define the methodology and techniques of biomedical research in scientific literature, • **Modify diet and human's lifestyle by using his / her knowledge and understanding in order to solve problems of metabolic dysfunctions,** • **Design research hypotheses** • **Choose the appropriate methodology for conducting studies on metabolism and nutrition.**
• Implement the nutritional care process and the advanced scientific knowledge for the diagnosis of diet-related diseases. • **Evaluate, plan, implement and supervise the nutritional care of patients with chronic or**	NUT610-Special issues of nutrition and nutritional assessment	• **Describe and explain the basic principles of nutrition and nutritional assessment at various stages of life and in special health conditions,** • Identify the risk factors associated with the occurrence of specific nutritional disorders at different stages of human life,

acute disease based on recent clinical findings and the pathophysiology of the disease. • **Identify and treat critically ill conditions whose nutritional intervention contributes in ensuring and preserving life.** • **Design and implement nutrition practice policies to promote health, prevent and manage several diseases.** • **Design, analyze, interpret and present the results of research in the field of Clinical Dietetics and to incorporate current scientific knowledge into practice.**	throughout life cycle	• **Design nutritional interventions for specific physiological conditions based on the most updated guidelines,** • **Present and evaluate recent data from a range of selected recent topics that focus on nutrition science and health status of the population,** • **Organize presentations of recent scientific topics in nutrition.**
• Implement the nutritional care process and the advanced scientific knowledge for the diagnosis of diet-related diseases. • **Evaluate, plan, implement and supervise the nutritional care of patients with chronic or acute disease based on recent clinical findings and the pathophysiology of the disease.** • **Identify and treat critically ill conditions whose nutritional intervention contributes in ensuring and preserving life.** • Design and implement nutrition practice policies to promote health, prevent and manage several diseases. • **Design, analyze, interpret and present the results of research in the field of Clinical**	NUT690-Master Thesis	• Define the steps required to organize and implement a bibliographic review and experimental work, • **Identify and recognize scientific sources related to the subject matter by searching in scientific and electronic databases and critically extracting scientific information**, • **Describe and analyze the structure of scientific articles, assess their content clearly and compose it in a single text,** • Evaluate and discuss issues related to research bioethics and ethics, • **Design, organize, compile and implement a descriptive bibliographic review and an experimental study on the subject in accordance to 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,**

Dietetics or Sport Nutrition and to incorporate current scientific knowledge into practice.		**as well as evaluate the findings and compare them critically with findings from other studies.** • **Organize and present the presentation of a scientific paper by means of a printed book as well as an oral presentation to the public**
Concentration of Clinical Dietetics		
• **Implement the nutritional care process and the advanced scientific knowledge for the diagnosis of diet-related diseases.** • **Evaluate, plan, implement and supervise the nutritional care of patients with chronic or acute disease based on recent clinical findings and the pathophysiology of the disease.** • **Identify and treat critically ill conditions whose nutritional intervention contributes in ensuring and preserving life.** • Design and implement nutrition practice policies to promote health, prevent and manage several diseases. • **Design, analyze, interpret and present the results of research in the field of Clinical Dietetics and to incorporate current scientific knowledge into practice.**	NUT615-Special issues in Clinical Dietetics and Nutrition of adults	• Describe the epidemiology of diseases in adults and identify people at high risk • Analyze the pathophysiology of each disease • **Develop dietary treatments of adult patients with chronic non-communicable diseases based on the most updated nutritional guidelines** • **Interpret and assess the findings of recent scientific research in relation to specific chronic diseases in adults** • **Present the results of research in the field of Clinical Dietetics for specific chronic diseases in adults.**
• **Implement the nutritional care process and the advanced scientific knowledge for the diagnosis of diet-related diseases.**	NUT620-Special issues in clinical dietetics and nutrition of	• Describe disease epidemiology and identify children and adolescents at high risk • Identify the most important factors that affect the nutritional status of young patients

• **Evaluate, plan, implement and supervise the nutritional care of patients with chronic or acute disease based on recent clinical findings and the pathophysiology of the disease.** • Identify and treat critically ill conditions whose nutritional intervention contributes in ensuring and preserving life. • Design and implement nutrition practice policies to promote health, prevent and manage several diseases. • **Design, analyze, interpret and present the results of research in the field of Clinical Dietetics and to incorporate current scientific knowledge into practice.**	children and adolescents	• **Plan the dietary management of children and adolescents with specific chronic diseases.** • **Interpret and assess the findings of recent scientific research in relation to specific chronic diseases in children and adolescents** • **Present the findings of the recent scientific research for specific diseases in children and adolescents**
• Implement the nutritional care process and the advanced scientific knowledge for the diagnosis of diet-related diseases. • **Evaluate, plan, implement and supervise the nutritional care of patients with chronic or acute disease based on recent clinical findings and the pathophysiology of the disease.** • **Identify and treat critically ill conditions whose nutritional intervention contributes in ensuring and preserving life**.	NUT625- Advanced medical and nutritional therapy of various diseases	• **Identify and analyze appropriate interventions of early prevention for non-communicable diseases early in life, from the fetal stages to infancy and pre-school age.** • **Develop prevention strategies to address the risk factors of various from childhood through adulthood.** • Be aware of the medical and pharmaceutical treatments for these diseases and their effectiveness when combined with lifestyle changes. • **Creates oral and poster presentations of recent scientific findings related to the early prevention and treatment of these diseases.**

• **Design and implement nutrition practice policies to promote health, prevent and manage several diseases.** • **Design, analyze, interpret and present the results of research in the field of Clinical Dietetics and to incorporate current scientific knowledge into practice.**		
Concentration of Sport Nutrition		
• Learn the principles of sport nutrition and its role in sports and championship. • Identify the role of nutritional support in athletic performance and training adaptations. • Assess nutritional status and nutritional needs of athletes and champions • **Learn the mechanisms of action of nutrients in athletic performance.** • **Learn mechanisms for regulating the metabolism of major nutrients during exercise and their effects on homeostasis.** • Identify parameters of dietary intake and physical activity that predispose to weight gain and maintenance. • Learn the effects of exercise on the prevention and treatment of various diseases.	NUT630-Special Topics in Exercise physiology	• Describe the acute and chronic adjustments that occur as a result of exercise and training respectively, • Identify the physiological mechanisms that are activated in the body during energy production, • Describe the physiological responses in the body during exercise under different environmental conditions, • Categorize the effects of exercise and physical activity on individuals in different populations, • Design, compose and structure in detail the contents of exercise and physical activity programs in different populations, • Assess the contribution of sports training to maximizing the sports performance. • **Present the results of research of the current scientific literature in the field of Exercise Physiology.**

• **Design, analyze, interpret and present the results of research in the field of Sport Nutrition and to incorporate current scientific knowledge into practice**. .		
• **Learn the principles of sport nutrition and its role in sports and championship.** • Identify the role of nutritional support in athletic performance and training adaptations. • **Assess nutritional status and nutritional needs of athletes and champions** • Learn the mechanisms of action of nutrients in athletic performance. • Learn mechanisms for regulating the metabolism of major nutrients during exercise and their effects on homeostasis. • Identify parameters of dietary intake and physical activity that predispose to weight gain and maintenance. • Learn the effects of exercise on the prevention and treatment of various diseases. • **Design, analyze, interpret and present the results of research in the field of Sport Nutrition and to incorporate**	NUT635-Advanced Sport Nutrition	• **Describe the basic principles of sport nutrition,** • Analyze the nutritional needs of athletes depending on the sport and the training condition • **Present the mechanisms of action of nutrients in athletic performance.** • Identify the importance of nutrient intake at specific time points for athletes and champions. • **Define possible dietary risks for athletes and champions,** • Develop nutritional plans and exercise programs for specific choric diseases. • **Interpret the results and findings of nutritional assessment and assessment of physical activity in specific diseases.** • **Analyze the latest research data in sport nutrition.**

current scientific knowledge into practice.		
• **Learn the principles of sport nutrition and its role in sports and championship.** • Identify the role of nutritional support in athletic performance and training adaptations. • **Assess nutritional status and nutritional needs of athletes and champions** • Learn the mechanisms of action of nutrients in athletic performance. • Learn mechanisms for regulating the metabolism of major nutrients during exercise and their effects on homeostasis. • Identify parameters of dietary intake and physical activity that predispose to weight gain and maintenance. • Learn the effects of exercise on the prevention and treatment of various diseases. • Design, analyze, interpret and present the results of research in the field of Sport Nutrition and to incorporate current scientific knowledge into practice.	NUT640-Nutritional strategies for specific sports	• **Understand the principles of sport nutrition for high-level athletes.** • **Design nutritional strategies to maintain the optimum body composition for athletes and increase athletic performance in specific sports.** • **Implement nutritional strategies and examine their effectiveness.** • Design and implement hydration strategies for high-level athletes of specific sports • Develop critical thinking on various practical issues related to athletes' nutrition,

Electives-Concentration of Sport Nutrition		
• Learn the principles of sport nutrition and its role in sports and championship. • **Identify the role of nutritional support in athletic performance and training adaptations.** • **Assess nutritional status and nutritional needs of athletes and champions** • Learn the mechanisms of action of nutrients in athletic performance. • Learn mechanisms for regulating the metabolism of major nutrients during exercise and their effects on homeostasis. • Identify parameters of dietary intake and physical activity that predispose to weight gain and maintenance. • Learn the effects of exercise on the prevention and treatment of various diseases. • Design, analyze, interpret and present the results of research in the field of Sport Nutrition and to incorporate current scientific knowledge into practice.	NUT656-Sport Nutrition Placement	• **Assess the nutritional status and nutritional needs of champions, athletes and trainees.** • Design nutritional interventions tailored to the needs of the individual champion-athlete-trainee, • Revise dietary recommendations and interventions and adapt them based on the evolutionary evolution of the champion-athlete-trainee, • Demonstrate skills in organizing nutritional plans • **Implement sports nutrition menus according to the needs of athletes and champions.** •

Electives-both concentrations		
• Implement the nutritional care process and the advanced scientific knowledge for the diagnosis of diet-related diseases. • Evaluate, plan, implement and supervise the nutritional care of patients with chronic or acute disease based on recent clinical findings and the pathophysiology of the disease. • Identify and treat critically ill conditions whose nutritional intervention contributes in ensuring and preserving life. • **Design and implement nutrition practice policies to promote health, prevent and manage several diseases.** • Design, analyze, interpret and present the results of research in the field of Clinical Dietetics and to incorporate current scientific knowledge into practice. • Learn the principles of sport nutrition and its role in sports and championship. • Identify the role of nutritional support in athletic performance and training adaptations. • Assess nutritional status and nutritional needs of athletes and champions	NUT650-Advanced nutritional education for controlling energy balance	• **Recognize the principles of the energy balance and its role in body weight management - both at the level of energy intake and physical activity.** • **Recognize and apply advisory techniques to manage the energy balance of individuals and groups.** • Apply mobilization interview techniques, are trained to leverage incentives. • **Recognize and apply behavioral models/ theories/policies suitable for nutritional interventions.** • Choose appropriate behavioral models / theories for each intervention, either individual or group of individuals. • Recognize the way to detect and handle people with food intake disorders through life circle. • Describe personal approach to nutritional counseling.

• Learn the mechanisms of action of nutrients in athletic performance. • Learn mechanisms for regulating the metabolism of major nutrients during exercise and their effects on homeostasis. • **Identify parameters of dietary intake and physical activity that predispose to weight gain and maintenance**. • Learn the effects of exercise on the prevention and treatment of various diseases. • Design, analyze, interpret and present the results of research in the field of Sport Nutrition and to incorporate current scientific knowledge into practice.		
• Implement the nutritional care process and the advanced scientific knowledge for the diagnosis of diet-related diseases. • Evaluate, plan, implement and supervise the nutritional care of patients with chronic or acute disease based on recent clinical findings and the pathophysiology of the disease. • **Identify and treat critically ill conditions whose nutritional intervention contributes in ensuring and preserving life.**	NUT652-Ergometry and Physical Capacity in Health and Disease	• Describe and demonstrate the safety measures to be taken to ensure the safety of those tested during physical fitness assessments. • **Record the parameters that are being evaluated per sport based on the physical capabilities that determine the athletic performance**. • Describe and explain the units of measurement in each maximal and submaximal laboratory and outdoor test. • Analyze, interpret and critically review the results from the application of physical performance and anthropometry assessment tests,

• **Design and implement nutrition practice policies to promote health, prevent and manage several diseases.** • Design, analyze, interpret and present the results of research in the field of Clinical Dietetics and to incorporate current scientific knowledge into practice. • Learn the principles of sport nutrition and its role in sports and championship. • **Identify the role of nutritional support in athletic performance and training adaptations.** • Assess nutritional status and nutritional needs of athletes and champions • Learn the mechanisms of action of nutrients in athletic performance. • Learn mechanisms for regulating the metabolism of major nutrients during exercise and their effects on homeostasis. • **Identify parameters of dietary intake and physical activity that predispose to weight gain and maintenance.** • **Learn the effects of exercise on the prevention and treatment of various diseases.**		• Categorize and compare the performance of benchmarking and performance criteria. • Identify and analyze the high-performance securing limiting factors as they result from physical fitness assessments, • **Design, structure, compose, supervise and evaluate the effective implementation of specialized exercise programs to improve the fitness level based on the results of the assessment tests,** • **Identify risk factors arising from metabolic, respiratory, cardiovascular and musculoskeletal disorders and which require clinical examination before deciding whether to participate in or modify physical activity,** • **Modify or adopt appropriate assessment tests and intervention programs for specific populations such as children, the elderly, pregnant women and those with chronic diseases,** • **Apply the theoretical basis for the selection and weighting of assessment tests and demonstrate adequacy on their implementation,** • Use, adjust, operate and calibrate the ergometric equipment used in clinical ergophysiology such as respiratory and blood gas analyzers, biochemical analyzers and other ergometer

• Design, analyze, interpret and present the results of research in the field of Sport Nutrition and to incorporate current scientific knowledge into practice.		
Electives-Concentration of Clinical Dietetics		
• Implement the nutritional care process and the advanced scientific knowledge for the diagnosis of diet-related diseases. • Evaluate, plan, implement and supervise the nutritional care of patients with chronic or acute disease based on recent clinical findings and the pathophysiology of the disease. • Identify and treat critically ill conditions whose nutritional intervention contributes in ensuring and preserving life. • Design and implement nutrition practice policies to promote health, prevent and manage several diseases. • **Design, analyze, interpret and present the results of research in the field of Clinical Dietetics and to incorporate current scientific knowledge into practice**. • Learn the principles of sport nutrition and its role in sports and championship.	NUT654-Nutrogenetics	• Describe the genetic diversity of genetic material, • Analyze the interactions of environmental factors with genetic make-up and how they affect the phenotype, • Define the basic mechanisms through which various nutrients may influence gene expression. • Analyse the basic mechanisms through which genes can influence the body's response to various nutrients. • Examine the science of epigenetics and its correlation with nutritional habits from the foetal life up to adulthood. • Associate genetic aetiology and genome interactions with diet and exercise in multi-factorial diseases (e.g. obesity, cardiovascular, osteoporosis), • Explain the peculiarities of genetic diversity, eating habits, but also their interactions. • Estimate the relationship of diet, exercise and immune-nutrition with genetic factors. • **Recognize the various techniques applied in nutrition and also interprets the results of the resulting measurements.** • Acquire the theoretical background of nutritional genomics, so that in the future, he/she is able to participate in the formulation of individualized nutritional interventions. • **Describe the outcomes of scientific studies in the wider field of nutritional genomics**

• Identify the role of nutritional support in athletic performance and training adaptations. • Assess nutritional status and nutritional needs of athletes and champions • Learn the mechanisms of action of nutrients in athletic performance. • Learn mechanisms for regulating the metabolism of major nutrients during exercise and their effects on homeostasis. • Identify parameters of dietary intake and physical activity that predispose to weight gain and maintenance. • Learn the effects of exercise on the prevention and treatment of various diseases. • **Design, analyze, interpret and present the results of research in the field of Sport Nutrition and to incorporate current scientific knowledge into practice**.		

Furthermore, in regards to the above, the table below (Table 2) shows a Suumary of Learning Outcomes Mapping.

Table 2. Summary of Learning Outcomes Mapping

Program's Learning Outcomes	**Implement the nutritional care process and the advanced scientific knowledge for the diagnosis of diet-related diseases.**	**Identify and treat critically ill conditions whose nutritional intervention contributes in ensuring and preserving life.**	**Identify and treat critically ill conditions whose nutritional intervention contributes in ensuring and preserving life.**	**Design and implement nutrition practice policies to promote health, prevent and manage several diseases**	**Design, analyze, interpret and present the results of research in the field of Clinical Dietetics and to incorporate current scientific knowledge into practice.**			
NUT600-Biostatistics and Research Methodology				√	√			
NUT605-Special Issues in Nutrition Metabolism		√		√	√			
NUT610-Special issues of nutrition		√	√	√	√			

and nutritional assessment throughout life cycle								
NUT690-Master Thesis		√	√		√			
Concentration of Clinical Dietetics								
	Implement the nutritional care process and the advanced scientific knowledge for the diagnosis of diet-related diseases.	**Evaluate, plan, implement and supervise the nutritional care of patients with chronic or acute disease based on recent clinical findings and the pathophysiology of the disease.**	**Identify and treat critically ill conditions whose nutritional intervention contributes in ensuring and preserving life.**	**Design and implement nutrition practice policies to promote health, prevent and manage several diseases.**	**Design, analyze, interpret and present the results of research in the field of Clinical Dietetics and to incorporate current scientific knowledge into practice.**			
NUT615-Special issues in Clinical Dietetics and	√	√	√		√			

Nutrition of adults								
NUT620-Special issues in clinical dietetics and nutrition of children and adolescents	√	√			√			
NUT625-Advanced medical and nutritional therapy of various diseases		√	√	√	√			
NUT650-Advanced nutritional education for controlling energy balance				√				
NUT652-Ergometry and Physical Capacity in			√	√				

Health and Disease								
NUT654-Nutrogenetics					√			
Concentration of Sport Nutrition								
	Learn the principles of sport nutrition and its role in sports and championship.	**Identify the role of nutritional support in athletic performance and training adaptations.**	**Assess nutritional status and nutritional needs of athletes and champions.**	**Learn the mechanisms of action of nutrients in athletic performance.**	**Learn mechanisms for regulating the metabolism of major nutrients during exercise and their effects on homeostasis.**	**Identify parameters of dietary intake and physical activity that predispose to weight gain and maintenance.**	**Learn the effects of exercise on the prevention and treatment of various diseases.**	**Design, analyze, interpret and present the results of research in the field of Sport Nutrition and to incorporate current scientific knowledge into practice.**
NUT630-Special Topics in Exercise physiology				√	√			√
NUT635-Advanced	√		√					√

Sport Nutrition								
NUT640-Nutritional strategies for specific sports	√		√					
NUT650-Advanced nutritional education for controlling energy balance						√		
NUT652-Ergometry and Physical Capacity in Health and Disease		√				√	√	
NUT656-Sport Nutrition Placement		√	√					

3. Pedological 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.

4. 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 Committee 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 Committee 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.

5. 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. 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.

6. Indeed, the B.Sc. and the M.Sc. programs in Nutrition include similar courses that someone would expect an overlapping between them, especially for students coming from the B.Sc. program. However, the scope and mainly the content and learning outcomes of each course are different depending on the level of the studies. Postgraduate courses provide a much more advanced level of academic knowledge, upgraded nutrition education, and extensive practical skills aiming to develop critical thinking and interpret recent scientific research findings. Table 3 below presents the mapping of the learning outcomes of similar courses between the B.Sc. program in Nutrition and Dietetics and the M.Sc. program in Applied Nutrition and Dietetics, indicating that overlapping of similar courses is minimal.

Table 3. Learning outcomes of similar courses between the undergraduate program in Nutrition and Dietetics and the postgraduate program in Applied Nutrition and Dietetics

Learning outcomes (B.Sc. program)		**Learning outcomes (M.Sc. program)**	
HEA115-Research Methodology and Biostatistics	• Identify and interpret the value of research methodology in the application of documented practice in the field of life sciences. • Provide search 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	NUT600-Biostatistics and Research Methodology	• Apply the principles and concepts of epidemiology as a discipline in the study of population health • Analyze and interpret epidemiological measures • Examine the different types of bias in epidemiological studies and examine how they can lead to misleading findings and the methods to avoid them • Analyze the design features and uses of epidemiological studies (experimental and observational), their advantages and advantages • Discuss the ethical issues that arise during the design and execution of a research and the ways to deal with them • Analyze the basic steps of designing a research protocol • Examine the methods of systematic review, ways of analysis and interpretation of the results of such studies

			• Implement a systematic and detailed search of the literature for the identification of epidemiological studies • Critically evaluate epidemiological studies and determines their use based on scientific evidence • Properly prepares data and performs numerical and graphical data summarization methods • Select and apply appropriate statistical methods for single-variable and bi-variable data analysis with continuous and categorical data • Select and apply multivariate statistical analysis • Use SPSS and other statistical software as tools necessary for research • Critically evaluate the statistical methodology used in epidemiological studies and interpret the results tables and diagrams presented in these studies
Notes: no overlapping			
NUT205-Nutrition and Metabolism	• **explain the glycolytic pathway, the reactions of glycolysis** • **describe the anaerobic fate of pyruvate** • **characterise the regulation and control of glycolysis**	NUT605-Special Topics in Nutrition and Metabolism	• **Describe mechanisms of metabolism regulation of major nutrients,** • **Recognize the interactions of nutrient metabolism and their effects on human homeostasis,**

	• **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.		• Analyze the role of nutrient metabolism in the progression and treatment of various diseases, • Define the methodology and techniques of biomedical research in scientific literature, • Modify diet and human's lifestyle by using his/her knowledge and understanding in order to solve problems of metabolic dysfunctions, • Design research hypotheses • Choose the appropriate methodology for conducting studies on metabolism and nutrition.

Notes; the first introductory lecture of the postgraduate course presents a summary of the basic nutrient metabolism which is the main content of the whole undergraduate course.			
NUT215-Nutritional Assessment	• 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.	NUT610-Special Topics of Nutrition and Nutritional Assessment throughout life cycle.	• **Describe and explain the basic principles of nutrition and nutritional assessment at various stages of life and in special health conditions** • Identify the risk factors associated with the occurrence of specific nutritional disorders at different stages of human life, • Design nutritional interventions for specific physiological conditions based on the most updated guidelines • Present and evaluate recent data from a range of selected recent topics that focus on nutrition science and health status of the population • Organize presentations of recent scientific topics in nutrition
Notes; Minor overlapping mainly at the Introduction of the postgraduate course.			
NUT330-Clinical Nutrition and Dietetics I NUT400-Clinical Nutrition and Dietetics II	• Summarize the process of assessing the nutritional status of patients • **Identify the nutritional needs of the patients** • Develop dietary interventions to support patients with cardiovascular disease, diabetes mellitus, kidney disease,	NUT615-Special Topics in Clinical Dietetics and Nutrition of Adults	• Describe the epidemiology of diseases in adults and identify people at high risk • **Analyze the pathophysiology of each disease** • Develop dietary treatments of adult patients with chronic non-communicable diseases such as

	• Evaluate the effectiveness of dietary interventions based on the patient's health and nutritional status • Interpret the food composition analysis of specific dietary plans • **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.	NUT620-Special Topics in clinical Dietetics of Children and Adolescents	cardiovascular disease, diabetes, renal disease, gastrointestinal diseases, hypermetabolism and chronic respiratory diseases and biliary diseases, cancer cachexia, immune deficiency syndrome based on the most updated nutritional guidelines • Interpret and assess the findings of recent scientific research on adult health problem in adults • Present the results of research in the field of Clinical Dietetics for Specific chronic diseases. • **Describe disease epidemiology and identify people at high risk in childhood and adolescence** • Identify the most important factors that affect the nutritional status of young patients • Plan the dietary management of children and adolescents with specific chronic diseases • Interpret and assess the findings of the recent scientific research for specific diseases in children and adolescents
Notes; Minor overlapping related to nutritional management of specific diseases. However, in postgraduate level students learn to make a deep search of the most recent scientific guidelines and select the most suitable guidelines for nutritional management.			

NUT315- Nutritional Education, Counselling and Behaviour	• 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 • 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.	NUT650- Advanced nutritional education for controlling energy balance	• Identify the principles of the energy balance and its role in body weight management - both at the level of energy intake and physical activity, • Identify and apply advisory techniques to manage the energy balance of individuals and groups, • Apply mobilization interview techniques, are trained to leverage incentives, • Identify and apply behavioral models/theories/policies suitable for nutritional interventions, • Choose appropriate behavioral models / theories for each intervention, either individual or group of individuals, • Identify the way to identify and manage people with food intake disorders through life cycle • Describe personal approach to nutritional counseling.

Notes; no overlapping			
NUT340-Nutrition, Exercise and Sports	• 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	NUT635-Advanced Sport Nutrition	• Describe the basic principles governing sports nutrition • **Analyze the nutritional needs of athletes depending on the sport and the training condition** • Present the mechanisms of action of nutrients in athletic performance, • Identify the importance of nutrient intake at the specific time points for athletes and champions, • Define possible dietary risks of athletes and champions, • Develop nutritional plans and exercise programs for specific choric diseases, • Interpret the results and findings of nutritional assessment and assessment of physical activity in specific diseases, • Analyze the latest research data in sport nutrition.
Notes; Minor overlapping			
NUT415-Nutrigenetics/Nutrigenomics	• 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	NUT654-Nutrogenetics	• Describe the genetic diversity of genetic material, • Analyze the interactions of environmental factors with genetic make-up and how they affect the phenotype,

	• 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		• Defines the basic mechanisms through which various nutrients may influence gene expression. • Analyse the basic mechanisms through which genes can influence the body's response to various nutrients. • Examine the science of epigenetics and its correlation with nutritional habits from the foetal life up to adulthood. • Associate genetic aetiology and genome interactions with diet and exercise in multi-factorial diseases (e.g. obesity, cardiovascular, osteoporosis), • Explain the peculiarities of genetic diversity, eating habits, but also their interactions. • Estimate the relationship of diet, exercise and immune-nutrition with genetic factors. • Identify the various techniques applied in nutrition and also interprets the results of the resulting measurements. • Acquire the theoretical background of nutritional genomics, so that in the future, he/she is able to participate in the formulation of individualized nutritional interventions.

			• Describe the outcomes of scientific studies in the wider field of nutritional genomics.

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 all courses. Portfolios are well-designed assessments that aid students in progressing through their program. The aim is to further help the student's learning but also provide them with a tool to measure it by focusing their attention on tasks and content that reflect the learning outcomes of the course. The portfolio assessments also help instructors to assess the students' understanding and comprehension, as well as the areas they need to be addressed further. More specifically, portfolios will include a maximum of three (3) tasks of varied assessment types. Portfolio activities have high complexity (including technical, practical, and cognitive challenges) and require much more effort and time from students to be completed.
b. In order to avoid over-assessing students, the Program's Committee has changed the proportions of assessment for exams and assignments in an effort to lower the heavy reliance on exams and to provide the students the opportunity to develop their critical thinking and practice dietetic skills for improved competencies. Thus, the exams' weight reduced to 40% and the assignment weight increased to 50%.

   Exams: 40% (previously 60%)
   Assignments/Portfolio activities: 50% (previously 30%)
   Class participation and attendance: 10% (same as before).

All the above changes have been added in the revised courses syllabi (please see ***APPENDIX I; Revised Courses Syllabi***).

7. We endorse the suggestion of the EEC for a percentage of the markings to be double marked. More specifically, the Program's Committee 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.

8. 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 1), 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 1). Indeed, we have done it already and will continue 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 II; Program Evaluation Report, page 6).*** Additionally, students can participate in other committees such as the School council committee, the Senate council committees, Academic Programs Committees, Grievance committee, etc.

9. We agree with the EEC suggestion to clearly define the expected student study workload per ECTS credit and the expected student self-directed workload. We have now clearly defined the expected student study workload per ECTS on each course's syllabus. This information has been added to all our syllabi's teaching methodology (please see ***APPENDIX I; Revised Courses Syllabi, section: Teaching Methodology***). Considering that courses in the program of study are 10 ECTS each, the total student effort is 300 hours (30 hours per credit). Currently, the breakdown of the workload per course is as follows:

For theoretical and theoretical-lab courses, the student workload (300 hours) is:

ECTS-Workload Distribution

	Hours
Instruction/Facilitation	117
Exams Preparation	70
Assigments/Portfolio Activities	113
Total	300

For the Master Thesis, the student workload (600 hours) is:

	Hours
Supervision	70
Independent Study/Experimental Procedures	500
Thesis Presentation and Defense	30
Total	600

10. The clinical practice of the postgraduate program aims to provide a. a high level of clinical competence through documented scientific research into clinical practice, and b. the development of competent clinical dieticians according to legislation and other national and international standards. It takes place in private bodies/sectors related to Nutrition, such as medical centers, hospitals, rehabilitation centers, nursery homes, etc. The clinical practice is over and above the 90ECTS offered by the program since it is required only for professional accrediattaion and registration to the Cyprus Registration Board for Food Scientists, Food Technologists and Dietitians (CRBFSFTD). Therefore, the clinical practoce lasts during the 4th semester, after the completion of the 90ECTS and requires 1000 hours. Students are normally integrated into the workplace, where they are assigned to specific tasks under the supervision of a mentor (registered clinical dietitian appointed by the EUC). To ensure that all students have equal opportunities within the placement structure, every month, the program coordinator makes a rotation of the groups between the workplaces so as to ensure that all students undergo their practice through the same workplaces. Mentors remain at their initial workplace and meet a new group of students every one (1) month.

    A more detailed description of how the clinical practice is delivered, is presented in the *Guide for the Clinical Practice* (please see ***APPENDIX III; Guide for the Clinical Practice***). Based on this Guide, students are given the opportunity to employ themselves in different tasks of the clinical practice. In particular, students must attend at least 700 hours in the clinical settings set by the program, under the supervision of the mentor. Moreover, students may attend 200 hours in collaborations with external registered clinical dieticians (working in the private sector). They may also attend a maximum of 100 hours through participation in seminars and congresses related to the field of Clinical Dietetics.

    Notably, students must keep a logbook as proof of their clinical practice. At the end of each day, this logbook must be signed by the mentor and the head of the clinic-center where the practice takes

place. The **Clinical Practice Logbook** records in detail all the cases and all the activities that the student has undertaken and been involved with. At the end of each week, students discuss with the mentor the learning outcomes, problems and any other matters that have arisen during the week. A copy of the Clinical Practice Logbook can be found in the *Guide for the Clinical Practice* (please see ***APPENDIX III; Guide for the Clinical Practice, page 14-15***).

During the clinical practice, students are asked to complete two questionnaires to provide feedback about their clinical practice. In particular, at the beginning of their clinical practice, students must complete a questionnaire, aiming to identify their individual-personal needs and their expectations regarding the Clinical Practice, with a view to assessing and improving the Program. Also, after the completion of the Clinical Practice, students must complete another questionnaire evaluating the clinical practice mainly for academic reasons. Both questionnaires can be found in the *Guide for Clinical Practice* (please see ***APPENDIX III; Guide for the Clinical Practice, page 13 & page 20-21***).

11. We agree with the EEC concern regarding the need for an independent assessment at particular timepoints of the student's progression through the 1000 hours of placement by an accredited practicing dietitian. Therefore, the Program's Committee has decided to appoint an independently accredited dietitian (external assessor) for this purpose, namely to provide an independent assessment for each student at two specific timepoints of the clinical practice. In particular, external assessor will provide the first assessment during the first half of the clinical practice and secondly, after the completion of the first 500 hours. The second assessment will be provided at the end of the clinical practice (completion of 1000 hours). A more detailed description of the assessment methods used for the clinical practice is presented below:

ASSESSMENT OF CLINICAL PRACTICE

The final grade will be based on three main axes as follows:

1. Assessment in the Clinical Setting: 70% of the overall grade
2. Presentation of a Clinical Case: 10% of the overall grade
3. Assignment-case study: 20% of the overall grade

1. ASSESSMENT OF CLINICAL SETTING (70 % of the overall grade)

Evaluation in the clinical practice accounts for the largest percentage of the overall grade. The evaluation includes the following parameters:

A. Clinical cases (60% of the total score) – the assessment is provided by the mentor and the external examiner (registered clinical dietitian appointed by the program for this purpose). The assessment takes place at two specific timepoints. The first assessment occurs at the middle of the clinical practice (completion of 500 hours) and the other at the end of it (completion of 1000 hours). The average of the two evaluations is assigned as the final grade.
B. Presence, behaviour and collaboration (10% of the total score). The assessment is provided only by the mentor.

2. CLINICAL CASE (10 % of the overall grade)

This is a 5-hour examination procedure conducted after the completion of the first 500 hours of clinical practice. The clinical case requires nutritional assessment, a SOAP report or SAP form,

nutrition planning, and counseling according to the most current scientific literature for a specific clinical topic. The clinical case is assessed by the mentor and the external assessor and the average of the two evaluations is assigned as the final grade.

3. ASSIGMENT-CASE STUDY (20 % of the overall grade)

Students here must prepare an assignment-case study that will be present at the end of the clinical practice, after completing the 1000 hours, in front of their mentor and the external assessor. The assignment-case study will be about a specific topic related to the field of Clinical Dietetics based on the most recent scientific literature including at least 10 recent publications, e.g. articles, scientific references, etc. The assignment-case study must be submitted in the form of a PowerPoint document, on a specific day and time assigned by the mentor. The content and structure of the assignment-case study accounts the 12% of the total grade and the presentation accounts for the rest 8% (total: 20%). The assignment-case study is assessed by both, mentor and external assessor and the average of the two evaluations is assigned as the final grade.

12. 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 IV; EUC Employability Survey 2020***). However, efforts will be made in collaboration with the EUC Career Center to expand the list of MSc graduates participating in our alumni database.

    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)

Comments by EEC:

1. We think it's important to consider the thesis/final year research project an integral component of both strands (clinical nutrition and sports nutrition) to ensure all graduates are proficient in all aspects of the research process –this will ensure translation and maintenance of skills as working professionals. It also makes the course more comparable with overseas accredited dietetic programs.
2. There seems to be a lot of repetition across the research theory modules – best to replace some of these ECTS with the actual doing of a research project.
3. The EEC wonder why a placement module could not be inbuilt for the sports dietetic cohort – having a community outreach perspective perhaps, working with local communities or sports groups – this would enrich the student's experience as well as further meeting programme objectives.
4. At next review present the many pedalogical methods used for delivering the course and achieving the learning outcomes (ie case studies, debates, group work, etc.)
5. 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.
6. What pedalogical supports are available to staff to ensure teaching methods remain current and innovative?
7. 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.
8. Would recommend MOAs with all sites where students are placed.
9. Consider an independent assessment at particular timepoints of the students progression through the 1000 hours of placement by an accredited practicing dietitian to ensure no conflict of interest exists between university tutor and university student.
10. It is not clear how dietetic competencies are evidenced in the assessment or practical training - need to make clear.
11. A significant issue is the provision of dietetic services in clinical facilities for the purposes of student training and a then withdrawal of these services on completion – could research be facilitated looking at patient outcomes after dietetic input against standard measures to build a business case for dietetic services on an ongoing basis and building the capacity of student training also.
12. Students expressed the need to practice dietetic skills more – there is a need for a OSCE type exam prior to placement.

Response by EUC:

1. We agree with the EEC to consider the thesis/final year research project an integral component of both strands (clinical nutrition and sports nutrition). Indeed, this has been a long discussion in our Department. Following the EEC suggestion, we have now revised our curricula. Thus, the Master Thesis is compulsory for both concentrations in the revised program, bearing 20 ECTS. The revised Table 2 of the Curriculum of the Program containing the course distribution per semester, is available in APPENDIX IV (please see ***APPENDIX V; Course Distribution per Semester***).

2. We agree with the EEC that there is a lot of repetition across the research theory courses and that it would be best to replace some of these courses with the actual doing of a research project. Therefore, the theory research courses "NUT645-Quantitative Approaches in Life Sciences" and "NUT650-Qualitative Approaches in Life Sciences" have now been removed since a Master's Thesis is compulsory for all students in the revised program (please see ***APPENDIX V; Course Distribution per Semester***).

3. We agree with the EEC for adding a placement course for the concentration of Sport Nutrition. Therefore, we proceed with the following modifications:

   A new placement course (NUT656-Sport Nutrition Placement) has now been added in the 3rd semester as an elective course together with the Master Thesis. The placement will take place in sports organizations. A more detailed description of the placement is presented in the course syllabus as shown in APPENDIX I (please see ***APPENDIX I; Revised Courses Syllabi, pp 28-29***).

4. EUC adopts a wide range of contemporary pedagogical approaches which apply to contemporary 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) platforms. Thus are able 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 to develop critical thinking, such as the provision of case studies to students to read and respond based on the knowledge, the theoretical and practical skills gained in the course.

   Moreover, to emphasize a wider range of pedagogical approaches and greater emphasis on self-directed and reflective practice, the program has decided to add portfolios in the Assessment Methods of all the M.Sc. courses of the program and this action will be effective from Spring 2022 Semester (please see ***APPENDIX I; Revised Course's Syllabi, section: Assessment***). Portfolios are well-designed assessments that aid students in progressing through their program. The aim is to further 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

assess the students' understanding and comprehension and the areas that need to be addressed further. Portfolio activities have much higher complexity (including technical, practical, and cognitive challenges) and require much more effort and time from students to be completed.

5. 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 Blackboard or other Learning Management System (LMS) 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 course (please see ***APPENDIX VI; 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. Also, students have the opportunity to provide feedback regarding any issues related to their assessments methods through the PER process. We have already done this at the previous PER and we will continue in the following PER as well **(please sse *APPENDIX II; Program Evaluation Review*).**

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 rubrics 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 VII; Indicative Example of an Assessment Rubric***).

6. Pedological 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 3, Section 1).

7. 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, Reuse Questions) regardless of the type of exam (open or closed books). Instructors are advised to use at least three different types of questions within their exam paper. This was mainly advisable during the pandemic, whereas all exams were transmitted online. The University has also provided a series of online seminars through the Faculty Development Program on preparing such types of exams. Also, each course instructor is responsible for sending the exam paper to the program coordinator before the final submission to ensure that the exam paper aligns with the university's suggestions and recommendations.

In regards to the EEC comment of how the program prepares graduates for the changing scope of nutrition and dietetic practices, this is mainly achieved through the clinical practice. As stated in the Guide for Clinical Practice, some parts of the clinical practice include different scopes of nutrition and dietetic practices as the followings:

Through the clinical practice students may:

- *Organize and prepare of events on special occasions (ie World Diabetes Day, Obesity International Day, Nutrition Day) that are open to the public. Through these events students provide scientific information and guidance to the public regarding public health promotion.*
- *Collaboration with the Food Department (kitchens) of each setting in order to ensure that all activities related to food supply, preparation and delivery are aligned with the International Guidelines for Food Safety and Hygiene.*

However, to better prepare our graduates for the changing scope of nutrition and dietetic practices, the Program's Committee has asked the Faculty to suggest topics for Thesis supervision of different scope. In particular, instructors suggested at least three topics of different scope (e.g. digital dietetics, culinary arts and food service practices, public health nutrition, sport nutrition). Also, instructors were encouraged to emphasize more on research topics instead on bibliographical ones (at least half of the suggested topics to be research topics) so as to give to students the opportunity to extend more their academic skills and practices. More details about the Master Thesis topics are presented in the Master Thesis Guide (please see ***APPENDIX VIII; Master Thesis Guide, page 6)***.

8. Our postgraduate students are placed in several clinical settings where for each of these settings EUC has already signed a Memorandum of Agreement (MOAs). The list of these settings is provided below and the relative MOAs are presented in APPENDIX VII (please see ***APPENDIX IX; MEMORANDUM OF AGREEMENTS).***

a. Aretaeion Private Hospital (Nicosia)
b. Hippokrateon Private Hospital (Nicosia)
c. Stegi Archangelos Michael-Nursery Home, Rehabilitation Center (Nicosia)
d. Easy Slim Medical Center (Nicosia, Limassol)
e. Melathron Agoniston EOKA Nursury and Rehabilitation Center (Limassol)
f. Mediterranean Private Clinic (Limassol)

9. We agree with the EEC for considering an independent assessment at particular timepoints of the student's progression through the 1000 hours of placement by an accredited practicing dietitian. Therefore, the Program's Committee has appointed an accredited dietitian (external assessor) for this purpose, suggesting to provide an independent assessment for each student at two different timepoints of the clinical practice. In particular, the first assessment will be after completing the first 500 hours and the 2nd assessment will be conducted at the end of the clinical practice (completion of 1000 hours). The average of the two evaluations is assigned as the final grade. More details about the Assessment Methods of Clinical Practice are stated above (Item 11, Section 1).

10. All courses' instructors must provide a transparent assessment and its criteria to the students. Hence, in addition to the thorough explanation of the Course Outlines and the assessment methods,

they will also introduce Rubrics from the coming semester (Spring Semester 2022), which will provide information on the expected Learning Outcomes and how those were assessed. Specifically, Rubrics will be designed 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 rubrics requirements are linked to each course's specific learning objectives (knowledge, skills, and competencies). These general templates will be adopted accordingly based on each course's particular requirements and learning objectives and will be explained to the students prior to each assignment and exam (*please see* ***APPENDIX VII; Indicative Example of an Assessment Rubric***).

Notably, continuous assessment is facilitated with a variety of activities/assessments (including Portfolios) provided weekly, which help students prepare adequately for their final examination at the end of each semester. In addition, students receive continuous and systematic feedback on which they can rely, made possible by the Program's feedback policy, which goes together with the ongoing assessment.

11. We are grateful for this EEC recommendation with which we agree. As already stated above (Item 10, Section 1) the clinical practice takes place in various clinical settings (private hospitals, nursery homes, rehabilitation centres). Students are allocated in these settings under the supervision of a mentor (registered clinical dietitian appointed by the EUC). In Cyprus, most of the private clinical settings do not have a nutrition department. Therefore, the EUC signs a Memorandum of Agreement with each of these settings and agrees to provide free dietetic services in terms of the student's clinical practice. More details of these agreements are presented in the official MOA documents (please see ***APPENDIX IX; Memorandum of Agreement***). Therefore, during the clinical practice, doctors and nursing staff of each setting contact our mentor for all cases (inpatients or outpatients) that require nutritional treatment. Students under the supervision of their mentor provide a complete nutritional treatment including nutritional screening at baseline, nutritional assessment, development of nutritional plan and counselling. Notably, we agree with the EEC that research could also be facilitated if engaged within the above described procedure of the clinical practice. Therefore, in our effort to provide high caliber research and increased researched outputs, we will further engage research within the clinical practice. This action is also included in the revised version of the Guide for Clinical Practice (please see ***APPENDIX III; Guide for the Clinical Practice, page 4)***.

13. We agree with the EEC that there is a need for students to practice more their dietetic skills. Therefore, following the EEC's critical recommendation to provide the students with more practical training, the program has recruited a Mentor/Laboratory Assistant for the program's needs. This person is present daily at specified times and has to guide, assist and mentor the students with their practical training. The Mentor/Laboratory Assistant's main purpose is to further augment the student's practical and laboratory skills. Moreover, all our students have been informed about this new implementation and they are encouraged to visit the nutrition lab upon prescheduled appointment.

    Indeed, the EEC suggestion to use an Objective Structured Clinical Examination (OSCE) prior to placement is critical. This is a type of examination designed to test clinical skill performance and

competence in a range of skills. It is a practical, real-world approach to learning and assessment. Therefore, the program has decided to include this type exam to all postgraduate students before their placement. This is also added in the Guide for Clinical Practice (please see ***APPENDIX III; Guide for the Clinical Practice, page 8***). The OSCE exam consists of at least six OSCE stations, each of which has the individual scenarios placed outside. The scenarios contain information about the ''patient'' that the student will see at that particular station. The information includes the patient's name, age, gender, occupation and any relevant history and a lead question is also given indicating the focus of the station. While the student will be having a dialogue with the "patient", an examiner will be marking against a pre-agreed set of criteria on a mark sheet. This set of criteria includes the following topics:

A. Information gathering (competence or not competence)
B. Patient interaction (competence or not competence)
C. Communication (competence or not competence)
D. Clinical Management (competence or not competence)

The overall pass mark for the OSCE is typically set as 50%.

3. **Teaching staff**
(ESG 1.5)

Comment by EEC:

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.

Response by EUC:

We thank the EEC for this suggestion. 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 implies that the incoming mobility of international teaching staff in the program can 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 or 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 nwly 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, based on the EUC Internal Regulation on Research Policy, is dedicated 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 X; 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, PhD student assistants' scholarships, student assistants, research assistants and other expenses (please see ***APPENDIX X; 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 X; 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.

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

Comments by EEC:

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

Below are further suggestions for improvement

2. Research and Funding

a. External funding is insufficient in the Department, thus the student progression needs to improve

3. 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.

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

a. LFS200 versus BIO213

b. NUT225 versus NUD 222

5. 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

6. 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?

7. Pharmacology and Foods (NUT415)

a. It seems there is very little reference to Foods

8. Master's Degree

a. Thesis Assessment is by 2 people, one of which is the supervisor. A more diverse team is required

9. Students

a. No exposure to Food Industry despite references made by faculty

b. The students are not encouraged to register into the professional body, thus getting more exposure to the field and networking

10. No exposure to nutrition lab environment but have exposure to other labs, eg. Chemistry, microbiology

Response by EUC:

1. We agree with the EEC suggestion to include specific admission criteria for the program. An undergraduate degree in Nutrition and/or Dietetics is required for registration of graduates in the Cyprus Registration Board for Food Scientists, Food Technologists and Dietitians (CRBFSFTD) and professional accreditation. Moreover, based on the National Legislation of the CRBFSFTD "Ο περί Εγγραφής Επιστημόνων Τροφίμων και Διαιτολόγων (Τροποποιητικός) Νόμος του 2004 (Ν. 171(Ι)/2004)", the program is also addressed to graduates of other relative programs of study in Health and Life Sciences such as Nursing, Medicine, Sports Science, Biology, Biochemistry, Public Health, Home Economics, Food Science and Food Technology. Therefore, in case of applicants whose first degree is not in Nutrition and/or Dietetics, but in other relevant fields (as stated in detail above), and who nevertheless wish to obtain professional accreditation, must attend specific foundation courses in the field of Nutrition and Dietetics in order to acquire deep knowledge in the relative field and ensure smooth induction to the postgraduate program. These courses are determined by the Program' Committee, based on the candidate's first degree. Foundation courses should provide 30 ECTs at maximum.

The Program Committee has decided to proceed with the inclusion of the following specific admission criteria:

SPECIFIC ADMISSION CRITERIA

- A Bachelor's degree in Nutrition and/or Dietetics.
- A Bachelor's degree in other relevant areas (e.g., Food Science, Food Chemistry, Sport Science, Biomedical Sciences, etc), provided that the candidates pass specified foundation courses defined by the Program's Committee.
- Candidates may be invited for an interview if the Program's Committee deems necessary.

(in Greek)

- Πτυχίο στη Διατροφή ή/και Διαιτολογία.
- Πτυχίο σε άλλα συναφή γνωστικά πεδία (π.χ. Επιστήμη Τροφίμων, Χημεία Τροφίμων, Αθλητική Επιστήμη, Βιοιατρικές Επιστήμες, κτλ) έπειτα από την επιτυχή παρακολούθηση Προπαρασκευαστικών μαθημάτων που καθορίζονται από την Επιτροπή του Προγράμματος.
- Συνέντευξη υποψηφίων αν αυτό κριθεί αναγκαίο από την Επιτροπή του Προγράμματος.

2. As discussed in our response above in item 1, Section 3, the implementation of new actions (Research Day, Department's Research Centre) and collaborations with other units of the University or other Universities abroad will increase engagement of students in research, provide a new level of academic experience and increase the opportunities for the academic staff to apply for more research fundings. Indeed, our department is a relatively new department that has been established in 2015. Therefore, we believe that now is the right momentum to offer the new Ph.D. program in "Exersice, Health and Nutrition" aiming to enhance our networking and make the programs more visible to attract national and international research grants. We agree with the ECC suggestion, and the program is willing to address it, on the whole, aiming to improve student's progression.

3. Comments 3-6: the comments refer to the Bachelor's program. Please see the B.Sc.'s program response.

7. We thank the EEC for suggesting to modify the current structure of the Master Thesis Committee. Indeed, this has been a discussion in our Department and with the input of the EEC we have now revised the structure of the Master Thesis Committee. In more specific, the Master Thesis Committee consists of three members including the supervisor, one member of the full-time faculty of the program and the faculty cooridinatingb the course. The purpose of this Committee is to coordinate and assess the procedure for the development, presentation and final submission of the Master Thesis. More details about the Master Thesis Committee are presented in the Master Thesis Guide (please see ***APPENDIX VIII; Postgraduate Thesis Guide, pages 10-12)***.

8. A. Postgraduate students are mainly exposed to Clinical Settings (medical centers, hospitals, nursery homes, rehabilitation centers) in terms of their clinical practice. However, based on the learning outcomes of the clinical practice's, students may "*Collaborate with the Food Department (kitchens) 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*". However, this action is taken place within the clinical setting where the practice is being conducted. Indeed, adhering to the EEC suggestion to increase the exposure to the Food Industry the program has decided to include other settings within the clinical practice. One is to collaborate with restaurants and food markets to provide clinical menus and other healthy meals for people with chronic diseases requiring specific nutritional adaptations, such as patients with diabetes, renal disease, hypertension, and others. One other is the collaboration with the food industry for the development of new food products for specific diseases and for "clinical food" labeling. Thus, new settings related to Food Industry have now been added in the revised Guide for the Clinical Practice (please see ***APPENDIX III; Guide for the Clinical Practice, pages 4-7)*** and the program is already seeking for new collaborations.

B. We would like to clarify here that we always inform all our students that registration to the professional bodies (i.e. the Cyprus Registration board for Food Scientists, Food Technologists and Dietitians) is mandatory for obtaining professional license and accreditation. Without registration to the particular professional body, graduates are not allowed to practice their profession. In Cyprus, there is no other professional body for clinical dietitians and sport nutritionists. However, registration in other bodies for other health professionals is voluntary and upon personal preference.

9. Our program is a relatively new program and every new year, we aim to improve our nutrition laboratory with the latest, state-of-the-art equipment. However, postgraduate student's exposure in the nutrition lab is limited since most courses of the program are theoretical. There is only one course in the program the "NUT652- Ergometry and Control of Physical Capacity in Health and Disease" which includes laboratory and requires the use of the nutrition laboratory. However, students exposure to the nutrition laboratory is achieved through the enhanced engagement of students in more research activities as mentioned above and suggested by the EEC (Item 1, Section 3). Also, the implementation of research within the clinical practice of 1000 hours as suggested by the EEC (Item 11, Section 2) and agreed by the program, will also give to students the opportunity for further exposure to the nutrition lab. Moreover, following the EEC's critical recommendation to provide the

students the opportunity for more practical training, as already mentioned above (Item 12, Section 2), the program has recruited a Mentor/Laboratory Assistant for student's practical training. This person is present daily at specified times in the nutrition lab and has the duty to guide, assist and mentor the students with the practical training. The Mentor/Laboratory Assistant's main purpose is to augment the student's practical and laboratory skills.

5. **Learning resources and student support**
(ESG 1.6)

Comments by EEC:

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

Response by EUC:

We thank the EEC for this suggestion. Students' engagement in research could be increased by promoting collaborations with other relevant departments of the University such as the program of Sports Science, Biomedical Sciences, Medical School, or even with other universities. Collaborations could be achieved through the supervision of a Master Thesis or through the implementation of common research activities within the clinical practice. More details about the actions taken to strengthen students' engagement in research are stated above (Item 11; Section 2, Item 12; Section 2, Item 1; Section 3).

Moreover, a few months ago, the Department of Life Sciences in an effort to enhance exposure to laboratory-based research practical work established the "Open-Lab" initiative. In this action, students will be able to visit and participate in actual research activities. This action aims to attract students to research. At least once per month, each Faculty will have to pre-announce a specific day when research activities take place in the Department's laboratories under their supervision. The Faculty will inform the students about the procedures and the purposes of the research, and where possible, a number of students will be able to participate in the procedures. Faculty will launch this initiative as soon as national restrictions imposed due to the current pandemic are eased to create safer conditions for research activities. With this initiative, the program will stimulate students' interest in conducting original research rather than literature reviews and enhance the exposure/integration of postgraduate students to engage in research.

6. **Additional for doctoral programmes**
   (ALL ESG)

   N/A

7. Eligibility (Joint programme)

(ALL ESG)

N/A

B. Conclusions and final remarks

Comments by the EEC:

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

Response by EUC:

We would like to thank the EEC for the positive feedback and its constructive recommendations. As described in the previous sections of the report, the Applied Nutrition and Dietetics Program has made a focused effort to address each one of the EEC's recommendations.

Regarding the EEC recommendation about the quality assurance mechanisms and the student supports provided, as commended above, our students have already 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.

In regard to the EEC comment about the need for research-based thesis (not literature based on), we proceeded with the following changes: the Master Thesis became compulsory for both concentrations and supervisors will be encouraged to emphasize more on research topics instead on bibliographical ones (at least half of the suggested topics must be research topics) so as to give to students the opportunity to extend more their academic skills and practices. Moreover, we agree with the EEC suggesting considering an independent assessment at particular timepoints of the student's progression through the 1000 hours of placement by an accredited practicing dietitian. Therefore, the Program's Committee has decided to appoint an accredited dietitian (external assessor) for this purpose, suggesting to provide an independent assessment for each student at two different timepoints of the clinical practice. In particular, the first assessment will be after completing the first 500 hours and the 2nd assessment will be conducted at the end of the clinical practice (completion of 1000 hours).

Mapping exercise in Table 1 (and a Summary of Learning Outcomes Mapping shown in Table 2) shows that program's learning outcomes are mapped to the standard of proficiencies or graduate competencies.

Furthermore, we agree with the EEC suggesting adding a placement course for the concentration of Sport Nutrition. Therefore, a new placement course (NUT656-Sport Nutrition Placement) has been added in the 3rd semester as an elective course. The placement will take place in sports organizations.

C. Higher Education Institution academic representatives

Name	*Position*	*Signature*
Dr. Stavri Chrysostomou	Program Coordinator	S.Chrysostomou
Dr. Anastasios Theodorou	Chairperson, Depatment of Life Sciences	Anastasios Theodorou
Dr. Panagiotis Papageorgis	Dean, School of Sciences	Panagiotis Papageorgis

Date: 3.2.2022

5 Lemesou Avenue, 2112, Nicosia
T: + 357 22 504 340
F: + 357 22 504 392
e-mail: info@dipae.ac.cy