



Response on the External Evaluation Report

Program of Study: Masters of Science in Sports

Nutrition/Dietetics and Nutrition Intervention

August 2017

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Acronyms and Abbreviations

EEC- External Evaluation Committee

MS-SN/D&NI - Masters of Science in Sports Nutrition/Dietetics and Nutrition Intervention

DI.P.A.E. - Cyprus Agency of Quality Assurance and Accreditation in Higher Education

CyRBFSTD - Cyprus Registration Board for Food Scientists, Technologists and Dietitians

CyDNA - Cyprus Dietetic and Nutrition Association

NARIC- National Academic Recognition Information Centre

UIQAC- University of Nicosia Internal Quality Assurance Committee

SIQAC- School Internal Quality Assurance Committee

QA- Quality Assurance

FHEA- Fellow of The Higher Education Academy

UKPSF- UK Professional Standards Framework

Response on the External Evaluation Committee's Report

Programme of Study: Masters of Science in Sports Nutrition/Dietetics and Nutrition Intervention

I. Introduction

We would like to thank the members of the External Evaluation Committee (EEC) for their professional and academic approach during the on-site evaluation of the programme and for producing a detailed and professionally written evaluation report. We highly appreciate the EEC's constructive comments and recommendations for further improving our programme. This evaluation indeed adds value to our programme taking into consideration the EEC's members' expertise in the subject and/or related areas.

The program Coordinator and the faculty members of the Department of Life and Health Sciences of the University of Nicosia involved in developing and implementing the Masters of Science in Sports Nutrition/Dietetics and Nutrition Intervention (MS-SN/D&NI), having thoroughly considered the EEC's constructive feedback have taken immediate action to adopt the EEC's recommendations. Our response is structured as follows:

Section II briefly lists the EEC's positive feedback and comments.

Section III presents all the EEC's recommendations and the action we have taken in order to adopt the recommendations; the supporting documents testifying to this are provided in the Appendices at the end of our report.

Section IV summarizes the response.

Section V includes the appendices.

II. The External Evaluation Committee Programme Evaluation Report's Positive Points

We provide below some of the EEC's positive comments in the evaluation, as found in the EEC's report.

- a. **The Internal Evaluation procedure:** "The committee was provided with the internal evaluation documentation, which was comprehensive and most positive." (see p. 5 of the report)
- b. **Organization of teaching work:** "The organization of the teaching appeared to be satisfactory as evidenced by the documentation and the students' positive comments." (see p. 5 of report)

- c. **Teaching:** “The number of faculty to carry out the course seemed appropriate based on current number of students.” Also, “A strength of the programme is that it blends well theoretical teaching and practical training.” (see p. 5 of report)
- d. **Teaching personnel:** “The teaching team had significant practitioner experience in dietetics and sport and exercise science fields.”(see p. 6 of report)
- e. **Purpose and Objectives and learning outcomes of the Program of Study:** “The purpose and objectives of the programme are clear and reflect both a process-based and an outcome-based curriculum.” (see p. 6 of report)
- f. **Structure and Content of the Program of studies:** “The structure and content seem appropriate to the broad ambitions of the programme.” (see p. 6 of report)
- g. **Management of the Program of Study:** “The management of the programme seems to be satisfactory as evidenced by the comments of the Programme Coordinator and faculty.” (see p. 6 of report)
- h. **International Dimension of the Program of Study:** “The subject represents a novel and attractive area of study that could be of international appeal. The course is being delivered in both Greek and English language thus facilitating an international dimension. Most faculty were also internationally trained. The current title of the programme appeared to be determined by national legislation ...” (see pp. 6-7 of report).
Note: The national legislation is aligned to the European Legislation since 2001 and 2004.
- i. **Connection with the labor market and the society:** “The University should be commended for developing a programme, which seeks to meet the needs of the labor market, and wider society. (see p. 7 of report)
- j. **Research Teaching Synergies:** “... staff having reasonable research experience ...” (see p. 7 of report)
- k. **Administrative Mechanisms:** “On the evidence of the students’ positive comments, no deficiencies were raised and everything seems to be satisfactory.” (see p. 7 of report)
- l. **Infrastructures/Support:** “The infrastructure was in line with an appropriate learning environment.” (see p. 7 of report)
- m. **Financial Resources:** “... the practical component of the course was a particular strength and there seems to be an appropriate budget to support this.” (see p. 7 of report)

The abovementioned comments are consistently supported by the numeric scores in the Quality Indicator Sections at the end of the EEC's report. The recommendations of the ECC were taken into serious consideration and the actions taken are detailed below.

The programme, including its title, are in accordance with the Cyprus Law for the Registration of Food Scientists, Technologists and Dietitians (N.31(I)96, with the amendments of 2001, 2004 and a new pending amendment). It also follows the recommendations of the Cyprus Registration Board for Food Scientists, Technologists and Dietitians (CyRBFSTD), the regulatory body for Dietetics in Cyprus affiliated with the European regulatory bodies, and the Cyprus Dietetic and Nutrition Association (CyDNA), the professional body for dietitians and nutritionists in Cyprus.

Therefore, the positive qualitative and quantitative evaluations indicate to us a definite recommendation for accreditation.

III. Response to the External Evaluation Committee's Recommendations

We provide below the list of the recommendations and the action taken to adopt them. The supporting documents, testifying to the action taken, are provided in the Appendices section at the end of this report.

1) Recommendation: (p. 8) *Consideration should be given to strengthening the relevant scientific expertise both within existing staff and planned new recruits.*

Our response: The programme had already taken seriously the need for including more experts since the time of the application/accreditation. The following specialized staff was hired as placement educators and/or teaching staff: Mrs Nicoletta Michaelidou - Sports Dietitian/Nutritionist, Ms Elli Hadjilouca - Sports Nutritionist, Mr Aris Hadjipanayis - Sports Nutritionist, and Dr Costas Schizas, MD - Sports Medicine. Furthermore, new positions will be announced at the beginning of the new academic year.

The MS-SN/D&NI programme is constantly improving the level of teaching staff by adding specialized personnel. In addition, it aims to further match the research interest of the staff with the subject of the courses to be taught.

2) Recommendation: (p. 8) *Efforts should be made to ensure that all course content is delivered at demonstrated Masters Level. The committee raised particular concerns over the research methods and the thesis component of the programme.*

Our response: The MS-SN/D&NI programme is committed to measure and enhance the design, content and delivery of the programmes within the department or the school to

assure its academic level. A continuous assessment of the curriculum and learning outcomes of the courses will be made to assure the Masters level. Support for quality and level of the programme can be manifested through a wide range of activities that are likely to improve the quality of the delivery process of the programme content, as well as the learning conditions of students. Examples of such initiatives to continue to be enforced or be emphasized are: a center for teaching and learning development within the programme, professional development activities (*e.g.* in-service training for faculty), teaching recruitment criteria, support to innovative pedagogy, learning environments (libraries, computing facilities), organization and management of teaching and learning, support to foster student achievement (*e.g.* counselling, career advice, mentoring), students' evaluation (*i.e.* programme ratings, evaluating learning experiences), self-evaluation of experimentations, peer-reviewing, benchmarking of practices.

As far as the research methods are concerned, all the learning outcomes were upgraded to fulfill the Masters level (see revised syllabi, Appendix 1). The Research Methods course provides ways of implementation of the principles of research methods in health sciences, from the development of research idea and questions, to search of the literature, planning of research, qualitative and quantitative research methods, data analysis and dissemination of the findings. Furthermore, students are encouraged to follow the thesis option, and in the academic year 2016-2017 cohort four out of seven students have chosen the thesis option and are expected to complete their theses in early 2018.

3) Recommendation: (p. 9) *Serious consideration should be given to fostering greater interdisciplinary synergy between sport and exercise science and nutrition/dietetics in both teaching and research.*

Our response: Although, there is synergy between sport and exercise science and nutrition/dietetics within the programme, it will be further expanded. Specifically, the following courses are taught by interdisciplinary faculty: NUTR-519P Professional Practice for Sports Nutrition, NUTR-518 Nutritional Strategies for Specific Energy Systems and Specific Sports, NUTR-511 Sports & Exercise, Health Nutrition, NUTR-516 Nutrition and Exercise in Chronic Diseases, NUTR-514 Physiology & Biochemistry for Performance, and NUTR-575 Thesis Research.

Furthermore, listed in the table that follows (Table 1) is the research related to Sports Nutrition/Dietetics in relation to Sports Science on which faculty is working.

Table 1. Research of Faculty Related to Sports Nutrition/Dietetics and Sports Science

Dr Marios Hadjicharalambous

- Brain serotonergic and dopaminergic modulators, perceptual responses and endurance exercise performance following caffeine co-ingested with a high fat meal in trained
- Brain serotonin and dopamine modulators, perceptual responses and endurance performance during exercise in the heat following creatinine supplementation
- The effects of creatinine supplementation on thermoregulation and exercise performance in the heat in endurance-trained humans
- “Responders” and “non-responders” to caffeine and caffeine effect on different aerobic fitness level athletes: Physiological responses and exercise performance

Dr Christoforos Giannaki

- Exercise in patients with chronic diseases
- Sleep physiology/exercise and sleep disorders
- Effects of omega fatty acids on health and functional capacity in Multiple Sclerosis patients
- The effects of 6 months supplementation of a formula containing a mixture of omega 3 and omega 6 fatty acids and vitamins on functional capacity, cognitive function and quality of life in the elderly. In collaboration with Dr. Eleni Andreou, University of Nicosia, Dr. Marios Pantzaris, The Cyprus Institute of Neurology and Genetics and Dr. Giorgos Sakkas, University of Saint Mark and Saint John, Plymouth, United Kingdom
- The association between objectively measured sleep parameters and dehydration in young adults. In collaboration with Dr. Eleni Andreou and Dr. George Aphasimis, University of Nicosia, Cyprus

Dr George Aphasimis

- Hydration/Dehydration and Impact to Athletic Performance
- Adolescent athletes and nutritional support
- Nutrition Supplementation for Elite athletes (International and Olympic level)

Dr Dona Hileti

- SUGAPAS – Supporting Gamified Physical Activities in & out of schools. Intervention study designed to investigate the effect of on-line games to promote the knowledge on physical activity and nutrition to adolescents in secondary schools

- Effects of cinnamon on Glycaemic Control, Insulin Sensitivity, Lipid Profile, Body Weight, and Blood Pressure in Adolescents with Metabolic Syndrome
- Early diet and development of childhood obesity
- Nutrition in the first years of life and the development of childhood obesity
- Obesity in schoolchildren: Aetiology and Treatment
- Discuss the role of the Clinical Dietitian in the prevention and treatment of childhood obesity
- Failure-to-thrive: Aetiology, assessment and dietetic treatment
- Calcium and vitamin D status in children
- Iron Deficiency in teenage girls: Prevalence, prevention and treatment.
- Growth and nutritional profiles of a selected Paediatric population in Limassol

Dr Eleni Andreou

- Compare and assess the Dietary, Physical Activity and Nutritional Behavioral habits among University students at-risk and non-at-risk for eating disorders and show the compliance to the Dietary Guidelines based to their habits
- Effects of orange and various orange juices to plasma glucose and insulin responses for active and non-active people
- Effects of orange and various orange juices to plasma glucose and insulin responses. An Acute postprandial study (in collaboration with the United Arab Emirates University and with Prof Antoni Zampela, Athens Agriculture University and Dr Dimitrio Papandreou, Zayed University)
- The use and effectiveness of behavioural modification techniques in achieving and maintaining normal weight and fitness—the lifestyle changes for adults in Cyprus
- The investigation of the hydration level of high school students and its impact to activity level and nutritional status (European Hydration Institute proposal)
- The association between objectively measured sleep parameters and dehydration in young adults
- Physical Education in Relation to Nutrition in the 21st Century (participating), CyRPF, Researcher
- Educational Intervention in Nutrition and Exercise to preschool Cypriot Children
- Compare and assess the Dietary, Physical Activity and Nutritional Behavioral habits among University students at-risk and non-at-risk for eating disorders and show the compliance to the Dietary Guidelines based to their habits. (Eating Disorders)

Prof Antonis Zampelas

- Childhood Obesity and physical activity
- Metabolic Syndrome and impact of nutrition and exercise
- President of the three-member programme committee for research

Dr Demetres Papandreou

- Caffeine Intake in Athletes
- Dietary Intake in Athletes and effect to their stamina and endurance

Mrs Mary Economou

- Dietary habits and physical activity of Cypriots during the economic crisis

Dr Maria Christofidou

- Student knowledge and attitudes for GMOs and their effect to physical status of adults

4) Recommendation: (a) (p.8) *The management of the programme seems to be satisfactory but there does not appear to be a specific individual appointed for implementing the quality assurances procedures for this programme.*

(b) (p. 9) *There is the need to implementation of a clear quality assurance plan and procedure.*

Our response: The University of Nicosia follows Quality Standards and Indicators that have 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 2016”. There is an Internal Quality Assurance Committee and its composition is shown in Table 2.

Table 2. Current Composition of the University of Nicosia Internal Quality Assurance Committee

NAME	TITLE
Edna Yamasaki Patrikiou	Professor, Chair
Peter Karayiannis	Professor, Medical School representative
Angelika Kokkinaki	Professor, School of Business representative
Agni Stylianou	Assistant Professor, School of Education representative
Odysseas Christou	Assistant Professor, School of Law representative
Manos Stefanakis	Assistant Professor, School of Sciences & Engineering representative
Jill Griffiths	Director of Quality Assurance, Medical School
Nicolas Ioannides	Staff Representative
Andreas Koureas	Student representative - 2 nd cycle
Anna Seremetaki	Student representative - 1 st cycle

Quality assurance processes are in place at the University of Nicosia and specifically within the Department of Life and Health Sciences to ensure that we are rigorous in all of our practices, meet any specific requirements (both internally and externally) and foster good practice throughout the institution. Overall, through the formal processes that our university follows the goal is to:

- Improve outcomes for students through enhancing the quality of services delivered;
- Improve outcomes for staff through enhanced professional practice and through linking the framework to staff development plans;
- Ensure that findings from monitoring and review are dealt with appropriately commending work that satisfies the framework conditions and dealing constructively with potential improvements;

- Communicate effectively to all staff all outcomes from reviews;
- The course materials are updated each semester taking into account students' feedback.

On an operational level, the University, the School, and the Department Internal Quality Assurance Committees have overall responsibility for the Quality Assurance of the programme. Additionally, senior staff of the department, each responsible for their areas of experience, meet regularly to ensure the effective implementation of strategy and processes and their continual evaluation and review. These are supported by peer-reviews, self-assessment reports, review committees, and coordinators' meeting (samples are available and can be provided upon request).

Concluding, the Masters of Science in Sports Nutrition/Dietetics and Nutrition Intervention follows the quality assurance processes of the University of Nicosia, and meets the criteria of quality and completeness set by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (DI.P.A.E.).

5) Recommendation: (a) (pp. 9 & 26) *The title of the course should be streamlined and fit for purpose for both a national and international market. The committee sought advice on this matter (Professor Ron Maughan; www.sportsoracle.com/Nutrition/Advisory+Board/) and was informed that the recommendation on best practice internationally is for dietetics be used on the postgraduate degree title, only if entry into the graduate programme requires a dietetics qualification. The Masters qualification in dietetics should not alone be recognized as a license to practice dietetics.*

(b) (2.1.3 p. 16) *The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.*

Our response: The title fits the purposes and obeys the articles of the Cyprus Law for the Registration of Food Scientists, Technologists and Dietitians (N.31(I)96) with amendments to adjust with European Law in 2011 and 2004 (a new amendment is pending for immediate approval concerning the Nutritionists and Specialization of Dietitians and Nutritionists).

The programme offered by the University of Nicosia has a responsibility to the graduates and wants to ensure their professional title and rights upon completion of the programme and the placement.

Therefore, the programme Coordinator (and Vice President of the Cyprus Registration Board for Food Scientists, Technologists and Dietitians (CyRBFSTD)) contacted officially the same board in order to fully comply with the law and the professional registration

requirements of the graduates prior to the launching of the MS-SN/D&NI programme. According to the CyRBFSTD the specific title of a degree, the academic path and the prior studies for Master's level degree will give the candidates the professional title.

Because there some differences as well as common derivatives of the Sports Nutrition and Sports Dietetics, through this degree it was managed to fulfill the needs and demands of both based to the law. Besides, the professional title will be awarded by the CyRBFSTD and CyDNA accordingly as **Sports Dietitian** to those having a prior degree to Dietetics, and **Sports Nutritionist** to those having a prior degree to Nutrition or related subjects (with the additional foundation courses, as defined by the CyRBFSTD). According to the CyRBFSTD unless the Master's Degree has the word "dietetics" the title of Sports Dietitian will not be granted.

The supporting letter from this board may be found in Appendix 2. Depending on the personal interest of the students and the Cyprus legislation, their professional title should be protected by their academic programme title and, in this case, the MS-SN/D&NI. Therefore, it is mandatory at minimum that the title of the programme should include "MSc Sports Nutrition/Dietetics".

6) Recommendation: (1.1.3.3 pp. 12, 13) *The course web-pages, updated with the relevant supplementary material.*

Our Response: All the information regarding the programme are up-to-date and under <https://www.unic.ac.cy/schools/school-sciences-and-engineering/department-life-health-sciences/sports-nutrition>.

7) Recommendation: (1.1.11 p. 13) *The program of study applies an effective policy for the prevention and detection of plagiarism.*

Our response: Plagiarism is considered a major offence at the University of Nicosia. Disciplinary actions are taken at the Department and Senate level according to our regulations. All students are informed about plagiarism. The plagiarism prevention and detection software Turnitin is used widely by the faculty members. The same software is available to the students through "MyNotes" (communication platform between teaching staff and students) and it is activated for each assignment. The plagiarism policy is announced to the students and it is written down in the course outline.

8) Recommendation: (1.1.12 p. 13) *The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.*

Our response: The students can make their complaints initially to the Coordinator of the programme who will investigating it, write a report, communicate it to the Head of

the Department and do the follow up with the student. In case the student is not satisfied, then the Head of Department or the Dean of the School will be contacted. When a student is not satisfied with an exam grade, (s)he has the right to complete a petition form and the test/exam will be examined by a 2nd examiner. Moreover, all courses provide for continuous course assessment and therefore the progress of the students is monitored by the lecturer who provides feedback throughout the semester. UNIC has an online form available to the students for complaints, which is monitored by the senior administration and the department of Academic Affairs. Additionally, complaint/suggestion boxes are placed within the university for anonymous complaints/suggestions.

9) Recommendation: (1.2.7 p. 14) *Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.*

Our response: The University policy for lecturers requires them to be responsible for updating their material. At the beginning of each semester, lecturers are required to submit /re-submit the course materials to be available on-line. A new course outline – with updated reading materials, textbooks, cases, etc. must be submitted and uploaded, as well as any other course materials, such as lecture notes, case studies, etc. Accuracy is maintained through inspection of the materials for relevance by the Course leader, programme coordinator or the Head of the Department. Upon the EEC's recommendation all the textbooks were updated (see Appendix 1).

10) Recommendation: (1.3.2.1/2 pp. 14-15): *The teaching team had significant practitioner experience in dietetics and sport and exercise science fields but did not appear to have the same level of experience in terms of sports nutrition/sports dietetic. (Subject specialization in the discipline/ Publications within the discipline).*

Our response: As mentioned before, additional faculty members have joined the programme since the writing of the application. They are specialized in sports nutrition and sports medicine (see also recommendation/response 1). Sample/summary of publications of the faculty related to sports nutrition/dietetics appears on Table 3.

Table 3. Sample/summary of publications of the faculty related to sports nutrition/dietetics

Publications related to teaching-research
<p>Stavrinou, P., Argyrou, M. and Hadjicharalambous, M. (2016) Physiological and metabolic responses during a simulated judo competition among cadet athletes. <i>International Journal of Performance Analysis of Sport</i>, 16(3), 848-859.</p> <p>Hadjicharalambous, M. (2016). The effects of regular supplementary flexibility training on physical fitness performance of young high-level soccer players. <i>J Sports Med Phys Fitness</i>, 56(6):699-708.</p> <p>Vrachimis, A., Hadjicharalambous, M. and Tyler, C. (2016) The Effect of Circuit Training on Resting Heart Rate Variability, Cardiovascular Disease Risk Factors and Physical Fitness in Healthy Untrained Adults. <i>Health</i>, 8, 144-155. http://dx.doi.org/10.4236/health.2016.82017.</p> <p>Giannaki, C., Aphas, G., Tsouloupas, C., Ioannou, Y., & Hadjicharalambous, M. (2016). An eight week school-based intervention with circuit training improves physical fitness and reduces body fat in male adolescents. <i>J Sports Med Phys Fitness</i>, 56(7-8): 894-900.</p> <p>Giannaki, C., Aphas, G., Sakkis, P., Hadjicharalambous, M. (2016). Eight weeks of a combination of high intensity interval training and conventional training reduce visceral adiposity and improve physical fitness: a group-based intervention. <i>J Sports Med Phys Fitness</i>, 56(4): 483-490.</p> <p>Stavrinou P.; Bogdanis G.; Giannaki C.; Terzis G.; Hadjicharalambous, M. (Under Review: IJSM-05-2017-6351-tt). High intensity interval training frequency: cardiometabolic effects on inactive adults. <i>International Journal of Sports Medicine</i>.</p> <p>Paraskevas G. Ziogas Y. Hadjicharalambous M. (Under Review: 2017-0140) Individual Changes of aerobic fitness parameters in starters and non-starters soccer players: a case study of a champions league quarter-finalist team. <i>Journal of Human Kinetics</i>.</p> <p>Tsofliou F, Pitsiladis YP, Lara J, Hadjicharalambous M, Macdonalde IA, Wallace AM and Lean MEJ, (Submitted). The effects of moderate alterations in adrenergic activity on acute appetite regulation in obese women. <i>Journal of Nutrition and Health</i>.</p> <p>Apostolidis A., Mougios V., Smilios I., Rodosthenous J., Kyprianides P., Karapetyan L., Kleanthous M., Antoniou M., Fragkous M. and Oikonomides K., and Hadjicharalambous M. (Submitted). Caffeine ingestion induces similar physiological responses and performance improvement in high and medium fitness level athletes. For <i>Journal of Applied Physiology Nutrition and Metabolism</i>.</p> <p>Apostolidis A., Mougios V., Smilios I., Rodosthenous J., Kyprianides P., Karapetyan L., Kleanthous M., Antoniou M., Fragkous M. and Oikonomides K., and Hadjicharalambous M. (Under preparation). “Responder” and “non-responder” to caffeine ingestion: exercise performance and physiological and metabolic responses. For <i>Medicine and Science in Sports and Exercise</i>.</p>

Regina Menezes, Ana Rodriguez-Mateos, Antonia Kaltsatou, Antonio González-Sarrías, Arno Greyling, **Christoforos Giannaki**, Cristina Andres-Lacueva, Eileen R Gibney, Julie Dumont, Manuel Schär, Mar Garcia-Aloy, Susana Durán, Tatjana Ruskovska, Viktorija Maksimova, Emilie Combet and Paula Pinto. Impact of flavonols on cardiometabolic biomarkers: a meta-analysis of randomized controlled human trials to explore the role of inter-individual variability. *Nutrients*, 9;9(2). pii: E117. (Impact Factor 2015: 3.759).

Giannaki CD, Hadjigeorgiou GM, **Aphamis G**, Pantzaris M, Sakkas GK. Restless legs syndrome in adolescents: relationship with sleep quality, cardiorespiratory fitness and body fat. *Sleep Science*, 2017, 10(1): 7-10.

Giannaki CD, **Aphamis G**, Tsouloupas CN, Ioannou Y, **Hadjicharalambous M**. An eight week school-based intervention with circuit training improves physical fitness and reduces body fat in male adolescents. *The Journal of Sports Medicine and Physical Fitness*, 2016, 56(7-8):894-900 (Impact factor 2015: 1.11).

Giannaki CD, Sakkas GK, Karatzaferi C, Hadjigeorgiou GM, Stefanidis I. Combination of exercise training and dopamine agonists in dialysis patients with RLS: A randomized double-blind placebo controlled study. *ASAIO Journal*, 2015, 61 (6): 738-741 (Impact Factor 2015: 2.29).

Giannaki CD, **Aphamis C**, Sakkis P, **Hadjicharalambous M**. Eight weeks of a combination of high intensity interval training and conventional training reduce visceral adiposity and improve physical fitness: a group-based intervention. *The Journal of Sports Medicine and Physical Fitness*, 2016, 56(4):483-90. (Impact factor 2015: 1.11).

Emilia Vassilopoulou, Georgia Piperari, Christoforos Christoforou (2016) Is Zumba fitness effective to manage overweight without dietary intervention? Arab Journal of Nutrition and Exercise: 1(3). Published on 24th December 2016. http://ijne.zu.ac.ae/ojs/index.php/ijne/article/view/19/_2.

Yiallourous P, **Economou M**, Kolokotroni O, Savva S, Gavatha M, Ioannou P, Karpathios T, Middleton N, Sex differences in objectively assessed physical activity of asthmatic schoolchildren in relation to healthy controls. *Pediatric Pulmonary* 2014.

Mary Economou, Nicos Middleton, Ourania Kolokotroni, Savvas C Savva, Marina Gavatha, Phivos Ioannou, Themistocles Karpathios, Panayiotis Yiallourous Gender differences in objectively assessed physical activity between asthmatic and non-asthmatic children: a descriptive comparative study among Cypriot schoolchildren, 20th IEA World Congress of Epidemiology, Anchorage, Alaska, USA-Nominated for the World Congress of Epidemiology Student Award.

Panagiotakos D.B; Lionis C.; Zeimbekis A; Makri K.; Bountziouka V.; **Economou M.**; Vlachou I.; Micheli M.; Tsakountakis N.; Metallinos G.; Polychronopoulos E. (2007) Long-term, moderate coffee consumption is associated with lower prevalence of diabetes mellitus among elderly non-tea drinkers from the Mediterranean Islands (MEDIS Study). *Review of diabetic studies* : RDS, 2007;4(2):105-11.

Yiallourous P.; Savva S, Kolokotroni O, Behbod B., Zeniou M., **Economou M.**, Chadjigeorgiou C., Kourides Y., Tornaritis, M., Lamnisos D., Middleton N., Milton D. (2012) Low serum high-density lipoprotein cholesterol in childhood is associated with adolescent asthma- *Clin Exp Allergy*. 2012 Mar;42(3):423-32.

Middleton N, **Economou M**, Hadjiona V, Kouta C, Lambrinou E, Paphiti-Demetriou I, Hadjigeorgiou E, Tryfonos F, Filippou E, Kolokotroni O (2015) Implementation of the '10 Steps for Successful Breastfeeding' across maternity clinics in Cyprus Eur J Publ Health (abstract).

Economou M, Paphiti-Demetriou I, Kolokotroni O, Kouta C, Lambrinou E, Hadjigeorgiou E, Hadjiona V, Tryfonos F, Filippou E, Middleton N. (2015) Prevalence and continuation of breastfeeding in Cyprus: the BrEaST start in life project. Eur J Publ Health (abstract).

Andreou E., Philippou Ch., **Papandreou D.** (2011) Effects of an intervention and maintenance weight loss diet with and without exercise on anthropometric indices in overweight and obese healthy female women. Ann Nutr Metab; 59:187-192 IMPACT FACTOR: 2.618 CITATION INDEX: 7 (PUBMED).

Philippou Ch., **Andreou E.**, Menelaou N.,Hajigeorgiou Ph., **Papandreou D.** Effects of Diet and Exercise in 337 overweight/obese adults. Hippokratia Journal 2012;16(1):449-453 IMPACT FACTOR: 0.589 CITATION INDEX:1 (PUBMED CENTRAL).

Platritis P. **Andreou E. Papandreou D.** Caffeine effect on exercise performance and disease issues: an updated mini review. Nutr and food Science 2013;43(3):243-53 9 (SCOPUS).

Philippou Ch., **Andreou E.**, Menelaou N.,Hajigeorgiou Ph., **Papandreou D.** Effects of Diet and Exercise in 337 overweight/obese adults. Hippokratia Journal 2012;16(1) 449-453, IMPACT FACTOR: 0.589 CITATION INDEX:1 (PUBMED CENTRAL).

Andreou E. Philippou C. **Papandreou D.** Dietary intakes and anthropometric indices of 337 adults from Cyprus(2012). Nutrition and Food Science 42(2):80-86, (SCOPUS) IMPACT FACTOR : 1.202.

Elena Philippou, Nicos Middleton, Constandingos Pistos, **Eleni Andreou**, Michael Petrou. “ The impact of nutrition education on nutrition knowledge and adherence to the Mediterranean Diet in adolescent competitive swimmers”, Journal of Science and Medicine in Sport. 2017 Apr;20(4):328-332. doi: 10.1016.

Aphamis G, Stavrinou P, **Andreou E**, **Giannaki CD**, (2017) “Hydration status, total water intake and subjective feelings of Cypriot adolescents living in a hot environment, during a typical school day”. ACSMs Heath Fit J.(submitted).

Eleni Andreou, Panagiotis Aristotelous, **George Aphamis**, Giorgos K. Sakkas, Marios Pantzaris, Theodoros Kyprianou, **Christoforos D. Giannaki**. Effects of controlled dehydration on sleep quality and quantity: a polysomnographic study in healthy young adults (in preparation).

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11) Recommendation: (1.3.7 p. 15) *In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part time personnel, ensures the quality of the program of study.*

Our response: This information was included in the application. During the EEC visit, the coordinator of the programme indicated the allocation of courses to the full time and part time personnel. It is submitted here again as Appendix 3.

12) Recommendation: (1.3.9 p. 15) *The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.*

Our response: All the full time faculty are teaching the nominal hours according to the university guidelines. It should be noted that some courses are shared between faculty. Nevertheless, we would like to emphasize once more the lecturers' research work synergy with their teaching, as shown in Table 1. Representative examples of publications/presentations are shown in Table 3 demonstrating the synergy of teaching and research. Some of the academic personnel had additional publications after the application for evaluation was submitted.

13) Recommendation: (2.1.4 p. 16) *The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes. The committee was not provided with sufficient assessment material to make an informed decision.*

Our response: The syllabi and the placement pack provide the assessment methods for all courses. According to the general guidelines of the University the assessment of each course is done based on at least three components: the midterm exam, the final exam and an assignment. The syllabi are provided in Appendix 1.

14) Recommendation: (a) (2.1.6/7 p. 16) *The learning outcomes at programme level and particularly at the module level do not always reflect study at Masters level. For*

example, there is insufficient use of terms like “critically evaluate” and “critically analyze”. The committee members were also of the opinion that, at times, there were too many learning outcomes and that these could be consolidated.

(b) (2.2.4 p. 17) The higher education qualification awarded, the learning outcomes and the content of the program are consistent. The learning outcomes at programme level and particularly at the module level do not always reflect study at Masters level.

Our response: The learning outcomes of the syllabi were modified in order to reflect the Masters Level (see revised course descriptions in Appendix 1).

15) Recommendation: *(2.2.1 p. 17) The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance. The committee was not provided with sufficient material on assessment to make an informed decision.*

Our response: The material on individual courses, learning outcomes, content, teaching and learning approaches and the assessment methods was available during the EEC visit, and are provided in Appendix 1. In addition, in Appendix 4, general guidelines for the methods for assessing the programme are provided.

16) Recommendation: *(2.2.5 p. 17) The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses. Not applicable to this programme and level of study.*

Our response: This is true as this is a Master’s Level programme and it not applicable.

17) Recommendation: *(2.2.9 p. 17) Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.*

Our response: The University has a very pedantic Special Needs Policy and the required supporting infrastructure. Each programme and course is designed taking into account the target group and, in addition, the institution has taken measures to accommodate students with special needs such as providing physical access to buildings and facilities, psychological/personal counseling services, alternative assessment methods (e.g. more time allowed, oral examinations, etc.), and circulates a booklet for Learning Disabilities among faculty members and administrative staff.

18) Recommendation: *(a) (2.3.1, p.18): The committee was informed that the quality procedures of the university were followed albeit there was no data provided for evaluation given the low take up of the feedback process (e.g. online student questionnaires). There does not appear to be a specific individual appointed at the department level for implementing the quality assurances procedures for this programme. Both the faculty and students mentioned that regular informal meetings took place to evaluate the course.*

(b) (2.3.2.3, p.18): *The committee was informed that the university was not able to obtain any student evaluation data but the university was addressing this issue.*

(c) (2.3.3/4 p.18): *The committee was not provided with sufficient information to make an informed judgement.*

Our response: The development of a genuine culture of continuous quality improvement was always considered of paramount importance at the University of Nicosia. External quality assurance is provided through various bodies and standards/regulations/laws to which the University adheres to/is regulated by, such as The Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Law of 2015, the European Guidelines and Standards for Quality Assurance, the European Approach for Quality Assurance of Joint Programmes, the Private Universities (Establishment, Operation and Control) Law 109(1) of 2005 and the KYSATS – Cyprus National Academic Recognition Information Centre - NARIC Law.

The University is also subject to Internal Quality Assurance carried out by the University Internal Quality Assurance Committee (UIQAC), the composition, processes and responsibilities of which, were recently updated to reflect the newest version of the European Standards and Guidelines of 2015 (ESG 2015). The UIQAC through its subcommittees, assures quality at an institutional, departmental and programme level. The University of Nicosia Internal Quality Assurance Committee (UIQAC) comprises of 10 members:

1. The Vice Rector for Academic Affairs: Chair (1)
2. One TRF representative from each School holding the rank of at least Assistant Professor (5)
3. One faculty member holding the rank of at least Assistant Professor, who is actively involved in the delivery of Distance Learning programmes/courses (1)
4. One staff representative – appointed by the chair (1)
5. The Head of Quality Assurance of the Medical School of the University (1)
6. Two student representatives (one 1st Cycle student and one 2nd Cycle student) (2)

Members of the University Internal Quality Assurance Committee (UIQAC) are also members of the UIQAC subcommittees, one of which is the subcommittee responsible for the Quality Assurance at a programme level which in cooperation with the School Internal Quality Assurance Committee (SIQAC) ensures the Quality Assurance (QA) at programme level.

All faculty members are peer-reviewed (classroom observation) by senior members, fill in the self-evaluation report regularly, should endeavor to maintain a good publication record, have records of reviewing the syllabi every two years, reviewing the student feedback at the end of the academic year and acting upon it. University of

Nicosia demonstrates a process of collecting and using student feedback.

Student evaluations are made for each course but also for every faculty member with the use of a questionnaire which is distributed electronically to University Intranet and are available to students and teachers. These questionnaires can be answered per semester voluntarily. Samples of these evaluations were not provided as none of the students have submitted any of these.

We have to reassure that there is Standard institutional process for quality assurance in place in Internal Regulations. Students, as key stakeholders are involved.

19) Recommendation: (2.4.7 p. 19) *The effectiveness of the program's evaluation mechanism, by the students, is ensured. The committee was informed that the university was not able to obtain any student evaluation data but the university was addressing this issue.*

Our response: According to the University regulations student evaluation of specific courses and lecturers is anonymous and performed electronically through the Student Intranet. Student evaluation is optional. The evaluation is available to the lecturer, the coordinator and Head of Department. Student feedback is taken into account by the Programme Review Committee. As this programme had only one cohort, this evaluation has not been done.

The MS-SN/D&NI, in order to ensure student evaluation and feedback, provides an evaluation form in the placement pack, which the student has to complete and deliver upon completion of the placement (see Appendix 5).

20) Recommendation: (2.4.8 p. 19) *The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.*

Our response: This is done based to a general rules regarding the Transfer of Credit followed by the university.

21) Recommendation: (2.5.3 p. 20) *Students participate in exchange programs.*

Our response: The Programme of Nutrition and Dietetics has collaboration for exchanging students with the Agricultural University of Athens (Human Nutrition Programme), the University of Hertfordshire in the UK, and the Zayed University, United Arab Emirates. None of our students took advantage of this opportunity until now.

22) Recommendation: (a) (2.6.2 p. 20-21) *According to the feasibility study, indicators for the employability of graduates are satisfactory.*

(b) (2.6.3 p. 21) *Benefits, for the society, deriving from the program are significant.*

(c) (2.6.2/3 p.21): *The programme is too recent to evaluate this component.*

Our response: Although, the programme is too recent to evaluate this component, all of the graduates so far are employed as Sports Nutritionists/Dietitians in the private practice and all 5 graduates of this programme are professionally registered by the CyRBFSTD and are members of the Cyprus Dietetic and Nutrition Association.

23) Recommendation: (a) (3.1.6 p. 21) *Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.*

(b) (3.1.7 p. 21) *The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.*

(c) (3.1.8 p. 21) *The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.*

(d) (3.1.9 p. 21) *Student training in the research process is sufficient.*

(e) (3.1.6-3.1.9 p. 22): *Despite most staff having reasonable research experience, it was clearly apparent that the programme was not strong in terms of research-driven teaching. In other words, this course seemed didactic oriented rather than research focused.*

Our response: We are pleased with the positive comments by the EEA committee. The University of Nicosia recognizes the importance of the synergy between teaching and research, and strives to support the faculty through internal grants, annual subsidy to conferences, professional registration, acquisition of research-oriented books. The concept of Research Time Release is also available for all faculty members who are active in research.

The Teaching and Research Faculty of the program are academics actively involved in research, and recognized by the academic community as experts in the field. They have received research funding from international (EU) and national organizations (CY and GR) which supports adequately their research output and allows for the provision of student supervision.

The research interests and expertise of the faculty are linked to the courses in the program and in the provision of updated and new knowledge to the students, as shown in Table 1 and Table 3.

Detailed information on the research output and funding and areas of expertise of the academic faculty can be seen from the CVs already provided to the in the application.

The overall research activities of the academic personnel involved in the programme is very satisfactory. Research and scholarly activities are considered for the faculty members' ranking and promotion. This is one of the main criteria for their career advancement and development. All faculty is committed to (i) presenting and

disseminating their research findings at international conferences, (ii) publishing their work in peer reviewed journals and (iii) getting engaged in research funded projects (both locally and EU/internationally).

24) Recommendation: (a) (4.1.2/3 p. 22) *Statutory administrative mechanisms for monitoring and supporting students are sufficient.*

(b) (4.1.3 p. 22) *The efficiency of these mechanisms is assessed on the basis of specific criteria.*

(c) (4.1.2/3 p.22): *On the basis of the student feedback these criteria were met. Further information would have been helpful.*

Our response: In addition to the student support services and mechanisms described in Section B12 of the application, additional student services are available in order to enhance the quality of the overall student experience. For example, each student receives planning and academic counseling throughout his/her studies from the academic counselors, the Head of Department and the Programme Coordinator. The academic officer/counselor assists students in pre-registration and registration, and counsels them with regard to the student's schedule and degree requirements. The Head of Department, the Programme Coordinator and the senior faculty members of the programme counsel students in their major area of specialization.

Students may also contact the corresponding administrative units for any type of requests related with their studies such as financial issues, academic issues (such as course selection), administrative issues, etc. Student services operate from Monday to Friday from 8:30 to 18:00 and their response time is 1 working day. The Library stays open till 10:00 pm and is also open during weekends.

All available student services are described in detail in the Student Handbook which is accessible electronically at <http://www.unic.ac.cy/study-with-us/student-handbook/student-services>.

25) Recommendation: (4.2.6 p. 22) *Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.*

Our response: The recommended textbooks are now updated and included in the revised syllabi (see Appendix 1). In case that no current textbooks are available, recent peer reviewed articles are provided to the students.

26) Recommendation: (4.2.7 p. 22) *The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning.*

Our response: The teaching personnel is continually attending conferences locally and abroad to enhance their knowledge, to present their research work and for academic

networking. In order to enhance their teaching capabilities, most of the personnel have undergone the Continuing Professional Academic Development Programme (CPAD) training and they have the title of the FHEA a UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education.

IV. Conclusion

We would like to thank again the External Evaluation Committee for their professional and academic approach during the on-site evaluation of the programme and for producing a very detailed and professional report. The EEC contributes to constructive criticism aiming to enhance the quality of education, and towards our commitment and vision for higher education at the University of Nicosia. As shown in our response we have taken immediate action to adopt the constructive recommendations and further improve our programme.

The MS-SN/D&NI along with all the programmes offered at the University of Nicosia promises strong and continuous commitment on quality assurance and academic matters. We emphasize again the positive evaluation of the programme and as such, we expect a definite accreditation from DI.P.A.E. for the continuation of our work.

On behalf of the MS-SN/D&NI Programme,

Eleni P. Andreou, RDN, LD, FHEA, DProf
Coordinator
Assistant Professor
University of Nicosia

APPENDIX 1

Revised Syllabi

Course Code NUTR-511	Course Title Sports & Exercise, Health Nutrition	ECTS Credits 7.5
Prerequisites None	Department Life & Health Sciences	Semester 1 st
Type of Course Required	Field Dietetics/Nutrition	Language of Instruction Greek /English
Level of Course 2 nd Cycle	Lecturer(s) Dr. Christoforos Giannaki Prof Antonis Zampelas	Year of Study 1 st year
Mode of Delivery Face to face	Work Placement N/A	Co-requisites None

Objectives of the Course:

The main objectives of the course are to:

- This course focuses on the role that exercise, physical activity and nutrition play in all the aspects of human health. Emphasis will be given on methods of understanding and developing lifestyle changes for healthier life.
- The issue of exercise prescription and programming for healthy individuals will be explored in depth as well as the current interventions related to physical activity, nutrition and health promotion. Special consideration will be given to how exercise and nutrition could prevent or counteract chronic diseases including obesity, diabetes, cardiovascular disease, sleep disorders and hypertension.
- Topics include also the effects of physical inactivity and unhealthy eating habits on the risk of various diseases and health problems.
- Finally, the current physical activity and exercise and nutritional guidelines for the both the general population and for patients with common chronic diseases in order to promote health and wellness will be concerned and discussed.

Learning Outcomes:

After completion of the course students are expected to be able to:

- Critically analyze the important role of physical activity, nutrition and exercise for maintaining or improving health.
- understand the current exercise and nutrition concepts necessary to become a good Sports and exercise practitioner
- Understand the general principles, concepts and underpinning theory in nutrition and exercise necessary for the development of nutrition and physical activity strategies.
- Be aware of the general health benefits of exercise, healthy eating and physical activity.

- Recognize how physical activity and healthy nutrition could improve the quality of life in healthy and diseased individuals.
- Recognize the important role of physical activity, nutrition and exercise in the prevention and management of chronic diseases.
- Understand the important role of physical fitness and healthy nutrition in general health and wellbeing.
- Discuss different approaches to changing sedentary behavior and unhealthy lifestyle in specific populations.
- Learn to design exercise programs for the improvement of body composition, cardiovascular endurance, muscular strength, and flexibility; based on the needs and goals of the individual.

Course Contents:

1. The components for achieving wellness.
2. Physical inactivity, unhealthy eating habits and the risk of chronic diseases.
3. The importance of nutrition and exercise in the development of a healthy lifestyle.
4. The necessary techniques to obtain or enhance a healthy life style.
5. The role of exercise, nutrition and physical activity in the prevention of chronic diseases.
6. Non-pharmacological interventions for weight management and obesity.
7. Exercise in patients with chronic diseases
8. Exercise and quality of life.
9. Design specific healthy promoted exercise programs and nutrition strategies in healthy individuals and in patients with chronic diseases.
10. Current issues in physical activity, nutrition, health and wellness.

Learning Activities and Teaching Methods:

Lectures, class discussion, assignments, presentations from students

Assessment Methods:

Midterm Exam, Presentation, Final Examination

Required Textbooks/Reading:

Title	Author(s)	Publisher	Year	ISBN
Άσκηση και Υγεία (7 ^η έκδοση)	Sharkey BJ & Gaskill SE. Επιμέλεια: Δεληγιάννης Α, Κουϊδής Ε	Εκδόσεις Παρισιάνου Α.Ε.	2017	978-960-583-171-4

Recommended Textbooks/Reading:

Title	Author(s)	Publisher	Year	ISBN
Fitness and Wellness (12 th Edition)	Hoeger W and Hoeger S	Cengage Learning	2017	978-1305638013

Assessment Details:**Oral presentation** –Topics (choose one topic)

1. Effects of omega free fatty acids on health and athletic performance
2. Effects of polyphenols/flavonoids on health and athletic performance
3. Effects of quercetin on health and athletic performance
4. Supplements and prevention of cardiovascular disease: effectiveness and adverse effects
5. Antioxidants: effects on health and athletic performance

Marking criteria

- Presentation content- use of articles from peer-reviewed scientific journals (pubmed)
- Overall quality of the presentation/delivery of the presentation
- Understanding of the topic

Use only scientific references/bibliography (scientific articles from peer-reviewed scientific journals, scientific books and WebPages from recognized scientific groups and organizations). Include also at least 4-key scientific articles from journals related to the topic of the presentation (original articles).

Duration of each presentation: 15-20 minutes (20-25 slides)

Course Code NUTR-512	Course Title Fitness Assessment and Exercise Prescription	ECTS Credits 7.5
Prerequisites None	Department Life & Health Sciences	Semester 1 st
Type of Course Required	Field Dietetics/Nutrition& Sports Science	Language of Instruction Greek /English
Level of Course 2 nd Cycle	Lecturer(s) Dr Christoforos Giannaki Dr George Aphantis	Year of Study 1 st year
Mode of Delivery Face to face	Work Placement N/A	Co-requisites None

Objectives of the Course:

The main objectives of the course are to:

- The current course aims to provide the knowledge and the opportunities to the students to develop competency in a wide research and practical techniques for the study of exercise physiology and physical performance testing and to prepare the students to undertake post-graduate laboratory and field-based research and methodology in these areas.
- Each topic will have an introductory part-lecture followed by a practical application in the exercise physiology lab of the University of Nicosia.
- The course has a major focus on the acute cardiorespiratory and hemodynamic response to exercise in the normal environment.
- The measures of maximal oxygen consumption and anaerobic threshold as determinants of cardiorespiratory performance in endurance events are discussed as well as the metabolic response of exercise. In relation to these measures, the concept of acid-base balance will be examined.
- The course also covers aspects related to the assessment of various components of fitness and performance such as strength, body composition, agility and flexibility using both field and laboratory-based tests and methodology.

Learning Outcomes:

After completion of the course students are expected to be able to:

- Understand and practice a number of current and relevant exercise physiology laboratory techniques used in the assessment of human physical performance and fitness status.

- Obtain sound physiological data during laboratory testing from human subjects.
- Produce detailed laboratory reports.
- Critically assess and evaluate data from studies on exercise physiology and exercise metabolism.
- Critically interpret data from studies on exercise physiology and metabolism.
- Research and assess theories, facts and concepts of the area of exercise physiology and physical performance.

Course Contents:

1. Pre-testing screening of health history and fitness background through questionnaires.
2. Anthropometric measurements (body composition, weight, height etc.).
3. Blood pressure and heart rate recording.
4. Acute and chronic cardiovascular and respiratory adaptations to exercise.
5. Cardiorespiratory and perceptual responses during incremental exercise test.
6. VO₂max and maximum heart rate testing using bicycle ergometer and power treadmill.
7. Data collection/analysis during exercise testing (HR, gas collection, BP, etc.).
8. Maximum power output testing.
9. Lactate threshold estimation using invasive and non-invasive methodology.
10. Assessment of energy expenditure during rest and during exercise.
11. Assessment of physical performance and fitness status via field tests.
12. Design and perform a basic group exercise physiology research project.

Learning Activities and Teaching Methods:

Lectures, Discussions, Presentations from students, practical-lab applications

Assessment Methods:

Final examination (written), Final Examination (practical), Project, Presentation

Required Textbooks/Reading:

Title	Author(s)	Publisher	Year	ISBN
Laboratory manual for exercise physiology	Haff G.C & Dumke C.	Human Kinetics	2012	9780736084130

Recommended Textbooks/Reading:

Title	Author(s)	Publisher	Year	ISBN
Laboratory Manual for Exercise Physiology, Exercise Testing, and Physical Fitness	Terry J. Housh, Joel T. Cramer, Joseph P. Weir, Travis W. Beck, Glen O. Johnson	Routledge	2016	978-1621590460

Course Code NUTR-513	Course Title Ergogenic Practices & Nutritional Manipulation in Sports & Exercise	ECTS Credits 7.5
Prerequisites None	Department Life & Health Sciences	Semester 2 nd
Type of Course Required	Field Dietetics/Nutrition	Language of Instruction Greek /English
Level of Course 2 nd Cycle	Lecturer(s) Dr George Aphasimis	Year of Study 1 st year
Mode of Delivery Face to face	Work Placement N/A	Co-requisites None

Objectives of the Course:

The main objectives of the course are to:

- Understand the physiological characteristics and demands of various Sports.
- Understand the physiological characteristics of athletes who engage in serious training in various Sports, with the objective of improving performance.
- Study, recognize and understand limitations to athletic performance, aetiology of fatigue.
- Study the response of physiological systems to various nutritional manipulations.
- Study and understand how to effectively use various nutrients to improve cardiovascular and muscular function in order to improve performance across a range of Sports.
- Study and understand how to effectively use various nutrients and nutritional supplements in order to enhance recovery between training sessions and before/after a competition.

Learning Outcomes:

After completion of the course students are expected to be able to:

- Understand the responses of body systems (cardiovascular, respiratory, muscular, etc) to exercise.
- Be aware of the physiological and metabolic demands of different Sports.
- Understand the physiological and metabolic adaptations to training and the physiological characteristics of elite Sports performers.
- Understand what are the key points in the function of the various body systems which can be manipulated through nutrition in order to improve athletic performance (i.e. endurance, strength).
- Search and find suitable bibliography using selected keywords relevant to ergogenic aids as part of Sports nutrition.
- Recognize and assess strong and weak points of relevant journal papers.

- Critically interpret data and text from studies on human physiology and metabolism.
- Understand and interpret numerical data.

Course Contents:

1. Physiological adaptations to various types of strength training; improved strength performance following strength training, and nutritional demands of athletes who engage in strength training.
2. Physiological adaptations to endurance training; improved performance following endurance training, lactate threshold, aerobic power, running economy, aetiology of fatigue and the use of nutritional manipulations in order to offset fatigue and improve performance.
3. Physiological adaptations to sprint training; improved performance following speed training, force-velocity relationships during maximal intensity exercise, speed of movement and performance in various Sports and use of nutritional supplements in order to improve these parameters.
4. Anaerobic power, lactate production and tolerance, repeated sprints, aetiology of fatigue, physiological aspect of suitable regimes to increase lactic tolerance and improve athletic performance. Use of nutrients and nutritional supplements to increase lactate tolerance.
5. The endocrine system and hormonal responses at various exercise modes and intensities, and appropriate use of nutritional supplements as a means of promoting anabolic processes in the body.

Learning Activities and Teaching Methods:

Lectures, Course Work, Discussions, Oral Presentations.

Assessment Methods:

Midterm examination, Final examination, Oral Presentation, Participation

Required Textbooks/Reading:

Title	Author(s)	Publisher	Year	ISBN
Nutritional Supplements in Sports and Exercise	Greenwood, M., Cooke, M.B., Ziegenfuss, T., Kalman, D.S., Antonio, J. (Eds.)	Springer	2015	978-3-319-18230-8 and E-book available

Recommended Textbooks/Reading:

Title	Author(s)	Publisher	Year	ISBN
Nutritional Supplements in Sport, Exercise and Health-An A-Z Guide	Linda M. Castell, Samantha J. Stear, Louise M. Burke	Routledge	2015	9781138777644 and E-book available

Course Code NUTR-514	Course Title Physiology & Biochemistry for Performance	ECTS Credits 7.5
Prerequisites None	Department Life & Health Sciences	Semester 1 st
Type of Course Required	Field Dietetics/Nutrition	Language of Instruction Greek /English
Level of Course 2 nd Cycle	Lecturer(s) Dr Marios Hadjicharalambous Dr Demetris Iacovides	Year of Study 1 st year
Mode of Delivery Face to face	Work Placement N/A	Co-requisites None

Objectives of the Course:

The main objectives of the course are to:

- Understand the physiological characteristics and demands of various Sports.
- Understand the physiological characteristics of athletes who engage in serious training in various Sports, with the objective of improving performance.
- Study the response of physiological systems of the human body to various modes of training of different volume and intensity.
- Study, recognize and understand etiology of fatigue.
- Study and understand how to effectively use various means of exercise stimulus and adequate recovery in order to improve athletic performance.
- Study and understand some aspects of youth Sports, especially at elite level, as international competitions at world level are currently held in many Sports.

Learning Outcomes:

After completion of the course students are expected to be able to:

- Understand the responses of body physiological systems to exercise training.
- Be aware of the physiological and metabolic demands of different Sports.
- Understand the physiological and metabolic adaptations to training and the physiological characteristics of elite Sports performers.
- Search and find suitable bibliography using selected keywords relevant to exercise physiology.
- Recognize and assess strong and weak points of relevant journal papers.
- Critically interpret data and text from studies on human physiology and metabolism.
- Understand and interpret numerical data.

Course Contents:

1. Physiological adaptations to various types of strength training; improved strength performance following strength training.
2. Physiological adaptations to endurance training; improved performance following endurance training, lactate threshold, aerobic power, running economy.
3. Physiological adaptations to sprint training; improved performance following speed training, force-velocity relationships during maximal intensity exercise, speed of movement and performance in various Sports.
4. Physiology of team Sports.
5. Biochemical aspects of elite performance.
6. Anaerobic power, lactate production and tolerance, repeated sprints, aetiology of fatigue, physiological aspect of suitable regimes to increase lactic tolerance and improve athletic performance.
7. The endocrine system and hormonal responses at various exercise modes and intensities.
8. Specific characteristics of youth athletes and special physiological concerns when working with adolescent athletes.
9. Thermoregulation.
10. Exercise in the heat, response of the body's systems in the heat, recommendation of specific measures to optimize Sports performance in a hot environment.
11. Exercise in cold environments, response of the body's systems in cold environments, recommendation of specific measures to optimize Sports performance in cold environments.
12. Altitude training and its effects on athletic performance, specific concerns when training and competing at altitude.

Learning Activities and Teaching Methods:

Lectures, class discussion, assignments, Presentations from students

Assessment Methods:

Projects, Presentations, Final Examination

Required Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Exercise Physiology: Nutrition, Energy, and Human Performance (International Edition) Hardcover	William D. McArdle, Frank I. Katch, Victor L. Katch	Wolters Kluwer Health	2014 (8th Edition)	13: 978-1451191554
Biochemistry for Sport and Exercise Metabolism (Wiley SportTexts) Paperback	Donald MacLaren , James Morton	Wiley Blackwell	2011	13: 978-1451191554

Recommended Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
The Biochemical Basis of Sports Performance	Maughan, R.J. & Gleeson, M.	Oxford University Press, Oxford	2010	9780199208289

Assessment Details**Course Assessment (100%):**

- Assignment 1 (10%)
- Assignment 2 (20%)
- 2 Presentations (20%)
- Finals (50%)

Topics for assignments:

1. Scientific and evidence based criticism of a published article in the daily press related to the course and ten-minute presentation (~ 1500 words).
2. Review of a scientific article (taken up from pub-med) on current topics of exercises, fitness and performance improvements (~ 1500 words) and ten-minute presentation.

For assignments 1 and 2, it should be an:

- Independent and Individual report
- About 1500 words, excluding references
- Font size 12 and double-space between lines
- APA style

The critical report for assignment 1 should include the following sections:

- Abstract
- Introduction/short Literature Review
- Discussion (e.g. your critics based on recent literature)
- Conclusion (your final outcome)
- Reference
- Appendix (e.g. the published article)

The critical report for assignment 2 should include the following sections:

- Abstract
- Introduction/short Literature Review
- Methodology (criticize the methods used)
- Results (e.g. compare key results with other similar studies)
- Discussion (criticize of the paper)
- Conclusion (your final outcome)
- Reference
- Appendix (e.g. the published article)

Course Code NUTR-515	Course Title Research Methods in Nutrition & Dietetics	ECTS Credits 7.5
Prerequisites None	Department Life & Health Sciences	Semester 2 nd
Type of Course Required	Field Dietetics/Nutrition	Language of Instruction Greek /English
Level of Course 2 nd Cycle	Lecturer(s) Dr Maria Christofidou	Year of Study 1 st year
Mode of Delivery Face to face	Work Placement N/A	Co-requisites None

Objectives of the Course:

The main objectives of the course are to:

- Familiarize students with the core principles that underpin scientific research and the various study designs.
- Acquaint students with performing basic analysis of quantitative data.
- Enable the use of appropriate frameworks for reviewing and appraising evidence, mainly relating to nutritional research.

Learning Outcomes:

After completion of the course students are expected to be able to:

- Formulate clear research hypotheses.
- Identify and use health information resources.
- Produce summaries of data held on computer.
- Analyze and interpret the results of basic statistical analyses and define key terms used in them.
- Critically evaluate different types of study design and scientific evidence.
- Critical analyze and evaluate published research.

Course Contents:

1. Philosophy of science and aim of scientific research, mainly nutritional research.
2. Responsible Conduct in Research.
3. Systematic Literature Search.
4. Formulation of a Research Protocol.
5. Main Types of Nutritional Study Designs (Interventional, Observational).

6. Descriptive Statistics.
7. Hypothesis testing

Learning Activities and Teaching Methods:

Lectures, assignments

Assessment Methods:

Midterm Exam, Project and Assignments, Final Examination

Required Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Μεθοδολογία της έρευνας στις επιστήμες υγείας	Πέτρος Γαλάνης	Κριτική	2017 (1 st Edition)	978-960-586-194-0
Μεθοδολογία της έρευνας και της ανάλυσης δεδομένων για τις επιστήμες της υγείας	Δημοσθένης Β. Παναγιωτάκος	Διόνικος	2011	978-960-6619-64-9

Recommended Textbooks/Reading:

Title	Author(s)	Publisher	Year	ISBN
The Craft of Research	Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, William T. FitzGerald	University Of Chicago Press	2016 (4 th Edition)	13: 978-0226239736 10: 022623973X
Nutrition Research Methodologies	Julie A. Lovegrove, Leanne Hodson, Sangita Sharma, Susan A. Lanham-New	Wiley-Blackwell	2015	978-1-118-55467-8
Research Design: Qualitative, Quantitative, and Mixed Methods Approaches	JW Creswell	SAGE Publications	2013 (4th edition)	10: 1452226105 13: 978-1452226101
A Manual for Writers of Research Papers, Theses, and	KL Turabian, WG Booth, GG	University Of Chicago Press 41	2013 (8 th Edition)	9780226816388 eBook: 9780226816395

Dissertations	Colomb, JM Williams			
Essential Medical Statistics	Betty R. Kirkwood, Jonathan A. C. Sterne	Wiley-Blackwell	2015 (2 nd Edition)	978-1-119-13893-8
Fundamentals of Biostatistics	Rosner, Bernard	Cengage Learning	2016 (8 th Edition)	10: 130526892X 13: 9781305268920 eBook: 10: 1337026166 13: 9781337026161
Fundamentals of Biostatistics	Rosner, Bernard	Cengage Learning	2010	978-0-538-73349-6
ΜΕΘΟΔΟΛΟΓΙΑ ΕΡΕΥΝΑΣ Εφαρμογές στο Χώρο της Υγείας	Σαχίνη-Καρδάση Α.	Ιατρικές Εκδόσεις ΒΗΤΑ	2007 (Γ' Έκδοση)	960-7308-80-8

Assessment Details:

The assessment of this course will be 60% coursework and 40% exam:

Type of Assessment	% Weight
Coursework / Attendance	40%
Literature Review	30%
Final Exam	40%

Coursework Breakdown (40%)

Assignment 1 - Research Question / Hypothesis / Aims / Objectives: Generate a research question, a hypothesis, the aims and objectives on a topic of your choice. This is the topic that you will be working on throughout the term and that you will be writing a literature review on.

Deadline is one week after the session.

Assignment 2 - Reference List: Generate a reference list using PubMed and RefWorks on your chosen topic for assignment 1, based on the information given during the session on database search and RefWorks. The reference list should include at least 10 recent articles and one book.

Deadline is one week after the session.

Assignment 3 – PICO: Carry out the PICO search for the research questions given in the lecture. For each research question write the keywords that you would use for each letter of PICO and identify the number of articles you retrieved for the last five and ten years

Deadline is one week after the session on literature search.

Assignment 4 - Critical Assessment of research article: Read through the articles given after the session on critical assessment and write notes on how good/bad the articles are, using information from the paper critique lecture.

The articles will be discussed and critiqued during the paper critique workshop.

Assignment 5 - Referencing: Questions based on the referencing session.
Deadline is one week after the session on references.

Assignment 6 – Scientific Writing: Questions based on the scientific writing session.
Deadline is one week after the session on references.

Literature Review (30%)

Carry out a 3000 – 5000 word literature review on a topic of your choice (the topic you chose and worked on for assignments 1 and 2), based on the information given throughout the course on literature search, critical appraisal and scientific writing. The review can be written either in Greek or English.

Course Code NUTR-516	Course Title Nutrition and Exercise in Chronic Diseases	ECTS Credits 7.5
Prerequisites None	Department Life & Health Sciences	Semester 3 rd
Type of Course Required	Field Dietetics/Nutrition	Language of Instruction Greek /English
Level of Course 2 nd Cycle	Lecturer(s) Dr Christoforos Giannaki Dr Dona Hileti	Year of Study 2 nd year
Mode of Delivery Face to face	Work Placement N/A	Co-requisites None

Objectives of the Course:

The main objectives of the course are to:

- The main objectives of the course are related to the role of exercise, physical activity and nutrition in patients with chronic diseases.
- The course covers issues both for the prevention and the non-pharmacological management of chronic diseases through exercise, physical activity and nutrition.
- Emphasis will be given also to the knowledge of the basics of the physiological mechanisms involved in the body's response to certain clinical diseases and pathological conditions and to the relationship between those mechanisms and exercise.
- This course will provide the students with the required knowledge in order to be able to design and successfully deliver with safety the appropriate exercise programs in patients with chronic diseases.
- Discussion will focus to the non-pharmacological management of chronic diseases such as Cardiovascular Disease, Diabetes, Cancer, Chronic Kidney Disease and Hypertension. In addition, the students will be instructed to the basic knowledge regarding the role of exercise in other diseases such as Parkinson' disease, Pulmonary diseases etc.
- The course includes both theoretical and practical applications.
- The students will have the opportunity to learn how to assess physical performance of patients with chronic diseases using both field and laboratory-based tests.

Learning Outcomes:

After completion of the course students are expected to be able to:

- Recognize the important role of exercise and nutrition in the prevention and treatment of chronic diseases.
- Recognize how exercise and nutrition can reduce the risk of certain diseases and be aware of the major risk factors for those diseases.
- Understand the challenges associated with exercise in clinical populations.
- Be aware of how exercise could improve the quality of life of patients with chronic disease.
- Design safe, specific and appropriate exercise rehabilitation programs for the most common chronic diseases.
- Assess the physical performance and functional capacity of diseased populations using lab and field testing methodology.
- Assess aspects related to quality of life of patients with chronic disease.
- Develop the ability to assess basic research projects in the clinical exercise physiology area in order to implement acquired knowledge.
- Develop the ability to undertake postgraduate research in the field of exercise and nutrition in chronic diseases.

Course Contents:

1. Introduction to exercise and chronic disease.
2. Exercise and nutrition in patients with Cardiovascular diseases.
3. Exercise, nutrition and Cancer.
4. Exercise and nutrition in patients with Chronic Kidney Disease.
5. Exercise and nutrition in patients with Pulmonary Diseases.
6. Exercise, nutrition and Parkinson's Disease.
9. Exercise and quality of life in clinical populations.
10. Design specific exercise programs in patients with chronic diseases.
11. Exercise physiology, functional capacity and quality of life assessment in patients with chronic diseases.
12. Current research in clinical exercise physiology.

Learning Activities and Teaching Methods:

Lectures, Discussions, Presentations from students, practical-lab applications

Assessment Methods:

Midterm Exam, Final examination, Presentation

Required Textbooks/Reading:

Title	Author(s)	Publisher	Year	ISBN
ACMS's Exercise Management for Persons with chronic diseases and disabilities (4 th Edition)	ACSM, Dustine J., Moore G.P. Painter	Human Kinetics	2016	9781450434140

Recommended Textbooks/Reading:

Title	Author(s)	Publisher	Year	ISBN
Clinical Exercise Physiology-3 rd Edition	Jonathan Ehrman, Paul Gordon, Paul Visich, Steven Keteyian	Human Kinetics	2013	9781450412803
Κλινική διαίτολογία και διατροφή	Ζαμπέλας Α.	Ιατρικές Εκδόσεις Π. Χ. Πασχαλίδης	2011	9789604892938

Assessment Details:

Final Exam 50%, Mid-Term 30% and Assignment/presentation 20%.

Oral Presentation – Topics (choose one topic)

1. Exercise training intervention (3 month duration) in patients with metabolic syndrome
2. Exercise training intervention (3 month duration) in patients with Parkinson disease
3. Exercise training intervention (3 month duration) in patients with Multiple Sclerosis
4. Exercise training intervention (3 month duration) in patients with Chronic Obstructive Pulmonary Disease
5. Combination between exercise and Omega 3 free fatty acids/ statins and nutritional supplements in patients with cardiovascular diseases
6. Low-glycemic diet and exercise in diabetes

Make sure you address the following issues:

1. A. Exercise training prescription (intensity, duration, strength training etc)
2. B. Form of exercise (walking, swimming etc)
3. C. Exercises (pictures and rationale)
4. D. Risk factors for the disease
5. Acute response to exercise
6. Potential risks, precautions

Marking criteria

- Presentation content- use of articles from peer-reviewed scientific journals (pubmed)
- Overall quality of the presentation/delivery of the presentation
- Understanding of the topic

Use only scientific references/bibliography (scientific articles from peer-reviewed scientific journals, scientific books and WebPages from recognized scientific groups and organizations). Include also at least 4-key scientific articles from journals related to the topic of the presentation (original articles).

Duration of each presentation: 15-20 minutes (20-25 slides)

Course Code NUTR-517	Course Title Nutrition Assessment and Laboratory Skills Techniques for Athletes	ECTS Credits 7.5
Prerequisites None	Department Life & Health Sciences	Semester 1 st
Type of Course Required	Field Dietetics/Nutrition	Language of Instruction Greek /English
Level of Course 2 nd Cycle	Lecturer(s) Dr Dimitrios Papandreou	Year of Study 1 st year
Mode of Delivery Face to face	Work Placement N/A	Co-requisites None

Objectives of the Course:

The main objectives of the course are to:

- Use and implement methods and procedures in nutritional care applied in the private client and clinical setting following professional practice guidelines.
- Explore the use of anthropometric, biochemical, clinical, dietary and related information for the assessment of nutritional status of individuals and populations.
- The course is 3h/w designed to facilitate learning through case study based learning and other experiential learning activities such as using practical applications to understand dietetic assessment and treatment principles.

Learning Outcomes:

After completion of the course students are expected to be able to:

1. Understand the dietitian's role in health care teams.
2. Assess the nutritional status of a client or population using data from medical history, family and social history, dietary history, anthropometric measurements, physical examination and biochemical tests.
3. Document and communicate the components of the nutritional care process using appropriate techniques and terminology.
4. Understand the rationale behind clinical tests as related to selected analysis pertinent to nutritional status assessment.
5. Develop life-long learning skills in nutritional assessment.

Course Contents:

1. History
2. Anthropometry
3. Clinical assessment
4. Biochemical assessment
5. Drug and nutrient interactions
6. Nutritional support planning
7. Nutrient requirements
8. Nutritional therapy
9. Athletic productivity

Learning Activities and Teaching Methods:

Lectures, class discussion through video, emails, assignments

Assessment Methods:

2 Exercises (20%), 1 assignment (20%), Final Examination (60%)

Required Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Nutritional Assessment of Athletes	Judy A. Driskell, Ira Wolinsky	CRC Press, Taylor and Francis	2011 (2 nd Edition)	978-1-4398-1822-0

Recommended Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Manual of Clinical Dietetics (Looseleaf with Binder) (Ring-bound)	Dietitians of American Dietetic Association	American Dietetic Association;	2010 (6 th edition)	0880911875

Course Code NUTR-518	Course Title Nutritional Strategies for Specific Energy Systems and Specific Sports	ECTS Credits 7.5
Prerequisites None	Department Life & Health Sciences	Semester 2 nd
Type of Course Required	Field Dietetics/Nutrition	Language of Instruction Greek /English
Level of Course 2 nd Cycle	Lecturer(s) Dr Foteini Arvaniti	Year of Study 1 st year
Mode of Delivery Face to face	Work Placement N/A	Co-requisites None

Objectives of the Course:

The main objectives of the course are to:

- Understand and use a comprehensive guide to nutrition for athletes and coaches and the health professionals who work with them.
- Help athletes become healthier and help them understand what it takes to compete at the highest levels.
- Achieve a health state and completing at a top level are considered by many to be impossible. Athletes who have learned how to stay healthy while competing at a top level are nearly always able to have longer athletic careers, consistently improve in their Sports, and reduce risks for chronic disease. Doing the right things nutritionally can make the difference for staying healthy while pushing the body as hard as it can go.
- Eliminate misinformation that exists on the strategies for achieving peak athletic performance and health. Even a casual observer doesn't have to look too far to find "nutritional" products that are marketed with the idea that consuming them enhances performance. These products typically lack the research to back their claims, and the Sports medicine literature is filled with cases of athletes who have used some of these products with disastrous, or even fatal, results.
- Investigate into commonly marketed ergogenic aids have discovered that these products frequently include banned substances that can put both the health and eligibility of athletes at risk. Compounding the potential for problems is the tendency for many beginning athletes to try to improve their athletic capabilities too quickly with training programs and dietary supplements that are intended to emulate the regimens of highly trained professionals. This is a formula for disaster that can result in overtraining injuries, malnutrition, and psychological stress-all of which have the potential to take talented young athletes out a Sports.
- Explain and implement nutrition intervention for Anaerobic metabolism for high-intensity bursts and power.
- Explain and implement nutrition intervention for Aerobic metabolism for endurance.

Learning Outcomes:

After completion of the course students are expected to be able to:

- Nutritional sources for athletes
- Nutritional aspects of optimal performance
- Factors affecting nutritional needs
- Nutritional strategies for specific energy systems
- Nutritional plans for specific Sports

Course Contents:

1. Energy nutrients
2. Vitamins and minerals
3. Fluids and electrolytes
4. Ergogenic aids
5. Digestions and absorption
6. Timing of energy and fluid intake
7. Efficient delivery of oxygen
8. Inhibitors of fuel and nutrient utilization
9. Travel
10. High altitude
11. Gender and age
12. Body composition and weight
13. Anaerobic metabolism for high-intensity bursts and power
14. Aerobic metabolism for endurance
15. Metabolic needs for both power and endurance
16. Sports requiring power and speed
17. Sports requiring endurance
18. Sports requiring combined power and endurance

Learning Activities and Teaching Methods:

Lectures, class discussion, assignments, presentations from students

Assessment Methods:

Midterm Exam, Project, Final Examination

Required Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Practical Application In Sports Nutrition	Heather Hedrick Fink, Alan E. Mikesky	Jones and Bartlett	2017	10: 1284101398 13: 978- 1284101393
Advanced Sports Nutrition	Dan Benardot	Human Kinetics	2012	13: 97814504016 16

Recommended Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
The Nutrient Timing for Peak Performance Paperback	Heidi Skolnik, Andrea Chernus	Human Kinetics	2010	13:978-0- 7360-8764-3
Υγιεινή Διατροφή για άσκηση και αθλητισμό	Eleni Andreou, Christiana Philippou	LNK Global Print	2008	978-9963- 8446-1-6
A Primer for the Exercise and Nutrition Sciences	Scott, Christopher B.	Humana Press	2008	13: 978- 1603273824

Course Code NUTR-519P	Course Title Professional Practice for Sports Nutrition Placement	ECTS Credits 7.5
Prerequisites None	Department Life & Health Sciences	Semester 3 rd
Type of Course Required	Field Dietetics/Nutrition	Language of Instruction Greek /English
Level of Course 2 nd Cycle	Lecturer(s) Dr Dona Hileti Dr George Aphamis Dr Eleni Andreou	Year of Study 2 nd Year
Mode of Delivery Face to face	Work Placement Yes (252 hours)	Co-requisites None

Objectives of the Course:

The main objectives of the course are to:

- Enhance their personal effective working relationships as part of the team working for the organization/agency concerned.
- Negotiate learning outcomes related to the critical issue under investigation within the workplace to a satisfactory agreement and contract with both the placement educator and with University of Nicosia.
- Demonstrate an ability to critically analyze, synthesize and evaluate data/information and research, constructing an informed argument and presenting their findings appropriately.
- Design an appropriate format of assessment to meet the expectations of Professional Practice for Sports Nutrition placement including a demonstration of independence of study and argument.

Learning Outcomes:

After completion of the course students are expected to be able to:

- An initial series of lectures will outline the nature of the personal development challenge of project work within employment.
- Subsequently there will be interim whole group meetings to chart progress and a final series of whole cohort meetings where students will present the main outcomes of their work-based projects.
- Students will also be expected to make use of negotiated meetings with the lecturer and the placement educator to discuss progress.
- As a negotiated, self managed course/placement, students will receive initial tutorial support to establish the learning outcomes and appropriate assessment methods.

- they will engage in online support and students will be expected to schedule further tutorials either face to face, online or telephone to ensure progression and the academic rigor of the project.

Course Contents:

1. The placement enables students to develop and negotiate learning outcomes and assessment modes that provide the flexibility for them to apply theoretical understanding and practical work based development to a chosen context.
2. This could include a work based project or intervention or an alternative professional development project within their work setting. Students will be expected to negotiate a project with their educator or prior placement provider organization that meets the needs of both the employer and the Sports and Nutrition programme.

Other relevant matters

3. Registration for the placement/course is subject to students providing clear evidence of active engagement, completion and evaluation of the courses prior to that and initial negotiations with their employer/placement educator with regard to a potential work-based learning project
4. Educators would be required to provide a minimum of three reports on student progress – the first report would be initial approval and signed agreement for the project to proceed, the second report would be required by January at the latest providing an interim report of progress and the final report would be required at the assessment submission date providing evaluation of the project outcome. These reports would assist and inform the project supervisor of work-based value.
5. A minimum of at least 200 hours must be spent in the workplace with an additional 28 hours (minimum) independent study time within or without the workplace.

Learning Activities and Teaching Methods:

Lectures, Workshop, Placement, Role modelling, seminar, independent study and project development, work hours, on-line/telephone support/ tutorial

Assessment Methods:

Portfolio, placement assignments, in practice assignments, project written report and standard oral presentation

Required Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Practice Placement Pack	Eleni Andreou Emilia Vassilopoulou	University of Nicosia	2016-2017	
Statistics at Square One	TDV Swinscow MJ Campbell	Wiley-Blackwell	2010 (11th Edition)	13: 978- 1405191005
How to write a thesis	Umberto Eco; Caterina Mongiati Farina; Geoff Farina	MIT Press 54	2015	13: 978- 0262527132

Pocket Guide to Clinical Nutrition	Vera Todorovic and Ann Micklewright	PEN Group Publications	4th Edition 2011	978-0-9529869-2-8
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Recommended Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Handbook of Sports Medicine and Science: Sports Nutrition	Ronald J. Maughan, Louise M. Burke	Blackwell Science	2008	9780632058143

Assessment Details:

- a. Assessing the nutritional/diet needs of a dancer, prescribing appropriate treatment and following up the results of this treatment over a course of 3-5 weeks.
- b. Grading from practical placement
- c. Oral presentation by each student with the topic 'Nutrition periodization'.
- d. Theoretical case study

Course Code NUTR-550	Course Title Nutrition Counseling and Education	ECTS Credits 7.5
Prerequisites None	Department Life & Health Sciences	Semester 2 nd
Type of Course Required	Field Dietetics/Nutrition	Language of Instruction Greek /English
Level of Course 2 nd Cycle	Lecturer(s) Dr Eleni Andreou	Year of Study 1 st year
Mode of Delivery Face to face	Work Placement N/A	Co-requisites None

Objectives of the Course:

The main objectives of the course are to:

- Describe the components of effective communication in the practice of dietetics.
- Demonstrate the ability to interview clients/patients.
- Demonstrate effective counseling skills for individuals and groups.
- Utilize learning theory, behavior change theory counseling theory, and theories of human.
- Development in nutrition education plans.
- Develop effective nutrition education sessions, including appropriate materials.
- Evaluate effectiveness of counseling and education in patients/clients.

Learning Outcomes:

After completion of the course students are expected to be able to:

- Describe in detail the Skilled Helper Model.
- Apply the Skilled Helper Model in working with clients and in referring clients/patients to other professionals or disciplines when a situation is beyond one's level or area of competence.
- Be able to communicate effectively with clients taking into account socioeconomic, cultural and psychological factors on food and nutrition behavior.
- Apply the code of ethics in the field of dietetics practice based on the guidelines provided by the Cyprus Dietetic Association, Cyprus Registration Board for Food Scientists, Food Technologists and Dietitians, American Dietetic Association and Commission of Dietetic Registration, British Dietetic Association and Health Professional Council, and the European Federation of Associations for Dietitians.
- Transfer nutrition needs into food choices and menus for optimal nutrition of individuals and groups in health and disease using computers for data processing and information management in dietetics.
- Evaluate self with client interactions.

Course Contents:

1. Overview of the philosophy of the Skilled Helper Model; Values and Codes of Ethics for Dietetics Practice in the EU and Worldwide.
2. Communication skills: Attending and listening, Empathy, Probing, Summarizing.
3. Helping clients tell their story: Experiences, behavior, and affect (The Motivation theory).
4. Helping clients challenge themselves: Skills for effective challenges.
5. Assertiveness training.
6. Helping clients work on the “right” things; Reluctance and resistance.
7. Helping clients identify, choose, and shape goals: Possibilities for a better future.
8. Brainstorming strategies; Moving from possibilities to choices; Commitment.
9. Developing an Action Plan: Implementing change; Best-fit strategies Helping clients make plans.
10. The Nutritional Counseling Model; creating.
11. Integrating the Skilled Helper and Nutritional Counseling Models.
12. Dietary guidance in the promotion of healthy lifestyle and the reduction of disease.

Learning Activities and Teaching Methods:

Lectures, and Assignments

Assessment Methods:

Attendance / participation/ in-class activities, Videotape assignments, Counseling role play, SOAP note and critique, Media interview and critique, Presentation, Journaling – 2 checks, Midterm, Final Exam, Papers: Nutrition article for the lay public, Nutrition education material, write-up and show and tell

Journaling. Students are asked to keep a journal to document reflections of the assigned readings.

After each reading, you are to write at least ½ page (typed or handwritten) either summarizing or reflecting (or both!) on the assigned reading. Journals will be checked twice during the semester.

Portfolio

Video taped counseling appointment

Video taped interview

Counseling/Education observation reflections (optional – extra credit)

Nutrition article for the lay public

Nutrition education material and write-up

Required Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Nutrition Counseling and Education Skills: A Guide for Professionals	Judith Beto, Betsy Holli	Lippincott Williams & Wilkins	2017	1496339142, 9781496339140
Clinical Sports Nutrition	Louise Burke; Vicki Deakin	McGraw-Hill Education	2015	13: 9781743073681
Total Fitness & Wellness	Scott K. Powers; Stephen L. Dodd; Erica M. Jackson	Pearson	2013 (6th Edition)	13: 9780321840523

Recommended Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Nutrition Counseling and Education Skill Development	Kathleen D. Bauer, Doreen Liou, Carol A. Sokolik	Cengage Learning	2015 (3 rd Edition)	1305465342, 9781305465343
Nutrition for Sport and Exercise	Marie Dunford; J. Andrew Doyle	Wadsworth Publishing	2014	13: 9781285752495
Η Συμβουλευτική Ψυχολογία στην Εκπαίδευση	Μαλικιωση-Λοιζου Μαρία	Πεδίο	2011	9789609405829

Assessment Details:

Participation / classroom activities	5%
Assignment presentation	10%
Mid-term exam	20%
Final exam	40%
Papers:	
(a) A nutrition article for the general public (topic to be decided individually) (1000 words)	20%
or (b) Videoconferencing counseling	
or (c) Nutrition educational (leaflet) material and article (total 1000 words)	
Journaling (Reflection)	5%
Total:	100

Journaling.

Students are asked to keep a dairy to substantiate the reflection of the predefined articles for study. After reading the articles, students will write at least ½ page (typed) with a summary and reflection of the articles. The journals will be reviewed once a quarter.

General feedback will be given to the class before final grades.

Work details

Full details of the benchmarks will be given to the relevant classroom classes.

- In order to pass this course, the total score should be at least 60% of the components mentioned above.
- Written work and presentation must be electronically delivered in a written copy through MyNotes. A turnitin report for plagiarism should be submitted.
- Assignments than are delivered beyond the deadline will have negative penalty points (5% less for each week to be late)
- Further details of the assignments will be given to you by the course tutor when teaching each subject.
- The evaluation criteria will be posted on the intranet or provided by the tutor.
- If you need an extension, you will need to contact the lecturer before the final delivery date.
- Support and guidance will be provided during the course.
- In case of plagiarism over 20%, the grade will be halved and the penalties of the faculty / faculty will be enforced.

Course Code NUTR-555	Course Title Advanced Nutritional Epidemiology and Public Health	ECTS Credits 7.5
Prerequisites None	Department Life & Health Sciences	Semester 3 rd
Type of Course Required	Field Dietetics/Nutrition	Language of Instruction Greek /English
Level of Course 2 nd Cycle	Lecturer(s) Mary Economou	Year of Study 2 nd year
Mode of Delivery Face to face	Work Placement N/A	Co-requisites None

Objectives of the Course:

The main objectives of the course are to:

- Familiarize students with the basic concepts of epidemiology, and nutritional epidemiology.
- Familiarize students with the various epidemiological tools available to
- Measure diet and evaluate their validity.
- Enable students to critically evaluate diet-disease associations, and infer causality.
- Assess, monitor and evaluate the impact of public health programs.

Learning Outcomes:

After completion of the course students are expected to be able to:

- Critically evaluate measurement of diet, and potential bias in published nutritional epidemiological research.
- Identify and deal with key analytic issues in nutritional epidemiology.
- Use this knowledge to evaluate current nutritional practices and policies.
- Interpret, evaluate and use nutrition recommendations made by individuals and organizations at the local and national level.
- Evaluate the current biochemical, physiological and epidemiological literature on the relationships between nutrition, health and diseases.
- Develop nutritional assessments for identifying and monitoring malnutrition and hunger in individuals and communities, using social, dietary, anthropometric and biochemical measures.
- Integrate biological and social factors affecting health to develop intervention (prevention) programs that will have an impact on the nutritional status of a community.

Course Contents:

1. Epidemiology and Causal Inference
2. Measures of Occurrence and Measures of Association (Effect)
3. Measuring Exposure and Measuring Outcome
4. Dietary Methodology: 24 hour recalls and diet records
5. Dietary Methodology: Food frequency
6. Dietary Methodology: Validation
7. Body Composition/ Anthropometry
8. Biochemical Assessment of Nutritional Status
9. Correction for Measurement Error
10. Meaning and Analysis of Total Energy Intake
11. Data analysis and Presentation in Nutritional Epidemiology
12. Nutritional assessments for identifying and monitoring malnutrition and hunger in individuals and communities, using social, dietary, anthropometric and biochemical measures
13. Public health Nutrition programs

Learning Activities and Teaching Methods:

Lectures, assignments

Assessment Methods:

Midterm exam (25%), Assignment (Critical Appraisal of Epidemiological Study) (15%), Final Examination (55%)

Required Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Nutritional Epidemiology	Willett Walter	Oxford University Press	2012 (3 rd Edition)	9780199754038
Community Nutrition in Action. An Entrepreneurial Approach	Boyle MA, Holben DH (Eds).	Wadsworth, Belmont CA,	2013 (6th Edition)	13: 978-1111989682

Recommended Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
The Community Needs Assessment Workbook.	Rodney A. Wambeam	Oxford University Press,	2015	9780190615505

Course Code NUTR-575	Course Title Thesis Research	ECTS Credits 22.5
Prerequisites None	Department Life & Health Sciences	Semester 3 rd
Type of Course Required	Field Dietetics/Nutrition	Language of Instruction Greek /English
Level of Course 2 nd Cycle	Lecturer(s) Dr Maria Christofidou	Year of Study 2 nd year
Mode of Delivery Face to face	Work Placement N/A	Co-requisites None

Objectives of the Course:

The main objectives of the course are to:

- Design, develop and implement a research project.
- Critically review the relevant literature.
- Develop a hypothesis and a proposal for the research project.
- Organise and carry out data collection for the research project.
- Statistically analyse and interpret the results of the research project.
- Write up the research project in a report in the format of literature reports.
- Demonstrate communication skills in both oral and written presentations to a specialist scientific audience.

Learning Outcomes:

After completion of the course students are expected to be able to:

- Understand and apply the procedures and practices of scientific literature review and writing of a research Thesis.
- Conduct a research project related to Nutrition and Dietetics in communication with the faculty members.
- Communicate the background, findings and conclusions of the project both in written and in oral form to a scientific audience.

Learning Activities and Teaching Methods:

One-by-one discussion and review

Assessment Methods:

Written Thesis, viva

Required Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Acute Topics in Anti-doping (Medicine and Sport Science) Hardcover	O. Rabin, Y. Pitsiladis,	Karger	2017	9783318060447
Nutrition Research Methodologies	Julie A. Lovegrove, Leanne Hodson, Sangita Sharma, Susan A. Lanham-New	Wiley-Blackwell	2015	978-1-118-55467-8
Food, Nutrition and Sports Performance III	Ron J Maughan ,Susan M. Shirreffs	Routledge	2013	13:978-0-415-62792-4

Recommended Textbooks/Reading:

Title	Author(s)	Publisher	Year	ISBN
Introduction to Nutrition and Health Research (Hardcover)	Eunsook T. Koh, Willis L. Owen	Springer	2017	10: 0792379837 / 13: 9780792379836
Cite Them Right Information is also available through the website: http://www.citethemrightonline.com	Richard Pears, Graham Shields	Palgrave	2016 (10th Edition)	9781137585042
Fundamentals of Biostatistics	Rosner, Bernard	Cengage Learning	2010	978-0-538-73349-6
Research Successful Approaches	Elaine R. Monsen, Linda Van Horn (American Dietetic Association)	Diana Faulhaber	2007 (3rd Edition)	13: 978-0880914154 10: 0880914157

Course Code NUTR-580	Course Title Health Promotion, Communication & Behavioral Studies	ECTS Credits 7.5
Prerequisites None	Department Life & Health Sciences	Semester 3 rd
Type of Course Required	Field Dietetics/Nutrition	Language of Instruction Greek /English
Level of Course 2 nd Cycle	Lecturer(s) Dr Eleni Andreou	Year of Study 2 nd year
Mode of Delivery Face to face	Work Placement N/A	Co-requisites None

Objectives of the Course:

The main objectives of the course are to:

- To provide students with an insight into theoretical framework of effective communication.
- To facilitate the development of practical skills in communicating with individuals, groups and other health professionals.
- To enable students to integrate ideas from educational theory and the study of communication techniques into the specific context of health promotion.
- To enable students to integrate ideas of the sociological contribution to the understanding of health and illness within different types of cultural belief systems.
- To demonstrate the processes associated with the development of health beliefs and the psychological factors affecting or influencing health outcomes.
- To demonstrate the key theoretical approaches to dietary behaviour change and their limitations.
- To implement the key psychological influences on taking up and maintaining healthy eating behavior.
- To demonstrate the evidence for the effectiveness of behavioural approaches in dietary behaviour change.

Learning Outcomes:

After completion of the course students are expected to be able to:

- Have an understanding of the nature and importance of communication skills in health care practice, including inter-professional communication.
- Develop practical skills in communication for use in their dietetic practice; including oral communication with groups; written communication appropriate to different situations including medical notes.
- Be able to identify barriers to communication and ways in which these can be overcome.

- Begin to assess their own effectiveness as communicators and develop strategies to facilitate personal development in this area.
- Be aware of educational theories and models of health behaviour related to patient learning and the development of health promotion strategies.
- Be aware of the range of visual aids available and demonstrate the ability to select the most appropriate for a particular situation.
- Be aware of the organisation of health education and health promotion services in Cyprus and abroad.
- Be able to prepare material for use in a health education context.
- Be able to plan and give a short presentation on a nutritional topic designed for a lay audience.

Course Contents:

1. Counselling for behaviour modification
2. Obesity (handling obese patients)
3. Working together MI and CBT interventions - Bibliographic briefing – Laboratory
4. Eating Disorders
5. Actions for cardiovascular
6. Actions for salt
7. Communication
8. Interview Skills
9. Principles and theories of learning
10. Design and implementation of learning

Learning Activities and Teaching Methods:

One-by-one discussion and review

Assessment Methods:

Midterm, Written Project , Final Exam

Required Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Nutrition Counseling and Education Skills: A Guide for Professionals	Judith Beto, Betsy Holli	Lippincott Williams & Wilkins	2017	1496339142, 9781496339140
Clinical Sports Nutrition	Louise Burke; Vicki Deakin	McGraw-Hill Education	2015	13: 9781743073681

Total Fitness & Wellness	Scott K. Powers; Stephen L. Dodd; Erica M. Jackson	Pearson	2013 (6th Edition)	13: 9780321840523
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Recommended Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Nutrition Counseling and Education Skill Development	Kathleen D. Bauer, Doreen Liou, Carol A. Sokolik	Cengage Learning	2015 (3 rd Edition)	1305465342, 9781305465343
Nutrition for Sport and Exercise	Marie Dunford; J. Andrew Doyle	Wadsworth Publishing	2014	13: 9781285752495
Nutrition, Exercise, and Behavior: An Integrated Approach to Weight Management	Liane M. Summerfield	Wadsworth Cengage Learning	2011	9780840069245
Ψυχολογία της Διατροφής	Καλλιόπη Εμμανουηλίδου	Μεταίχμιο	2011	978-960-501-459-9
Η Συμβουλευτική Ψυχολογία στην Εκπαίδευση	Μαλικιώση-Λοιζου Μαρία	Πεδίο	2011	9789609405829

Assessment Details:

Assessment breakdown	Duration / words	Dates of submission
Essay (30%)	1500-2000	
Mid-term exam (20%)		
Final exam (45%)		
Participation (5%)		

Essay Title
<i>Compare and Contrast the Biomedical and Biopsychosocial Models of Health and Illness. Explain by using examples relating to weight management, diabetes and Coronary Heart Disease (CHD) which approach would most likely be used by dietitians or nutritionists in either: group, individual or health promotion settings.</i>

Learning Outcomes

Researching for, preparing and presenting this piece of work will help you meet the following module learning outcomes

Knowledge and Understanding

Successful students will typically have a knowledge and understanding of:

- Health models in relation to nutritional health

Skill and attributes

Successful students will be able to:

- Apply psychological theories to dietetic practice

Background and Aims

Traditional models of healthcare have focused attention on the disease pathology and determination of the medical and/or dietary treatment of a condition rather than understanding the illness.

It is important that Dietitians and Nutritionists consider an expanded model of health and illness for their patients and clients that include disease as only one factor contributing to illness and illness behaviour.

Researching and writing this essay will enable consideration and understanding of the importance of the psychological and social factors in relation to nutritional health

Assignment Details

- A written essay of a maximum of 1500 words (+/- 10%).
- Use a variety of sources of information and printed documents, papers published in scientific journals and robust Internet sources.
- Consider the findings of your research carefully and construct an essay plan to help you decide how you will present the information in a concise, informative and scientific manner.
- Your essay should be structured and have a clear introduction and end. Seek further support and guidance at:
 - www.utoronto.ca/writing/advise.html
 - Greetham B (2001). How to write better essays. Basingstoke: Palgrave Macmillan
 - Race P (2003) How to study: Practical tips for students Blackwell publishing

Assignment Workshop

The two models will be discussed and there will be an opportunity for you to work in groups to review and discuss individual papers relating to the Biopsychosocial and Biomedical Models of Health in relation to dietetic and nutritional practice in different settings.

Submission

1. The assignment should be typed, single sided, double spaced in size 12 font. Please leave a standard margin on all edges (approximately 2.5m) and number the pages.
2. Please ensure that your student number and word count are on the header / footer of the assignment.
3. The assignment should be referenced using the current Referencing Guidelines which can be downloaded on intranet and MyNotes.
4. The total word limit for this assignment is 1500 (+/- 10%) the references will not contribute to the word count.
5. This assignment must be submitted electronically by uploading it onto MyNotes (click on assignments and follow the instructions).
6. Hard copy submissions are not required.
7. Coursework that is submitted late or which exceeds the word count will be penalised.

Course Code NUTR-590	Course Title Advanced Sports Nutrition	ECTS Credits 7.5
Prerequisites None	Department Life & Health Sciences	Semester 2 nd
Type of Course Required	Field Dietetics/Nutrition	Language of Instruction Greek /English
Level of Course 2 nd Cycle	Lecturer(s) Dr Dona Hileti	Year of Study 1 st year
Mode of Delivery Face to face	Work Placement N/A	Co-requisites None

Objectives of the Course:

The main objectives of the course are to:

- To develop critical knowledge and understanding of Sports nutrition by reviewing theoretical, research and practice-based work.
- To develop skills in critical analysis, particularly in relation to published research in this area.
- To enhance students' perception of professional and ethical issues related to research and practice in Sports nutrition.

Learning Outcomes:

After completion of the course students are expected to be able to:

- Plan diets for achievement of optimum and peak performance.
- Analyze fluid intake required for various levels and types of physical activity.
- Plan and program Sports-specific nutrition services for teams.
- Screen, assess, follow up, and monitor athletes and active individuals in a variety of settings, integrating both nutrition and Sports science principles and skills.
- Effectively integrate nutritional interventions into the annual training and competition plan of athletes at the elite and professional level.
- Provide Sports nutrition education to active youth in community settings (e.g., schools, after-school programs, clubs).
- Plan, conduct, analyze, and interpret research in the field of nutrition for exercise and Sports.
- Synthesize scientific data and translate into practically meaningful information through a variety of communication channels (e.g., electronic and written materials, website development and hosting, audio-visuals, writing for magazines).

Course Contents:

1. Nutrition sources for athlete
2. Vitamins and minerals
3. Fluids and electrolytes
4. Ergogenic aids
5. Nutrition aspects of optimal performance
6. Factors affecting nutrient needs
7. Nutrition strategies for specific energy systems
8. Nutrition plan for specific Sports

Learning Activities and Teaching Methods:

Lectures, and Projects (Case studies, Oral presentations and Assignments)

Assessment Methods:

Midterm exam, Assignment, Final Examination

Required Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Fitness and Wellness (12 th Edition)	Hoeger W and Hoeger S	Cengage Learning	2017	978-1305638013
Nutritional Supplements in Sports and Exercise	Greenwood, M., Cooke, M.B., Ziegenfuss, T., Kalman, D.S., Antonio, J. (Eds.)	Springer	2015	978-3-319-18230-8 and E-book available
Clinical Sports Nutrition	Louise Burke; Vicki Deakin	McGraw-Hill Education	2015	13: 9781743073681

Recommended Textbooks / Reading:

Title	Author(s)	Publisher	Year	ISBN
Advanced Sports Nutrition	Dan Benardot	Human Kinetics	2012	13: 9781450401616
Nutrition for Sport and Exercise	Marie Dunford; J. Andrew Doyle	Wadsworth Publishing	2014	13: 9781285752495
Advanced Sports Nutrition 2nd Ed.	Dan Benardot	Human Kinetics	2012	ISBN: 978-1-4504-0161-1

Assessment Details:

Choose between the following topics:

- (a) 'Dietary carbohydrates and athletic performance'
- (b) 'Dietary fat and athletic performance'
- (c) 'Dietary protein and athletic performance'
- (d) 'Fluid intake and athletic performance'.

Write an essay and prepare a 10 minutes PowerPoint presentation (2000 words, min 15 original studies to be included and reviewed).

70% of the marks from essay

30% of the marks from presentation

APPENDIX 2

Supporting letter from Cyprus Registration Board for Food Scientists, Technologists and Dietitians



Συμβούλιο Εγγραφής Επιστημόνων Τροφίμων,
Τεχνολόγων Τροφίμων και Διαιτολόγων
Τ.Κ. 22103, 1517 Λευκωσία – Κύπρος
Τηλ. 22452258, Φαξ: 22452292

28 Σεπτεμβρίου 2015

Prof Edna Yamasaki
Πρόεδρο Τμήματος Επιστημών Ζωής και Υγείας
Πανεπιστήμιο Λευκωσίας

Δρ Ελένη Π. Ανδρέου
Συντονίστρια Προγράμματος
Διαιτολογίας / Διατροφής
Πανεπιστήμιο Λευκωσίας

Αγαπητές κυρίες,

Θέμα: Μεταπτυχιακό στην Αθλητική Διατροφή / Διαιτολογία και Διατροφική Παρέμβαση από το Πανεπιστήμιο Λευκωσίας

Σε απάντηση ηλεκτρονικής σας επιστολής ημερομηνίας 10/9/2015 σας παραθέτουμε τα ακόλουθα.

Το Συμβούλιο Εγγραφής Επιστημόνων / Τεχνολόγων Τροφίμων και Διαιτολόγων Κύπρου (ΣΕΕΤΤΔ) επιθυμεί να σας πληροφορήσει ότι σύμφωνα με την νομοθεσία περί Εγγραφής Επιστημόνων/ Τεχνολόγων Τροφίμων και Διαιτολόγων Κύπρου Ν.31(Ι)/96 με τις τροποποιήσεις του 2001 και του 2004 μπορούν να κάνουν αίτηση για εγγραφή ως Αθλητικοί Διαιτολόγοι στο ΣΕΕΤΤΔ μόνο άτομα που κατέχουν πρώτο πτυχίο στην Διαιτολογία ή /και Διατροφολογία και μεταπτυχιακό στην Αθλητική Διαιτολογία/Διατροφή. Επιπλέον, άτομα που δεν κατέχουν πρώτο πτυχίο στην διαιτολογία πριν προχωρήσουν σε μεταπτυχιακό διαιτολογίας θα πρέπει να παρακολουθήσουν /συμπληρώσουν «foundation course» που να τους δίνει δυνατότητα ισοτιμίας ή και αντιστοιχίας του πτυχίου τους με την διαιτολογία για να μπορέσουν να αιτηθούν στο ΣΕΕΤΤΔ.

Ο τίτλος σπουδών που προσφέρεται στο Πανεπιστήμιο Λευκωσίας με τίτλο “MSc Sports Nutrition/Dietetics and Nutrition Intervention” θα μπορούσε να κατοχυρώσει ως Αθλητικούς Διαιτολόγους αυτούς που έχουν πρώτο πτυχίο στην διαιτολογία από το ΣΕΕΤΤΔ και ως Αθλητικούς Διατροφολόγους αυτούς που έχουν πρώτο πτυχίο στην διατροφολογία ή παρεμφερή κλάδους.

Σημειώνεται ότι το ΣΕΕΤΤΔ συστήνει όπως ο τίτλος του πτυχίου να είναι σαφής λόγω του ότι η εγγραφή γίνεται βάση του τίτλου του πτυχίου (major) και της αναλυτικής κατάστασης των μαθημάτων, το οποίο και προσφέρει στην συγκεκριμένη περίπτωση το πτυχίο σας, και

Πρόεδρος Δρ Φρόσω Χατζηλουκά, Αντιπρόεδρος Δρ Ελένη Π. Ανδρέου, Ταμίας Μάρω Χριστοδουλίδου,
Μέλη Θάλεια Αβραάμ, Παναγιώτα Θεοφίλου, Δρ Αιμιλία Βασιλοπούλου, Δρ Κύρος Δημητριάδης



όχι κάποιας κατεύθυνσης (minor). Πάραυτα, ο επαγγελματικός τίτλος (π.χ. Αθλητικός Διαιτολόγος) αποδίδεται από το ΣΕΕΤΤΔ σύμφωνα με τον Ν.31(Ι)/96 αφού εξεταστεί το πτυχίο και η αναλυτική κατάσταση των μαθημάτων και πρόγραμμα σπουδών. Σημειώνεται ότι στην παρούσα στιγμή το ΣΕΕΤΤΔ μπορεί να απόδοση επαγγελματικό τίτλο σε διαιτολόγους ή και ειδικότητα της διαιτολογίας (π.χ. MSc Αθλητική Διαιτολογία/Διατροφή) σύμφωνα με την νομοθεσία. Με την επικείμενη τροποποίηση του νόμου θα δίνεται και ο τίτλος του διατροφολόγου ή αθλητικού διατροφολόγου. Προς το παρόν οι διατροφολόγοι εγγράφονται στον Σύνδεσμο Διαιτολόγων και Διατροφολόγων Κύπρου.

Παρακαλούμε η παρούσα επιστολή ληφθεί υπόψη για να μην ταλαιπωρούνται οι απόφοιτοι του πιο πάνω κλάδου και κυρίως για την διασφάλιση της εφαρμογής της νομοθεσίας περί Εγγραφής Διαιτολόγων (Ν.31(Ι)/96).

Είμαστε στην διάθεση σας για οποιοσδήποτε επιπρόσθετες διευκρινήσεις.

Με εκτίμηση,

Δρ. Φρόσω Χατζηλουκά
(πρόεδρος)

Πρόεδρος Δρ Φρόσω Χατζηλουκά, Αντιπρόεδρος Δρ Ελένη Π. Ανδρέου, Ταμίας Μάρω Χριστοδουλίδου,
Μέλη Θάλεια Αβραάμ, Παναγιώτα Θεοφίλου, Δρ Αιμιλία Βασιλοπούλου, Δρ Κύρος Δημητριάδης

APPENDIX 3

Allocation of the Full Time and Part Time Personnel

A/A	Name and Surname	Qualifications	Rank	Full Time (FT) Part Time (PT)
1.	Dr Eleni Andreou	BSc Food and Nutrition/Dietetics, CPD, RD LD Clinical Dietetics, D Prof Clinical Dietetics, Nutritional Sciences and Health Education	Assistant Professor	FT
2	Dr George Aphas	BA Physical Education and Sports Science, MA Physical Education-Exercise Physiology, PhD Exercise Physiology	Lecturer	FT
3	Dr Foteini Arvaniti	BSc Physical Education, MSc Clinical Nutrition, PhD Dietetics	Lecturer (visiting)	PT
4	Dr Maria Christofidou	BSc Applied Biology, MSc Medical Genetics, PhD Genomic Epidemiology	Lecturer	PT
5	Mrs Mary Economou	Clinical Dietitian- Nutritionist BSc, MMedSc, RD, MPH, PhD Can (Exp. Summer 2016)	Lecturer	PT
6	Dr Christoforos Giannaki	BSc (Hons) Physical Education and Sports Science, MSc Sports Physiology, PhD Clinical Exercise Physiology	Lecturer	FT
7	Dr Marios Hadjicharalambous	BSc (Hons) Sports Science & Physical Education, MSc Sports Science, PhD Exercise Physiology & Sports Nutrition	Associate Professor	FT
8	Dr Dona Hileti	BSc (Hons) Nutrition, MSc Food Science, PhD, SRD	Lecturer	FT
9	Dr Demetris Iacovides	PhD Biochemistry	Lecturer	PT

10	Dr Dimitrios Papandreou	BSc Nutrition and Food Science, MSc Applied Physiology and Nutrition, PhD Dietetics	Visiting Ass. Professor	PT
11	Prof Antonis Zamplelas	BSc Food Science, MSc Food Science, PhD Clinical Nutrition	Visiting Professor	PT
12 - 17	Mrs Nicoletta Michaelidou, MSc Sports Dietitian/Nutritionist Ms Elli Hadjilouca, MSc Sports Nutritionist Mr Aris Hadjipanayis, MSc Sports Nutritionist Dr Costas Schizas, MD, Sports Medicine	MSc Sports Nutrition PhD, MD Sports Medicine	Lecturers/ Educators	PT

APPENDIX 4

**General Guidelines for the Methods for
Assessing the Programme**

EXAMPLE. Methods of Assessment
MSc Sports Nutrition/Dietetics and Nutrition Intervention,
University of Nicosia

This document provides several example methods for assessing graduate-level learning goals. These examples are based on the language of the Master's level learning goals. These ideas are to be utilized to initiate ways in which the dietetic/nutrition programmes could potentially evaluate the particular learning goals established for the students.

Master's Level
Knowledge and Skills

Masters Learning Goal	Example Methods of Assessment
<p>Articulates, critiques, or elaborates the theories, research methods, and approaches to inquiry or schools of practice in the field of study.</p>	<ul style="list-style-type: none"> • Students teaching a course within the department will be observed by a faculty member and have that class presentation evaluated using a rubric created by faculty members (direct measure). • Students will successfully complete a written comprehensive examination after coursework is complete and prior to proposing research. Questions and writing prompts pertaining to the theories, research methods, and approaches to inquiry in the field will be identified. Responses will be evaluated using a rubric created by faculty members (direct measure). • Students will respond to questions on course evaluations providing their perception of how well they understand theories, research methods and approaches to inquiry in the field of study (indirect measure).
<p>Identifies sources and assembles evidence pertaining to questions or challenges in the field of study.</p>	<ul style="list-style-type: none"> • Students will successfully complete a written comprehensive examination. Questions and writing prompts pertaining to established research in the field will be identified. Responses will be evaluated using a rubric created by faculty members (direct measure). • During the thesis proposal stage, students will successfully present and defend the "Literature Review" portion of the Master's thesis. Presentation content and quality will be evaluated using a rubric created by faculty members (direct measure). • Throughout their study, graduate students will respond to questions (institutional and college level surveys) providing their perception of their ability to utilize library and other electronic resources (indirect measure).

<p>Demonstrates understanding of the primary field of study in a historical, social, or global context.</p>	<ul style="list-style-type: none"> Students will successfully complete a written comprehensive examination. Questions and writing prompts pertaining to historical, social, and global context will be identified. Responses will be evaluated using a rubric created by faculty members (direct measure). Student enrolled in the program's seminar course will respond to select embedded questions on projects/examinations. Responses will be analyzed and collectively reported (direct measure).
<p>Selects and/or utilizes the most appropriate methodologies and practices.</p>	<ul style="list-style-type: none"> Students will successfully complete a Master's thesis. The thesis advisor will evaluate the student's process of selecting a method with which to complete their research (direct method). Students involved in laboratory research will successfully complete training/orientation sessions geared toward the appropriate practices and use of methods (indirect method).
<p>Evaluates or synthesizes information pertaining to questions or challenges in the field of study.</p>	<ul style="list-style-type: none"> Students will successfully complete a Master's thesis. The thesis committee will evaluate the written document using a rubric (direct measure). Throughout their study, graduate students will respond to questions (institutional and college level surveys) providing their perceived comfort level with evaluating and synthesizing information in the field (indirect measure).
<p>Communicates clearly in ways appropriate to the field of study.</p>	<ul style="list-style-type: none"> Students teaching a course within the department will be observed by a faculty member and have that class presentation evaluated using a rubric created by faculty members (direct measure). Upon presentation of the thesis topic each committee member will evaluate the proposed work using a rubric created by faculty members (direct measure). Students involved in laboratory research will provide the required laboratory notes/documentation to their supervising faculty member. The supervising faculty member will rate the student's ability to communicate clearly in the laboratory environment (direct measure).

Professional Conduct

<p>Recognizes and applies principles of ethical and professional conduct.</p>	<ul style="list-style-type: none"> Faculty thesis advisors will monitor student proposals of thesis research and note issues that students have with IRB application and compliance. Information on these issues will be compiled and reported (direct measure). Students will successfully complete Teaching Assistant (TA) training (indirect measure). Academic staff members will monitor reports of academic misconduct committed by students in the degree program (indirect measure).
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APPENDIX 5

Student Evaluation Form in Placement Pack

Έντυπο ανατροφοδότησης πρακτικής άσκησης

Χώρος Άθλησης/ αποκατάστασης:	
Στάδιο πρακτικής:	
Όνομα :	

1.	Πληροφορίες πριν την πρακτική άσκηση:				
i)	Λάβατε ενημερωτικό υλικό πριν την έναρξη της πρακτικής σας άσκησης;	Ναι	Όχι		
ii)	Το τμήμα διαθέτει πληροφοριακό υλικό για τους φοιτητές που συμπεριλαμβάνει κάρτες προσωπικού αρχείου, έντυπα διαιτολογίων και διάφορα συμπληρώματα.	Ναι	Όχι		
	Εάν ναι, τι βρήκατε πιο χρήσιμο;				
2.	Καλωσόρισμα				
	Πως ήταν το καλωσόρισμα στην πρακτική σας άσκηση	Εξαιρετικό	Καλό	Ικανοποιητικό	Μη ικανοποιητικό
	ii) Σας έγινε εισαγωγική παρουσίαση από μέλος του τμήματος (συμπεριλάμβανε την δομή και λειτουργία του τμήματος, κανονισμούς και διαδικασίες κτλ)	Ναι		Όχι	
	ii) Η εισαγωγική σας παρουσίαση περιλάμβανε θέματα υγείας και ασφάλειας; (αυτό θα πρέπει να γίνεται σε κάθε πρακτική άσκηση)	Ναι		Όχι	
	iii) Λάβατε πρόγραμμα για ολόκληρη την πρακτική σας άσκηση;	Ναι		Όχι	
	iv) Λάβατε εβδομαδιαίο πρόγραμμα;	Ναι		Όχι	
	iv) Χρησιμοποιήσατε τα ηλεκτρονικά αρχεία των αθλούμενων;	Ναι		Όχι	
	Εάν ναι παρακαλώ δηλώστε ποια χρησιμοποιήσατε.				
	Σχόλια:				
3.	Πλήθος περιστατικών:				
i)	Ήταν το πλήθος των περιστατικών κατάλληλο για το επίπεδο της πρακτικής άσκησης;	Ναι	Δεν είμαι σίγουρος/η	Όχι	
ii)	Όταν οι συνθήκες ήταν κατάλληλες, μπορέσατε να εργαστείτε ανεξάρτητα	Ναι	Περισσότερες φορές	Όχι	
	Σχόλια				
4.	Επίβλεψη:				
i)	Σας αφιερώθηκε χρόνος για ανατροφοδότηση από	Ναι	Όχι		

τον εκπαιδευτή της πρακτικής άσκησης μετά την ολοκλήρωση κάθε εργασίας σας					
ii) Σας αφιέρωσε χρόνο ο εκπαιδευτής της πρακτικής σας άσκησης για ανατροφοδότηση κάθε εβδομάδα;		Ναι		Όχι	
iii) Επισημανθήκαν τα σημεία βελτίωσης για την επόμενη εβδομάδα;		Ναι		Όχι	
iv) Θεωρείτε πως ο εκπαιδευτής σας ήταν προσεγγίσιμος και διαθέσιμος να σας βοηθήσει οπότε τον είχατε ανάγκη;		Ναι		Όχι	
v) Είχατε ανασκόπηση και ανατροφοδότηση στην μέση της πρακτική σας για τα σημεία δράσης που χρειάζονται βελτίωση;		Ναι		Όχι	
vi) Πιστεύετε πως γενικά το επίπεδο της ανατροφοδότησης ήταν:					
Άριστο	Κάλο	Ικανοποιητικό		Φτωχό	
vii) Η ανατροφοδότηση που λάβατε υποστήριξε την εξέλιξη της πρακτική σας;		Ναι		Όχι	
Σχόλια για την ανατροφοδότηση:					
5.	Μαθησιακές Ανάγκες:				
i) Αισθάνεστε πως οι μαθησιακές σας ανάγκες έχουν καλυφθεί από αυτή την πρακτική άσκηση;		Πλήρως		Μερικώς	Καθόλου
ii) Σας προσφέρθηκαν φροντιστηριακά μαθήματα κατά τη διάρκεια της πρακτικής;		Ναι		Όχι	
Εάν ναι, τι θέματα καλυφθήκαν;					
iii) Σας ζητήθηκε να κάνετε επιπρόσθετη εργασία για το τμήμα.		Ναι		Όχι	
Εάν ναι, ποια ήταν τα θέματα;					
v) Είχατε πρόσβαση στη βιβλιοθήκη;		Ναι		Όχι	
vi) Είχατε πρόσβαση σε υπολογιστή;		Ναι		Όχι	
vii) Είχατε πρόσβαση στο διαδίκτυο;		Ναι		Όχι	
Σχόλια					
6.	Επισκέπτες καθηγητές:				
i) Ήταν ο χρονικός προγραμματισμός (εβδομαδιαίος) των επισκέψεων		Πολύ νωρίς	Περίπου σωστή		Πολύ αργά
ii) Ήταν η επίσκεψη χρήσιμη		Πολύ	Αρκετά		Καθόλου
Σχόλια:					
7.	Μαθησιακή εμπειρία:				
i) Πως θα αξιολογούσατε συνολικά την μαθησιακή σας εμπειρία κατά τη διάρκεια της πρακτικής σας άσκησης;		Άριστη	Καλή	ικανοποιητική	Μη ικανοποιητική

ii) Ποιο ήταν το πιο ωφέλιμο μέρος της μαθησιακής σας εμπειρίας;
iii) Ποιο ήταν το λιγότερο ωφέλιμο μέρος της μαθησιακής σας εμπειρίας;
8. Άλλα σχόλια:

Για Χρήση από το Πανεπιστήμιο

Όνομα καθηγητή	
Ημερομηνία συλλογής	
Ενέργειες που έγιναν:	
Υπογραφή:	

PLACEMENT FEEDBACK ON-LINE STUDENT SURVEY	
Practice placement location:	
Placement no:	

Information prior to placement:			
i) Did you receive preparatory information /letter before you started this placement?	Yes	No	
ii) Did the Dietetic Department have student information pack, including sample record card & diet sheets, feeds and supplements used?	Yes	No	
If yes what was most useful to you			

2.	Welcome:			
i) Was the welcome you received at your placement	Excellent	Good	Satisfactory	Unsatisfactory
ii) Did you have an induction by a member of the Dietetic Team (Including Dept Structure, office practice, IT, wards, clinics, policies & procedures etc)?	Yes		No	
ii) Did your induction include health and safety issues? (This should have been undertaken at each placement, even if been before)	Yes		No	
iii) Did you receive a programme for the whole placement?	Yes		No	
iv) Did you receive a weekly timetable?	Yes		No	
iv) Did you use Departments IT patient information systems? e.g. Systm 1, PASA, CIPTS.	Yes		No	
If yes please state what used.				
Comments:				

3.	Caseload:			
i) Was the caseload appropriate to your stage of learning	Yes	Mostly	Not sure	No
ii) Where appropriate, were you able to work independently	Yes	Mostly		No
Comments				

	Supervision:			
i)	Did you have dedicated time for feedback with your practice educator after completing each piece of work /session e.g. OPD Clinic, Ward visit etc		Yes	No
ii)	Did you have dedicated time with your supervisor for feedback each week.		Yes	No
iii)	Were areas for improvement /development identified for the next week?		Yes	No
iv)	Did you find your practice educator approachable for assistance whenever needed?		Yes	No
v)	Did you have a half way review with feedback and action points for development?		Yes	No
iii)	Do you feel the overall level of feedback was:			
	Excellent	Good	Adequate	Poor
iv)	Did the feedback you received support the development of your practice?		Yes	No
Comments on feedback:				

5.	Learning Needs:				
i)	Do you feel that your learning needs were met for this placement		Fully	Partially	Not at all
ii)	Did you receive any tutorials during the placement from the Dietetic Department? (Not those assigned by University)		Yes	No	
If Yes, what topics were covered?					
iii)	Were you asked to do a specific additional piece of work for the placement Department.(Presentation/ talk not assigned by University)		Yes	No	
If yes, what was the topic area?					
v)	Did you have access to a library?		Yes	No	
vi)	Did you have access to a computer?		Yes	No	
vii)	Did you have access to the Internet?		Yes	No	
Comments					

6.	Visiting Tutor:			
i) Was the timing (week) of the visit	Too early	About right	Too late	
ii) Was the visit helpful	Very	Reasonably	Not at all	
Comments:				

7.	Accommodation:			
i) What type of accommodation did you have?	B&B	Hospital	Home	

8.	Learning Experience:				
i) What was your overall assessment of your placement learning experience?	Excellent	Good	Satisfactory	Unsatisfactory	
ii) What was the most beneficial aspect of this learning experience?					
iii) What was the least beneficial of this learning experience?					

9. Any other comments:

For use by University

Name of Tutor	
Date collated	
Actions taken:	
Signature:	