

**Cyprus Agency of Quality Assurance and Accreditation in
Higher Education**

Republic of Cyprus

**External Evaluation Report
Program of Study**

Institution: University of Nicosia

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

TABLE OF CONTENTS

Instructions.....	3
External Evaluation Committee (EEC).....	4
Introduction.....	5
Findings.....	6
Conclusions and Suggestions of the External Evaluation Committee.....	12
Document Number: 300.1.....	13

INSTRUCTIONS:

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016” [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Yannis Pitsiladis	Professor	University of Brighton
Antonia Matalas	Professor	Harokopio University Athens
Peter Scott	Mr	University John Moores Liverpool
Sofia Lambitsi	Miss	Student – University of Cyprus
Stella Kakouri	Miss	Regulated Professions Sport and Nutrition

INTRODUCTION:

I. The External Evaluation procedure

The committee received presentations from the Vice Rector and the Head of the Life and Health Sciences Department on the structure, the history and the academic programmes of the university and the respective department. This was followed by a presentation of the programme under evaluation by the Programme Coordinator (Mrs Andreou). The committee had the opportunity to interact with members of staff in attendance and three students currently enrolled on the programme. The committee was also given the opportunity to visit the laboratories and evaluate the facilities. The committee was provided with the complete application and 3 course assignments produced by the students. No students had completed a thesis and therefore this aspect could not be evaluated. 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).

II. The Internal Evaluation procedure

The committee was provided with the internal evaluation documentation, which was comprehensive and most positive. The committee did not feel that the document was sufficiently evidence-based.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- Organization of Teaching Work

The organization of the teaching appeared to be satisfactory as evidenced by the documentation and the students' positive comments. The course is organized into two pathways, one involves a thesis and the other involves supplementary modules; both do 12 weeks or 252 hours of work placement in various fields. To date no students have completed the thesis option.

- Teaching

The number of faculty to carry out the course seemed appropriate based on current small number of students. However the distribution of teaching among teaching staff is uneven (ranging from 3-9 hours weekly). Most of the teaching is face-to-face albeit 2 modules delivered by external experts in the field are delivered via an electronic platform. A strength of the programme is that it blends well theoretical teaching and practical training.

- **Teaching personnel**

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 dietetics. This may be a reflection of the qualifications of the teaching staff. The Programme Coordinator informed the committee that new recruitments were planned in the near future to address this issue.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **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. The learning outcomes are numerous and somewhat lengthy. The committee was informed that this was to conform to the regulatory requirements. Some of the learning outcomes do not reflect study at Masters level.

- **Structure and Content of the Program of studies**

The structure and content seem appropriate to the broad ambitions of the programme. The committee is concerned as to whether sufficient depth of learning can be achieved. The level of attainment cannot be determined from the material made available i.e. 3 student assignments. The committee had no opportunity to review exam scripts, completed placement reports, or dissertations. The research methods module of the course and the research component do not appear to be projected at Masters level. The research focus of the programme seem to be a weaker element of the programme as reflected also by no students taking the thesis pathway in the first cohort.

- **Quality Assurance of the Program of studies**

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 assurance procedures for this programme. Both the faculty and students mentioned that regular informal meetings took place to evaluate the course.

- **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.

- **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 internal dimension. Most faculty were also internationally trained. The current title of the programme appeared to be determined by national legislation and this could be a constraint or even be misleading/confusing in an international context. Of the three students the committee met, one was from Greece. No other data was provided.

- **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; this is also reflected in the work placement component of the programme. The programme is too young (only a handful of graduates) to determine the impact on the labor market and society.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

Despite most staff having reasonable research experience, it was clearly apparent that the programme is not strong in terms of research-driven teaching. As previously indicated, this course is didactic oriented rather than research focused as reflected also by no students taking the thesis pathway in the first cohort. The committee invited comments from faculty on ways to rectify this balance. For example, the Vice Rector informed the committee on a series of initiatives planned to promote research at the institution.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

- **Administrative Mechanisms**

On the evidence of the students' positive comments, no deficiencies were raised and everything seems to be satisfactory.

- **Infrastructures / Support**

The infrastructure was sound and in line with an appropriate learning environment.

- **Financial Resources**

The research component of the course was limited to Euro 200 per student project although some additional provision was possible. As previously indicated, the practical component of the course was a particular strength and there seems to be an appropriate budget to support this.

5. DISTANCE LEARNING PROGRAMS

This course is not delivered by this route.

6. DOCTORAL PROGRAMS OF STUDY

There is no doctorate component at present but the committee welcomes considered and timely progression.

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

The University should be commended for developing a programme of international appeal, which seeks to meet the needs of the labor market, and wider society. However, the current title of the programme could be a constraint or even be misleading/confusing in an international context.

The management of the programme seems to be satisfactory but there does not appear to be a specific individual appointed at the department level for implementing the quality assurances procedures for this programme. The structure and content seems appropriate to the broad ambitions of the programme. The research methods module of the course and the research component does not appear to be projected at Masters level. The research focus of the programme seems to be a weaker element of the programme.

The teaching team had significant practioner 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 dietetics. This may be a reflection of the qualifications of the teaching staff. The purpose and objectives of the programme are clear and reflect both a process-based and an outcome-based curriculum. The learning outcomes are numerous and somewhat lengthy. Some of the learning outcomes do not reflect study at Masters level.

Despite most staff having reasonable research experience, it was apparent that the programme is not strong in terms of research-driven teaching. In other words, this course seems didactic oriented rather than research focused.

Given the above, the committee recommends the following:

1. Consideration should be given to strengthening the relevant scientific expertise both within existing staff and planned new recruits.
2. 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.

¹ It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

3. Serious consideration should be given to fostering greater interdisciplinary synergy between sport and exercise science and nutrition/dietetics in both teaching and research.
4. There needs to be implementation of a clear quality assurance plan and procedure.
5. 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.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: University of Nicosia

Program of Study: MSc Sports Nutrition/Dietetics and Nutrition Intervention

Duration of the Program of Study: 18 months

Evaluation Date: 16-17th May 2017

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Yannis Pitsiladis	Professor	University of Brighton
Antonia Matalas	Professor	Harokopio University Athens
Peter Scott	Mr	University John Moores Liverpool
Sofia Lampitsi	Miss	Student – University of Cyprus
Stella Kakouri	Miss	Regulated Professions Sport and Nutrition

Date and Time of the On-Site Visit: 9:30am – 5:30pm 16th May 2017

Duration of the On-Site Visit: 8hrs

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.			✓		
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					✓
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:					
1.1.3.1	The implementation of a specific academic calendar and its timely publication.				✓	
1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					✓
1.1.3.3	The course web-pages, updated with the relevant supplementary material			N/A		
1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					✓
1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment				✓	
1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.			✓		
1.1.4	Adequate and modern learning resources, are available to the students, including the following:					
1.1.4.1	facilities				✓	
1.1.4.2	library				✓	
1.1.4.3	infrastructure				✓	
1.1.4.4	student welfare					✓

	1.1.4.5	academic mentoring				✓	
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.				✓		
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.					✓	
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.					✓	
1.1.8	Control mechanisms for student performance are effective.				✓		
1.1.9	Support mechanisms for students with problematic academic performance are effective.				✓		
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.					✓	
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.				N/A		
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.				N/A		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.1.3.3: The committee are not aware of any course web-pages with the exception of a general programme information:

www.unic.ac.cy/schools/school-sciences-and-engineering/department-life-health-sciences/sports-nutrition

1.1.11: The committee were not made aware of the plagiarism policy.

1.1.12: The committee were not made aware of the the mechanisms for complaint management and for dispute resolution.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.

β) the countries of origin of the majority of students.

γ) the maximum planned number of students per class-section.

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.				✓	
1.2.2	The methodology of each course is suitable for adults.				✓	
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.				✓	
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.				✓	
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				✓	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.				✓	
1.2.7	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.		✓			
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.2.7: Recommended textbooks do not seem to be updated sufficiently regularly.</p>						
1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.				✓	
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.		✓			
1.3.2.2	Publications within the discipline.		✓			

1.3.3	The specializations of Visiting Professors adequately support the program of study.			✓		
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.			✓		
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.			✓		
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					✓
1.3.7	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.			N/A		
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					✓
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.		✓			
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.			✓		
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.			✓		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

1.3.2.1/2: 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 dietetics.

1.3.7: The committee has not been provided with information about the part-time/full-time status of staff.

1.3.9: The amount and quality of research activity was judged to be lacking.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.			✓		
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.			✓		
2.1.3	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.		✓			
2.1.4	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.			N/A		
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.				✓	
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.		✓			
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.		✓			
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.1.3: The Masters qualification in dietetics should not alone be recognized as a license to practice dietetics. The committee offered a number of suggestions on how to accommodate this issue within the current regulatory framework. For example, splitting the course into two routes with specialist options 1) MSc in Sport and Exercise Nutrition 2) MSc in Sports and Exercise Dietetics.</p> <p>2.1.4: The committee was not provided with sufficient assessment material to make an informed decision.</p> <p>2.1.6/7: 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.</p>						

2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.			N/A		
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.				✓	
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.				✓	
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.		✓			
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.			N/A		
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.			✓		
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.			✓		
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.			✓		
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.			N/A		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.2.1: The committee was not provided with sufficient material on assessment to make an informed decision.

2.2.4: The learning outcomes at programme level and particularly at the module level do not always reflect study at Masters level.

2.2.5: Not applicable to this programme and level of study.

2.2.7: The learning outcomes at programme level and particularly at the module level do not

always reflect study at Masters level.

2.2.9: The committee was not provided with sufficient information to make an informed judgment.

NB. The Committee wishes to stress the limited amount of information provided about the means of assessment of the modules (e.g. work placement reports); therefore its judgment is based on general impression.

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.		✓			
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					
	2.3.2.1 the members of the academic personnel			✓		
	2.3.2.2 the members of the administrative personnel			✓		
	2.3.2.3 the students.		✓			
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.			N/A		
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.			N/A		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.3.1: 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.

2.3.2.3: The committee was informed that the university was not able to obtain any student evaluation data but the university was addressing this issue.

2.3.3/4: The committee was not provided with sufficient information to make an informed judgment.

2.4	Management of the Program of Study	1	2	3	4	5
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2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.				✓	
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.			✓		
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.			✓		
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.				✓	
2.4.5	Information relating to the program of study are posted publicly and include:					
2.4.5.1	The provisions regarding unit credits			✓		
2.4.5.2	The expected learning outcomes			✓		
2.4.5.3	The methodology			✓		
2.4.5.4	Course descriptions			✓		
2.4.5.5	The program's structure			✓		
2.4.5.6	The admission requirements			✓		
2.4.5.7	The format and the procedures for student assessment			✓		
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.					✓
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.		✓			
2.4.8	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.			N/A		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>2.4.7: The committee was informed that the university was not able to obtain any student evaluation data but the university was addressing this issue.</p>						

2.4.8: The committee received no evidence of such a practice being implemented.

In the case of practical training, note:

- The number of credit units for courses and the number of credits for practical training

Practical courses: 7.5 credit units

Courses: 82.5 credit units

Total: 90 credit units

- In which semester does practical training takes place?

Third semester.

- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification

N/A

2.5	International Dimension of the Program of Study	1	2	3	4	5
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.			✓		
2.5.2	The program attracts Visiting professors of recognized academic standing.			✓		
2.5.3	Students participate in exchange programs.			N/A		
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.			✓		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.5.3: No such information was received but this is a young programme and this component ought to be developed.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.			✓		
2.6.2	According to the feasibility study, indicators for the employability of			N/A		

	graduates are satisfactory.					
2.6.3	Benefits, for the society, deriving from the program are significant.			N/A		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

2.6.2/3: The programme is too recent to evaluate this component.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.			✓		
3.1.2	New research results are embodied in the content of the program of study.			✓		
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.			✓		
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.			✓		
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.			✓		
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.		✓			
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.		✓			
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.	✓				
3.1.9	Student training in the research process is sufficient.	✓				

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

3.1.6-3.1.9: 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.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					✓
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.			N/A		
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.			N/A		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.1.2/3: On the basis of the student feedback these criteria were met. Further information would have been helpful.</p>						
4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.			✓		
4.2.2	There is a supportive internal communication platform.				✓	
4.2.3	The facilities are adequate in number and size.					✓
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.				✓	
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.			✓		
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.		✓			
4.2.7	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			N/A		

	framework.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.2.6: Recommended textbooks do not seem to be updated sufficiently regularly.</p> <p>4.2.7: The committee was not provided with information to evaluate this component.</p>						
4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.			✓		
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.				✓	
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.			✓		
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.			✓		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p>						

The following criterion applies additionally for distance learning programs of study.

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.			N/A		
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.			N/A		

5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.			N/A		
5.4	Student performance monitoring mechanisms are satisfactory.			N/A		
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.			N/A		
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.			N/A		
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.			N/A		
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.			N/A		
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.			N/A		
5.10	The supporting infrastructures are easily accessible.			N/A		
5.11	Students are informed and trained with regards to the available educational infrastructure.			N/A		
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.			N/A		
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.			N/A		
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.			N/A		
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.			N/A		
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.			N/A		

Justify the answer you have provided and note the additional comments you may have

on each standard / indicator.

5.1-5.16: The programme being assessed is not a distance-learning programme.

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.			N/A		
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.			N/A		
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.			N/A		
6.4	The doctoral studies’ supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.			N/A		

6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.			N/A		
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.			N/A		
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.			N/A		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

There is no doctoral programme at present. This will necessitate a significant research focus.

Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.

FINAL REMARKS – SUGGESTIONS

The committee wishes to acknowledge the assistance provided by the university, faculty and programme staff.

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. The committee wishes to suggest splitting the course into two routes with specialist options 1) MSc in Sport and Exercise Nutrition 2) MSc in Sports and Exercise Dietetics.

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Yannis Pitsiladis	
Antonia Matalas	
Peter Scott	
Sofia Lampitsi	
Stella Kakouri	

Date: 17th May 2017