



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report **for the New Undergraduate Study Programme in** **operation of:**

Nutritional Sciences and Dietetics

Institution: International Hellenic University

Date: 18 May 2024



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of the New Undergraduate Study Programme in operation) of **Nutritional Sciences and Dietetics** of the **International Hellenic University** for the purposes of granting accreditation

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the new undergraduate study programme in operation) of **Nutritional Sciences and Dietetics** of the **International Hellenic University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Professor Dr Panagiotis Karanis (Chair)**
Nicosia University Medical School, Cyprus
- 2. Professor Emeritus Ioannis Vlahos**
Hellenic Mediterranean University, Heraklion, Greece
- 3. Assoc. Prof. Maria Kapantzoglou**
Portland State University, Portland, Oregon, United States of America
- 4. Mr Anestis Delepoglou (PhD cand.)**
Geotechnical Chamber of Greece, Thessaloniki, Greece
- 5. Mr Angelos Chaniotakis**
Student of Nutrition and Dietetics, University of Thessaly, Trikala, Greece

II. Review Procedure and Documentation

The Hellenic Authority for Higher Education (HAHE) formed an external and independent panel of experts to assess the compliance of the study undergraduate programme of **Nutritional Sciences and Dietetics** of the **International Hellenic University (IHU)** by the HAHE Quality Assurance requirements (laws 4009/2011 & 4653/2020). The assessment was conducted through document reviews online interviews. The method used was an evidence-based process centred on a sampling of the Department's activities, and it was aimed at evaluating the fulfilment of the HAHE requirements of the relevant Quality Standard of the Undergraduate Study Programme and commenting on its compliance, effectiveness, and applicability for the scope of the requirements. The information provided by the Department was assumed to be factually correct.

The entire evaluation and accreditation exercise was conducted remotely using the Zoom platform.

On April 24, 2024, the External Evaluation and Accreditation Panel (EEAP) received from HAHE the Accreditation support material for the **Nutritional Sciences and Dietetics** of the **International Hellenic University (IHU)**.

To get to know each other and establish a *modus operandi* regarding accreditation, the EEAP members met remotely on Monday, May 13, 2024, from 18:00 to 20:00.

On Tuesday, May 14, the EEAP Review of the UP-study program started formally via Zoom at 18:00. In the first part of this virtual meeting (18:00-18:30), Prof. Panagiotis Tzionas, Vice-Rector / President of MODIP and Prof. Stavros Kalogiannis, Head of Department, gave an overview of the School and UP's origins, history, evolution, academic profile, current status, and possible areas of concern and current status.

After that, it was a Teleconference with OMEA & MODIP representatives EEAP, OMEA & MODIP members, MODIP staff, EEAP, Prof. Stavros Kalogiannis, Head of Department, Assoc. Prof. Lampros Kokokyris, Head of OMEA of the Department; Prof. Athanasios (Nassos) Papadopoulos, OMEA Member; Prof. Thomas Thomidis, Deputy OMEA Member; Prof. Maria Papageorgiou, MODIP Member, Ms Katerina Karavasili, MODIP Staff to discuss the degree of compliance of the UP to the Quality Standards for Accreditation. Review of student assignments, theses, exam papers & examination material.

Subsequently, on the same day, from 20:45 to 21:15, a debriefing (EEAP members only) took place to reflect on impressions and prepare for the second day of the online review.

The following day, Wednesday, May 15, 2024, from 18:00 to 18:45 the EEAP met by teleconference with employers, social partners, and employers/social partners to discuss relations of the Department with external stakeholders from the private and the public sector. The following persons were present: Mr. Vassilios Tsironis, Dietitian and graduate, students' employer for Practical Placement, Head of the Nutritionist and Dietitians Union; Mr. Athanasios Tsioudas, Dietitian and graduate, students' employer for Practical Placement, Treasurer of the Nutritionist and Dietitians Union Discuss relations of the Department with external stakeholders from the private and the public sector; Mr. Panagiotis Lempesis, Dietitian and graduate, Secretary of the Nutritionist and Dietitians Union, Delegate of Greece at EFAD (European Federation of Dietitians) and ICDA (International Confederation of Dietetic Associations); Ms. Parthena (Nena) Giannoulaki, Clinical Dietitian and graduate, Head of the Department of Nutrition and Dietetics, AHEPA General University Hospital, supervisor of students during Practical Placement; Ms. Anastasia Mattheou, Clinical Dietitian and graduate, Head of the Department of Clinical Nutrition, Theagenio Cancer Hospital of Thessaloniki, supervisor of students during Practical Placement; Mr. Christos Giannakakis, member of the Board of the Association of Agricultural Cooperative Organizations and Enterprises of Greece, Member of the Board of the Cooperative "VENUS Growers"; Mr. Andreas Karadakis,

Department of Operational Planning of the Municipality of Thessaloniki; Ms. Matina Katsiapi, Thessaloniki Water Supply & Sewerage Co S.A. Prof. Ioannis Katsogiannis, Department of Chemistry, Aristotle University of Thessaloniki, Head of the Union of Greek Chemists.

From 18:45 to 19:15, a debriefing followed (EEAP members only) to discuss the online review's outcomes and begin drafting the oral report.

From 19:15 to 19:45, a teleconference followed with OMEA & MODIP representatives, EEAP, OMEA & MODIP members, and MODIP staff to discuss several points/findings that need further clarification.

EEAP, Prof. Stavros Kalogiannis, Head of Department, and Assoc were present. Prof. Lampros Kokokyris During the following days (May 17 – 18, 2024), the A.P. members had a meeting to complete the draft of the Accreditation Report., Head of OMEA of the Department; Prof. Athanasios (Nassos) Papadopoulos, OMEA Member; Prof. Thomas Thomidis, Deputy OMEA Member; Prof. Maria Papageorgiou, MODIP Member; Ms. Katerina Karavasili, MODIP staff.

From 19:45 to 20:00: Closure with the Vice-Rector/President of MODIP, the Head of the Department, OMEA & MODIP, EEAP, Vice-Rector, Head of the Department, OMEA & MODIP members, and MODIP staff for an informal presentation of the EEAP key findings.

During the following days (May 17 – 18, 2024), the A.P. members had a meeting to complete the draft of the Accreditation Report.

III. New Undergraduate Study Programme in operation Profile

The Department of Nutritional Sciences and Dietetics currently operates in the facilities of the Alexander Campus of IHU, between the southern entrance of the town of Sindos and the Thessaloniki-Athens highway, seventeen (17) kilometres west of Thessaloniki and next to its Industrial Area.

The Alexander University Campus is spread over an area of 1,600 acres, a significant part of which is occupied by the farm. In contrast, the total area of the buildings approaches 35,000 sq.m. Two (2) schools are hosted in the above facilities, IHU (School of Health Sciences and School of Social Sciences) and Departments of three (3) of its Schools (School of Administration and Economics, School of Engineering and School of Geotechnics Scientist). The facilities include the central library, the student residence, the student club, the central and regional canteens, the network management centre, the indoor gym, soccer/basketball courts and the Holy Temple of the Three Hierarchs.

The number of students studying in its Alexander Campus Complex of IHU approaches 18,000. With this number, the Alexander University campus owns the first place in the number of students among the other groups of IHU on Serres, Kavala, Themi (where the building facilities of its Administration are located), Katerini, Kilkis, Drama and Didymoteicho.

The Department of Nutritional Sciences and Dietetics was established as the "Department of Human Nutrition" in 1985 with Presidential Decree 561 (Government Gazette 199/27-11-85, issue A) and received the first students in September 1985. It is the first Department of Higher Education in the Country (Greece) in the Sciences of Nutrition and Dietetics and worked under its framework, Alexander Technological Educational Institute of Thessaloniki. It was renamed to "Department of Nutrition and Dietetics" with P.D. 222/17-9-2003 (Government Gazette 222, issue A), so the title of graduates was changed from "Nutrition Technologist" to "Nutritionist-Dietitian". Initially, it joined the School of Food and Nutrition Technology (STET-D) and then through the "Athina II Plan" at the School of Agricultural Technology and Food and Nutrition Technology (STEG-TETROD).

Since May 2019, it has been included in the School of Health Sciences of IHU (see N. 4610/Government Gazette 70, vol. A') (instead of the Technological Sciences that belonged to it since its establishment with Y.A. B3/3925/1998), with Law 4610/19 (Government Gazette 70/A/7-5-2019), attracting students with increased knowledge of Chemistry and Biology. Today, it is one of five (5) University Departments treating the sciences of Nutrition and Dietetics in Greece.

Additionally, with the same law 4610/19 (Government Gazette 70/A/7-5-2019), the Department incorporated the teaching staff and students of the Department of Aesthetics and Cosmetology, whose function ceases to be valid after the end of 2021. So, today, in the Department, they are running 3 USP/ (a) the old USP Nutrition and Dietetics, (b) the new USP Nutritional Sciences and Dietetics, (c) the MSc Aesthetics and Cosmetology with an end date of the end of 2021-22, and two Postgraduate Programs, (d) Nutrition and Dietetics with three directions and (e) Cosmetology with two directions.

The Department joined the School of Health Sciences of IHU in May 2019 with the founding law 4610/19 (Government Gazette 70/A/7-5-2019). The academic operation of the new (Article 2.6 of 5 L.4610/19) Undergraduate Studies Program (USP) and the admission of the first students began at the beginning of the 2019-20 academic year.

The Department operates four statutory research laboratories. (a) Dietetics and Sports Nutrition (Laboratory of Dietetics and Sports Nutrition) (re-established, with renaming: Official Gazette B' 5317/03.12.2020), (b) Food Science and Nutrition Behaviour (Laboratory of Food Science and Nutritional Behaviour) (Re-establishment, with renaming: Official Gazette B' 5273/30.11.2020), (c) Information Systems in Nutrition (Nutrition Information Systems

Laboratory – NISLAB, Official Gazette B' 4189/29-09-2020), (d) Chemical Biology (Laboratory of Chemical Biology) (re-established, renamed: Gazette B' 5317/03.12.2020).

The new Undergraduate Studies Program (USP) of the Department provides studies for the education of students with exceptional knowledge to protect and promote health through Nutrition.

The Department of Nutritional Sciences and Dietetics has as its core mission to train scientists with specialist knowledge on protection and promoting public health through Nutrition. The Department offers a modern curriculum with modules covering fields of expertise, such as:

1. Effect of Nutrition on health promotion.
2. Value and role of food in proper Nutrition and health.
3. Planning and provision of nutritional counselling and treatment.
4. Community awareness interventions.

The mission of the Department is to provide an appropriate level of education to train staff and scientists with specialized knowledge in the protection and promotion of health through Nutrition teaching modules, the effect of Nutrition on health promotion, the value/role of food in proper Nutrition and health, planning and providing nutritional advice and treatment in normal and pathological conditions, community awareness interventions creation of executives competitive in a national and international environment, with great adaptability to meet the modern needs of nutritional care, prevention and treatment.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategic Planning, Feasibility and Sustainability of the Academic Unit

Institutions must have developed an appropriate strategy for the establishment and operation of new academic units and the provision of new undergraduate study programmes. This strategy should be documented by specific feasibility and sustainability studies.

By decision of the institutional Senate, the Institutions should address in their strategy issues related to their academic structure in academic units and study programmes, which support the profile, the vision, the mission, and the strategic goal setting of the Institution, within a specific time frame. The strategy of the Institution should articulate the potential benefits, weaknesses, opportunities or risks from the operation of new academic units and study programmes, and plan all the necessary actions towards the achievement of their goals.

The strategy of their academic structure should be documented by specific feasibility and sustainability studies, especially for new academic units and new study programmes.

More specifically, the feasibility study of the new undergraduate study programmes should be accompanied by a four-year business plan to meet specific needs in infrastructure, services, human resources, procedures, financial resources, and management systems.

During the evaluation of the Institutions and their individual academic units in terms of meeting the criteria for the organisation of undergraduate study programmes, particular attention must be placed upon:

a. The academic profile and the mission of the academic unit

The profile and mission of the department should be specified. The scientific field of the department should be included in the internationally established scientific fields of Higher Education, as they are designated by the international categorisation of scientific fields in education, by UNESCO (ISCED 2013).

b. The strategy of the Institution for its academic development

The academic development strategy for the operation of the department and the new study programme should be set out. This strategy should result from the investigation of the factors that influence the studies and the research in the scientific field, the investigation of the institutional, economic, developmental, and social parameters that apply in the external environment of the Institution, as well as the possibilities and capabilities that exist within the internal environment (as reflected in a SWOT Analysis: strengths, weaknesses, opportunities, and threats). This specific analysis should demonstrate the reason for selecting the scientific field of the new department.

c. The documentation of the feasibility of the operation of the department and the study programme

The feasibility of the operation of the new department should be justified based on:

- *the needs of the national and regional economy (economic sectors, employment, supply-demand, expected academic and professional qualifications)*
- *comparison with other national and international study programmes of the same scientific field*
- *the state-of-the-art developments*

- *the existing academic map; the differentiation of the proposed department from the already existing ones needs to be analysed, in addition to the implications of the current image of the academic map in the specific scientific field.*

d. The documentation of the sustainability of the new department

Mention must be made to the infrastructure, human resources, funding perspective, services, and all other available resources in terms of:

- *educational and research facilities (buildings, rooms, laboratories, equipment, etc.)*
- *staff (existing and new, by category, specialty, rank and laboratory). A distinct five-year plan is required, documenting the commitment of the School and of the Institution for filling in the necessary faculty positions to cover at least the entire pre-defined core curriculum*
- *funding (funding possibility from public or non-public sources)*
- *services (central, departmental / student support, digital, administrative, etc.)*

e. The structure of studies

The structure of the studies should be briefly presented, namely:

- **The organisation of studies:** *The courses and the categories to which they belong; the distribution of the courses into semesters; the alignment of the courses with the European Credit Transfer System (ECTS).*
- **Learning process:** *Documentation must be provided as to how the student-centered approach is ensured (modes of teaching and evaluation of students beyond the traditional methods).*
- **Learning outcomes:** *Knowledge, skills and competences acquired by graduates, as well as the professional rights awarded must be mentioned.*

f. The number of admitted students

- *The proposed number of admitted students over a five-year period should be specified.*
- *Any similar departments in other HEIs with the possibility of student transfers from / to the proposed department should be mentioned.*

g. Postgraduate studies and research

- *It is necessary to indicate research priorities in the scientific field, the opportunities for interdisciplinary research, the challenges towards new knowledge, possible research collaborations, etc.*
- *In addition, the postgraduate and doctoral programmes offered by the academic unit, the research projects performed, and the research performance of the faculty members should be mentioned.*

Relevant documentation

- *Introductory Report by the Quality Assurance Unit (QAU) addressing the above points with the necessary documentation*
- *Updated Strategic Plan of the Institution that will include its proposed academic reconstruction, in view of the planned operation of new department(s) (incl. updated SWOT analysis at institutional level)*
- *Feasibility and sustainability studies for the establishment and operation of the new academic unit and the new study programme*
- *Four-year business plan*

Study Programme Compliance

The New Undergraduate Study Programme "**Nutritional Sciences and Dietetics** of the **International Hellenic University**" of the School of Health Sciences of the International University of Greece is a part of the Alexander Campus was established first in 1985, and it was re-established in the academic year 2019-2020. The Diploma aims to provide a high level of education and specialization, which includes both theoretical training and laboratory and clinical experiences, as well as practice in conducting research in the fields of "**Nutritional Sciences and Dietetics** of the **International Hellenic University**" to undergraduates of School of Health Sciences to achieve a prosperous professional career in the private and public sector. The curriculum is structured in eight (8) academic semesters, which include courses, an internship, and a thesis. The minimum duration for completing the programme is four years (8 semesters). The total number of credits (ECTS) required for the Diploma of Undergraduate Studies award is two hundred forty (240) ECTS. The courses are offered in 8 academic semesters. The 8th semester includes the Internship Exercise (mandatory), the Diploma thesis (optional) and optional lessons. The USP "Nutritional Sciences and Dietetics " meets all formal and essential requirements of USP building specifications (structure, coherence, functionality). In the context of the unwavering commitment to quality that the Department has developed following the directions of MODIP (according to Laws 4009/2011 and 4653/2020) and in harmonization with the quality policy of IHU, the strategic and individual goals were determined quality objectives of the Undergraduate Study Program (USP), including monitoring their implementation.

I. Findings

One of the main axes of action of IHU strategic planning involves developing Study Programs oriented to the needs of the local and national economies. Establishing a Study Program in the Sciences of Nutrition and Dietetics would cover the following needs: (a) training executives with special knowledge to provide nutritional advice and care for the protection and promotion of public health.

Teaching Facilities

Research and educational infrastructures

The Department has a satisfactory level of research and educational infrastructure. In particular, it has 53 spaces distributed in 4 buildings. Among them are a fully equipped amphitheatre, four classrooms for theoretical courses, 18 laboratory rooms (of which ten are for laboratory training and eight are for research), two storage areas, and 19 teaching and technical staff offices.

The Department of Nutritional Sciences and Dietetics operated until the academic Year 2018-19 in two (2) buildings of 1,000 sq.m. each, which have three (3) classrooms and one (1) auditorium, ten (10) laboratory spaces, one (1) conference room and ten (10) faculty member offices. Including the Department of Aesthetics and Dietetics students at the Department of Nutritional Sciences and Dietetics (article 11.1 of Law 4610/19). The Department's facilities additionally include:

- Two (2) classrooms.
- Six (6) laboratory spaces.
- Six (6) faculty member offices.

- One (1) secretarial office support.
- One (1) storage room.

Staffing of the Department - Academic staff

The Study Program is served by 38 lecturers, of which 21 are members of the Department's Faculty & EDIP (Faculty Members: 17, EDIP Members: 4, 55.2% of the total of teachers of the Study Program), two teachers belong to the permanent teachers of the Foundation while the remaining 15 belong to the non-permanent teaching staff (Academics scholars, lecturers PD 407).

For the academic year 2021-22, 148 students entered the USP Nutritional Sciences and Dietetics -of which 89 with entrance exams (60%), 15 as special categories (10.1%), 13 with qualifying exams (8.8%) and 31 with transfer from other Hellenic Universities (20.2%).

The Institution and the Department provide support or counselling services to students.

According to the forecast for the next four years, the number of newly admitted students will be close to 150 per year, while the number of faculty members (if they do not become announcements of new positions) will be reduced to 16. Conversely, under the same conditions, the number of EDIP and ETEP members will remain stable (EDIP members: 4, ETEP members: 2).

Equipment

The Department has satisfactory equipment adequacy with more than 400 units, such as indicatively, the following are mentioned: Inverted Microscope with a digital video camera, HPLC System with N2 generator & solid phase extraction, HPLC/UV System, Enzyme-linked Immunosorbent Assay (ELISA), Flame atomic absorption system, Oven graphite & hydride device, Electronic Paramagnetic Resonance System, System Real-Time PCR Thermal Cycler, Liquid System Chromatography/Mass Spectrometry (LC/MS/MS), infrared Spectrophotometer System, Lyophilization device, Ultra-pure water production device, etc.

Financing

Most of the UP's operating expenses come from the institution's regular budget. The money covers a part of the remaining costs from the Master's Study Program (MS) and the income from the research projects managed by faculty members.

Support Services of IHU

In the Department, actions are developed, and services are provided by the following headquarters supporting services of the Foundation:

- Library Directorate and Information Centre
- Department of European and International Programs
- Internship and Career Department for Students and Graduates of Thessaloniki
- Department of Health Care, Counselling and Psychological Support

II. Analysis

The operation of the Department is focused on creating executives who will be competitive in a national and international environment and who have excellent adaptability in meeting the needs for nutritional care, prevention, and treatment. The Department of Nutritional Sciences and Dietetics is committed to implementing a quality policy corresponding to the program studies' academic profile and orientation. Also, the quality policy will define the strategic goals,

determine the means and actions to achieve the strategic objectives and apply all the indicated quality procedures, with the final aim of continuous improvement.

In the context of the unwavering commitment to quality that the Department has developed following the directions of MODIP (according to Laws 4009/2011 and 4653/2020) and in harmonization with the quality policy of IHU, the strategic and individual goals were determined quality objectives of the Undergraduate Study Program (USP), including monitoring their implementation.

The academic unit's Quality assurance policy seems to be in line with the institution's policy. It is formulated as a public statement that is implemented by all stakeholders. It focuses on achieving special goals related to the quality assurance of the study programmes offered by the Department of Medicine.

The USP provides a website in Greek and English for the pursuit of learning outcomes and qualifications by the European and National Qualifications Framework for Higher Education: <https://nutr.ihu.gr/en/>.

The QP statement of the Department of Nutritional Sciences and Dietetics of the International University of Greece includes commitments to implement a quality policy to promote the academic profile, the orientation of the undergraduate study programme Nutritional Sciences and Dietetics, and the purpose and field of study.

The Department of Nutritional Sciences and Dietetics of the International University of Greece demonstrates a good capacity for actively involved teachers with adequate qualifications for the Nutritional Sciences and Dietetics.

The Department's scientific and educational laboratories are not equally equipped according to the modules and the subject of the Program. Laboratory classes are held with a large number of students (25 more or less) working in groups of four or more. Given the number of students in the Program, more teachers and staff are needed. Resources and adequate procedures for accessing the necessary materials are also needed. However, insufficient materials may sometimes be required to carry out most of the laboratory courses and scientific work.

The permanent teaching staff represent only 50% of the total staff, and the administrative staff is also limited (two people, one of whom has health problems and is regularly absent).

III. Conclusions

The panel considers that the academic unit (Department of Nutritional Sciences and Dietetics) fulfils the requirements and commitments required for implementing the adequate education quality policy by HAHEs regulation and is entirely in line with the department's quality assurance policy and the quality objectives for undergraduate study programmes. There are satisfactory facilities, halls, and workshops are offered. It is questionable if the staff number is sufficient. The staff is competent, there is adequate space, and the curriculum is pretty comprehensive; the postgraduate studies (master's and PhD opportunities) for students are strengths. There is an active participation of the staff in the department's quality policy and generally identified.

Panel Judgement

Principle 1: Strategic planning, feasibility and sustainability of the academic unit	
a. The academic profile and the mission of the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
b. The strategy of the Institution for its academic development	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
c. The documentation of the feasibility of the operation of the department and the study programme	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
d. The documentation of the sustainability of the new department	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
e. The structure of studies	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
f. The number of admitted students	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	
g. Postgraduate studies	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Principle 1: Strategic planning, feasibility and sustainability of the academic unit (overall)	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The panel encourages all academic and administrative staff involved in the department to continue to do their utmost to ensure the continued quality of education provided in this USP.
- The panel strongly recommends describing the assurance of quality control and constant striving as necessary to maintain and improve the quality of education. It also remembers that quality improvement is not a one-time task but a continuous process that requires our dedication and commitment.
- More teaching and administrative staff are required for educational and scientific projects, either permanently or through other means (PhD internship programs, contract staff programs, etc.).

Principle 2: Quality Assurance Policy of the Institution and the Academic Unit

The Institution should have in place an accredited Internal Quality Assurance System, and should formulate and apply a Quality Assurance Policy, which is part of its strategy, specialises in the operation of the new academic units and the new study programmes, and is accompanied by annual quality assurance goals for the continuous development and improvement of the academic units and the study programmes.

The quality assurance policy of the Institution must be formulated in the form of a published statement, which is implemented by all stakeholders. It focuses on the achievement of special annual quality goals related to the quality assurance of the new study programme offered by the academic unit. In order to implement this policy, the Institution, among others, commits itself to put into practice quality procedures that will demonstrate: the adequacy and quality of the academic unit's resources; the suitability of the structure and organisation of the curriculum; the appropriateness of the qualifications of the teaching staff; the quality of support services of the academic unit and its staffing with appropriate administrative personnel. The Institution also commits itself to conduct an annual internal evaluation of the new undergraduate programme (UGP), realised by the Internal Evaluation Group (IEG) in collaboration with the Quality Assurance Unit (QAU) of the Institution.

The quality assurance policy of the academic unit includes its commitment to implement quality procedures that will demonstrate: a) the adequacy of the structure and organisation of the curriculum, b) the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education, c) the promotion of the quality and effectiveness of the teaching work, d) the adequacy of the qualifications of the teaching staff, e) the promotion of the quality and quantity of the research work of the members of the academic unit, f) the ways of linking teaching with research, g) the level of demand for graduates' qualifications in the labour market, h) the quality of support services, such as administration, libraries and student care, i) the implementation of an annual review and audit of the quality assurance system of the UGP through the cooperation of the Internal Evaluation Group (IEG) with the Quality Assurance Unit (QAU) of the Institution.

Relevant documentation

- Revised Quality Assurance Policy of the Institution
- Quality Assurance Policy of the academic unit
- Quality target setting of the Institution and the academic unit (utilising the S.M.A.R.T. methodology)

Study Programme Compliance

I. Findings

The USP has been revised at least five (5) times since the establishment of the Department (B.1 §3.2). The integration of new knowledge into the USP took place (B.1 §3.2) with the study (comparative evaluation of relevant PPAs at an international level) and the submission of opinions and proposals in the context of special discussions organized in the sectors and in the appropriate committees (EPS, OMEA, etc.) with the participation of faculty members in the work of EFAD and the European university network apart from EFAD, for the formulation of actions on nutrition and the design of USP and PSP for European Nutritionists from interviews with graduates with work experience in a wide range of workplaces.

The research experience of faculty members in European and national research programs, through which developments and knowledge requirements in nutritionists' research and professional fields are monitored from the students' internship evaluation reports.

II. Analysis

The IHU, through the Internal Quality Assurance System, has created all the conditions and adopted the procedures for evaluating and improving quality, covering all relevant functions and actions of the University. The Internal Quality Assurance System acts within the framework of the mission and responsibilities of the Quality Assurance Unit (MODIP).

The Department, in collaboration with the Quality Assurance Unit (QAU), harmonizes the Quality Policy of the Undergraduate Study Program with the Quality Policy of IHU.

The Department of Nutritional Sciences and Dietetics has as its primary mission the optimum training to train scientists with specialist knowledge on protection and promoting public health through nutrition. The Department offers a modern (post from constant reshaping) curriculum with modules covering cognitive fields, such as:

1. The effect of nutrition on health promotion.
2. The value and role of food in proper nutrition and health.
3. Planning and provision of nutritional counselling and treatment.
4. Community awareness interventions.

The Department's operation focuses on creating executives who will be competitive in a national and international environment and highly adaptable to nutritional care, prevention, and treatment needs. The primary pursuits of the Department are excellence in education and research, internationalization, and the connection of the curriculum with the needs of the economy, including entrepreneurship, sustainability, and innovation.

The training content (a) is aligned with international standards. The International University of Greece, with the national directions and principles of higher education and with international trends, (b) ensures high-quality teaching and research in a modern environment that encourages creativity, (c) supports its self-activity, enhances critical thinking and creates a strong foundation in the fundamentals sciences and the science of nutrition and dietetics, with lectures, laboratory practice and increased use of modern technologies and teaching methods, (d) creates a new generation of dietitians-nutritionists with full qualifications and state-of-the-art issue skills; (e) seeks and strengthens cooperation with market players (businesses, productive bodies, industry organizations) through research and innovation.

The Department of Nutritional Sciences and Dietetics is committed to implementing a quality policy that corresponds to the academic character and orientation of the study program. The quality policy will also define the strategic objectives, determine the means and actions through which the strategic goals will be achieved, and implement all the appropriate quality procedures, with the final aim of continuous improvement.

The Department of Nutritional Sciences and Dietetics is committed to developing actions and implementing quality procedures that will demonstrate the following:

- that it has the appropriate structure and organization of the curriculum,
- that it pursues learning outcomes and qualifications for its graduates aligned with the National and European Higher Qualifications Framework education,
- that it ensures the scientific adequacy and the quality of teaching and research work of the members of the Department,

- that it strengthens the connection between teaching and research, that it ensures that graduates' qualifications meet their needs in the changing labour market,
- that it ensures the provision of support services to those taught with completeness and quality and in complete adequacy (administrative, library, structures career, feeding, housing, psychosocial support, etc.),
- that it performs the annual review and internal audit of the system quality assurance of the curriculum with its constructive cooperation OMEA with the MO.DI.P of IHU.

The quality policy is posted on the Department's website and is publicized to first-year students on their welcome day.

The Department is an active member of the EFAD-Education Association Members (Network Collaborating University Institutions of the European Association of Dietitians), a network of Universities with study programs in nutrition and dietetics from all over Europe. The aim of this network is to cooperate for the formation of curricula that will effectively respond to the needs of the labour market at an international level.

The Department communicates the quality policy through informational actions in KPE (speeches to Secondary Education schools, local government services, People's University, etc.), conferences, seminars, and all kinds of presentations to attract students and highly qualified scientists (e.g., for post-doctoral research, teaching at the USP and PSP).

Also, interventions are made every year for secondary school students to promote the objects and importance of the science of dieticians and nutritionists and attract students.

The quality assurance procedures are recorded in its Quality Manual. IHU is applied at the department level with the required specialization on a case-by-case basis. All quality assurance procedures are subject to annual inspection and review by the Department's OMEA.

For the above, all parties involved (students, academic, and administrative staff) are informed via e-mail. Additionally, in line with the USP (Nutritional Sciences and Dietetics) quality policy, the necessary information is shared on the University's website. It's important to note that this information may require some reconstruction as part of continuous efforts to enhance communication.

III. Conclusions

- The Institution has developed the correct methods for establishing the necessary committees for internal evaluation and continuous improvement.
- The department actively communicates the quality policy through a series of well-planned and executed informational actions. As an institution, it appropriately includes students' opinions through the correct resolution methods.
- Students, academic, and administrative staff are informed via e-mail. The necessary information is shared on the University's website, which may require reconstruction as part of continuous efforts to enhance communication.

Panel Judgement

Principle 2: Quality assurance policy of the Institution and the academic unit	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The Department of Nutritional Sciences and Dietetics is committed to implementing a quality policy that corresponds to the academic character and orientation of the study program. It also defines the strategic objectives, determines the means and actions to achieve them, and implements all the appropriate quality procedures, with the ultimate goal of continuous improvement.
- The questionnaire provided to students for program evaluation should be revised.
- Given the significant number of students, the introduction of focus groups would be a more efficient and valuable approach. These groups would provide a platform to discuss the issues of the USP and enhance the educational experience.

Principle 3: Design, Approval and Monitoring of the Quality of the New Undergraduate Programmes

Institutions should design the new undergraduate programmes following a defined written process, which will involve the participants, information sources and the approval committees for the programme. The objectives, the expected learning outcomes, the intended professional qualifications and the ways to achieve them are set out in the programme design. The above details, as well as information on the programme's structure, are published in the Student Guide.

The Institutions develop their new undergraduate study programmes, following a well-defined procedure. The academic profile, the identity and orientation of the programme, the objectives, the subject areas, the structure and organisation, the expected learning outcomes and the intended professional qualifications according to the European and National Qualifications Framework for Higher Education are described at this stage. An important new element in the structure of the programmes is the introduction of courses for the acquisition of digital skills. The above components should be taken into consideration and constitute the subject of the programme design, which, among other things, should include: elements of the Institution's strategy, labour market data and employment prospects of graduates, smooth progression of students throughout the stages of the programme, the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS), the option of providing work experience to the students, the linking of teaching and research, the international experience in study programmes of similar disciplines, the relevant regulatory framework, and the official procedure for the approval of the programme by the Institution.

The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Quality Assurance Unit (QAU).

Relevant documentation

- Senate decision for the establishment of the UGP
- Curriculum structure: courses, course categories (including courses for the acquisition of digital skills), ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities.
- Labour market data regarding the employment of graduates, international experience in a related scientific field.
- Student Guide
- Course outlines
- Teaching staff (list of areas of specialisation, its relation to the courses taught, employment relationship)
- QAU minutes for the internal evaluation of the new study programme and its compliance with the Standards

Study Programme Compliance

I. Findings

The Department of Nutritional Sciences and Dietetics (DNSD) (initially founded in 1985 as the Department of Nutrition of the T.E.I. of Thessaloniki) is part of the School of Health Sciences of the International Hellenic University, established in 2019 (ΦΕΚ 70/A/07.05.2019) offering a four-year program of undergraduate studies. Parallel to the present program, the Department runs two old T.E.I programs. (Nutrition and Cosmetology) along with two Graduate programs: a. Nutrition and Dietetics and b. Cosmetology.

The curriculum of the Department was based on the curriculum of the T.E.I. department (which has undergone five times reforms and improvements) and enriched with new subject courses aiming to provide graduates with the necessary academic education and specialized knowledge at the university level to be able to pursue careers in the field of health protection and promotion based on nutrition and dietetics. The latest reform of the curriculum was made possible based on the active participation of the teaching staff, the suggestions of alumni and external stakeholders, as well as on the European university associations, the Greek Union of Dietitians and the EFAD Education Association Members guidelines.

The core of the curriculum consists of courses related to human nutrition and metabolism, biochemistry, microbiology, and toxicology, as well as a score of other related and supportive courses that provide graduates with the required skills for preventing and promoting health. The minimum duration of the studies needed to obtain a degree from the Department is eight semesters, including a 5-month practical training (in two steps -2 months in private enterprises and three months in hospitals/clinics) and a thesis (optional).

The program consists of 240 ECTS, with the first seven semesters each of 30 ECTS, whereas the eighth semester includes practical training (15 ECTS) and/or the thesis (9 ECTS).

The DNSD comprises 15 teaching staff, 4 EDIPs, 4 Academic assistants, 1 ETEP, and two administrative staff.

The Department's facilities include one amphitheatre, four teaching rooms, 18 laboratories (10 for teaching and 8 for research), and ten offices for the teaching and technical staff.

The Department aligns with the strategic goals of the Hellenic International University, focusing on promoting students' education and training in human health issues. It collaborates with national and international organizations on educational and research projects and supports scientific knowledge with research and publications. The reviewed staff members stated that research results are incorporated into their teaching.

Stakeholders were positive regarding the knowledge and abilities of graduates, as stated during the interviews. They also commented on the close and fruitful collaborations with the Department's staff.

II. Analysis

The department's Study guide was found to be comprehensive enough, including relevant and valuable information about the study program, the academic staff and their fields of specialization, the student opportunities for mobility (ERASMUS), the course outlines, the learning outcomes, and the student obligations (practical training and thesis).

Along with the other four departments of similar orientation in Greece, the Department offers a comprehensive study program. Since its foundation as a T.E.I. department, the Department was the first to have its graduates' professional rights recognized and regulated. The employment prospects of the DNSD graduates were entirely satisfactory.

III. Conclusion

The design of the Department program is rational and complete, complying with the standards set by educational and vocational agencies and has been approved by MODIP. Courses for the acquisition of digital skills for the graduates were not documented. The Panel has found that the Department fully complies with Principle 3 as most of the components of the principle have been met.

Panel Judgement

Principle 3: Design, approval and monitoring of the quality of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- It is recommended that the Department further seek substantial collaborations with other Departments with similar study programs from domestic and foreign universities to enrich their curriculum. This will help to meet the demands for excellence and enhance the department's reputation.
- The development of courses that will provide students with modern digital skills relevant to their courses.
- Contact with stakeholders and alumni should be more organized, and their input and suggestions should be considered when changes to the curriculum are designed.

Principle 4: Student-centred Approach in Learning, Teaching and Assessment of Students

The academic unit should ensure that the new undergraduate programmes are delivered in a way that encourages students to take an active role in creating the learning process. The assessment methods should reflect this approach.

In the implementation of student-centered learning and teaching, the academic unit:

- ✓ *respects and attends to the diversity of students and their needs, enabling flexible learning paths*
- ✓ *considers and uses different modes of delivery where appropriate*
- ✓ *flexibly uses a variety of pedagogical methods*
- ✓ *regularly evaluates and adjusts the modes of delivery and application of pedagogical methods aiming at improvement*
- ✓ *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- ✓ *reinforces the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- ✓ *promotes mutual respect in the student-teacher relationship*
- ✓ *applies appropriate procedures for dealing with students' complaints*

Relevant documentation

- *Questionnaires for assessment by the students*
- *Regulation for dealing with students' complaints and appeals*
- *Regulation for the function of the academic advisor*
- *Reference to the planned teaching modes and assessment methods*

Study Programme Compliance

I. Findings

According to information provided by the EEAP, PowerPoint and oral presentations are used as teaching methods, including students' completion of homework assignments in some courses. Online platforms such as Moodle e-class and the internet are incorporated into coursework. The learning objectives of each course and the expected results are communicated to the students during the initial session of each course. The study guide is available to students on the Department's website. The Department reports that the allocation of ECTS and course workload is based on the principles of the Bologna Process and the European Higher Education Area Framework. Student performance is evaluated using a variety of methods of assessment, such as exams, projects, literature reviews, and laboratory work. Student engagement happens in person, via email, and scheduled Zoom meetings. Students provide feedback about the courses using electronic questionnaires. The Department reports that the outcomes are presented to the students by OMEA and used by the Study Programme committee, which evaluates the data and recommends corrective and improving interventions in the USP for approval by the Department Assembly.

Course exams are conducted in two (2) exam periods per semester on predetermined dates established at the beginning of the semester. Students inform faculty and instructors of their

courses and whether they require alternative evaluation methods. Students have electronic access to search engines and research journals through the library.

Two secretaries serve students' needs in the Department. In 2021-2022, the Department implemented regulations for managing student complaints and objections regarding educational and administrative services, and a Student Advocate is provided by law to mediate when needed between students and professors or administrative services.

II. Analysis

Various teaching and assessment methods are used based on information noted in syllabi. Courses are well-organised by semester and year, and the programme expectations are clear. The language used to communicate, teaching methods and assessments of the syllabi are consistent across courses. The language used to communicate the learning objectives needs to reflect the levels of the European Qualifications Framework. Teaching methods used in the Department vary depending on the type of course (practical versus theory-based). Faculty, who play a crucial role in our program, report that they engage students in research through the classes and depending on the students' interests. The faculty shared that twenty-one (21) publications were produced based on students' theses from 2021 until today. Students reported limited faculty availability for research projects. Students select their internship experiences during the last semester. Students have the option to participate in the ERASMUS exchange programme.

Class attendance is variable across courses. Students express a preference for more project-based learning. Based on an analysis of course syllabi, out of the total of 56 classes listed, six (6) include "targeted questions", "discussion", or student "presentations" as a method of instruction; fifty-five (55) of the courses listed include "analysis of the literature"; and (53) include some "project" or "lab". Finally, five (5) of the courses have content related to research.

At the start of each academic year, informational meetings for the incoming students are held in the Department to share relevant information with students regarding the programme. Students did not appear aware of the crucial role of an academic advisor or informed of the responsibilities of an academic advisor. The academic advisor, who is a key figure in our students' academic journey, plays a vital role in guiding and supporting them.

Students did not appear aware of any provisions in place for shaping, supplementing, or accommodating the learning experience for students with special needs, learning difficulties, and other constraints or a system specifying the type of testing accommodations needed for students who require special accommodations. It is suggested that all faculty and staff be acquainted with the systems to serve better students who require accommodations, such as classroom access, testing accommodations, or other accommodations as needed. Facilities' accessibility to students with mobility disabilities was reported to be adequate. Students report that currently, there are no students with mobility disabilities in the program, and the restroom for people with mobility disabilities remains locked.

Given the ever-changing demographics in the country and student body, as well as the international character of the program, it is recommended that the Department create a

diversity statement. The diversity statement should be available online for all students to access in Greek and English.

Students can access a library, dorms, health, counselling and psychological support services. Nevertheless, the hours of operation are restricted (the library closes at 3 PM). The students have access to various databases and can access materials online.

There is a formal procedure in place in the Department for filing complaints. Students should have appeared aware of the process or other university services if they had difficulty.

Course and teaching assessments are completed regularly to assess student satisfaction with the course content and mode of delivery, including instructor strengths and shortcomings and student engagement. This process accumulates a plethora of information and student feedback. For 2021-2022, regarding the theoretical courses, the highest average scores are reported for the categories Projects and Faculty (7.93-8.07), whereas the lowest for Student Engagement (6.46-6.54). Regarding the practical courses, the highest average scores are reported for Faculty and Students (8.29-8.33), whereas the lowest for Facilities (6.37-6.67). The average course evaluations for courses in the Department are not posted on the Department's website, and the students report no access to them. The data from the course evaluations can serve as comparative data for the individual courses.

III. Conclusions

The Department makes efforts towards student-centred approaches in teaching and student assessment. These efforts have a positive effect on student learning. However, several factors impact the consistency and effectiveness of students' knowledge and internships, such as the facilities and unequal equipment of laboratories, limited student engagement in the theoretical courses, lack of access to an academic advisor, lack of student awareness of and access to resources for student support or regulations for formal complaints, limited opportunities for research, and restricted time for internships.

Panel Judgement

Principle 4: Student-centred approach in learning, teaching and assessment of students	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- Students should be connected to an academic advisor and informed about its function.
- Students should be oriented to all student support services available at the beginning of the program and to the procedure for filing complaints.
- Interactive components in individual courses should be increased across theoretical courses during class sessions to foster student-centred learning opportunities, including group activities during classes for which students earn a grade to increase attendance rates.
- A summary of the most recent course evaluations should be posted on the Department's website.
- There should be a system developed to formally identify and evaluate students who have learning challenges or require accommodations to facilitate their learning and successful programme completion.
- The learning objectives should be listed in a consistent way across courses, using Bloom's Taxonomy, and specifying the European Qualifications Framework levels for each learning objective.
- Opportunities for student engagement in research projects should be increased.
- The department should have a diversity statement, which will include specific language regarding the Department's mission, vision, and procedures to advance excellence in diversity, inclusion, and equity in all courses, research, and clinical practical training.

Principle 5: Student Admission, Progression, Recognition of Academic Qualifications and Award of Degrees and Certificates of Competence of the New Study Programmes

Academic units should develop and apply published regulations addressing all aspects and phases of studies of the programme (admission, progression, recognition and degree award).

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- ✓ *the registration procedure of the admitted students and the necessary documents - according to the law - and the support of the newly admitted students*
- ✓ *student rights and obligations, and monitoring of student progression*
- ✓ *internship issues, granting of scholarships*
- ✓ *the procedures and terms for writing the thesis (diploma or degree)*
- ✓ *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and assurance of the progress of students in their studies*

as well as

- ✓ *the terms and conditions for enhancing student mobility*

Appropriate recognition procedures rely on relevant academic practice for recognition of credits among various European academic departments and Institutions in line with the principles of the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Graduation represents the culmination of the students' study period. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes, and the context, level, content and status of the studies that were pursued and successfully completed (Diploma Supplement).

All the above must be made public within the context of the Student Guide.

Relevant documentation

- *Internal regulation for the operation of the new study programme*
- *Regulation of studies, internship, mobility and student assignments*
- *Printed Diploma Supplement*

Certificate from the President of the academic unit that the diploma supplement is awarded to all graduates without exception together with the degree or the certificate of completion of studies

Study Programme Compliance

I. Findings

According to the Department, at the start of each academic year, there are informational sessions for incoming students and the Department shares relevant information about the programme with students. Students also receive relevant information via email. Student progress is monitored through exams, projects, and their externship. The Department reports that there are merit scholarships for students, IKY scholarships, scholarships for doctoral studies, and scholarships for participation in the ERASMUS program. Students also have the

possibility to continue into a Master and/or Ph.D. program which is a strength of the department.

Regarding the mobility of undergraduate students in the Department, students participate in the student exchange programme in accordance with the regulations of the ERASMUS programme for their academic education. Students are encouraged to participate in the ERASMUS programme, and assistance is provided for those who are interested in taking advantage of it. The credit transfer system (ECTS) is used to match the teaching units for the courses taught in the two institutions. The "Diploma Supplement" is issued by the Department in both Greek and English.

The thesis requirement is one of the two options for completing the study programme. Alternatively, students can complete three elective courses instead of completing a thesis. This thesis handbook is used for all the theses completed; it provides information and guidelines and is posted on the Department's website. Courses like "Research Methodology", "Introduction to Biostatistics" and "Deontology and Ethics" provide additional support for students' thesis work.

Based on the documentation provided to the EEAP regarding the internships, students complete them in their last term after completing all the required courses. The internship includes two (2) months in the Community or Food Business and three (3) months in Hospitals/Clinics.

According to the Department, the employment agency supervisor and an academic supervisor are responsible for monitoring each student's progress during the last semester of the program. Both the employment agency supervisor and the educational supervisor draw up a progress report together to evaluate the student's practical training.

II. Analysis

Students informed the EEAP during the site visit that they were aware of the programme structure. However, they needed to be made aware of services available to them in case of difficulties they might encounter or of any academic advisor. Regarding student progress monitoring, information is outlined on each syllabus, and a variety of activities are listed that students must complete in courses. Based on the syllabi, thirty-four (34) out of the (56) courses reported include some project as part of student examination, and it is evident that the primary method of assessment is one final exam on average for approximately 70% to 80% of the courses in the programme on which the final grade is assigned. Student mobility through the ERASMUS programme is encouraged, and detailed information is posted on the Department's website. During 2022-2023, nine (9) students participated in the ERASMUS program, and two (2) students from abroad were hosted.

Practical training is a valuable part of the programme for acquiring clinical and job-specific skills. According to information provided to the EEAP by faculty and stakeholders during the site visit, the two (2) and three (3) month internships seemed insufficient to them. They expressed that they preferred the old programme at TEI requirement regarding the former full six (6) month internship, which provided sufficient time in a particular setting. Based on

stakeholders and faculty, all students can complete their required internship. Students in the 4th year of studies did not participate in the interviews, so the EEAP could not obtain information about this process and their perspectives on clinical experiences.

Supervisor reports have highlighted the need for more clinical hours to enhance the clinical practicum experiences, a key component of the program. The Department has made commendable efforts to recruit stakeholders to sponsor and mentor students for their clinical practicum experiences. It is encouraging to note that stakeholders have expressed interest in expanding collaborations with the Department to support specific business needs and engage students and faculty in long-term projects, underscoring their integral role in the program's success.

The Department requires additional resources or some form of organizational restructuring to better cater to the students' clinical practical training needs. This crucial aspect needs immediate attention to ensure the program's continued growth and success.

III. Conclusion

The Department has developed regulations that address aspects and phases of admission, progression, recognition, and degree award procedures, and students are aware of them. However, the clinical practicum training component of the programme seems compromised, particularly concerning the amount of time per setting. The timeline and allocation of funds for internships impacts the current organisational structure and allocation of resources.

Panel Judgement

Principle 5: Student admission, progression, recognition of academic qualifications, and award of degrees and certificates of competence of the new study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- The Department should enhance its efforts for extroversion by expanding its partnerships with community stakeholders to provide more internship opportunities.
- The Department should make concerted efforts to identify additional sources for external funding.
- The Department should implement the use of academic advisors for all students.

Principle 6: Ensuring the Competence and High Quality of the Teaching Staff of the New Undergraduate Study Programmes

Institutions should assure themselves of the competence, the level of knowledge and skills of the teaching staff of the academic units, and apply fair and transparent processes for their recruitment, training and further development.

The Institution should attend to the adequacy of the teaching staff of the academic unit, the appropriate staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, the fair and objective recruitment process, the high research performance, the training – development, the staff development policy (including participation in mobility schemes, conferences and educational leaves- as mandated by law).

More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff members (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Relevant documentation

- Procedures and criteria for teaching staff recruitment
- Regulations or employment contracts, and obligations of the teaching staff
- Policy for staff recruitment, support and development
- Performance of the teaching staff in scientific-research and teaching work, also based on internationally recognised systems of scientific evaluation (e.g., Google Scholar, Scopus, etc.)

Study Programme Compliance

I. Findings

The process of selecting new faculty members is set by law and is followed by the Department. The General Departmental Assembly initiates the hiring process after defining a specific area of expertise for prospective candidates. Internal and external evaluators are assembled, and approval is obtained by the university administration, followed by an advertisement for the position. The final committee is composed using the national APELLA system of electors. The main criteria for appointment to the advertised position require that the candidate's expertise match the job description, including proof of previous research achievements.

There are currently 14 regular (tenured or tenure track) faculty members, comprised of six (6) full professors, three (3) associate professors, and five (5) assistant professors. The current number of faculty members compared to the total number of students results in a student-to-faculty ratio of about 42 to one.

Teaching effectiveness is evaluated through course evaluation questionnaires supplied, which students complete for each course at the end of the semester. The questionnaire comprises

85 questions for theoretical classes and 65 for practical courses. The students are asked to rate each question from 1 to 5. The evaluation data is analysed aggregated, per course and teacher and becomes known only to the teacher of each course. However, the data remains at the disposal of OMEA members and the President. The results of the teachers' evaluation by the students are considered in the development of teaching staff.

In 2021-2022, for practical courses, the rates of attending students successfully completing the courses ranged from 56.9% - 100% (mean = 84%; standard deviation = 12.3%). For theoretical courses, the rates of students successfully completing the courses ranged from 25.7% - 100% (mean= 81.8%; standard deviation = 20.6%). The average grade was 7.19 out of 10, and most of the students completed the 4-year program in 7 years (33.3%) or more than 7 years (28.6%). In the interval 2014-2022 a total of 45.6% of the students completed the 4-year program in 7 years or more than 7 years.

Based on information in the report (B.23), 33 faculty members published 1023 manuscripts in peer-reviewed journals until 2021, corresponding to approximately 31 publications per faculty member. Regarding the current 14 regular (tenured or tenure track) faculty members, the average is estimated to be approximately 49 publications per faculty member until 2021. In 2021-2023, 7 faculty members participated in Erasmus.

II. Analysis

The Department has made a valiant effort to hire and help develop capable faculty. The process of selecting new faculty members is set by law and is followed by the Department. Most faculty members participate in research activities and present high productivity when publishing research manuscripts related to this field. In some cases, the CVs are not available online. Based on CVs available online, seven (7) out of fourteen (14) faculty specify their publications in peer-reviewed journals.

The ratio of faculty members trained in Nutritional Sciences and Dietetics to all faculty is approximately 13% (2 out of 14 regular faculty) and, assuming new hires, should be increased. Regarding the teaching evaluations, the student questionnaires provide feedback and information for the Department to adjust methods and content when appropriate. No descriptors for the ratings are provided in the sample questionnaire, and the number of questions is large (85 for theoretical courses and 65 for practical classes). Shorter questionnaires might increase student participation and will improve the amount and quality of student feedback faculty receive. In addition, the students are not given space for written overall comments on any aspect of the course on the questionnaire.

III. Conclusions

The Department has made a valiant effort to hire and help develop capable faculty.

Panel Judgement

Principle 6: Ensuring the competence and high quality of the teaching staff of the new undergraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The ratio of faculty members trained in Nutritional Sciences and Dietetics to all faculty should be increased.
- All faculty members should provide their updated CVs on the website specifying their peer reviewed publications.
- The average number of publications in peer-reviewed journals per faculty member should also be reported by year to evaluate changes in productivity.
- It is recommended that the student questionnaires be shortened, and that space be provided for written overall comments on aspects of the class that were most helpful, aspects of the class that were least helpful, and how the students can apply the information learned.

Principle 7: Learning Resources and Student Support of the New Undergraduate Programmes

Institutions should have adequate funding to meet the needs for the operation of the academic unit and the new study programme as well as the means to cover all their teaching and learning needs. They should -on the one hand- provide satisfactory infrastructure and services for learning and student support and -on the other hand- facilitate direct access to them by establishing internal rules to this end (e.g., lecture rooms, laboratories, libraries, networks, boarding, career and social policy services, etc.).

Institutions and their academic units must have sufficient resources, on a planned and long-term basis, to support learning and academic activity in general, in order to offer students the best possible level of studies. The above means include facilities such as, the necessary general and specific libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, information and communication services, support and counselling services. When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. Students should be informed about all available services. In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Relevant documentation

- Detailed description of the infrastructure and services made available by the Institution to the academic unit to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding specific commitment of the Institution to financially cover these infrastructure-services from state or other resources
- Administrative support staff of the new undergraduate programme (job descriptions, qualifications and responsibilities)
- Informative / promotional material given to students with reference to the available services

Study Programme Compliance

I. Findings

After the merging of the two distinct Departments of Nutrition Science and Dietetics and Cosmetology, the Department of Nutritional Sciences and Dietetics (NSD) performs theoretical and laboratory classes of the USP in four different buildings in the campus.

As far as the theoretical classes is concerned, they are taking place in one amphitheatre of more than 150 seats and three other large lecture classes which can host about 100 students. All of them are quite well equipped with the necessary digital devices and equipment for lessons delivery.

According to the video and photos submitted there is a great number of laboratories based in different floors and buildings. Ten of them are used for the conduction of the laboratory classes, they can accommodate a quite large number of students and they are equipped with

the necessary infrastructure and equipment for the assigned laboratory exercises (consumables, reagents, electrical appliances, water and electrical supply, special devices, etc.). There are also eight laboratories that are dedicated to the Department's research activities and projects. There is a versatile type of instruments in place in these laboratories depending on the research nature and needs.

There is a library common and accessible for all the students at the University. According to the students interviewed, the books, journals and periodicals are up to date and the working space is equipped with all the necessary infrastructure, such as proper electrical, digital and network access, that can fulfil their studying and research needs.

There was no audio and/or visual possibility to the dormitories of the University.

There is an academic advisor assigned to every student available to address his/her needs.

The established Hellenic Union of Nutritionist-Dietitians is one of the two legal entities representing Dietitians in Greece that supports graduates, promotes the rights of their profession and cooperates with the Academic Department. The graduates from the specific Department acquire the Licence of their profession according to Ministerial Acts and Laws and they are fully eligible of acting as Nutritionists-Dietitians.

The USP is being revised according to all the most current specifications and specific guidelines of the European Federation of the Associations of Dietitians (EFAD) which is the common network point of National entities like the aforementioned Union protecting and promoting professional rights.

The administrative staff of the Department is engaged in all the academic activities and is trying to meet all the necessary student needs and respond to their queries and applications. The career office is available for all the undergraduates and is holding information days for professional or academic activities (job days, Erasmus, etc.).

II. Analysis

Although the number of the existing laboratories seem to cover the needs for the conduction of the laboratory classes and the research projects, there should not have been done lately any renovation of the basic infrastructure. Moreover, many of the basic general laboratory equipment seemed to be outdated. In some cases, there are research labs where there was little space for the personnel to work and operate. After the merging of the two Departments there are still some laboratories which are under serious construction. According to interviewers there is also a common interest from a private scheme to support the construction of a very market-oriented laboratory in the Department.

According to the students interviewed the laboratory lessons are split in classes of 20-25 people where they are working in groups of four to five people per experiment. Finally, there

were not observed any separate rooms where the students can stay and remain during the completion of their research experiments.

The distance between the University campus and the main city is quite far so it is not convenient for the students to leave and return the same day. Although there is continuous and frequent connection to the main city students tend to stay in the campus until they conclude their theoretical or laboratory lessons.

The library is operating in very tight working schedule (until 3 p.m.) and is not accessible during the weekends. The opening hours of the library does not permit the students to make use of its facilities for studying or rest themselves while waiting for the lessons to start.

Dormitories, although based in the campus, without any other possible audio-visual access available and according to the students interviewed are allocated according to students' financial status but are well outdated and need a lot of renovation.

The administrative and technical staff of the Department is very limited.

More specifically the administration comprises of only two people. Much of the administration burden cannot be processed solely by the remaining administrative staff and a lot of academic or student paperwork and documentation has been forwarded to the central administration of the University.

The technical staff of the University though low in numbers as well, seem to be very well educated and well qualified. They can prepare all the necessary materials, have in place all the machinery and equipment and assist in any way for the laboratory lessons. Unfortunately, they are few, they are facing materials shortage issues and sometimes they cannot cope with the great number of students per laboratory classes. As far as the maintenance of the infrastructure, they are aware of materials shortage and other arising issues due to aging.

The academic advisor though appointed to the students is not communicated well enough since students seem to look for the most available person from the teaching staff when a problem or query arises.

The Department is well represented in the Union of Nutritionists-Dietitians. One of its members is also a member of the aforementioned EFAD network. As social and professional stakeholders are in close collaboration with the academic staff and the OMEA for the curriculum revision and update. They also operate in many cases as the intermediate body for the obligatory practical exercise of the undergraduate students in cooperation with freelancers and private clinics.

III. Conclusions

There are quite enough laboratory spaces for lessons or research, some small in size, but with infrastructure problems and outdated equipment. The shortage of reagents and materials may discontinue in some cases the laboratory lessons and promote the creation of groups larger

than normal ones. This may lead to incomplete understanding of laboratory lesson and its core issues.

The opening hours of the library cannot cover the needs of the academic personnel and students. Moreover, does not aid the students' effort to remain at the campus and attend all the theoretical and laboratory lessons. Public transport means cannot yet improve the accessibility of the campus to the city centre. All the above creates lesson attendance problems and difficulty in module scheduling for the academic staff.

The administrative and technical staff have a huge burden to handle that is well disproportionate to its number. This is one of the main reasons the students are not well informed about the advantages and benefits of participating in Erasmus programmes. Also, the "tool" of the academic advisor cannot be communicated correctly in such terms.

Dormitories have serious infrastructure problems and were not presented at all during the audiovisual visit.

Panel Judgement

Principle 7: Learning resources and student support of the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- In cases where laboratory spaces, either for lessons or research, have not been renovated infrastructure maintenance and correcting actions should be performed in order to be updated according to modern laboratory needs and to protect current equipment (electricity and water supply, networks, UPS, etc.). Study rooms during research ongoing experiments should be foreseen.
- Outdated general or more specific laboratory equipment should be gradually updated since the credibility and precision of mainly the research outcomes is solid and can only be based on the personnel and the equipment used in research experiments. Private schemes cooperation and funding can speed up such processes.
- Permanent percentage increase of funding should be purchased and set annually for the purpose of materials and consumables which are of outmost importance for such a department.
- Library operating hours should be extended to the maximum applicable including weekends. This space should attract the students and offer them the necessary facilities to study, focus and remain in the university environment as long as the lessons are conducted.
- Renovation of the current dormitories are of great importance not only for current and forthcoming students but for the commercial impact and image of the University.
- Administrative and technical staff should be procured as soon as possible in order to ease the burden of the current ones and to restore the normal operation to the Department.
- The academic advisor is a crucial tool for the students and their role should be explained and communicated properly from the first semester of their studies. Frequent contact should be established and maintained.
- The Department should show special care to Erasmus activities for incoming and outgoing students. Erasmus opportunities should be communicated in detail and promoted by the academic staff and the responsible administration unit more than once during their undergraduate studies in order to depict their importance.

Principle 8: Collection, Analysis and Use of Information for the Organisation and Operation of New Undergraduate Programmes

The Institutions and their academic units bear full responsibility for collecting, analysing and using information, aimed at the efficient management of undergraduate programmes of study and related activities, in an integrated, effective and easily accessible way.

Effective procedures for collecting and analysing information on the operation of Institutions, academic units and study programmes feed data into the internal quality assurance system. The following data is of interest: key performance indicators for the student body profile, student progression, success and drop-out rates, student satisfaction with the programme, availability of learning resources and student support. The completion of the fields of National Information System for Quality Assurance in Higher Education (NISQA) should be correct and complete with the exception of the fields that concern graduates in which a null value is registered.

Relevant documentation

- Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department and the new UGP
- Operation of an information management system for the collection of administrative data for the implementation of the programme (Students' Record)
- Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the study programme

Study Programme Compliance

I. Findings

The Department and the University have duly completed the National Information System for Quality Assurance in Higher Education (NISQA) for three subsequent academic years (2019-2022).

The same stands for the periodical/annually produced Review reports by the Internal Quality Assurance team. All the latest reports are available to the public through the University's website.

The leading information is gathered using key performance indicators, student population profiles, student progression, success and drop-out rates, student satisfaction surveys, fund-raising sources, research productivity and published work, graduation rates, and Erasmus mobility.

Data is gathered through a diverse range of University's sources and structures, such as the IHU MODIP platform, OMEA teams, ERASMUS management system, and Career Office management system, ensuring a comprehensive and multi-faceted approach to data collection.

II. Analysis

Undergraduate students' records, facts, and figures are maintained in a very detailed process. The department has all the information needed to create a personal profile for each student. There is even data concerning the department students before transitioning to the new University undergraduate programmes.

The methodologically structured student questionnaires, used for several years, have proven to be an effective tool for gathering a wealth of information about the students and the relevant academic staff involved in each module. The data they provide, while not indicating participation rates, are still valuable, whether in the form of the absolute numbers of completed satisfaction surveys per module or the mean of the grade per question. Moreover, the exhausting number of questions discourages the completion of the satisfaction surveys, especially when students have to complete them for both theoretical and grading systems. The survey only offers a little when qualitative characteristics need to be assessed.

The academic advisor was not available until recently (2022), so there is not enough data concerning satisfaction, and the information is concentrated on the templates used by this tool.

It's important to note that the Erasmus mobility data is limited to the last four years. While the students' incoming and outgoing mobility may appear low in contrast to the promising academic staff data, this reflects the data's scope and does not necessarily indicate the program's effectiveness.

Employability and career paths of graduates have yet to be available since this is a newly established Undergraduate Study Program, and the first graduates have yet to receive their degree.

III. Conclusions

Although student satisfaction surveys are rather detailed, due to the low participation, the statistical data do not provide safe and accurate conclusions that can be used and incorporated in the annual reviews and assessment of the New undergraduate Programme.

Much data has been incorporated into the Internal Review Reports and all other assessment documentation. More data is needed for the last two years of the USP operation. The USP is relatively new, so recent data would be essential for tracing weaknesses, reviewing them more efficiently, and ultimately assessing and evaluating the Programme more appropriately.

While Key Performance Indicators (KPIs) are available for three consecutive years, there are instances, such as Erasmus mobility and graduate outcomes, where specific indicators cannot be measured or do not provide added value. This is mainly due to the recent implementation of the undergraduate program, which highlights the need for a more tailored assessment approach to effectively evaluate these aspects of the Programme.

Panel Judgement

Principle 8: Collection, analysis and use of information for the organisation and operation of new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- Student satisfaction surveys should be more concise and motivational to attract the students' interest. In some questions, a more descriptive option should be offered to retrieve meaningful information.
- Graphical representation of key findings and separate indicators could offer a more representative Department overview. It would make periodic internal review and assessment of the USP easier and more targeted.
- It's crucial to transform academic advisor observations and remarks into data. This will streamline the review process and provide a more comprehensive view of student progress, which is essential for our department's improvement. The creation of an alumni association is crucial upon the first Department graduates receiving their Licence and integrating into the market. This, in collaboration with the Union of Nutritionists-Dietitians, will provide vital information to the Institution about employability and career path features, underscoring the importance of this proposal.

Principle 9: Public Information Concerning the New Undergraduate Programmes

Institutions and academic units should publish information about their teaching and academic activities in a direct and readily accessible way. The relevant information should be up-to-date, clear and objective.

Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders and the public. Therefore, Institutions and their academic units must provide information about their activities, including the new undergraduate programmes they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students. Information is also provided, to the extent possible, on graduate employment perspectives.

Relevant documentation

- *Dedicated segment on the website of the department for the promotion of the new study programme*
- *Bilingual version of the website of the academic unit with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

I. Findings

The Department of Nutritional Sciences and Dietetics has a newly designed website. It is easy to use and includes all key information (student admission, teaching staff CVs, etc.) for both the undergraduate and postgraduate programs. The website is also available in English and has a section with separate links for the internal and external evaluation results, respectively.

II. Analysis

While the website is available in English, it only includes some of the information in Greek (the study guide for the new undergraduate program, for example), which is deemed incomplete. In addition, some sections need an update, like the announcement section for the student's internship.

III. Conclusions

Though the website needs some updates, it complies with HAHE standards, and the department staff showed great interest in improving it.

Panel Judgement

Principle 9: Public information concerning the new undergraduate programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- The department should try to implement all information available in Greek into English.
- The department should try to update the sections that need improvement.
- The department could benefit from creating social media accounts to make itself more visible to the public.

Principle 10: Periodic Internal Review of the New Study Programmes

Institutions and academic units should have in place an internal quality assurance system, for the audit and annual internal review of their new programmes, so as to achieve the objectives set for them, through monitoring and amendments, with a view to continuous improvement. Any actions taken in the above context, should be communicated to all parties concerned.

Regular monitoring, review and revision of the new study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The above comprise the evaluation of: the content of the programme in the light of the latest research in the given discipline, thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of the procedures for the assessment of students; the students' expectations, needs and satisfaction in relation to the programme; the learning environment, support services, and their fitness for purpose for the programme. Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Relevant documentation

- Procedure for the re-evaluation, redefinition and updating of the curriculum
- Procedure for mitigating weaknesses and upgrading the structure of the UGP and the learning process
- Feedback processes on strategy implementation and quality targeting of the new UGP and relevant decision-making processes (students, external stakeholders)
- Results of the annual internal evaluation of the study programme by the QAU and the relevant minutes

Study Programme Compliance

I. Findings

The International Hellenic University has a quality assurance unit (MODIP), which is generally responsible for implementing quality procedures in all its departments. In addition, in the Department of Nutritional Sciences and Dietetics, an internal evaluation team (OMEA) operates to ensure that the learning environment, support services and student expectations are met. The annual internal evaluation review for the Department is composed at the end of each academic year and is submitted to MODIP. Also, the students get to fill out a self-assessment regarding each subject they attended at the end of each semester.

II. Analysis

The Department of Nutritional Sciences and Dietetics is dedicated to maintaining high standards and staying abreast of the latest advancements in the field. The Department's strategy regarding the processing of the internal evaluation report results involves:

- Constant communication between the teaching staff.
- Conversations with stakeholders and employers (EDDE, hospitals, gyms, etc.).
- An analysis of the feedback collected by the student assessments.

Moreover, the Department is proactive in incorporating new advancements in the department dietetics into the study curriculum, ensuring that students are equipped with the most relevant and current knowledge.

III. Conclusions

The internal review of the study program is a high priority for the department staff as they are amenable to holding a ceremony to announce the evaluation results to the students and inform them about the importance of the self-assessment. However, participation in these assessments is relatively low at the moment.

Panel Judgement

Principle 10: Periodic internal review of the new study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The department could implement a more user-friendly self-assessment to increase the participation of the students.
- The department should provide evidence and communicate more clearly how the information from the internal evaluation is used to implement changes in the programme.

Principle 11: Regular External Evaluation and Accreditation of the New Undergraduate Programmes

The new undergraduate study programmes should regularly undergo evaluation by panels of external experts set by HAHE, aiming at accreditation. The results of the external evaluation and accreditation are used for the continuous improvement of the Institutions, academic units and study programmes. The term of validity of the accreditation is determined by HAHE.

HAHE is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure and implemented by a panel of independent experts. HAHE grants accreditation of programmes, based on the Reports submitted by the panels, with a specific term of validity, following to which revision is required. The accreditation of the quality of the programmes acts as a means of verification of the compliance of the programme with the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Relevant documentation

- Progress report on the results from the utilisation of the recommendations of the external evaluation of the Institution and of the IQAS Accreditation Report.

Study Programme Compliance

I. Findings

- The present external evaluation of the UP of DNSD is the first of its kind. As a newly established department based on a transition law from the former TEI structure to a university department, no external evaluation has been conducted. Therefore, no determination can be made regarding whether the Department has considered recommendations from prior evaluations. However, there was a previous evaluation of the Department under the TEI status in 2012. The evaluation report conducted by a panel of experts by ADIP was provided to the panel, and it was possible to ascertain many improvements realized during the following years based on the panel's recommendations. Such improvements were the curriculum development and revisions (although some changes still have to be made), updating laboratory equipment, improving and renovating building facilities, organizing MSc programs and research outputs, utilizing new teaching methods, applying student questionnaires, etc.
- However, several issues still need improvement (staff and student mobility, student attendance, more scientific publications, etc.); others do not depend entirely on the department administration (e.g., staff recruitment).
- While a previous evaluation report is needed to ensure a comprehensive assessment of the program's evolution and improvements, the Department has taken a proactive stance. As part of the Hellenic International University, the Department has established a robust process for reviewing the findings and recommendations from future external evaluations, as outlined in the provided documentation. This demonstrates their commitment to continuous improvement and their confidence in the ability to address

any identified issues. The MODIP produced a thorough SWOT analysis presenting the strong and weak points of the UP. These findings will be used to draw an action plan with specific goals that can be monitored and lead to the anticipated improved results. The annual Internal Review of the program is a vital tool for the improvement of the Department and should be continued more intensively.

- Upon receiving the accreditation report, the OMEA of the DNSD is expected to analyse the findings and recommendations, present them to the Department's faculty, and subsequently forward them to the university's MODIP for the necessary actions to be taken.

II. Analysis

During the remote interviews the EEC had with the Chair, the OMEA, the MODIP and staff, it was clear that all were prepared well for the interviews, providing most of the asked for extra documents and indicating their commitment and willingness to achieve further development for a successful UP. The EEAP, under the limited time frame and the limitations imposed by the remotely conducted interviews, formed a generally favourable impression with some reservations due to the lack of in-person contacts and visits to the premises. It was, however, noted that some staff members participated more actively in the interviews. At the same time, the presence and participation of the Vice Rector and Chair of MODIP indicated the strong support the University administration is offering to the Department. However, the participation of students in the assigned interviews was disappointingly low.

III. Conclusions

The annual internal review reports should be continued to lead to further improvements of the new UP.

Panel Judgement

Principle 11: Regular external evaluation and accreditation of the new undergraduate programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- It is crucial for the Department to continue conducting annual internal reviews because these reviews play a vital role in assessing and improving the newly established program.
- It is the responsibility of Department policymakers to carefully consider the recommendations provided by EEAP. Those that are feasible should be seen as opportunities to improve its policies and should be incorporated without delay.

Principle 12: Monitoring the Transition from Previous Undergraduate Study Programmes to the New Ones

Institutions and academic units apply procedures for the transition from previously existing undergraduate study programmes to new ones, in order to ensure compliance with the requirements of the Standards.

Applies in cases where the department implements, in addition to the new UGPs, any pre-existing UGPs from departments of former Technological Educational Institutions (TEI) or from departments that were merged / renamed / abolished.

Institutions should implement procedures for the transition from former UGPs to new ones, in order to ensure their compliance with the requirements of the Standards. More specifically, the institution and the academic unit must have a) the necessary learning resources, b) appropriate teaching staff, c) structured curriculum (courses, ECTS, learning outcomes), d) study regulations, award of diploma and diploma supplement, and e) system of data collection and use, with particular reference to the data of the graduates of the pre-existing UGP. In this context, the Institutions and the academic units prepare a plan for the foreseen transition period of the existing UGP until its completion, the costs caused to the Institution by its operation as well as possible measures and proposals for its smooth delivery and termination. This planning includes data on the transition and subsequent progression of students in the respective new UGP of the academic unit, as well as the specific graduation forecast for students enrolled under the previous status.

Relevant documentation

- The planning of the Institution for the foreseen transition period, the operating costs and the specific measures or proposals for the smooth implementation and completion of the programme
- The study regulations, template for the degree and the diploma supplement
- Name list of teaching staff, status, subject and the course they teach / examine
- Report of Quality Assurance Unit (QAU) on the progress of the transition and the degree of completion of the programme. In the case of UGP of a former Technological Educational Institution (TEI), the report must include a specific reference to how the internship was implemented

Study Programme Compliance

I. Findings

The Department of Nutritional Sciences and Dietetics is currently running two study programs. One started in 2019 under the Law (4589/2019) abolishing the TEIs, and the first graduates will receive a university-level diploma.

The second UP program was initiated in 2012 under the TEI of Thessaloniki. Its last students enrolled in 2018, and they are expected to graduate by 2024-25 at the latest.

According to the Law above, students from the TEI are allowed to continue their studies until they fulfil their obligations and receive their degrees. Furthermore, the Law gives them the possibility that if they wish to obtain the University degree administered by the Department, they will have to attend additional courses assigned by the Department.

The Department has put in place a comprehensive support plan for the former TEI students. This plan is designed to help them complete their studies and, if they wish, obtain a new University degree. Some courses of the former UP have been carefully revised to align with the new syllabus, ensuring a smooth transition for the students.

The Department faculty has taken on the responsibility of delivering lectures to students of the preexisting TEI program, conducting examinations, and providing all the necessary support to ensure the students can successfully complete their program.

Additionally, under the Law of 2019, the TEI Department of Aesthetics and Cosmetology was incorporated into the Department, and its students follow the assigned courses until they graduate by 2025 or 2027, depending on their year of enrolment (last enrolment was in 2019).

II. Analysis

The OMEA has stated that during the transition period of the TEI students, the department took the right actions so that the last students who enrolled in 2018 would have all the support needed to complete their TEI degree or to continue with extra new courses if they wish to obtain the University degree.

III. Conclusions

Based on the findings and the discussions with OMEA staff, it was concluded that the Department did all the required actions to provide a smooth transition for the TEI students to graduation.

Panel Judgement

Principle 12: Monitoring the transition from previous undergraduate study programmes to the new ones	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Department must continue conducting annual internal reviews, which are vital in assessing and improving the newly established program.

Part C: Conclusions

I. Features of Good Practice

- The facilities, halls, and laboratories are found to be satisfactory.
- The staff, with their unwavering dedication, is considered competent, and the curriculum is pretty comprehensive.
- The programme, with its extensive resources and support, offers students unparalleled opportunities for master's and Ph.D. studies.
- Students are satisfied with the facilities and food, and there is good communication with the teachers.
- The staff's active participation in the department's quality policy is notable. Their involvement is generally identified, reflecting the Institution's commitment to maintaining high education and service standards.
- The Institution has meticulously developed and implemented the correct methods for establishing the necessary committees for internal evaluation and continuous improvement, instilling confidence in the Institution's commitment to quality.
- The department actively communicates the quality policy through well-planned and executed informational actions.
- There are well-established methods of communication among students, academics, and administrative staff.

II. Areas of Weakness

- The Department's scientific and educational laboratories are not equally equipped according to the modules and the subject of the Program.
- Laboratory classes are held with a large number of students (25 more or less) working in groups of four or more.
- The student-to-faculty ratio is high.
- The Department is operating with a significantly low number of administrative staff, which is putting a strain on the overall functioning.
- Some relevant information is either missing from the Department's website or is not current in the Greek and English versions.
- The clinical practicum training component of the programme seems compromised, particularly concerning the amount of time per setting.
- Low-class attendance for various courses.

III. Recommendations for Follow-up Actions

- Academic and administrative staff should continue efforts to ensure high-quality standards for the USP.

- Academic and administrative staff should be hired for the educational and research projects of the program.
- The questionnaire provided to students for program evaluation should be revised.
- It is recommended that the Department further seek substantial collaborations with other Departments with similar study programs from domestic and foreign universities to enrich their curriculum.
- Develop courses that will provide students with modern digital skills relevant to their courses.
- Contact with stakeholders and alums should be more organized, and their input and suggestions should be considered when changes to the curriculum are designed.
- Students should be oriented to all student support services available at the beginning of the program and to the procedure for filing complaints.
- A system should be developed to formally identify and evaluate students with learning challenges or require accommodations to facilitate their learning and successful programme completion.
- Opportunities for student engagement in research projects should be increased.
- The Department should enhance its efforts for extroversion by expanding its partnerships with community stakeholders to provide more internship opportunities.
- The Department should make concerted efforts to identify additional sources for external funding.
- The Department should implement the use of academic advisors for all students.
- The ratio of faculty members trained in Nutritional Sciences and Dietetics to all faculty should be increased.
- All faculty members should provide updated CVs on the website specifying their peer-reviewed publications.
- To evaluate changes in productivity, the average number of publications in peer-reviewed journals per faculty member should also be reported by year.
- It is recommended that the student questionnaires be shortened, and that space be provided for written overall comments on aspects of the class that were most helpful, elements of the class that were least helpful, and how the students can apply the information learned.
- Maintain and update laboratory equipment and space.
- Library operating hours, including weekends, should be extended to the maximum applicable time.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 6, 8, 10, 11, and 12.

The Principles where substantial compliance has been achieved are:

4, 5, 7, and 9.

The Principles where partial compliance has been achieved are:

None.

The Principles where failure of compliance was identified are:

None.

Overall Judgement	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. **Professor Dr Panagiotis Karanis (Chair)**
Nicosia University Medical School, Cyprus
2. **Professor Emeritus Ioannis Vlahos**
Hellenic Mediterranean University, Heraklion, Greece
3. **Assoc. Prof. Maria Kapantzoglou**
Portland State University, Portland, Oregon, United States of America
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