



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Α Δ Ι Π
ΑΡΧΗ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ
ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΣΤΗΝ ΑΝΩΤΑΤΗ ΕΚΠΑΙΔΕΥΣΗ

HELLENIC REPUBLIC
HQA
HELLENIC QUALITY ASSURANCE
AND ACCREDITATION AGENCY

Accreditation Report
for the Undergraduate Study Programme of
Nutrition and Dietetics

Harokopio University of Athens

April 20, 2019

ΑΡΙΣΤΕΙΔΟΥ 1 & ΕΥΡΙΠΙΔΟΥ, 105 59 ΑΘΗΝΑ
Τηλ.: +30 210 9220944, FAX: +30 210 9220143
Ηλ. Ταχ.: adipsecretariat@hqa.gr Ιστότοπος: <http://www.hqa.gr>

1, ARISTIDOU ST., 105 59 ATHENS, GREECE
Tel.: +30 210 9220944, Fax: +30 210 9220143
Email: adipsecretariat@hqa.gr Website: www.hqa.gr



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Ταμείο Ταμπλιέ

Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HQA to undertake the review of the Undergraduate Study Programme of **Nutrition and Dietetics** of the **Harokopio University of Athens** for the purposes of granting accreditation

TABLE OF CONTENTS

Part A: Background and Context of the Review	4
I. The Accreditation Panel	4
II. Review Procedure and Documentation	5
III. Study Programme Profile	7
Part B: Compliance with the Principles	8
Principle 1: Academic Unit Policy for Quality Assurance.....	8
Principle 2: Design and Approval of Programmes	10
Principle 3: Student-centred Learning, Teaching and Assessment.....	12
Principle 4: Student Admission, Progression, Recognition and Certification	15
Principle 5: Teaching Staff	17
Principle 6: Learning Resources and Student Support	19
Principle 7: Information Management	21
Principle 8: Public Information	23
Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	24
Principle 10: Regular External Evaluation of Undergraduate Programmes.....	25
Part C: Conclusions	26
I. Features of Good Practice	26
II. Areas of Weakness	26
III. Recommendations for Follow-up Actions	27
IV. Summary & Overall Assessment	28

PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I. The Accreditation Panel

The Panel responsible for the Accreditation Review of the Undergraduate Study Programme of **Nutrition and Dietetics** of the **Harokopio University** comprised of the following three (3) members, drawn from the HQA Register, in accordance with the Law 4009/2011:

1. Professor Emeritus **Ioannis Vlahos** (Chair)
Technological Educational Institute of Crete, Heraklion, Greece

2. Associate Professor **George Manganaris**
Cyprus University of Technology, Lemesos, Cyprus

3. Associate Professor **Nikos Mavroudis**
University of Reading, Reading, United Kingdom

II. Review Procedure and Documentation

The Accreditation Panel (AP) members, Professor Ioannis Vlahos and Associate Professor George Manganaris met at the Headquarters of the Hellenic Quality Assurance (HQA) in Athens on April 15, 2019, and were briefed about the HQA mission and guidelines of the study program accreditation. Associate Professor Nikos Mavroudis was unable to attend due to a last minute illness that prohibited him to travel to Greece from the UK. The HQA was notified in the morning of April 15, about this sudden situation and it was decided that the site visit would be realized by the two present committee members and Dr. Mavroudis would provide his feedback and contribute to the final accreditation report as a distant member, since he has been provided and is aware of all documentation from the Department of Nutrition and Dietetics. The members of the AP, prior to the visit at Harokopio University of Athens (HUA), discussed the specifics of the proposal of accreditation submitted by the Department of Nutrition and Dietetics and the Chairman allocated the tasks and issues to be discussed during the site visit.

Following the orientation meeting, the AP was transferred to HUA and had a brief welcome meeting with the Rector of HUA Professor Mara Nikolaidi, the Deputy Rector/President of MODIP, Professor Katia Lasaridi and the Head of the Department, Professor Smaragdi Antonopoulou. Thereafter, Prof. Antonopoulou presented the history of the Department, its current status and the quality policy that is applied in all its activities as dictated by the Quality Assurance Unit of HUA (MODIP). The next meeting was with members of the Internal Evaluation Group (OMEA) Professor Antonia Lida Matala, Associate Professor Nikolaos Giannakouris, Associate Professor Antonia Chiou and Eleni Sofou, Deputy Secretariat. Prof. Katia Lasaridi, as Head of MODIP and Deputy Rector of Academic Affairs and International Relations was present with Georgia Papadiotou, MODIP Head Officer. During this two-hour meeting, the AP had the chance to hold very informative and extensive discussions regarding the undergraduate program of studies, and the ways in which the Department complies with the Standards for Quality Accreditation. Furthermore, detailed discussions were held about the future plans and current challenges faced by the Department. After the conclusion of these meetings, the AP members briefly discussed their impressions of the visit and departed for the hotel.

The next day, the AP was transported to the University premises (Senate Hall) and held a series of meeting and interviews with teaching staff members, undergraduate students and graduates as well as social partners and employers. During these meetings, the AP discussed and exchanged views on variety of issues regarding teaching activities, research, staff/student mobility, student satisfaction, department external relations and areas of quality assurance. Between the interviews, the AP was guided by Prof. Abeliotis, Deputy Rector of Students Affair and Administration and Prof. Antonopoulou, to the University and Department premises, visiting classrooms, auditorium, laboratories, administration offices, student advisory services, the Ceremony Hall and the University Library. The day meetings continued with undergraduate, graduate, and doctoral students, alumni and external stakeholders and partners.

Discussions with students and alumni was centered on student satisfaction from their experiences in the Department and their views of the program of studies and other issues relating to quality of their studies and career opportunities. The external stakeholders, most of them being graduates of the Department, expressed their strong support and described their fruitful cooperation and interactions with the staff and graduates of the Department. The Panel concluded the site visit by holding a brief meeting with the Deputy Rector/President of MODIP,

the Head of the Department, and representatives of both MODIP and OMEA during which further clarifications were given and key findings from the visit were presented by the Accreditation Panel.

The Panel was provided, prior to the visit, with the required documentation for study and evaluation. These documents included the proposal for Accreditation of the Department, the University Quality Assurance Manual, the Department's external evaluation report of 2011, the study program guide, and other relevant documentation. Additional documents were promptly provided during the visit upon request. The Panel members concluded their visit on the second day and started working on the Draft Accreditation report based on the provided documents and the information acquired during the visit.

The Panel experienced a warm welcome and recognized a genuine spirit of cooperation by all members involved in the day long meetings. The willingness to cooperate and support the University's quality policy was evident at all levels. Also the commitment to this goal of the University's administration was very evident as expressed by the Rector Prof. Mara Nikolaidi. In conclusion, the AP acknowledges the positive attitude, enthusiasm and professionalism of all faculty members and particularly thanks the Department Head, the Vice Rector of Academic Affairs and the Departmental OMEA Group for the cooperation and useful discussions held during the visit.

III. Study Programme Profile

The Department of Nutrition and Dietetics of the Harokopio University (HUA) was established in 1992 as Department of Dietetics of HUA and first students were admitted in 1994. In 1999, it was renamed to “Department of Nutrition and Dietetics”. Since 2013 the Department has been integrated to the School of Health Science and Education of the HUA. There are currently three duly constituted Laboratories which support the educational and research needs of the Department: (1) Laboratory of Chemistry-Biochemistry and Physical Chemistry of Foods, (2) Laboratory of Biology, Biochemistry, Physiology and Microbiology and (3) Laboratory of Nutrition and Clinical Dietetics. The Departmental Faculty consists of 23 members of Academic staff, eight teaching assistant and laboratory staff members and two administrative staff members. To date, the Department of Nutrition and Dietetics numbers 600 registered undergraduate students.

The Department premises are located in three different buildings, including the historical building of Harokopio University of Athens located in the centre of Athens with excellent campus environment and facilities. Harokopio University originated from an educational institution established in 1929 and gained University status in 1990.

The undergraduate programme of the Department of Nutrition and Dietetics provides knowledge on nutritional and health sciences aiming at improving human health through teaching and research on human nutrition, based on basic and up to date nutritional sciences combined with the clinical, socio-cultural and community aspects of nutrition and dietetics.

The students follow a curriculum of compulsory (44 courses) and optional/selective courses (4 out of a pool of 12) in a period of 4 years and after completing a compulsory 5 month practical training (internship, 30 ECTS) and a thesis (18 ECTS) on the 4th year, are awarded their degree. Twenty eight out of 44 compulsory courses encompass laboratory exercises. The Department effectively manages to integrate its students and staff in the local community and cooperates well with stakeholders and relative health services that actively support its activities and mission.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Academic Unit Policy for Quality Assurance

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT ALL INSTITUTION'S AREAS OF ACTIVITY, AND PARTICULARLY AT THE FULFILMENT OF QUALITY REQUIREMENTS OF UNDERGRADUATE PROGRAMMES. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit is in line with the Institutional policy on quality, and is included in a published statement that is implemented by all stakeholders. It focuses on the achievement of special objectives related to the quality assurance of study programmes offered by the academic unit.

The quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the programme, its purpose and field of study; it will realise the programme's strategic goals and it will determine the means and ways for attaining them; it will implement the appropriate quality procedures, aiming at the programme's continuous improvement.

In particular, in order to carry out this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

- a) the suitability of the structure and organization of the curriculum;*
- b) the pursuit of learning outcomes and qualifications in accordance with the European and the National Qualifications Framework for Higher Education;*
- c) the promotion of the quality and effectiveness of teaching;*
- d) the appropriateness of the qualifications of the teaching staff;*
- e) the enhancement of the quality and quantity of the research output among faculty members of the academic unit;*
- f) ways for linking teaching and research;*
- g) the level of demand for qualifications acquired by graduates, in the labour market;*
- h) the quality of support services such as the administrative services, the Library, and the student welfare office;*
- i) the conduct of an annual review and an internal audit of the quality assurance system of the undergraduate programme(s) offered, as well as the collaboration of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Study Programme compliance

The Department has instituted a 4-member functional Internal Evaluation Committee (OMEA), comprised of 3 Faculty members, each representing the related established Laboratory Units within the Department and one administrative person (secretariat support). OMEA prepared and provided an extensive and thorough presentation, addressing all 10 principles for accreditation under question.

The Department has established specific, measurable, relevant and timely goals regarding the Study Programme, paired with appropriate Key Performance Indicators (KPIs) that have been monitored, updated and communicated on a yearly basis, over the last 3 years. Notably, specific KPIs are demonstrating the excellence of the Department in the area of research and innovation,

as evidenced by the publication records, citations and funded research projects. Furthermore, approaches to implement a student-centered approach has been successfully applied, as evidenced by the students' questionnaires on teaching staff performance.

Although the OMEA demonstrated during the on-site visit that already applies procedures for quality assurance for the examined principles, this is not clearly reflected in the contents of the Quality Assurance Policy (QAP) of the Department that has been recently uploaded on line (Greek version). The Department needs to explore further ways to disseminate its Quality Assurance Policy apart from its website.

Panel judgement

Principle 1: Institution Policy for Quality Assurance	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

Panel Recommendations

1. The publicly available 'Quality Assurance Policy' (QAP) should more clearly reflect the quality procedures and aims of the Department in accordance with the standards set by HQA in a measurable and attainable manner.
2. An English version of the QAP needs to be introduced in the Department's website (<http://www.ddns.hua.gr/en/aim/>).
3. The amended QAP need to be more efficiently communicated through coordinated approaches to targeted groups (1. Undergraduate students, 2. Alumni, 3. Stakeholders, 4. Policy makers). The effectiveness of such communication should also be assessed and reviewed periodically.

Principle 2: Design and Approval of Programmes

INSTITUTIONS SHOULD DEVELOP THEIR 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.

Academic units develop their programmes following a well-defined procedure. The academic profile 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 National Qualifications Framework for Higher Education are described at this stage. The approval or revision process for programmes includes a check of compliance with the basic requirements described in the Standards, on behalf of the Institution's Quality Assurance Unit (QAU).

Furthermore, the programme design should take into consideration the following:

- *the Institutional strategy*
- *the active participation of students*
- *the experience of external stakeholders from the labour market*
- *the smooth progression of students throughout the stages of the programme*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System*
- *the option to provide work experience to the students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the programme by the Institution.*

Study Programme compliance

The undergraduate curriculum was provided to the AP well in advance both in Greek and in English. It provides per course information about learning outcomes, general abilities, course outline, teaching methods and structure, student assessment and recommended bibliographic sources.

The Study Programme is taking into account the international standards set by the (1) European Federation of the Associations of Dietitians, (2) Health and Care Professions Council and (3) Academy of Nutrition and Dietetics. The fulfillment of such standards allows the recognition of bachelor degree in EU, UK and USA.

The courses of the Curriculum are being characterized by a student-centered approach, offering a variety of pedagogical methods and, for the majority of them, hands-on experience. All assessment criteria and methods are clearly described in the Study Program.

The Study Programme is deemed sufficient and effective by the AP. The Study Programme is clearly depicting **(1)** the anticipated student workload according to the European Credit Transfer and Accumulation System, **(2)** the provision of work experience to the students through well-

designed internship programs in three distinct entities: Hospital (3 months), Community (1 month) and Industry (1 month), **(3)** the linking of teaching and research, considering that 28 out of 44 courses includes laboratory exercises on a mandatory basis, supervised and supported by 3 to 4 persons and **(4)** the research orientation of ca. 80% of the Bachelor theses. Overall, the structure of the curriculum allows the smooth progression of students throughout the stages of their study period. This was also evidenced through fruitful discussions with undergraduate students, graduates and stakeholders.

The External Evaluation Committee (EEC) that visited the Department, held under the auspices of HQA in 2011, indicated the need to reshape the Study Programme. The EEC strongly suggested the need for more elective courses to be offered. During discussions with Faculty members and graduates, AP has realized that the extent of such changes should be targeted in emerging areas in the field of Nutrition and Dietetics. The AP has been informed that the Department is planning to proceed with amendments of the Study Programme through an official procedure that encompasses the feedback of students, graduates, stakeholders and policy makers. The preliminary steps towards redesigning of the Study Programme takes into consideration the increase of the pool of elective courses. Faculty, stakeholders and graduates have proposed some new courses tightly aligned with current trends in the area of Nutritional Sciences, within both a national and international context.

Panel judgement

Principle 2: Design and Approval of Programmes	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

1. The AP recommends changes to be applied in the Study Programme at the Department's earliest convenience and ideally put into force within the time frame of the next two academic years.
2. During the study programme changes the AP recommends a careful consideration of the student workload during semester 7 and 8. At the present programme, students undertake a total of 5 months practical training/placement that can be in a number of organizations nearby Athens or elsewhere while at the same time execute their dissertation project and also follow courses albeit a small number of them. Particular consideration should be given to avoid overlaps between practical training and the examination period.

Principle 3: Student-centred Learning, Teaching and Assessment

INSTITUTIONS SHOULD ENSURE THAT THE 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.

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *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 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.*

In addition:

- *the academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field;*
- *the assessment criteria and methods are published in advance;*
- *the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process;*
- *student assessment is conducted by more than one examiner, where possible;*
- *the regulations for assessment take into account mitigating circumstances*
- *assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;*
- *a formal procedure for student appeals is in place.*

Study Programme compliance

The AP during the site visit and the interviews held, had the opportunity to interact with all groups associated with the Department, such as faculty members, undergraduate and graduate students, Departmental and other Institutional units responsible for quality assurance and form a good idea about the student-centered culture that is being implemented. The Accreditation Proposal provides ample information that the academic unit complies and conforms to the typical requirements for student-centered learning and assessment.

The Department provides adequate orientation on most of its operating aspects, procedures and practices to all incoming students. Faculty provides syllabi upfront to inform students of the expectations and requirements of the course, the schedule of the course content coverage and the ways student performance is evaluated.

Faculty employs a variety of methods for course content delivery, both traditional and technologically advanced, to adapt to current trends and student needs. This is achieved by promoting an interactive class environment that encourages student participation in presentations, team projects, class subject related research and analysis. There is a well-established practice of connecting research and teaching as students are instructed to present written papers on several topics. The students interviewed commented on the good, friendly, personal interaction with faculty members and their willingness to understand and assist them towards their academic growth and development.

The e-class digital platform facilitates faculty-to-student remote interaction, communicates announcements, ensures availability of past and current learning materials and displays advance notices of schedule modifications, among other course related matters. The use of this platform is also important in the evaluation of student performance and the posting of grades. Using the institutional digital platform, students are able by completing the questionnaires at the end of each term, to evaluate faculty performance and the course content based on their perception of its relevance to their program of study. The high rating of student satisfaction on line surveys throughout the years prove the quality of the offered undergraduate programme.

The AP had the opportunity to meet with Departmental administrative support personnel who presented the level of service and degree of interaction with the students. The AP noticed the efficiency with which the Departmental services are provided due to the electronic /digital way of communication that is being implemented.

Students can find all undergraduate thesis of the Department on line and to take advantage of the significant amount of material available in the University's Library that additionally serves as a study room. Furthermore, the Department provides seminars to the first year students regarding appropriate use of search engines for their teaching and research activities.

A faculty advisor is assigned to every four incoming students. In that way, students can share and discuss not only matters of academic nature but also obtain confidential advice and counseling on matters of personal concerns. This practice was introduced during the previous year in compliance with recommendations received by the HQA. An appeal mechanism is also in place for students desiring to challenge their grades and as students confirmed this practice is well in place.

Panel judgement

Principle 3: Student-centred Learning, Teaching and Assessment	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

1. Academic Advisors are encouraged to provide assistance and support for better integration of students to the academic environment, particularly during the early

semesters. This policy of Academic advisor and its role as a mentor needs to be further developed and introduced in the Quality Assurance Policy of the Department.

2. Courses that have already received satisfaction grades in the students' questionnaires below 3,5/5,0 throughout a number of years need to be identified and subjected to mitigation measures (amended and/or renamed in case that changes affects its outline). Such cases need to be reconsidered in the revised Undergraduate program under development.
3. Courses where
 - a) more than 20% of the enrolled students failed or
 - b) less than 10% of the enrolled students managed to obtain a mark of 6/10 or
 - c) student questionnaires are not reaching at least 50% of the enrolled students or
 - d) satisfaction grades in the students' questionnaires is below 3,0/5,0

should be identified and discussed amongst the programme teaching team with the intention to identify suitable mitigation measures, if required.

Principle 4: Student Admission, Progression, Recognition and Certification

INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION).

Institutions and academic units need to put in place both processes and tools to collect, manage and act on information regarding student progression.

Procedures concerning the award and recognition of higher education degrees, the duration of studies, rules ensuring students progression, terms and conditions for student mobility should be based on the institutional study regulations. Appropriate recognition procedures rely on institutional practice for recognition of credits among various European academic departments and Institutions, in line with the principles of the Lisbon Recognition Convention.

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).

Study Programme compliance

Incoming students are having a smooth transmission to higher education through a welcome event, organized by the Head of the Department in which all the necessary information is provided. Students are also informed about their Academic Advisor to whom they address any queries relating to their studies and progress. The academic advisor can communicate with the students through emails to monitor their progress and assist in any problems that may be faced with.

The academic progress of students is regularly monitored through dedicated on line services without however clearly providing possible mitigation measures in the case of poor student performance.

Each undergraduate student needs to fulfill specific requirements before requesting to undertake a Bachelor thesis. It is worth noting that all theses are available on line. The AP asked to see a selection of theses that were promptly delivered and observed that most of them were well-written in a standardized format.

Students are required to have a total of 5 months practical training/placement (internship) during the 4th year of their studies, provided that they have fulfilled specific requirements regarding their academic performance. Internships consist a valuable part of the undergraduate program and is being carried out in three distinct entities: Hospital (3 months), Food Industry (1 month) and Community (1 month). A comprehensive manual regarding internship regulations is available. Notably, a significant number of undergraduate students have been employed in the private entities where they completed their internship after graduation.

The ECTS system is applied across the curriculum, however the allocation of number of credits to each semester (30) is not applied consistently, yet the total amount of credits is 60 per year, thus 240 as should be for obtaining a Bachelor degree.

The Diploma supplement is being issued for all graduates both in Greek and in English, providing in a concrete and concise manner the qualifications of the graduate. Students are aware of this document that indicates the context and the level of their studies and other achievements attained in the Department.

The Erasmus program is well known to students and staff as the University organizes in the beginning of each year an information day for the mobility opportunities of Erasmus. Student's mobility through 'Erasmus+' for studies is encouraged; this initiative is being supported at scientific level by two Faculty and at administrative level by two members. Based on the available data, mobility of both outgoing and incoming students as well staff mobility could be enhanced.

Panel judgement

Principle 4: Student Admission, Progression, Recognition and Certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

1. Excellence of undergraduate students should be rewarded through sponsored scholarships as a means of student recognition. Budget for such initiative can be retrieved from industrial stakeholders, considering the extensive pool of private sector employees, available in the Database of Internships.
2. Poor performance of students' progress should be addressed by the academic advisor and appropriate mitigation measures should be undertaken. It will be the secretary's and OMEA's responsibility to inform on a semester basis incidents of students' poor academic performance.
3. Erasmus placement instrument should be encouraged and additionally to be recognized as a means for partially fulfillment of students' internship requirements.

Principle 5: Teaching Staff

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE QUALIFICATIONS AND COMPETENCE OF THE TEACHING STAFF. THEY SHOULD APPLY FAIR AND TRANSPARENT PROCESSES FOR THE RECRUITMENT AND DEVELOPMENT OF THE TEACHING STAFF.

The Institutions and their academic units have a major responsibility as to the standard of their teaching staff providing them with a supportive environment that promotes the advancement of their scientific work. In particular, 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 recognize 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;*

Study Programme compliance

The Departmental recruitment and promotion policies are fair, reasonable and consistent with the best practices and the rules and regulations of both the University and the Ministry of Education. However, the Department has not opened a new position for almost 10 years, due to economical constraints imposed by the State. The Department's Accreditation proposal mainly describes the procedures for professional development but does not provide a clearly defined plan of development opportunities for the teaching staff.

The number of current Faculty members (23) is considered adequate for the time being even though the positions of retired staff have not been replaced, due to the governmental constraints in hiring new personnel. The student to faculty ratio is satisfactory and students expressed their satisfaction since they have easy access and advice from the faculty members at their convenience.

Regarding the mobility of the faculty members, the department appears to promote and encourage mobility, mainly through participation in the Erasmus+ program. Faculty mobility could (and should) be further encouraged through an expansion of the list of collaborating Departments and enhanced opportunities for faculty participation. Over the period of the past years, six faculty members have taken advantage of a sabbatical leave and an equal number of incoming researchers from other universities has spent a visiting period in the department. The number of sabbatical leaves undertaken so far is considered satisfactory.

The Department has developed a research strategy focusing in specific scientific areas and research activities. Furthermore, it has shown remarkable outputs, evidenced by the impressive publication record in referred journals and its impact on the Scientific Community. Overall, the research carried out by Departmental staff is considered of high level and is being funded by

both national and international instruments, aligned with Research of Excellence Centers from abroad.

Teaching load per Faculty spans from 4 up to 10 hours per week. Notably, during the meeting with the teaching staff, personnel with the heavier teaching load expressed their commitment towards provision of quality teaching, fully recognizing the constraints in recruitment of new personnel.

The teaching staff is regularly evaluated by the students through standardized surveys. The role of the students in promoting quality assurance for all teaching staff by completing the class questionnaire is important. Students are encouraged to participate in such activities and completion of the on line questionnaire is mandatory. Students who neglect to timely respond receive successive reminders.

AP is not aware of any apparent mechanisms for rewarding excellence in teaching.

Panel judgement

Principle 5: Teaching Staff	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The professional development of the teaching staff should be described in a more concise manner, including a clearly defined plan. Particular attention should be given to Assistant/Associate Professors, and other members of the teaching staff, such as the Special Scientific Personnel.

It is recommended that the department adopts a policy of promoting and rewarding excellence in teaching across all teaching personnel (“Teacher of the Year”), based on the students’ questionnaire surveys and other related achievements and activities of the teaching staff.

Principle 6: Learning Resources and Student Support

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER 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 funding and means to support learning and academic activity in general, so that they can offer to students the best possible level of studies. The above means could include facilities such as libraries, study rooms, educational and scientific equipment, information and communications services, support or 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 or international students, students with disabilities) and 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. However, the internal quality assurance ensures that all resources are appropriate, adequate, and accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Study Programme compliance

The department's education/training facilities are dispersed in several buildings in the Campus within walking distance and includes a main amphitheater, five lecture rooms equipped with internet and audiovisual facilities (total capacity: 315 persons) and 12 laboratories (total capacity: 145 persons) for undergraduate studies. In several cases, there is lack of space including both laboratories and personnel offices that are being shared with Faculty and/or Research Associates. Government support is needed in order the Department to expand. Based on the thorough discussions held with Faculty members, the University has provided justified and specific recommendations for the use of nearby buildings where administrative offices can be transferred.

Although administrative services are understaffed, personnel competencies allows the smooth and efficient operation of the student support services (Departmental secretariat support, Erasmus Office, Student's Counseling, Library, Career Counselling). All aforementioned services are functional and easily accessed by the students.

Due to other restrictions, including the size of the University Campus, specific support services are not available in the campus (dormitories and sport facilities).

Panel judgement

Principle 6: Learning Resources and Student Support	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

1. Administration should make efforts to persuade the State to provide housing for the students in a campus for HUA. Continued efforts for government funding for student dormitories and other facilities is needed.
2. Allocation and expansion of department facilities in other existing buildings of the campus in a unified area.

Principle 7: Information Management

INSTITUTIONS 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.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students as well as to the academic community.

Reliable data is essential for accurate information and for decision making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on study programmes and other activities feed data into the internal system of quality assurance.

The information gathered depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success and drop-out rates*
- *student satisfaction with their programme(s)*
- *availability of learning resources and student support*
- *career paths of graduates*

A number of methods may be used for collecting information. It is important that students and staff are involved in providing and analyzing information and planning follow-up activities.

Study Programme compliance

The department has established and operates an information system for managing and monitoring data of students, teaching staff, course structure aligned with Key Performance Indicators.

All available data are analyzed and communicated at Departmental meetings; such data have been clearly presented in graphs by both the OMEA Group and the Chair of the Department.

During meetings with graduates, AP realized the existence of an active Association with 400+ active members, corresponding to almost 50% of the graduates of the Department that can closely cooperate with the Department. However, career paths of the graduates is not systematically followed.

Panel judgement

Principle 7: Information Management	
Fully compliant	x
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Development of a career path of Departments' graduates in close cooperation with the Alumni Association of Dietitians.

Principle 8: Public Information

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES WHICH IS CLEAR, ACCURATE, OBJECTIVE, UP-TO-DATE AND READILY ACCESSIBLE.

Information on Institution's activities is useful for prospective and current students, graduates, other stakeholders and the public.

Therefore, institutions and their academic units provide information about their activities, including the programmes they offer, the intended learning outcomes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students, as well as graduate employment information.

Study Programme compliance

The department communicates their teaching and academic activities through its website. However, some information need to be updated and presented in a user-friendly environment. Furthermore, the English version of the website need to be substantially amended and include all information provided as in the Greek version.

Courses outline are available on line as a whole in a single PDF file. It is suggested such information to be provided per course in the relevant link referring to undergraduate curriculum through an interactive approach

The policy for Quality Assurance is available on line (Greek version) and needs to be amended based on recommendations provided in Principle 1.

Panel judgement

Principle 8: Public Information	
Fully compliant	
Substantially compliant	x
Partially compliant	
Non-compliant	

Panel Recommendations

1. Departmental website needs to be substantially reshaped and include additional information. English version of the website should reflect its actual content as depicted in the Greek version.
2. The department is encouraged to take advantage of social media directly linked to its academic nature (namely LinkedIn, Twitter) in order to increase visibility and dissemination of its research and teaching activities, including general public.

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes

INSTITUTIONS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR 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 study programmes aim to maintain the level of educational provision and to create 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. Revised programme specifications are published.

Study Programme compliance

The department through its efficient OMEA group, runs the internal evaluation program. Results are being communicated in Departmental Councils and efficient mitigation measures have been proposed in most cases.

Interviews with students, alumni and stakeholders have convinced the AP that the curriculum of the department is adequate, since undergraduates develop necessary knowledge, skills and competencies that allows them to seek a position of professional maturity. However, the department should consider amending the present curriculum, based on the recommendations provided in Principle 2.

Panel judgement

Principle 9: On-going Monitoring and Periodic Internal Review of Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

None

Principle 10: Regular External Evaluation of Undergraduate Programmes

PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY COMMITTEES OF EXTERNAL EXPERTS SET BY HQA, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HQA.

HQA is responsible for administrating the programme accreditation process which is realised as an external evaluation procedure, and implemented by a committee of independent experts. HQA grants accreditation of programmes, 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 template's requirements, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees.

Both academic units and institutions participate in the regular external quality assurance process, while respecting the requirements of the legislative framework in which they operate.

The quality assurance, in this case the accreditation, is an on-going process that does not end with the external feedback, or report or its follow-up process within the Institution. Therefore, Institutions and their academic units ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Study Programme compliance

The department has undergone a successful external evaluation through HQA in 2011. Notably the majority of recommendations, provided by the EEC, for further improvements have been adopted and carried out by the Department.

In compliance with the Greek law (3374/2005), the present accreditation process takes place for the first time in the Department of Nutrition and Dietetics. AP comments on the eagerness and enthusiasm of all Faculty throughout the 2-days meetings of the on-site accreditation process. AP also noticed that students and alumni are proud for being members of the Department of Nutrition and Dietetics

Panel judgement

Principle 10: Regular External Evaluation of Undergraduate Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Establishing an external advisory board, comprised of members from academia, alumni pool, local industrial stakeholders and policy makers with a formal role to department's teaching/research activities. This Board could prove beneficial for further development and growth of the department undergraduate study programme.

PART C: CONCLUSIONS

I. Features of Good Practice

- The offered undergraduate study programme is delivered in a student-centered learning environment that promotes mutual respect and encourage the development of individual skills per student.
- Excellent relationship between students and alumni with faculty members.
- High level research productivity conducted by faculty members with distinctions and notable collaborations at international level.
- Good and efficient practice in arranging and sharing the availability of classroom and laboratory space and equipment to serve the educational needs of the Department, yet the evident limitations of space in certain cases.
- Administrative personnel competencies allows the smooth and efficient operation of the student support services (Departmental secretariat support, Erasmus Office, Student's Counseling, Library, Career Counselling). All aforementioned services are functional and easily accessed by the students.
- Efficient utilization of digital platforms for information dissemination and Departmental data extraction and analysis for uses relating to student activities and concerns.
- Clean and pleasant physical environment.
- Students feel active partners in the teaching/learning process; this was evidenced though the meetings with undergraduate students and graduates as well as during on-site visits in two classrooms.
- The AP was impressed with the enthusiasm and professionalism of the Departmental staff throughout the accreditation process as well as their commitment to further improve their teaching and research activities.

II. Areas of Weakness

- Quality Assurance Policy is not reflecting the quality procedures and aims of the Department in accordance with the standards set by HQA
- Delay in updating and restructuring the curriculum
- Outdated Departmental website
- Lack of space in specific laboratories
- Lack of University owned student dormitories

III. Recommendations for Follow-up Actions

- **Study Programme:** The curriculum of the department has been updated once, during 2003, since the establishment of the department (1994). Although the curriculum offers an effective and streamlined educational program, amendments need to be implemented based on the feedback received from the External Evaluation Report in 2011, as well as on the current report and emerging needs in the area of Nutrition and Dietetics, taking into consideration job market and employment opportunities for the graduates. The restructure of curriculum should additionally consider changes in courses that receive comparably low satisfaction grades by the students. During the process of changing the study programme, the AP recommends that careful consideration should be given for semesters 7 and 8 due to the workload students face, because of the practical training, dissertation and attending courses that take place during that period.
- The AP welcomes revision of the study programme at the Department's earliest convenience and ideally put into force within the time frame of the next two academic years.
- **Quality Assurance Policy:** The publicly available 'Quality Assurance Policy' (QAP) should more clearly reflect the quality procedures and aims of the Department in accordance with the standards set by HQA in a Specific, Measurable, Attainable, Realistic and Time Bound (SMART) manner. Details regarding the role of academic advisor as a mentor for better integration of students to the academic environment needs to be incorporated in the Policy. The QAP should be provided both in Greek and English language in an effective way for efficient communication to all targeted groups, including the general public, and not only through the departmental website.
- **Rewarding Excellence:** It is recommended that the Department adopts a policy of promoting and rewarding excellence both for teaching staff and undergraduate students. The "Teacher of the Year" will be nominated yearly based on the students' questionnaire surveys. Accordingly, excellence of undergraduate students should be rewarded through sponsored scholarships as a means of student recognition. Furthermore, poor performance of student's progress should be addressed by the academic advisor and appropriate mitigation measures to be applied.
- **Opportunities for professional development:** The professional development of the teaching staff should be described in a more concise manner, including a clearly defined plan, particularly dedicated to Assistant/Associate Professors, and additionally towards other members of the teaching staff as the Special Scientific Personnel.
- **Dissemination and Communication Activities:** Departmental website needs to be substantially reshaped and include additional information. English version of the website should reflect its actual content as depicted in the Greek version. The Department is encouraged to take advantage of social media directly linked to its academic nature (namely LinkedIn, Twitter) in order to increase visibility of its research and teaching activities.
- **External Advisory Board:** Establishing an External Advisory Board, comprised with members from Academia, alumni pool, local industrial stakeholders and policy makers with a formal

role to Department's teaching/research activities. This approach will additionally facilitate the wider integration of external stakeholders of the Department

- **Exploitation of Mobility instruments:** Erasmus placements for practical training abroad should be encouraged and additionally to be recognized as a means for partially fulfillment of students' internship requirements.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **2, 3, 4, 5, 6, 7, 9, 10**

The Principles where substantial compliance has been achieved are: **1, 8**

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 Accreditation Panel

Name and Surname

Signature

Professor Emeritus Ioannis Vlahos (Chair)
Technological Educational Institute of Crete, Heraklion, Greece

Associate Professor George Manganaris
Cyprus University of Technology, Lemesos, Cyprus

Associate Professor Nikos Mavroudis
University of Reading, Reading, United Kingdom