



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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

Nutrition and Dietetics Sciences

Institution: Hellenic Mediterranean University

Date: 31 March – 05 April 2025



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 **Nutrition and
Dietetics Sciences** of the **Hellenic Mediterranean 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 **Nutrition and Dietetics Sciences Undergraduate Programme** of the **Hellenic Mediterranean University** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1.** Prof. Nikolaos Venizelos (Chair)
School of Medical Sciences, Örebro University, Sweden.
- 2.** Dr. Andreas Antonios Roussakis
Imperial College London, United Kingdom.
- 3.** Ass. Prof. Maria Kapantzoglou
Portland State University, United States of America.
- 4.** Prof. Dimitris Grammatopoulos
University of Warwick Medical School, United Kingdom.
- 5.** Ms. Sofia Kalogirou, Student
University of Thessaly, Volos, Greece.

II. Review Procedure and Documentation

On March 26, 2025, the EEAP consisting of five experts (5), four from universities abroad and one from Greek University, received the timetable for the External Evaluation and Accreditation of **the undergraduate program Nutrition and Dietetics Sciences at Hellenic Mediterranean University (HMU)**, scheduled to take place by electronic means between March 31 and April 5, 2025.

The evaluation was carried out through reviews of documents, as well as online interviews with the Vice-Rector of Academic & Student Affairs and Quality Assurance of the Hellenic Mediterranean University, the Head of the Department of Nutrition and Dietetics, MODIP members, OMEA members, teaching and administrative staff, undergraduate students of the Department of Nutrition and Dietetics, employers and external stakeholders of the Department of Nutrition and Dietetics. The panel previously reviewed all supplied documents. The interview meetings and discussions were conducted via teleconference over two days, between 31 March and 1 April. On 2, 3, 4, and 5 of April 2025, the EEAP members worked on preparing and documenting a draft accreditation report.

1. Department Material

- B0. Contents of the Evaluation Dossier
- B1. Academic Accreditation Proposal
- B2. Explanatory Report of MODIP
- B3. Institutional Strategic Plan
- B4. Feasibility and Sustainability Study for the Department of Nutrition and Dietetics
- B5. Four-Year Business Plan for the Department of Nutrition and Dietetics
- B6. Revised Quality Assurance Policy of the University
- B7. Quality Assurance Policy of the Academic Unit
- B8. Quality Objectives of the University
- B9. Quality Objectives of the Academic Unit
- B10.1 Governance Decision on Establishment of the Hellenic Mediterranean University
- B10.2 Senate Decision on Establishment of the Undergraduate Study Program of the Department of Nutrition and Dietetics
- B10.3 New Curriculum of the Department of Nutrition and Dietetics
- B11. Study Guide
- B12. Detailed Study Guide
- B12. Course Outline of the Undergraduate Study Program
- B13. Digital Skills Courses of the Undergraduate Study Program
- B14. List with Names of Teaching Staff
- B15. MODIP Internal Evaluation Report
- B16. Course Evaluation Questionnaire
- B17. Regulations for Handling Student Complaints & Appeals
- B18. Regulations for the Operation of the Academic Advisor

B19. Internal Operating Regulations
 B20. Study Regulations Academic
 B21.1 Diploma Supplement Template in English
 B21.2 Diploma Supplement Template in Greek
 B22. Departmental Chair's Certification for Diploma Supplement
 B23. Concise Report on Scientific Performance of Academic Staff
 B24.1 Institution - Hellenic Mediterranean University
 B24.2 Department of Nutrition and Dietetics
 B24.3 Undergraduate Studies Program - Nutrition and Dietetics Sciences
 B25. Progress Report, Hellenic Mediterranean University
 B28. Study Regulations of TEI of Crete
 B29. Template of Diploma TEI
 B30.1 Diploma Supplement Template TEI in Greek
 B30.2 Diploma Supplement Template TEI in English
 B31. Nominal list of teachers of the pre-existing UGP TEI
 B32. Report of the MODIP on the progress of the transition and the degree of completion of the pre-existing UGP
 Information notes of the HAHE to the members of EEAP

2. HAHE Material

Acronyms, European Qualifications Framework, Guidelines for Accreditation, Standards for Quality Accreditations of New Undergraduate Programs in Operation, Guidelines for the Members of EEAP, Mapping Grid for the Members of EEAP for New Undergraduate Programs in Operation, Template for the New Undergraduate Study Program in Operation Accreditation Report, Quality Indicators Report, Hellenic Mediterranean University for the Undergraduate Program of Nutrition and Dietetics, AK. YEAR: 2019/20 concerning TEI Crete, and AK. YEAR: 2019/20 until AK. YEAR: 2022/23 concerning Department of Nutrition and Dietetics Sciences of the Hellenic Mediterranean University.

The evaluation and accreditation processes were carried out remotely using the Zoom teleconference platform. Meetings were scheduled using Eastern European Standard Time (GMT+2), corresponding to time zone in Greece.

Monday, March 31st, 2025, 16:00 - 18:00, the EEAP members had a first private meeting to preliminary discuss the content of the submitted Department Material, establish a modus operandi for the accreditation process and allocate tasks.

Monday, March 31st, 2025, 18:30 - 19:00, the EEAP members had a detailed overview of the history, academic profile, current status, strengths and possible weaknesses of the Undergraduate Program in a virtual meeting with, Prof. Mavromatakis Fotis Vice- Rector of Academic & Student Affairs and Quality Assurance of the Hellenic Mediterranean University,

and Assoc. Prof. Markaki Anastasia, Head of the Department of Nutrition and Dietetics Sciences.

Monday, March 31st, 2025, 19:15 - 21:15, the EEAP members had a virtual meeting with OMEA and MODIP members and staff to discuss the degree of compliance of the UGP to the Quality Standards for Accreditation, review of student assignments, theses, exam papers and examination material. Participants at the meeting were OMEA members: Assoc. Prof. Markaki Anastasia, Assoc. Prof. Mouratidou Theodora, Assoc. Prof. Fragkiadakis Georgios A. QAU/MODIP members: Prof. Mavromatakis Fotis, Assoc. Prof. Pachoulakis Ioannis, and MODIP staff Mrs Kalliopi Divini.

Monday, March 31st, 2025, 21:15 - 21:45, the EEAP members had a private virtual debrief meeting to discuss on outcomes of previous meetings and prepare for the next day of the on-line review.

Tuesday, April 1st, 2025, 16:00 - 16:45, the EEAP members had a virtual meeting with members of the teaching staff of the Department of Nutrition and Dietetics Sciences. The discussion focused on professional development opportunities, mobility, workload, student evaluations, competence and adequacy of the teaching staff to ensure learning outcomes, link between teaching and research, teaching staff's involvement in applied research, projects and research activities directly related to the program, and possible areas of weakness. The following teaching staff members participated in the virtual meeting: Assist. Prof. Papandreou Christoforos, Assist. Prof. Psaroudaki Antonia, Assist Prof. Psylinakis Emmanouil, Assoc. Prof. Raikos Vasilios, Lecturer Spyridaki Aspasia, and Prof. Zafiropulos Vasilis.

Tuesday, April 1st, 2025, 17:00 - 17:45, the EEAP members had a virtual meeting with undergraduate students of the Department of Nutrition and Dietetics Sciences. The discussion focused on student satisfaction from their study experience, departmental and institutional facilities, student input in quality assurance, student life and welfare. The participants in the teleconference meeting were 7 students from the 4th semester and 2 students from the 6th Semester.

Tuesday, April 1st, 2025, 18:00 - 19:00, the EEAP members had a virtual meeting with administrative and teaching staff of the Department of Nutrition and Dietetics Sciences. A video featuring classrooms, lecture halls, libraries, laboratories and other facilities was presented, followed by a discussion. The goal of the discussion was to evaluate the facilities and learning resources, and to ascertain that the learning materials, equipment and facilities are adequate for a successful provision of the program. Presents in this virtual meeting were: Mr. Ritzakis Georgios, (Secretary of the Department), Mrs. Toulaki Anastasia, Mrs. Kouroupaki Nektaria, Mr. Lethiotakis Pavlos, (Administrative staff), Dr. Tsikalakis Georgios, Dr. Neophotistou Eleftheria (Special Teaching Staff), Dr. Sfendourakis Ioannis, MSc Sfakianaki Eirini, and MSc Thalassinos Nikolaos (Special Technical Laboratory Staff).

Tuesday, April 1st, 2025, 19:30 - 20:15, the EEAP members had a virtual meeting with employers and social partners to discuss relations of the Department of Nutrition and

Dietetics Sciences with external stakeholders from the private and public sector. Following representatives from employers and social partners participated in the teleconference:

- 1) S. Joossens, Lecturer at the UC Leuven-Limburg and an Education Associate member of The European Federation of the Associations of Dietitians.
- 2) A. Papadakis, Head of Public and Environmental Hygiene Department- Public Health Inspector, Public Health Authority of Crete Greece, Region of Crete.
- 3) G. Mataliotakis, Deputy Regional Governor in interconnection between research and academic institutions, Region of Crete.
- 4) M. Zaravinou, Dietitian-Nutritionist, University General Hospital of Heraklion "PAGNI".
- 5) Lymberiou Konstantinos, Deputy Mayor, Municipality of Sitia, Crete.
- 6) G. Markakis, CEO and Founder of Lychnostatis Museum, Crete.
- 7) Vangelis Perrakis, Coordinator, UNESCO Global Geopark of Sitia.
- 8) M. Manolakakis, Head Coordinator of Artisanal Food Sector, PLOIGOS non-profit Company, Crete.
- 9) N. Zagotis, Member of the House, Vitsentzos Kornaros Cultural Center, Sitia, Crete.
- 10) E. Giakoumakis, Branch Representative, Association of Dietitians of Crete.
- 11) S. Mylonakis, Head of Educational Centre for Development and Sustainability (KEPEA) Ierapetras-Neapoleos.

Tuesday, April 1st, 2025, 20:15 - 20:45, the EEAP members had a private virtual debrief meeting to discuss the outcomes of previous meetings and prepare the oral report.

Tuesday, April 1st, 2025, 20:45 - 21:30, the EEAP members had a virtual closure meeting with Prof. Mavromatakis Fotis, (Vice-Rector of Academic & Student Affairs and Quality Assurance of the Hellenic Mediterranean University), Assoc. Prof. Markaki Anastasia (Head of the Department of Nutrition and Dietetics Sciences), Assoc. Prof. Markaki Anastasia, Assoc. Prof. Mouratidou Theodora, Assoc. Prof. Fragkiadakis Georgios A., (Member of OMEA), Prof. Mavromatakis Fotis, Assoc. Prof. Pachoulakis Ioannis (Member of GAU/MODIP), Mrs Kalliopi Divini (MODIP Staff).

During the closure meeting, there was a discussion on several points and findings requiring further clarification. Additionally, the EEAP panel summarized informally its key findings.

All discussions during the virtual meetings were constructive and took place in a professional scientific and friendly environment. During Wednesday April 2nd, Thursday April 3rd and Friday 4th, the EEAP members worked to prepare and document a draft of the Accreditation Report for the Undergraduate Study Program of Nutrition and Dietetics Sciences.

III. New Undergraduate Study Programme in operation Profile

The Mediterranean University, officially known as the Hellenic Mediterranean University (HMU), is a relatively new public university in Greece, based in Heraklion, Crete. HMU was officially established in 2019 by Law 4610/2019, transforming the Technological Educational Institute of Crete (TEI of Crete) into a university. The TEI of Crete had a long history, operating since 1983, and played an important role in technological education in Crete and the wider region. With its transformation, the institution acquired university status and expanded academically by establishing new faculties, departments, and research activities.

Today, the Hellenic Mediterranean University (HMU) is ranked as one of the largest Higher Education Institutions in Greece. HMU has a multifaceted presence across Crete, with its headquarters in Heraklion and schools and departments located in Chania, Rethymno, Agios Nikolaos, Ierapetra, and Sitia. Currently, HMU hosts 21,500 students, 25,000 graduates, 150 Erasmus students annually, 11 undergraduate programs, 5 campuses throughout Crete, 17 postgraduate programs, 850 postgraduate students, 145 doctoral candidates, and 28 institutionalized laboratories.

The university offers academic programs in Health and Life Sciences, Engineering and Technology, Management and Economics, Social Sciences and Humanities, and Environment and Rural Development.

The Department of Nutrition and Dietetics is one of the three departments within the School of Health Sciences at the Hellenic Mediterranean University since May 2019. It was originally founded in 1999 and is located in Sitia, Lassithi, Crete.

Following the establishment of HMU under Law 4610/2019—titled “University and Technological Educational Institutions Synergies, Access to Higher Education, Experimental Schools, General State Archives, and Other Provisions”—the Department of Nutrition and Dietetics Sciences became part of the Higher Education University Sector and belongs to the School of Health Sciences.

The department offers a four-year program of study (8 semesters, 240 credits), including a compulsory internship and thesis. The curriculum focuses on human nutrition and dietetics, emphasizing its practical application and includes total 52 modules. Areas of study include research on the protection and recovery of human health, the relationship between nutrition and public health, nutritional management in health and disease, the composition and physical condition of the human body, psychology and psychopathology of eating, dietetics and nutritional counselling, food quality control, dietetics software, and the Cretan/Mediterranean diet.

Currently, the Department of Nutrition and Dietetics Sciences has a maximum admission capacity of 150 students per academic year. According to the Course Director, the number of active admissions is approximately 70–80 students per year. The department consists of nine (9) faculty members (with one more expected to join soon), two (2) Special Teaching Staff, three (3) Special Technical Laboratory Staff, and five (5) Administrative Staff members who provide secretarial support and library services.

The Department collaborates with the Region of Crete, local municipalities, the industrial sector, other educational and research institutions, and both governmental and non-governmental organizations.

Graduates of the Department meet the legal requirements to practice as Dietitians-Nutritionists and provide services according to their professional rights, as defined by Presidential Decree (P.D.) 311/1997 (Government Gazette A' 221) and P.D. 78/1989 (Government Gazette A' 36). For employment in the public sector, graduates holding a degree in Nutrition and Dietetics are classified under the job category/specialization of "PE Dietetics," according to the updated Qualifications Framework (P.D. 85/2022, Government Gazette 232/t.A'/17-12-2022). For more information, visit the Website of the Department, <https://nds.hmu.gr/>.

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 place 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**I. Findings**

The EEAP reviewed the updated strategic plan of the institution, the feasibility and sustainability study report, and the business plan of the next years (with a primary focus on documents B3, B4 and B5).

Academic profile and mission

Focused on integrity, excellence, and high-quality research, HMU leaders are committed to delivering impactful change to the local Sitia community and beyond. HMU's mission as a public university is focused on the following areas: (a) the provision of high-quality education, (b) the conduct of innovative research, (c) the continuous interaction with societal groups and fellow academic institutions, and (d) the fostering of democratic and progressive principles in higher education to improve solidarity and reduce societal inequalities.

HMU senior managers aim for global recognition by developing new international partnerships and collaborations. In summary, HMU's vision is to drive continuous improvement on quality metrics and sustain an academic environment that attracts excellent students and staff (of all grades).

Strategy of the institution

The EEAP reviewed the HMU strategic plan (2022-2025). HMU strategically aims for growth in Greece by becoming a "reference" academic institute in the Mediterranean and South East Europe (geographic region). The key strategic aim is to maintain HMU's orientation in the set direction while increasing its resilience and ability to adapt to change (a recent example is the response of the institution to the challenges posed by the COVID-19 pandemic).

Of note, the scientific field of Nutrition and Dietetics falls within the "051 Biological and related sciences" Fields of Education and Training 2013 of UNESCO, ISCED-F 2013, category 0915 Therapy and rehabilitation – Nutrition and dietetics. The detailed field descriptions can be found in the International Standard Classification of Education publication of UNESCO (DOI <http://dx.doi.org/10.15220/978-92-9189-179-5-en>).

Feasibility and sustainability metrics

The EEAP reviewed the feasibility and sustainability report which outlines the educational and research goals of the department in the fields of nutrition and dietetic sciences. In this report, the course lead confirms the current infrastructure set-up, the staffing and funding (high-level) capacity and capability of the department to deliver their goals, and their strategic goals for growth nationally and internationally.

Reflecting on the existing capacity of the regional and national economy, and in comparison, with other institutions and Nutrition and Dietetics departments, the authors of the report recognise the uniqueness of the programme in southern Greece, and the high demand for strong academic services in Crete and at a national level.

The course Director described her vision and the rationale for the department to develop a comprehensive educational programme for students and a training programme for continuous staff development. The primary focus is on teaching and the conduct of high-quality research, with emphasis on the unique characteristics of the Cretan-Mediterranean diet and its link with health quality of life metrics. The long-term goal is to deliver (a). robust evidence for impactful change, and (b). a cohort of new researchers and educators to continue working with experts in the field.

At present, the department appears to operate in modern building facilities (at the campus and in the city centre of Sitia) with a sound technological and laboratory infrastructure for the educational needs of students and the current professional needs of staff. Areas for improvement in infrastructure have been identified – please see relevant recommendations below. The EEAP notes that these many of these issues are outside the direct control of the department and HMU.

The department is led by a group of 9 permanent academics (various grades) and 5 highly skilled professionals who are also involved in teaching activities, in addition to 4 administrations (various grades). The appointment of 2 additional members of staff (permanent teaching staff) is ongoing; the course Director aims to increase the number of teaching staff and to generate new positions for administrators and managers.

The research work of the USP staff covers contributions to a total of 12 research programmes (cumulative figure, over the first years of operation under HMU administration). This work translates, to date, to a total of 82 publications to scientific journals (collective figure).

Structure of studies

The UPS spans over 4 academic years (8 semesters). Prospective students are mandated to attend all educational activities and pass all exams in a total of 52 modules. 44 of them are compulsory, the remaining 4 of them are termed as compulsory of choice; in addition, students may undertake 4 optional modules. Towards the end of the course, students are required to undertake practical training (supervised), write up and submit a thesis (mandatory) on a topic of choice.

All educational activities sum up to a total of **240 ECTS** credits. Upon completion of studies, successful candidates receive a Diploma in Nutrition and Dietetic Sciences.

Number of admitted students

The maximum number of admitted students is fixed to 150 students per academic year. An approximation of active admissions (reported by the Course Director) is 70-80 students per academic year.

Postgraduate studies

The department participates in the inter-institutional HMU Postgraduate Studies Programme entitled “MSc in Interdisciplinary Management of Chronic Diseases, Disability, and Ageing” <https://cdda.hmu.gr/en/home/>.

At present, (2025 data), the department hosts 890 active undergraduate students, 23 postgraduate students, and 11 PhD candidates. Further work at the post-doctoral level is supported by the department in areas that are already in development.

SWOT analysis

The EEAP reviewed the results of the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, conducted at an institutional (HMU) level. In the provided SWOT analysis, the authors consider the potential benefits, limitations, opportunities and risks associated with the delivery of the USP. The authors use the SWOT approach to outline the organisational goals of HMU and their capacity to operate in the current environment. The SWOT is presented in a tabulated format.

Key strengths (the detailed list can be found in B5 document) refer to: [a]. an up-to-date curriculum that is meeting the high standards of other Greek University Nutrition and Dietetics departments as well as in European institutions) with emphasis on the Cretan-Mediterranean diet; [b]. the possibility for higher education studies (Doctoral Studies Programme), [c]. the development of a new Postgraduate Studies Programme in Nutrition and Dietetics per se, [d]. a fair admission approach (reflected by welcoming eligibility criteria for graduates of secondary education) that corresponds to highly successful admission rates,

[e]. very good infrastructure, [f]. contemporary laboratory facilities, [g]. the support of students to make career plans, and [h]. an increasing rate of appointing new staff.

Weaknesses (as reported in the SWOT analysis) refer to: [a]. the busy schedule for (some) staff members including the extensive burden of administrative tasks, [b]. the laborious managerial procedures for the delivery of research, [c]. the (relatively small) number of faculty members, [d]. the lack of administrative staff who have specialist knowledge and experience, [e]. the limited capacity of the department to support students who wish to have clinical (hospital) experience in Crete, [f]. the lack of public transport that connects Sitia city centre with the campus, [g]. the poor (from a safety point of view) road infrastructure that introduces risks for cyclists and pedestrians, in practice excluding physical activity as a means of transport from Sitia centre to/from the campus – HMU advises against walking and cycling on this road due to an increased risk for road traffic accidents.

Opportunities for HMU, based on the current SWOT report refer to: [a]. the possibility for new collaborations with Crete Prefecture and local councils and authorities for campaigns that promote the Cretan-Mediterranean diet, [b]. the development of new fields of study within well-being, including the development of novel treatments for obesity, diabetes, and other chronic disorders, [c]. the development of new collaborations with other academic institutions within Greece and abroad such as the University of Louvain in Belgium, and [d]. the development of collaborations with the hospitality and local businesses considering the unique geographical position of the department.

Threats and challenges, as shown in the SWOT report refer to: [a]. the impact of financial crisis (national level) following the challenges of the COVID-19 pandemic, [b]. the delay in project delivery due to increased bureaucracy, [c]. the difficulty to recruit research staff in a timely manner (mainly due to recent changes in legislation), [d]. the establishment of new departments of Nutrition and Dietetics in large urban centres, that could potentially compete with the HMU department/limit the number of students who choose to study in Sitia, and [e]. the lack of a robust HMU system to maintain technical equipment (e.g. printers).

II. Analysis

The feasibility and sustainability report offers a sound overview of the basis the programme's strategy is built on. The profile and mission of the department is clearly described and in alignment with the strategic goals of the institution. The department presents a comprehensive SWOT report, acknowledging threats and challenges as well as identifying opportunities for growth.

The EEAP analysed the above data taking into consideration the general difficulties of small and de-centralised academic centres, such as the HMU department in Sitia, the difficulty of the local society to fully recover from the COVID-19 pandemic and the 2022 catastrophic floods crises. The focus of the analysis was on understanding the department's ability to sufficiently address their objectives and achieve meaningful outputs (departmental and HMU-defined).

III. Conclusions

Overall, the UPS meets a high standard of compliance with the HAHE accreditation criteria for Principle 1. The programme aligns with the HMU principles of strategic planning, feasibility, and sustainability and sets the direction for development for the next few years.

Combined, the EEAP felt that the departmental plans for the next few years are realistic and achievable. The EEAP felt that the department is open to consider implementing any of the recommended changes. These points are offered here, not as a criticism, but in the merit of enhancing the programme's sustainability.

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	
Substantially compliant	X
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

Consider involving prospective students more in the design of the programme (the extent of involvement to be agreed by the Course Director and Course Leads); the purpose is to ensure that student voices are heard, and that their unmet educational and professional needs are appropriately addressed

Consider to: (a) perform works on-site to create a separate reading room (and/or study room) in the library building, for students who wish to study independently without having to access the book stacks and archives areas of the library and/or (b) generate a part-time library assistant/library technician post, to support individual students who wish to have access to the library in the evenings and in the weekends

Please review your health & safety policy to include clearer signage on site for assembly points for emergencies (e.g. in response to earthquakes, fire incidents, floods etc.) and at the same time offer all students and staff mandatory training annually for how to deal with emergencies including medical emergencies

Consider developing new/strengthening existing links with policy-makers from the Crete Prefecture; the suggestion is to deliver new workshops (to be held remotely or face-to-face) with colleagues from other academic institutions, from Greece and abroad, including initiatives with international organisations to influence policy-making and secure new funds

Consider hosting an annual event (e.g. a summer festival over 2-3 days every year) at the Sitia campus to: (a). engage with individuals of all ages, and families with children from the local community who are interested in Nutrition and Dietetic Sciences and well-being, (b) to attract new students, and to (c) seek for support from local communities and businesses

Consider organising a funding event (including donations, if applicable) to support a study for major change on the road that connects the campus with the Sitia city centre to ensure the safe connection of students with the city of Sitia (consider alternative routes such as the

design/construction of a cycle lane and one for pedestrians and individuals using wheelchairs)

The template for the Diploma (document B.29) requires an update to match HMU formal requirements.

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 EEAP reviewed the Quality Assurance Policy and supporting documentation (documents B6, B7, B8, and B9). The policy includes special and adequate referencing to the delivery of the new USP, with a departmental commitment to compliance and continuous improvement.

HMU services offer individual students the opportunity to reach their potential for success during their studies, and to pursue their own career goals in the development of new scientific knowledge in academia and beyond.

HMU leaders aim to bring together teaching, learning, and research practices as an enhanced service that delivers positive outcomes for the local community and beyond to the Greek

society. Subsequently, these processes are expected to enable HMU departments achieve success in implementing their educational programmes, the development of human and other resources, and the development of novel research for institutional growth.

The department has presented a list of 6 strategic goals (institutional level) linked with suitable KPIs, set of actions, responsibilities, and timelines. The goals and KPIs offer enough depth as well as breadth in assessing the quality of delivered services for students, level of satisfaction by both students and staff.

In the absence of a robust reference input (the USP is evaluated in this context for the first time), data presented in the current KPI report demonstrate a high level of compliance and satisfaction.

II. Analysis

The number of KPIs and associated goals are specific, measurable, achievable, relevant, and timed (S.M.A.R.T. goal terminology). Data are presented in a tabulated format that increase readability and analysis.

Of note, KPI data shown in the B8 document are linked with the 2021-2022 academic year. The EEAP members acknowledge this limitation of the HAHE process and that this is the first time this USP is being reviewed by an external committee. The EEAP members note that provided information has been reviewed in the given context and with a primary focus on the process that was followed.

III. Conclusions

The EEAP concurs that the department complies fully with HAHE's requirement for a reliable internal quality assurance system in line with HMU's policy and institutional strategic goals.

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

Consider asking prospective students submitting short feedback questionnaires (or mini-surveys), to be deployed, however more than once during the academic year e.g. at the beginning of the course, half-way through, and the very end; the purpose is to collect data over multiple time-points and to prompt students be mindful throughout the academic year

Consider generating a digital environment that will serve as a networking platform for prospective students and a separate one for alumni; the purpose is to share news, to foster collaborations, and to maintain momentum in delivering common goals

Consider revising the presentation of KPI data by providing tables which are self-explanatory (e.g. by adding a legend that explains how calculations are made, more information about the period of data collection etc.). Consider providing graphs in future reporting to demonstrate trends and change over time.

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 new four-year undergraduate program in Nutrition and Dietetics was initiated following the Department's elevation to university status through a government act, which required

corresponding action by the University Senate. The Department used this opportunity to: (i) update the undergraduate Nutrition and Dietetics curriculum to address existing gaps in student training and preparation; and (ii) request an increase in tenure-track faculty positions, with two new hires currently in progress.

The undergraduate program is designed to equip students with comprehensive, up-to-date knowledge—both theoretical and applied—for effectively addressing diverse nutrition-related challenges. In parallel, the Department advances research in areas such as human health and disease prevention, public health nutrition, body composition and physical fitness, nutritional psychology, dietary behavior and counseling, food quality and safety, dietetics technologies, and traditional dietary models like the Cretan/Mediterranean diet. The expected learning outcomes of the curriculum relate to the graduate's knowledge, skills, and competencies in line with the European and National Qualifications Framework for Higher Education.

Labor market data are drawn from a study by the International Confederation of Dietetic Associations and from a needs analysis to support job forecasts in Greece.

To graduate, students must successfully complete 44 mandatory courses and 4 elective-mandatory courses, as well as a practical training/internship and a mandatory thesis. The Department states that the course content and workload align with the European Credit Transfer and Accumulation System (ECTS), with the program totaling 240 ECTS credits.

The undergraduate program includes five components of student preparation. First, there are foundational courses that cover essential topics such as anatomy, cell biology, physiology, principles of physics, general and inorganic chemistry, informatics, and other relevant subjects, primarily offered during the early semesters. Second, students take specialized background courses, including biostatistics, biochemistry, body composition, psychology and psychopathology of nutrition, and organic and structural chemistry. Third, the curriculum offers specialization courses such as food science, nutritional assessment, nutrition across the life cycle, food microbiology and hygiene, ergometry and exercise physiology, pharmacology and food–drug interactions, and food and beverage legislation.

The final semester includes a 4-month internship (10 ECTS) designed to immerse students in real-world professional settings related to their field. This internship is complemented by an additional 2-month practical training component in community-based settings, extending the students' applied experience to a total of six (6) months. Finally, all students are required to complete a thesis project (18 ECTS).

Students have the option to participate in the ERASMUS+ exchange programme. The Student Handbook is well-organized and covers all relevant subjects. For example, it includes sections on institutional framework, undergraduate program structure, processes, administrative and access services. Course syllabi and descriptions are provided in Greek. Overall, the areas of specialization of the faculty align with the courses taught and relevant employment sectors.

Faculty and staff report that they monitor and plan revisions to the curriculum and externship programme, incorporating feedback from students and external stakeholders.

External stakeholders, including externship supervisors, contribute to the improvement and evolution of the programme. During the EEAP's interview, off-campus stakeholders and clinical supervisors expressed satisfaction with their collaboration with the Department and its undergraduate students. They were aware of a system currently in place for providing feedback and input to the Department. Minutes from the most recent internal evaluation were provided to the committee.

II. Analysis

Overall, the Department has done a commendable job in developing a curriculum that offers both breadth and depth of knowledge, aligned with its goals. This was confirmed by all stakeholders who met with the EEAP, including a partner from UC Leuven-Limburg, in Belgium, who is also an Education Associate Member of the European Federation of the Associations of Dietitians. The latter emphasized the strengths and advantages of this 4-year program compared to shorter programs offered at their institutions and in other European countries. The faculty are making consistent efforts to better address both programmatic and student needs. Students report participation in a highly intense curriculum.

Two new full-time faculty members are in the process of being hired, increasing the number of full-time faculty members from 9 to 11. This will strengthen the Department's development in both research and education and expand the range of specializations covered. Five of the current 11 faculty members are dietitians (45%), and courses are taught by faculty with expertise in the corresponding subject areas.

It is particularly noteworthy that the program includes a mandatory 4-month externship, which has been supplemented with an additional 2-month community-based practical training. This expansion provides students with more real-world professional experiences. Implementing this enhancement requires significant additional resources and effort, and it reflects the faculty's commitment to providing students with comprehensive, in-depth preparation.

ECTS credits are awarded in line with the European Credit Transfer and Accumulation System. Both students and faculty have opportunities to participate in the ERASMUS+ program. In the last three years the department has received nine (9) students and twenty-three abroad (23). Faculty mobility has been limited due to workload.

The internal evaluation report is available and clearly outlines both strengths and recommendations for the Department. The review conducted by MODIP confirms that the internal evaluation process of the undergraduate program adhered to the principles of the Internal Quality Assurance System of the Hellenic Mediterranean University and aligned with the quality assurance standards of HAHE.

III. Conclusions

The EEAP considers the undergraduate program in Nutrition and Dietetics to be fully compliant with Principle 3.

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

Conduct more specific labor market analyses concerning the employment outcomes of graduates and their international experience in related scientific fields.

Survey students to better understand their workload and program demands and consider adjusting the program requirements based on the findings.

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 the information provided to the EEAP, teaching methods include PowerPoint presentations, video presentations, oral presentations, and the assignment of individual or group projects in certain courses. Online platforms such as eClass and other internet resources are integrated into the coursework.

The learning objectives and expected outcomes of each course are communicated to students during the first session. The study guide is available on the Department's website. Student performance is assessed through various methods, including exams, group and individual projects, and laboratory work. Students provide feedback on courses through electronic questionnaires, the results of which are collected and shared with instructors, the department administration, and MODIP (Quality Assurance Unit).

The Department reports that exams are conducted during two designated exam periods per semester, on predetermined dates. Students may notify faculty if they require alternative methods of evaluation. They also have electronic access to search engines and research journals.

The library supports student access by converting materials into audio format and offering a range of instructional workshops. These include seminars on information literacy, proper bibliographic citation, and strategies for successfully completing academic assignments. Additionally, a plagiarism detection tool is available, with dedicated training sessions offered

to faculty. The library is open daily from 9:00 AM to 2:00 PM. Computers are available for student use, and there is a small café within the facility.

Three secretaries support students' needs within the Department. The university also offers centralized support services, such as the Center for Counseling Support, a student restaurant, and dormitories. Both the student advisor and faculty members assist students in identifying the resources they need. Furthermore, there is an established procedure for students to file complaints.

II. Analysis

A variety of teaching and assessment methods are employed, as indicated in the course syllabus. Courses are well-structured by semester and academic year, with clearly communicated programme expectations. The language used to describe student learning objectives, instructional approaches, and assessment strategies is generally consistent across courses. Teaching methods are adapted to the nature of each course, with distinctions made between practical and theoretical content.

Students select four (4) elective mandatory courses, along with an internship placement during the final semester. Through elective courses, students can build a focused profile, e.g., nutrition in food service units or mass catering. Students collaborate with faculty on course-related projects.

Faculty have incorporated required exercises components into theoretical courses, and class attendance is reported to be satisfactory (50% or above). The average dropout rate is 43%. According to a study by the University of Patras, shared with the EEAP, student dropout rates in higher education are attributed to several factors, including inadequate preparation during secondary education, lack of career guidance leading to poor academic choices, shortcomings in the university entrance system that do not reflect students' true interests or abilities, insufficient academic support for underperforming students, and institutional understaffing, which negatively impacts teaching quality and student engagement.

For most courses, the final exam typically accounts for 50–60% of the overall grade. A second midterm exam and other assignments constitute the remaining portion. In some cases, courses rely primarily or exclusively on the final exam, and some include oral examinations. Exams are not graded anonymously.

Course and teaching evaluations are conducted regularly to assess student satisfaction with course content, delivery methods, and instructor effectiveness. Summaries of the evaluation results, along with feedback from student interviews, indicate a high level of overall satisfaction—approximately 4 out of 5 points during the 2023–2025 period—according to data shared with the EEAP.

At the beginning of each academic year, the Department holds an orientation session to provide incoming students with information about the programme and available university services. Each student is assigned an academic advisor with clearly defined responsibilities and may consult them as needed throughout their studies. Two out of ten interviewed students reported having consulted with their advisor. Individual faculty members also share relevant information and maintain regular contact with students.

Students demonstrate strong collaborative relationships, maintain a clean and safe environment within the unit, and have access to extracurricular activities such as basketball team, a folk-dance group, and a theater group. However, there are no gym or athletic courts available for practice on campus, despite the presence of adequate space.

A café is available on site, but it closes at 4:00 PM, although students typically remaining on campus until 7:00 PM. There is no on-site restaurant, and students must travel approximately 3 km into the city for meals. Most students commute to the department by bus, which operates on an hourly schedule. Walking or biking to town is considered unsafe due to the condition of the route. Dormitory facilities are limited, with capacity for only 22 students. Although the department has a designated first aid area, students are not aware of it and no trained personnel are available on site.

The building is equipped with an elevator and ramps to ensure accessibility. The buses are not equipped with ramps. Students requiring accommodation have access to counseling and other university-level services. A formal procedure is in place within the Department for filing complaints; however, the process is not anonymous by default.

III. Conclusions

The Department demonstrates a strong commitment to student-centered approaches in learning, teaching, and assessment, with clearly positive impacts on student engagement and learning outcomes. However, improvements in student support services are necessary to ensure overall student welfare and well-being.

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

Ensure the presence of trained staff or faculty for first aid services, with the designated area clearly marked with signage.

Adopt only written examinations as assessment methods.

Revise grading procedures to ensure anonymity by removing student names from exam materials.

Explore the possibility of creating a bike path and/or a safe walking route to offer alternative access to the campus.

Relocate restaurant services to the campus site.

Extend library hours and provide a study area that remains open until classes conclude.

Install vending machines to provide a consistent supply of snacks and beverages.

Develop basic sports facilities.

Increase stakeholder engagement in the department's plans for growth.

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

First-year students are introduced to the study program, department operations, and support services during an orientation meeting. They are encouraged to connect with their assigned Academic Advisor. Throughout their studies, students receive ongoing academic and research updates via departmental announcements and direct interaction with faculty. Office hours are regularly scheduled and posted online. For administrative matters, students

can contact the Secretariat during set hours and stay informed through the department's website, where all relevant announcements are organized and updated.

Student progress is monitored through exams, projects, and internship performance. During their studies, students can receive information about scholarships from the Career Office of the Hellenic Mediterranean University. First-year students admitted to the Departments of the Hellenic Mediterranean University through the national Panhellenic Examinations may be awarded merit-based scholarships that cover the duration of their studies. Selection is based solely on their performance in the Panhellenic Examinations and their academic achievement in the Department, with no other criteria such as financial status or place of residence. The Department reports also the availability of IKY scholarships. The students can pursue Master and Ph.D. studies and scholarships for these studies are available.

Regarding student mobility, undergraduate students participate in exchange programmes in accordance with ERASMUS+ regulations. Students are encouraged to take part in the ERASMUS+ programme, and support is provided for those interested. The Department issues the "Diploma Supplement" in both Greek and English.

A thesis is required for completion of the study programme. The undergraduate thesis is supervised by a three-member committee and is checked for plagiarism using Turnitin. The final presentation is open to the public. Detailed information and guidelines are available on the Department's website. Courses such as "Ethics and Professional Conduct of the Dietitian" "Research Methodology in Nutrition," "Biostatistics" and "Statistical Data Analysis" provide additional support for students working on their theses.

Based on the documentation provided to the EEAP, students complete their internship during the final semester. The internship consists of four (4) months of training in public or private health institutions. According to the Department and stakeholders, students keep a journal where they describe the areas of their practical training. The supervising dietitian records daily reports, which are signed by both the trainee and the dietitian. Additionally, the employment agency supervisor monitors each student's progress and submits a progress report to evaluate the student's performance during the internship.

II. Analysis

Students informed the EEAP that they were familiar with the structure of the program. In cases where they encounter difficulties, they reach out to faculty members or their academic advisor for support. Student progress monitoring is clearly outlined in each course syllabus, which includes details about exams and other required activities. In most courses, the final exam accounts for 50–60% of the overall grade, while midterm exams, quizzes, and assignments also contribute to the final assessment.

Student mobility through the ERASMUS+ program is actively encouraged. To date, in a 3-year interval, twenty-three (23) students have participated in study-abroad experiences, and nine (9) international students have been hosted. Incoming students receive individual instruction and mentoring in English from the faculty.

Practical training is a highly valuable component of the program, providing students with hands-on experience and job-specific skills. The department has long-standing partnerships with reputable public and private institutions that host students for internships, including public general hospitals, university hospitals, university laboratories, dietetic offices, and private clinics such as Metropolitan General Hospital and the Onassis Cardiac Surgery Center. According to the department, these strong and enduring collaborations often result in its students being given priority over those from other institutions in the country, helping them navigate the increasingly competitive environment. Between 2017 and 2024, the department successfully secured 440 internship placements.

Additionally, the department has introduced a 2-month practical experience through a related course and enhanced faculty involvement to complement the existing 4-month externship. This expansion offers students broader exposure to diverse community settings and is considered to provide outstanding breadth and depth of training.

Stakeholders have expressed their interest in continuing collaborations with the Department to support specific business needs underscoring their integral role in the program's success. The Department requires additional resources to continue catering to the students' needs for continued growth and success.

III. Conclusion

The Department has established regulations covering various aspects and phases of admission, progression, recognition, and degree award procedures, and students are aware of them. The faculty's strong commitment to practical training, along with long-term partnerships with well-known health and community stakeholders, are key strengths of the program, offering students excellent preparation for the job market.

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	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Increase student participation in the Erasmus+ program.

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 EEAP reviewed relevant submitted documents and during the remote engagement had the opportunity to meet via Zoom with the academic staff of the Dept Nutrition and Dietetics Sciences, Hellenic Mediterranean University (DNDS-HMU). The Panel considered matters related to the adequacy of the teaching staff of the academic unit, the appropriateness of staff-student ratio, the suitable categories of staff, the appropriate subject areas and specialisations, the fairness and objective recruitment process, the research performance and relevance of academic staff, policies around staff development (including participation in mobility schemes, conferences and educational leave).

CVs and research profiles of the academic faculty are available at the website of the Department <https://nds.hmu.gr/en/staff/faculty/>. They lead Departmental research efforts in the following topics: human health protection and recovery; the relationship between nutrition and public health; nutritional management in both health and sickness; the composition and physical condition of the human body; the psychology and psychopathology

of eating; eating habits and nutritional counselling; food quality control; dietetics software; Cretan/Mediterranean diet.

It is noteworthy that the leadership of the Dept and academic staff were fully engaged with the process and were willing to answer questions and clarify queries and share information to enable the EEAP to form an objective view of the academic potential and workload of the staff.

II. Analysis

The academic and research track record of the faculty of the Department (HMU) involved in delivering the UG curriculum seems appropriate. Academic staff appears to be well equipped in skills and research experience in engaging productively with students and deliver the research elements of the course. Many are involved in postgraduate research education and have active research projects and research students. We were informed of evidence of good practice and engagement in high-quality research in collaboration with both Greek and international research centres. In addition, there is evidence of efforts to internalise students research experience through activities such as participation in the DIETS European network (Dietitians Improving Education Training Standards across Europe), as well as to Erasmus exchange programs with Universities in the Netherlands, Belgium, Spain, Portugal, Slovenia, Turkey etc. Policies around recruitment of staff and non-permanent external lecturers employed to support teaching of the UG course seem appropriate. The main issue is the disproportionally small number of faculty required to teach student cohorts (150 students per year) of considerable size. This excessive teaching workload limits continuous staff development (including participation in mobility schemes, conferences and educational leaves) and is considered unsustainable, as it could potentially lead to scientific stagnation with direct impact on the quality of teaching and ability of the Dept to recruit high-calibre anew academic staff.

The faculty receives support from administrative personnel and teaching assistants and other temporary teaching staff are available for the considerable teaching needs. Although some new positions have been advertised and filled over the past few years, a significant boost in new academic staff is required to meet the needs of the substantial UG student cohort.

III. Conclusions

The EEAP acknowledges that existing faculty of the Dept Nutrition and Dietetics Sciences, Hellenic Mediterranean University (DNDS-HMU) has the right qualifications and track record and has achieved a noticeably dynamic and highly successful UG course over the recent years. Processes for recruitment of new staff are appropriate. However, the unfavourable staff: students limit staff development and effective implementation of modern policies for continuous professional training to improve teaching and enrich research skills of existing staff. This also limits the appeal of the Dept to attract high calibre academics in the future.

Panel Judgement

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

Panel Recommendations

The Dept of Nutrition and Dietetics Sciences, and the University need to start planning and initiate the process of recruitment of a substantial number of additional faculty to relieve some of the workload of existing staff.

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

The location of the department is on the outskirts of Siteia. The campus consists of 5.500 m² and it accommodates solely this department. There are 7 auditoriums in total, 6 with a capacity of 100 people and 1 with a capacity of 200 people, 8 laboratories for teaching and research, as well as a library. There is a library in the department, therefore the tour did not show the panel members its components in detail. As the staff members informed us, the library provides a plethora of academic books regarding the field of studies and a couple of computers, which are at the disposal of the students anytime the library is open. There are no designated areas for learning, such as study rooms or student common areas. Each student is allocated to a certain professor when they enter the department, which gives them the chance to express any concerns they may have about the educational process, as well as personal problems. Furthermore, the university has arranged and provides a

psychologist that students can contact anytime, in case they want a more professional approach to their issues. There are no facilities for a gym in the department, even though there is a vast space which remains unusable. Both synchronous and asynchronous educational activities are made possible by the abundance of resources for each module. For the purpose of compiling diets that students follow in their classes, the department has also created a computer program which goes by the name “DietSpeak”, that can be utilized by other individuals by payment. As far as student mobility is concerned, there are a few exchanges of students which happen during each semester, and both this department and departments from Europe have expressed their satisfaction with the study programme and the teaching staff in the department. Students can get additional information about the Erasmus+ program by getting in touch with the Erasmus coordinator of the department.

II. Analysis

Although the Library’s resources appear to be sufficient, the Panel has not received much detailed information about the facilities, including specific spaces and other areas. The lack of a 24-hour open reading room is notable, considering that students claim to spend a large portion of their day on campus, and its creation would aid in their academic progress. As far as the lessons are concerned, a variety of delivery methods are employed, and according to the conversations with the students which the members of the Panel had, they are generally happy with the academic caliber and the lecture techniques employed by the course managers. However, the severe burden and long hours of both required and elective courses wear students out and some claim to have little leisure time for themselves and the time for studying is very limited. These can negatively affect their general well-being and academic performance in subsequent semesters. There are several instances where staff members successfully incorporate elements of their related research and doctoral thesis into modules they teach. This unarguably enhances the quality of instruction and students value such cutting-edge perspectives in their area of study.

III. Conclusions

Although the department provides adequate recourses to assist students excel in their studies, some facilities ought to be included. Students are pleased with the various modules and the resources offered for each module, but urgent measures are required to increase staffing levels, provide lab space, and make more teaching locations available for large student cohorts

Panel Judgement

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

Panel Recommendations

It is advised that part of their work material should be removed in order to improve their quality of life and academic performance.

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

Quality assurance procedures of the Dept Nutrition and Dietetics Sciences are in line with the established framework of the Hellenic Mediterranean University (DNDS-HMU). This is based on collection and assessment of a wide range of reports describing infrastructure and departmental activities. The MODIP of the University manages collection and analysis of this data via the THEMIS software (<https://qdata.hmu.gr/dashboard>). All aspects have been considered for this UG program. Relevant QA units collect all necessary information from various databases and electronic recording systems for monitoring the performance and improvement of the study program. The specific aspects of the quality assurance framework are described in the websites <https://qa.hmu.gr> (for HMU) and <https://nds.hmu.gr/to-tmima/diasphalish-poiothtas/> (for the department NDS).

Students of the UG program are registered in the online system (e-electronic secretariat, “φοιτητολόγιο”) that allows monitoring progress and analysis of data. Students have the ability to monitor the progress of their studies from registration to graduation electronically, through the student record system. The system is used for the registration of modules and the submission of teaching assignments, communicating with the faculty, updating course material, submitting grades, issuing certificates and transcripts regarding the studies and finally, for issuing the degrees.

II. Analysis

The Dept submission adequately described the data collection system and resources available. The overall policy as described in documents B1, B2, B7, B8, B9 is considered as appropriate. Quality control of the collected data is being performed by MODIP. The general faculty assembly is kept aware of this process and discuss possible problems.

III. Conclusions

The overall policy as described in documents B1, B2, B7, B8, B9 is considered as appropriate.

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

It is noted that the analysis and reporting of the data collected are and will be compliant with the European General Data Protection Regulation (GDPR). The Department may consider informing the students of this compliance and the strict policy on the use of personal data.

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

Information about the UG program is provided at the HMU website <https://nds.hmu.gr>. (in Greek) and <https://nds.hmu.gr/en/bachelor-studies/course-outline/> (in English).

II. Analysis

Overall, the information available in both Greek and English language, is well organized and satisfactory.

The website is well designed and easy to access and move around. The EEAP observed evidence that the website is managed effectively and regularly updated. Candidate students can have all required information about the University, the offered Degree, the curriculum, courses description, access to eclass, admission procedures, student service and opportunities for mobility, facilities and research activities. The English version of the website is particularly useful for incoming Erasmus foreign students.

The mechanism for updating the website through the dept Assembly and OMEA is adequately described.

III. Conclusions

The Dept projects itself to the outside world and communicates with prospective and current students through an effective website that provides publishing information about their teaching and academic activities in a direct and readily accessible way.

Panel Judgement

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

Panel Recommendations

It is recommended that the website is updated regularly.

It is recommended that through its website the Dept should develop a dedicated space promoting one of its unique selling points, e.g. the Cretan diet and try and demonstrate better linkage and interaction with the local economy and activities.

The Dept should consider including testimonials from alumni on the website.

The department should review all links to ensure that the information is consistent in both Greek and English websites.

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 undergraduate curriculum is monitored and reviewed on a regular basis according to a widely recognised process. The duties and responsibilities of each participant in this process are clearly defined. The Internal Evaluation Team (OMEA), the department's academic and administrative personnel, the current students and pertinent outside parties. Every year, this procedure includes every facet of the review procedure, including workload, student assessment and course material. The results are submitted to the University's Quality Assurance Unit (MODIP) for final approval. The department's paperwork demonstrates whether the results of the monitoring exercise are included into the program for modifications and enhancements. Although student participation through questionnaire, which occurs twice a year, once per semester, the completion is observed, response rates are often rather low.

II. Analysis

All things considered, an effective system for internal feedback has been put into effect and it is utilised for yearly internal inspections and evaluations. It is necessary to raise the degree of student engagement in the surveys.

III. Conclusions

The department completely satisfies this requirement.

Panel Judgement

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

Panel Recommendations

None

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 new curriculum of the Department of Nutrition and Dietetics Sciences has not yet completed its four-year cycle; therefore, there are currently no graduates and no external evaluation report available. However, reference is made to the 2013 External Evaluation Report of the Department of Nutrition and Dietetics at the TEI of Crete.

II. Analysis

The EEAP noted that the observations of the 2013 External Evaluation Committee were taken into account in the development of the new curriculum, and several improvements were implemented. These changes are reflected in the progress report on the implementation of recommendations from both the external evaluation and the IQAS Accreditation Report

III. Conclusions

The Department of Nutrition and Dietetics Sciences has introduced a new curriculum that is still in progress and has not yet produced graduates or undergone external evaluation. Nonetheless, the program was designed with reference to the 2013 external evaluation of the TEI of Crete, incorporating recommended improvements. These enhancements are documented in a progress report based on feedback from both the external evaluation and the IQAS Accreditation Report.

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

- The EEAP recommends continuing the implementation of all improvements suggested in the external evaluation and the IQAS Report.
- Enhancing library facilities and considering an extension of the library's opening hours.

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

Since 2019, two parallel undergraduate programs have been in operation: the former TEI program and the new Hellenic Mediterranean University (HMU) program. The TEI program is currently being phased out, with its final completion timeline originally set for the spring semester of 2021-2022 and extended to 2022-2023 for certain students. Approximately 300 students remain enrolled in the TEI program, including 150 from the final intake of 2018-2019, who are expected to graduate under the v+2 provision.

The Department closely monitors student progression and takes active measures to remove bottlenecks that could delay graduation. Once the transition period ends, students who have not graduated under the TEI structure will be fully absorbed into the HMU program.

Course equivalency has been established between the two programs to ensure academic requirements are fulfilled without redundancy. Students who complete their studies under

the TEI program within the allowed timeframe may choose to transition into the HMU program and complete additional required courses to earn a university-level degree.

TEI graduates are required to complete six mandatory and up to five elective courses from the HMU curriculum, depending on their prior coursework. The curriculum is reviewed annually by the department's assembly to determine which courses are offered and in which semesters.

Practical training in the program is divided into two structured placements: a two-month community-based placement worth 8 ECTS and a four-month hospital-based placement worth 10 ECTS.

II. Analysis

The department has taken a structured, proactive approach to managing the transition.

The institution ensures continuity and equivalence by mapping old courses to the new curriculum and requiring completion of additional university-level coursework where necessary.

By requiring completion of extra courses for degree equivalence, the program preserves the academic rigor expected of university-level qualifications.

The monitoring and intervention mechanism for students in the TEI program demonstrates a student-centered strategy aimed at facilitating timely graduation.

The annual review and planning by the departmental assembly ensure adaptability and relevance of the curriculum offerings each year.

The structure and credit allocation for practical training are clearly defined and aligned with educational outcomes.

III. Conclusions

The Department of Nutrition and Dietetics at the Hellenic Mediterranean University (HMU), has effectively fulfilled the requirements of the Standards for transitioning from a previous undergraduate study program of TEI to a new one. The approach taken ensures academic equivalency, student progression, and compliance with regulatory expectations. The procedures in place are robust and demonstrate a commitment to quality assurance and educational excellence during the transition phase.

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

Clearly define and communicate the full transition process—including course equivalencies, timelines, and degree outcomes—to ensure transparency and consistency for all stakeholders.

Assign specific advisors or a support unit to guide students through the transition, manage academic planning, and address individual concerns proactively.

Implement performance indicators (e.g., graduation timelines, course completion rates) to continuously assess and improve the effectiveness of the transition process.

PART C: CONCLUSIONS

Features of Good Practice

A four-year modern undergraduate program with biostatistics, bioethics, and a bachelor's degree that meets the European educational standards.

The department's areas of expertise cover contemporary scientific areas that are evolving and have a major impact on the labour market.

Strong support from the regional authorities, the society, stakeholders and local nutritional producers.

Areas of Weakness

Insufficient local health and safety policy, which is necessary in case of accidents and emergency for students and teaching staff. This impacts the safety and well-being of everyone on campus (see recommendation).

Crucial of recruiting additional faculty to relieve workload pressures is highly important, as it affects staff well-being, teaching quality, and overall program sustainability.

Partial meritocratic and anonymous grading and evaluation of students.

Need of a safe route for the institution's students to and from the city of Sitia, reduces students' activities and physical exercise.

Recommendations for Follow-up Actions

Consider involving prospective students more in the design of the programme (the extent of involvement to be agreed by the Course Director and Course Leads); the purpose is to ensure that student voices are heard, and that their unmet educational and professional needs are appropriately addressed

Consider to: (a) perform works on-site to create a separate reading room (and/or study room) in the library building, for students who wish to study independently without having to access the book stacks and archives areas of the library and/or (b) generate a part-time library assistant/library technician post, to support individual students who wish to have access to the library in the evenings and in the weekends

Review your health & safety policy to include clearer signage on site for assembly points for emergencies (e.g. in response to earthquakes, fire incidents, floods etc.) and at the same time offer all students and staff mandatory training annually for how to deal with emergencies including medical emergencies

Consider developing new/strengthening existing links with policy-makers from the Crete Prefecture; the suggestion is to deliver new workshops (to be held remotely or face-to-face) with colleagues from other academic institutions, from Greece and abroad, including initiatives with international organisations to influence policy-making and secure new funds

Consider hosting an annual event (e.g. a summer festival over 2-3 days every year) at the Sitia campus to: (a). engage with individuals of all ages, and families with children from the local community who are interested in Nutrition and Dietetic Sciences and well-being, (b) to attract new students, and to (c) seek for support from local communities and businesses

Consider organising a funding event (including donations, if applicable) to support a study for major change on the road that connects the campus with the Sitia city centre to ensure the safe connection of students with the city of Sitia (consider alternative routes such as the design/construction of a cycle lane and one for pedestrians and individuals using wheelchairs)

The template for the Diploma (document B.29) requires an update to match HMU formal requirements.

Consider asking prospective students submitting short feedback questionnaires (or mini-surveys), to be deployed, however more than once during the academic year e.g. at the beginning of the course, half-way through, and the very end; the purpose is to collect data over multiple time-points and to prompt students be mindful throughout the academic year

Consider generating a digital environment that will serve as a networking platform for prospective students and a separate one for alumni; the purpose is to share news, to foster collaborations, and to maintain momentum in delivering common goals

Consider revising the presentation of KPI data by providing tables which are self-explanatory (e.g. by adding a legend that explains how calculations are made, more information about the period of data collection etc.). Consider providing graphs in future reporting to demonstrate trends and change over time.

It is advised that part of their work material should be removed in order to improve their quality of life and academic performance.

The EEAP recommends continuing the implementation of all improvements suggested in the external evaluation and the IQAS Report.

Enhancing library facilities and considering an extension of the library's opening hours.

Clearly define and communicate the full transition process—including course equivalencies, timelines, and degree outcomes—to ensure transparency and consistency for all stakeholders.

Assign specific advisors or a support unit to guide students through the transition, manage academic planning, and address individual concerns proactively.

Implement performance indicators (e.g., graduation timelines, course completion rates) to continuously assess and improve the effectiveness of the transition process.

The Dept of Nutrition and Dietetics Sciences, and the University need to start planning and initiate the process of recruitment of a substantial number of additional faculty to relieve some of the workload of existing staff.

It is noted that the analysis and reporting of the data collected are and will be compliant with the European General Data Protection Regulation (GDPR). The Department may consider informing the students of this compliance and the strict policy on the use of personal data.

It is recommended that the website is updated regularly.

It is recommended that through its website the Dept should develop a dedicated space promoting one of its unique selling points, e.g. the Cretan diet and try and demonstrate better linkage and interaction with the local economy and activities.

The Dept should consider including testimonials from alumni on the website.

Conduct more specific labor market analyses concerning the employment outcomes of graduates and their international experience in related scientific fields.

Survey students to better understand their workload and program demands and consider adjusting the program requirements based on the findings.

Ensure the presence of trained staff or faculty for first aid services, with the designated area clearly marked with signage.

Adopt only written examinations as assessment methods.

Revise grading procedures to ensure anonymity by removing student names from exam materials.

Explore the possibility of creating a bike path and/or a safe walking route to offer alternative access to the campus.

Relocate restaurant services to the campus site.

Extend library hours and provide a study area that remains open until classes conclude.

Install vending machines to provide a consistent supply of snacks and beverages.

Develop basic sports facilities.

Increase stakeholder engagement in the department's plans for growth.

Increase student participation in the Erasmus+ program.

Summary & Overall Assessment

The Principles where full compliance has been achieved are: **1,2,3,5,7,8,9,10,11, 12**

The Principles where substantial compliance has been achieved are: **4, 6**

The Principles where partial compliance has been achieved are: **0**

The Principles where failure of compliance was identified are: **0**

Overall Judgement	
Fully compliant	X
Substantially compliant	

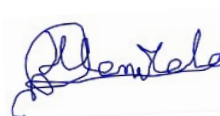
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. Prof. Nikolaos Venizelos



2. Dr. Andreas A. Roussakis



3. Ass. Prof. Maria Kapantzoglou



4. Prof. Dimitris Grammatopoulos



5. Ms. Sofia Kalogirou

