



AGENTUR FÜR  
QUALITÄTSSICHERUNG DURCH  
AKKREDITIERUNG VON  
STUDIENGÄNGEN E.V.

## FINAL REPORT

ISTANBUL BEYKENT UNIVERSITY

### LAW

“LAW” (BACHELOR OF LAWS)

“PUBLIC LAW” (MASTER OF LAWS)

“PRIVATE LAW” (MASTER OF LAWS)

May 2026



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## DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “LAW” (BACHELOR OF LAWS)
- “PUBLIC LAW” (MASTER OF LAWS)
- “PRIVATE LAW” (MASTER OF LAWS)

## OFFERED BY ISTANBUL BEYKENT UNIVERSITY, ISTANBUL, TÜRKIYE

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its circulation procedure on 01<sup>st</sup> May 2026, the AQAS Standing Commission decides:

1. The study programmes “Law” (Bachelor of Laws), “Public Law” (Master of Laws), “Private Law” (Master of Laws), offered by **Istanbul Beykent University, Türkiye** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).
2. The study programmes comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version.
3. The accreditation is given for the period of **six years** and is valid until **30 April 2032**.

The following recommendations are given for further improvement of the programmes:

### For all Programmes:

1. Interdisciplinary elements should be included more strongly in the curriculum.
2. To increase the practical application of skills in a real-world working environment, internships for the students should be provided more frequently.
3. The systematic use of quantitative performance indicators should be evaluated and transparently documented to further strengthen the quality assurance system.
4. There should be stronger emphasis on debating, rhetorical, and teamwork skill development of students throughout the curriculum.
5. International law course should be taught at least partly in English also using also in English original sources.
6. Didactical training for lecturers should be expanded.
7. Several measures should be taken to increase the internationalisation of the faculty and the programmes:
  - a. Provision of information on exchange possibilities should be intensified to increase the mobility of students.
  - b. The university should seek clarification with the national authorities on how the principles of the Lisbon Convention can be implemented more consistently.

- c. More foreign lecturers and adjunct professors should be appointed.

**For both Master programmes:**

8. To strengthen the importance of the oral defence of the master's thesis, this part of the exam should be allocated a distinct number of credits.

**For the "Public Law" programme:**

8. Specific juridical skills, like legal argumentation, negotiation and forensic writing, and general competences like communication skills should be integrated in existing courses.

**For the "Private Law" programme:**

10. A seminar or colloquium should be introduced to regularly present thesis progress to fellow students and supervisors.

With regard to the reasons for this decision the Standing Commission refers to the attached experts' report.

## EXPERTS' REPORT

### ON THE STUDY PROGRAMMES

- “LAW” (BACHELOR OF LAWS)
- “PUBLIC LAW” (MASTER OF LAWS)
- “PRIVATE LAW” (MASTER OF LAWS)

### OFFERED BY ISTANBUL BEYKENT UNIVERSITY, ISTANBUL, TÜRKIYE

Visit to the university: 17-19 February 2026

#### Panel of experts:

**Univ.-Prof. Dr. LL.M. Andreas Schwartze**

University of Innsbruck, Faculty of Law, Professor of European private law, comparative private law and international private law

**Univ.-Prof. Dr. LL.M. Engin Saygin**

Ankara Yıldırım Beyazıt University, Faculty of Law, Department of Administrative Law

**Julia Dibbert**

Judge at the district court, Siegburg (representative of the labour market)

**Blanca Marie Bettin**

Student at the University of the Bundeswehr (student expert)

#### Coordinator:

Doris Herrmann, Eylem Inanici

AQAS, Cologne, Germany

## I. Preamble

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AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by nearly 90 universities, universities of applied sciences, and academic associations. Since 2002, the agency has been recognised by the German Accreditation Council (GAC). It is, therefore, a notified body for the accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

## II. Accreditation procedure

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This report results from the external review of the degree **“Law” (Bachelor of Laws), “Public Law” (Master of Laws), “Private Law” (Master of Laws)** offered by Istanbul Beykent University.

### 1. Criteria

Each programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Programme Accreditation (Bachelor/Master). The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of each programme since not all indicators can necessarily be applied to every programme.

### 2. Approach and methodology

#### *Initialisation*

The university mandated AQAS to perform the accreditation procedure in June 2025. The university produced a Self-Evaluation Report (SER). In November 2025, the institution handed in a draft of the SER together with the relevant documentation on the programmes and an appendix. The appendix included e.g.:

- an overview of statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts),
- the CVs of the teaching staff/supervisors,
- information on student services,
- core information on the main library,
- as well as academic regulations.

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 8 September 2025. The final version of the SER was handed in January 2026.

### *Nomination of the expert panel*

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective discipline, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in January 2026. AQAS informed the university about the members of the expert panel, and the university did not raise any concerns against the composition of the panel.

### *Preparation of the site visit*

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the university and to all panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

### *Site visit*

After a review of the SER, a site visit to the university took place on 17 to 19 February 2026. On site, the experts interviewed different stakeholders, e.g. representatives of the management of the higher education institution, the programme management, of teaching and of other staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded with the presentation of the preliminary findings of the group of experts to the university's representatives.

### *Reporting*

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS Criteria. The report included a recommendation to the AQAS Standing Commission. The report was sent to the university for comments.

### *Decision*

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 01 May 2026. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In May 2026, AQAS published the report, the result of the accreditation as well as the names of the panel members.

### III. General information on the university

The Istanbul Beykent University (IBU), founded in 1997 under the name Adem Çelik - Beykent Educational Foundation, is a British inspired foundation university. According to the SER the university's structure follows the Turkish regulations on Foundation Higher Education Institutions, which includes a Board of Trustees as the decision-making body, overseeing strategic, financial and administration matters. The Rector serves as the chief executive and academic officer followed by the Executive Board for administrative tasks. On the faculty level the leadership is held by the deans and governed by faculty boards and faculty executive boards.

According to the SER the IBU offers programmes in 10 faculties, one vocational school, two colleges, one graduate school and 10 research centres. 791 full-time staff (315 professors/associate/assistant professors; 476 lecturers or teaching/research assistants) plus 59 part-time academic staff are said to be the academic backbone of the university. With a 39.9:1 student to professor and 24:1 student to academic ratio, the scientific output reaches 160 papers in 2024 with 5,076 citations, supported by 20 internally funded projects. The report outlines the role of the university in launching comprehensive online and distance learning since 2002.

As described in the SER, the Faculty of Law was established in 2008 and offers an undergraduate Law (LL.B.) programme and currently host 411 active students, with 59 new entrants in 2023–2024. The master's programmes Public Law and Private Law is operating under the Institute of Graduate Studies and counting 42 in Public Law and 62 in Private Law (104 in total) students. Both the undergraduate and graduate offerings are delivered by the same academic staff, 6 Professors, 8 Assistant Professors, and 6 Research Assistants (20 in total) to safeguard curricular continuity between cycles and strengthens advising and academic supervision in courses, seminars, and thesis/project work. While the LL.B. is referred as the flagship programme to build core legal competencies, the LL.M. in public and private law provide specialisation and research-based instruction.

### IV. Assessment of the study programmes

#### 1. Quality of the curriculum

##### **Bachelor's/Master's degree**

*The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.*

*The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.*

*The curriculum's design is readily available and transparently formulated.*

[ESG 1.2]

#### **Description**

##### **General aspects**

According to the SER, the LL.B. and LL.M. programmes meet the level 6 and 7 specified for the First Cycle in the European Qualifications Framework for Higher Education (QF-EHEA) of the Bologna Process, as well as Level 8 qualifications in the Turkish Higher Education Qualifications Framework (TYYÇ) and the updated TYÇ-TQF.

According to the SER, most of the LL.B. and LL.M. courses offered by the Law School are specific to the programmes. However, some are also offered across the university in less complex, more compact formats as part of various study programmes. These are presented as "Fundamentals of Law" and are taught by the teaching staff. In addition, the Faculty of Economics and Administrative Sciences offers courses such as

"Commercial Law" and "Labour and Social Security Law" that follow different course plans and are taught by different instructors, the report point out.

According to the SER, the ILOs include subject related competences and up to contemporary employability skills. Core courses are said to focus on statutory and case-law analysis, while upper-level electives align with staff expertise in public and private law. The delivery of learning is through lectures, case discussions, judgment analysis, problem-based exercises, simulations and moot practice.

To reflect current jurisprudence, legislative change, and faculty research agendas, electives and seminars are reflected to the current change of jurisprudence and legislative change. With the aim of meeting scientific standards in the LL.B., advanced electives and project or research paper, students are guided towards research-based learning and comparative/EU perspectives.

In the thesis-track LL.Ms., research methods and seminar courses train students in literature review, research methodology, research ethics and academic writing, with supervision given throughout the process, as outlined in the SER.

All programmes are said to offer compulsory and seven clusters of elective courses within the curriculum. To ensure alignments according to contemporary academic and modern developments at the labour market, elective courses are subject to annual revision. The update of the module description taken place through a structured and participatory process and includes academic staff, student and stakeholder, departmental approval, faculty – level validation and periodic monitoring. They also said to be involved in the quality assurance process through evaluation surveys and external stakeholder meetings.

### Law (Bachelor of Laws)

#### **Description**

According to the ILOs the bachelor programme LL.B. conveys theoretical and practical knowledge about the structure and the application of legal rules including basic terms about national and international legal rules. Graduates are able to understand basic terms in national and international legal rules, use, compare, and apply legal knowledge in a way that enables the interpretation of legal texts according to content, system and fundamental logic of legal rules. In addition, graduates are able to understand judicial decisions, drafts contracts and court petitions. Understanding juristic decisions, contracts and petitions is followed by the practical implementation of contract drafting, legal assistance and the conclusion of lawsuits, both individually and in group work.

Furthermore, the SER explains that graduates are able to critically analyse court rulings and new theories, and they have the knowledge and methodology to work independently, which fosters a lifelong learning approach. Equipped with legal terminology, graduates can use them competently and accurately, as well as Advanced Level of the European Computer Driving Licence (ECDL) required by the field of law. Graduates have the competence to work as a judge, prosecutor, lawyer, or notary and understands the ethical values required by these professions, identifies issues related to judicial ethics, and proposes solutions.

From the first year, as written in the SER, students are introduced to the structure and application of legal rules, as well as the main branches of law. In subsequent years, the programme is further enriched by specialised modules, moot court exercises and internships, which serve to reinforce the practical application of legal theory. Assessment through written exams, oral presentations and legal drafting exercises ensures that knowledge and competencies are both measured. Each core and elective course maps to specific ILOs. For instance, 'Constitutional Law' and 'Administrative Law' focus on understanding legal sources and judicial decisions, while 'Civil Procedure' and 'Criminal Procedure' develop the ability to follow and conclude lawsuits.

'Legal Method' and 'Research Skills' support critical thinking and lifelong learning. Practical components, such as the model courtroom and internships, should link theoretical knowledge with procedural skills.

The programme aims to equip students with a comprehensive set of competencies in the following main areas:

- Field-specific skills: Substantive and procedural law courses, judicial decision analysis, contract drafting, and moot courts give students direct practice with legal reasoning, litigation, and advisory work.
- General/cross-disciplinary skills: Communication in Turkish and a foreign language, teamwork, ethical awareness, and IT literacy (European Computer Driving Licence level) are embedded in courses and projects.
- Methodological skills: Legal research, interpretation of texts, comparative analysis, and use of databases are taught in dedicated methodology courses and reinforced across the curriculum.

A thorough understanding of national and international legal rules, the ability to interpret statutes and judicial decisions, draft legal documents, create arguments, follow judicial processes, and use at least one foreign language as well as information technologies are underlined by the learning outcomes, according to the report. Furthermore, they emphasise ethical awareness, lifelong learning, and critical evaluation of novel legal theories. With this knowledge, students in the bachelor's programme are said to be equipped for careers such as work in corporate legal departments, banks, insurance companies, NGOs, public administration, regulatory bodies, international organisations, or human rights institutions. Having taken the national qualifying examinations, graduates of the LL.B. programme may also work as judges, prosecutors, solicitors or notaries.

### Expert evaluation

The Bachelor of Law programme with 8 semesters and 240 ECTS is more extensive than most Western Europe LL.B's lasting 6 semesters for 180 ECTS and corresponds with the Level 6 of the EQF. This is in line with the aim of the LL.B. to provide the competence to work as a judge, prosecutor, lawyer, or notary, according to the national regulations. Consequently, law programmes in Türkiye follow the same curriculum but differ from one another in terms of their elective modules. The interdisciplinary aspect is particularly evident in the compulsory elective modules, such as those on climate change, migration, general communication, blockchain and environmental law.

The courses are in general usefully composed for the envisaged complete legal education, so the programme structure supports the achievement of the intended learning outcomes. The curriculum with 26 courses starts, as usual, with an Introduction to Law, added by Constitutional Law and the basic subjects of Philosophy and Sociology of Law, which are well suitable to familiarise the new students with the legal world. Then follow all the main areas of law, from private law (7 courses: Civil Law, Law of Obligations, Commercial Law, Property Law, Law of Succession; Labour Law, Private International Law) through public law (5 courses: Turkish Constitutional Law, Public Law, Administrative Law, Tax Law, International Law) and criminal law (2 courses), and the related procedural topics (3 courses: Civil Procedure, Criminal Procedure, Enforcement Law). This gives a broad picture of the relevant legal sectors. The rest is distributed to electives (3), projects (2), and (1) another basic subject (Judicial Ethics). The course descriptions are very detailed, even listing the content of the lectures every week.

Based on the written report and discussions during the site visit, the experts noted that separate courses on legal reasoning or methodology, comparative law, or the more modern economic theory of law are not offered. The panel of experts recommends presenting these approaches in courses with legal content to enhance interdisciplinary elements (**Finding 1**).

The basics of legal practice are shown during the two projects 'Legal Method' and 'Research Skills'. In order to provide students with more practical support it is recommendable that practitioners are integrated in the

courses or offer special workshops. Furthermore, to put their skills to the test in a real-world working environment, internships for the students should be provided more frequently (**Finding 2**). Specific juridical skills, like legal argumentation, negotiation and forensic writing, and general competences like communication skills are also not visible as independent courses, therefore, the panel of experts recommends that these should be integrated in existing courses (**Finding 3**).

To support students in their ability to study abroad and to support the university's internationalisation efforts, the experts recommend that some courses on international law should be taught at least partly in English based on materials which are also in English (**Finding 4**). This will also expand the students' English skills. In this respect, it might also be beneficial to include the topic of EU law in the course on International Law.

The studies finish with a state-wide final entry exam for the legal professions, which is demonstrating that the candidates have achieved the learning goals of the programme.

## Conclusion

The criterion is fulfilled.

### Public Law (Master of Laws)

#### Description

According to the SER all courses in the Graduate Education Institute of Istanbul Beykent University are offered at the evening on weekdays and on Saturdays to address the needs of students active in professional business life. Furthermore, it is stated, that student workload is evaluated through feedback and surveys at the end of each semester to improve programmes.

The current ILOs for the Graduate School contributes to specialization in the field of public law, provides recommendations for developing a critical perspective, enhances the ability to conduct scientific research, contributes to gaining practical skills in solving problems that may be encountered in the field of public law, teaches how to produce publishable works in the field of public law, offers suggestions for developing skills in collecting, categorizing, interpreting, and disseminating data in the field of public law, contributes to building competence in scientific thinking and resolving ethical issues in the field of public law.

The LL.M. in Public Law is said to be designed to enhance academic and practical expertise in this field. Students engage in advanced seminars, research projects and case analyses in areas such as constitutional, administrative and international public law. Supervised thesis work enables students to conduct publishable research and develop a critical approach to legal issues. Core modules in advanced constitutional law, administrative law and human rights are directly tied to ILOs specific to the field. Research methodology courses and seminars on ethics and scientific thinking address cross-disciplinary and methodological ILOs. All competencies at programme level are integrated by the requirement to produce a thesis or substantial project, as written in the SER.

The programme aims to equip students with a comprehensive set of competencies in the following main areas:

- Field-specific skills: In-depth analysis of public law cases, legislative drafting exercises, and participation in policy-oriented workshops.
- General/cross-disciplinary skills: Development of a critical perspective, ethical reasoning, and presentation of findings in academic and professional settings.
- Methodological skills: Advanced legal research, data collection and categorisation, and dissemination of results through papers, presentations, and conferences.

## Expert evaluation

The programme description demonstrates a coherent alignment between the intended learning outcomes and the curriculum structure of the LL.M in Public Law and corresponds with the Level 7 of the EQF.

Advanced academic and practical competencies are said to be provided to students through seminars, research projects and case analyses in core areas such as constitutional, administrative and international public law. Compared to LL.B. students, non-consecutive LL.M. students enter the programme with professional experience. Therefore, specialisations such as cybercrime are also offered in the curriculum. To enable this group to participate and offer them more flexibility, the university runs evening classes.

The integration of supervised thesis work is a particularly strong element, as it enables students to conduct independent and potentially publishable research while developing critical analytical skills. All these completed within this programme are accessible through the YÖK-TEZ system, managed by the Council of Higher Education. This accessibility contributes to enhancing the visibility and academic impact of the research produced in the programme.

Within an overall comprehensive curriculum, it reflects a balanced approach to competency development. Field-specific skills are supported through activities such as case analysis, legislative drafting, and policy-oriented workshops, which contribute to the practical application of public law knowledge. A distinctive feature of the Public Law master's programme is its offering of evening courses tailored to accommodate professionals bringing substantial practical experience to their studies. However, the experts also noted that, in addition to the range of courses on public law, the interdisciplinary course offered should be expanded, as this would also help to tap into the potential of students from different undergraduate programmes (see Finding 1).

Overall, the programme design appears well structured and consistent with the objectives of advanced legal education. The requirement to produce a thesis or substantial research project serves as an integrative component that consolidates field-specific, methodological and transferable competencies. It should be noted that courses with legal content contribute a relatively low number of ECTS to students' total, while the master's thesis, which is valued very highly, contributes 60 ECTS. Experts learned that this is generally the case in Türkiye, so that the situation cannot be changed by an individual university, but Beykent University is planning to raise this issue with the Turkish Higher Education Council YÖK.

Overall, the expert panel concludes that the programme has the potential to prepare graduates effectively for academic research and professional practice in public law.

## Conclusion

The criterion is fulfilled.

### Private Law (Master of Laws)

According to the report, the “Master of Laws” in Private Law meets its learning outcomes (ILOs) by combining advanced coursework with research training. Students work on case studies and problem-solving exercises in specialised areas such as commercial, labour, family and property law. They are guided in producing scholarly work and developing strategies for addressing complex private law issues. Core modules on contract, tort, corporate and labour law support the development of expertise in specific fields, while courses on legal methodology, ethics and research guide students in developing general and methodological skills. The final thesis or project brings all these outcomes together by requiring students to apply their research, analytical and ethical judgement skills to a private law topic.

The programme aims to equip students with a comprehensive set of competencies in the following main areas:

- Field-specific skills: Drafting and analysing complex contracts, dispute resolution, and comparative private law studies.
- General/cross-disciplinary skills: Critical thinking, communication, teamwork, and ethical decision-making embedded in seminars and group projects.
- Methodological skills: Collection, categorisation, interpretation, and dissemination of data; independent and supervised research leading to publishable outputs.

### Expert evaluation

“Master of Laws” in Private Law programme with 4 semesters and 120 ECTS is situated on the level of more extensive master programmes, but without a narrower specialisation (like very often in Central Europe) and the description demonstrates a coherent alignment between the intended learning outcomes. The curriculum structure of the “Master of Laws” in Private Law and corresponds with the Level 7 of the EQF. It should enable legal practitioners to specialise in different areas of private law. This is reflected in the list of 29 elective courses, which cover relevant and modern fields of private law and include some interdisciplinary public law content, such as data protection and social security. As the diverse range of electives lacked a clear structure, the panel of experts recommended categorising the courses to help students find their way around more easily. The university took immediate action on this recommendation during the site visit and shared the results of its clustering of the electives with the panel. Therefore, this area of enhancement was already sorted on site.

Master's students are either already established in their chosen career path or aiming to gain further qualifications whilst working, so the labour market aspect is less relevant for them. To enhance the students' oral skills, which are important for professionals, a seminar (18 ECTS) is offered. With the two courses “Master's Research” (I and II), each with 30 ECTS, the students are supervised for the writing of the master thesis.

In order to offer students further support alongside supervision of their master's thesis, the panel recommends establishing a seminar in which the progress of the thesis is regularly presented to fellow students and supervisors. This would support students in their academic development and reduce the risk of delays in the writing phase of the thesis (**Finding 5**).

As AI has come to play a major role, developments in industry and at other universities are being monitored, and students are encouraged to engage with this field and publish their work. At the same time, the university has an AI policy in place to which students and researchers must adhere.

As written in the SER and seen during the site visit, the university aims to foster internationalisation. To encourage this, experts recommend English lectures when dealing with relevant topics, such as foreign and international case. Even if most lectures are held in the domestic language, it is a common practice internationally. This would allow students to choose whether to study their academic subjects in English or in Turkish.

The expert panel noted that the courses with legal content add to a rather low number of ECTS for the students, while in contrast the master thesis with 60 ECTS is valued very high. Although this is unusual in Central European LL.M. programmes (where the thesis is mostly listed with 30 ECTS) and is more similar to research-oriented PhD programmes, there is no room for change, because this division is set by the High Education Council (YÖK). To strengthen the importance of the oral defence of the master thesis, this part of the exam should be valued with a certain number of credits, such as 5 ECTS (**Finding 6**).

### Conclusion

The criterion is fulfilled.

## 2. Procedures for quality assurance

### **Bachelor's/Master's degree**

*The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.*

*A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.*

*The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.*

*Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.*

[ESG 1.1, 1.7 & 1.9]

### **Description**

According to the university, the quality assurance procedure is implemented in undergraduate and graduate programmes. Quality processes, evaluation methods and improvement mechanism are said to be carried out, not only for the academic quality, but also to meet student satisfaction. The institutional Quality Assurance system (QAS) said to be developed according to the Higher Education Quality Council of Türkiye (YÖKAK).

As stated in the report, Istanbul Beykent University's quality assurance system centrally governed by the University Quality Commission, chaired by the Rector. The Commission sets performance indicators, oversees institutional self-evaluation, coordinates accreditations, and drives continuous improvement through six active subgroups. The Office of Strategic Development and Quality Enhancement is said to be responsible for daily quality activities, data collection, and surveys. Each faculty, institute, school and administrative unit maintains its own Unit Quality Commission. The institutions Quality Assurance System is said to operate at university level, faculty/institute level, department/programme level and course level and focuses on teaching and learning processes.

The university points out that, due to the ongoing academic year, the data for this report were collected from academic units. As usual, the report explains, student satisfaction with academic staff is measured through surveys, and the results are sent to Heads of Department, followed by an in-depth analysis on the five academic staff members who have attained the highest and lowest scores.

Improvements on course content or semester planning take place at the meetings of the Advisory and Quality Board.

The SER highlights, that the failure rates are low and summer school are offered to those who have not passed the courses in the regular semester

### **Expert evaluation**

The quality assurance (QA) arrangements are largely positive, particularly with regard to systematic course-level evaluation, responsiveness to student feedback, and transparency through publicly accessible policies and documentation.

The university provides open access to all information relating to its Quality Commission, which operates as a committee-based QA system. There is also access to various institutional policies, quality documents and quality reports, including the quality management strategy (<https://kalite.beykent.edu.tr/en/corporate/quality-management-strategy>). The presence of a student representative on the commission ensures student participation at governance level and strengthens the inclusiveness of the QA framework.

In terms of monitoring and follow-up procedures, the QA approach involves a structured process whereby identified weaknesses are addressed through a step-by-step evaluation procedure, involving warnings, encouragement measures, and a one-year observation period. Senior leadership explicitly exercises oversight, with the Dean and the Rector reviewing performance. Additionally, the Dean reviews all evaluations related to professors, demonstrating direct managerial engagement with QA outcomes. However, while the existence of QA bodies and procedures is evident, it remains unclear how the programme's QA processes are operationally linked to the wider university QA system. During the site visit, no concrete quantitative indicators (e.g. progression rates or completion rates) were presented, which limits the ability to assess outcome-based quality performance fully.

Feedback mechanisms are well developed and institutionalised. Anonymous end-of-semester evaluations are conducted systematically. These evaluations consist of sixteen rating questions (using a scale from one to five, where one represents a negative assessment and five a positive assessment) as well as an open-ended question allowing qualitative feedback to be provided to the professor. The scope of the evaluation questions appears broad, including practical and instructional dimensions (e.g. whether professors are punctual and prepared).

In addition to course evaluations, there is an openly visible student support system for official requests. Due to the open-door policy, lecturers are available for support, questions and feedback, and to engage in direct dialogue. Importantly, feedback is not only collected, but also acted upon, with multiple examples of concrete changes being implemented. Students reported that implementation measures included adjustments relating to lecture hours and study rooms. Other improvements included raising the pass mark for examinations from 25 out of 100 points to 30 out of 100 points. This demonstrates that assessment regulations can be adjusted in response to identified needs. Furthermore, expert feedback resulted in swift action, such as clustering courses.

The university has a QA culture that is broadly effective, characterised by transparent structures, systematic evaluations, the credible implementation of feedback. The panel of experts recommends that the systematic use of quantitative performance indicators should be evaluated and transparently documented to strengthen the Quality Assurance System further (**Finding 7**).

## Conclusion

The criterion is fulfilled.

### 3. Learning, teaching and assessment of students

#### **Bachelor's/Master's degree**

*The delivery of material encourages students to take an active role in the learning process.*

*Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.*

*Assessment procedures are designed to measure the achievement of the intended learning outcomes.*

[ESG 1.3]

#### **Description**

The SER states that teaching and learning is delivered through a combination of in-class, online and blended learning methods, with the majority of courses being held face-to-face to achieve a balance between engagement and flexibility.

Conventional lectures are said to provide theoretical frameworks, punctuated by discussions, documentaries or polls to test understanding. According to the university, case-studies and examples are common in most courses, while mid-level courses use problem-based learning, e.g. analysing a legal case to find risk points and solutions. In the fourth year, learner responsibility is taken over entirely by the Research and Graduation Projects, with milestones spaced across the year, as stated in the SER.

The regulations on assessment require that there should be an explicit alignment between each task and the stated learning outcomes. According to the SER, standard programme in the School of Law allocates 40% of the ultimate grade to a mid-term test and 60% to a comprehensive final. In most graduate courses, 50% of a student's final grade comes from the mid-term exam and 50% from the final exam. All examinations are said to follow the Assessment and Examination Directive, grades are calculated using the relative evaluation system and results must be published in the online system (OBS) within five working days.

The university explains each course incorporates one of three distinct types of examination, with the type of examination being determined by the course's ILOs and distinguish three types of examination:

1. Test examinations assess students' factual knowledge.
2. Written examinations evaluate students' understanding of theoretical concepts. They require more comprehensive, well-developed answers that demonstrate critical thinking and the ability to synthesise ideas. Written examinations can be divided into two categories: case study examinations that students solve, and essay examinations that ask students to answer open-ended questions using their knowledge from the past term.
3. Graduation Project: Each student pairs with a faculty academic staff member to undertake a project comparable to a master's thesis. Students are told to select a topic under their assigned advisor's supervision and work to produce a scholarly paper of approximately 20-40 pages over the course of one term.

As explained in the report, the Disability Unit assesses students at the start of each semester identifies their disabilities and the support they may need during exams to meet the specific needs of each student.

Compensation procedures for students unable to attend an examination because of illness, academic responsibilities or other justifiable circumstances are said to exist.

### Expert evaluation

A student-centred teaching approach is reflected in the programmes, which apply a combination of face-to-face, online and blended teaching methods. The predominance of face-to-face instruction aims to ensure effective student engagement while maintaining a degree of flexibility. Traditional lectures appear to provide the theoretical foundation of the courses and are complemented by interactive elements such as discussions, documentaries and polls intended to monitor and reinforce student understanding.

Case studies and practical examples are widely used across courses. In some courses, particularly at intermediate levels, problem-based learning approaches are applied, requiring students to analyse legal cases, identify potential risks and propose solutions. Such methods support the development of analytical and problem-solving skills that are essential in legal education. Carried out on initiative of some lecturers, Moot Courts take place but are not visible at the course description. Since strong communication skills are essential in the legal profession, students need to work on improving theirs. Therefore, it is recommended to provide more emphasis on debating and rhetorical aspects in many courses through teamwork during the lectures (**Finding 8**). In addition, mandatory student working groups lead by teaching assistants would be very helpful.

In the final year, the Research and Graduation Projects are described as placing a higher degree of responsibility on students, with milestones distributed throughout the academic year in order to guide the research process.

Examinations are conducted in accordance with the Assessment and Examination Directive, grades are calculated using a relative evaluation system, and results are published through the online system within five working days.

According to the given information, the content of the courses and the content of the exams are aligned. Students are not surprised by the exam questions because the syllabus is uploaded in advance. However, the exam questions are still perceived as challenging.

Courses may employ different examination formats depending on their intended learning outcomes. Test-type examinations are used to assess factual knowledge, whereas written examinations aim to evaluate students' understanding of theoretical concepts and their ability to analyse and synthesise information. These written examinations may take the form of case-study analyses or essay-based questions. In addition, the Graduation Project constitutes an important assessment component. Under the supervision of an academic advisor, students are expected to prepare a scholarly paper of approximately 20–40 pages on a selected topic, which resembles a master's-level thesis.

The university has established support mechanisms for students with disabilities. The Disability Unit identifies students' needs at the beginning of each semester and arranges appropriate examination accommodations. Furthermore, procedures are reportedly in place to provide compensation for students who are unable to attend examinations due to illness, academic obligations or other justified reasons.

From what the expert panel learned during the site visit, although the university has three campuses, the faculty of law has its own building in the centre of Istanbul. Study rooms, library and litigation room are present at the building. In the libraries, the students have access to books as well as e-books and online databases. These online resources can also be used outside of the university network.

Overall, the programmes employ an adequate range of teaching, learning and assessment methods. Formal procedures exist to regulate assessment processes and student support.

## Conclusion

The criterion is fulfilled.

## 4. Student admission, progression, recognition and certification

### **Bachelor's/Master's degree**

*Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.*

[ESG 1.4]

## Description

### *Admission*

As stated by the university, the admission regulations are regulated by the national Higher Education Law, the national "Double Major and Minor Program Directive," and the universities own regulations, whereby no candidate can be matriculated until the decision by the Council of Higher Education (YÖK) and the first tuition has been paid. YÖK policy restricts admission to undergraduate law programmes (including Istanbul Beykent University) to candidates ranking within the top 100,000 on the Equally Weighted (EA) track of the YKS, with quotas set by YÖK. Due to a rise in law graduates, YÖK has introduced nationwide restrictions, reducing existing quotas by around 50%; consequently, the annual quota for Beykent University's Faculty of Law is 56.

According to the report, the Council of Higher Education (YÖK) sets all quotas for the thesis-track LL.M. programmes in Private Law and Public Law, while the Regulation on Graduate Education and Training at Istanbul Beykent University governs all other application and admission rules. A first degree in law is required for admission to the LL.M. in Private Law, whereas a bachelor's degree in any field suffices for the LL.M. in Public Law. Applicants must have an ALES standard score of at least 55, or an equivalent score from a YÖK-recognized international examination (GRE or GMAT) and there is no foreign-language requirement for these programmes, as stated by the university.

The Faculty of Law has a total enrolment of 471 students. Within the total number of students, 418 were domestic students and 53 were international students who had been accepted via the Foreign Student Examination, as shown in the universities data. This can be translated as approximately 88.7% domestic students and 11.3% international students. The gender distribution is 243 women and 228 men, representing approximately 51.6% and 48.4% of the population, respectively. A total of 214 female and 204 male domestic students are said to be enrolled, along with 29 female and 24 male international students.

Between the years 2020 and 2025, 288 students submitted applications for admission to the master's programme. Of these, 133 were female and 155 were male. The international student population totals 14.

International candidates must provide either a Foreign Student Examination (YÖS) certificate that demonstrates proficiency in mathematics, logic and Turkish, or an approved foreign examination, such as the SAT.

The annual tuition fee covers both semesters; however, optional summer modules are priced on a per ECTS basis. Students who exceed the standard nominal study period are subject to a per-credit fee for any outstanding work.

### *Progression*

Course-and-Instructor Evaluation Surveys are said to be delivered online at the start of every semester and additional thematic instruments (e.g. "Education and Training Evaluation" and "Physical Space and Digital Infrastructure" surveys) were issued in 2023 to capture workload, learning-outcome clarity and infrastructure satisfaction. The university states, students are completing course evaluation forms at the end of each semester, which are collected by the university and evaluated with instructor feedback if necessary for improvements.

Course Achievement Forms are also completed at the end of each semester and said to be evaluated by the Program Education-Training and Quality Commission to improve the programme.

### *Recognition*

According to the report, horizontal transfer to Istanbul Beykent University is carried out under the Principles Governing Horizontal Transfer for Associate and Undergraduate Programs. Students may transfer to Beykent with their ÖSYM central placement score (YKS) or GPA. For transfers from abroad, both the sending institution and the programme must be recognised by YÖK; the current programme must be equivalent to the target programme - either by identical title or by at least 80% content overlap as determined by the relevant boards - and the student must hold an active enrolment status.

The university highlights in the SER the participation in the Erasmus+ programme and explains that it has led to a consistent increase in the number of student and staff exchanges on an annual basis. The initiative, initially established with four partner universities, has undergone consistent expansion through the annual signing of new inter-institutional agreements.

### *Certification*

The university states, that all graduates are automatically granted a bilingual Diploma Supplement, endorsed by both the European Commission and the TYÇ Level 6 logo. The document provides a concise overview of the admission requirements, curriculum, ECTS totals, grading scale, internship records and the Turkish higher-education framework, facilitating smooth entry to international labour markets or postgraduate study.

### **Expert evaluation**

There is a clearly regulated central procedure for student admission on a national basis, that also seems to foster the neutrality of the process. This allows also horizontal transfer from other universities. Course information and course information packages being transparently provided to students on the website.

Admission to the Master of Private Law requires a first degree in law, because the programme is designed for the specialisation of practising lawyers. In contrast, a bachelor's degree in any field is sufficient for admission to the Master of Private Law as graduates from related subjects such as economics or international relations should be eligible to qualify with an LL.M. in Public Law.

Student's progress is adequate evaluated by surveys and forms at the end of each semester.

The expert panel learned during the site visit that the rate of scholarships including discounts university-wide is very high (about two thirds) and information on tuition fees and financial support is communicated.

More than 10% in Law are international students, but presumably nearly all with Turkish language background. Regarding the Law programme there are only 6 ERASMUS+ partners (three from Poland, one from Italy, Macedonia and Portugal), but information on these exchange possibilities seems to be very scarce and should be intensified (**Finding 9a**). Regarding the internationalisation activities see also below.

The university has to act according to the national regulations for recognition of prior learning, including non-formal and informal learning. There are regulations in place regarding the recognition of competences and transfer of credits from other higher education institutions which are documented and available to students. The Head of Department and the Horizontal Transfer/Adaptation Committee map courses one-to-one, using ECTS, intended learning outcomes and content equivalence as criteria. Where overlap is partial, bridging/complementary courses are assigned. This practice at Beykent University is in line with the national principles but to facilitate the mobility of students it could be necessary to apply the principles of the Lisbon Recognition Convention more consequentially. Therefore, the university should seek clarification with the national authorities on how the principles of the Lisbon Convention, specifically orientation on competencies, could be implemented more consistently (**Finding 9b**).

The experts appreciate that the graduates automatically receive a bilingual Diploma Supplement which summarizes the most important information on curriculum, ECTS, grading and internship records. This allows a smooth entry to global labour markets or postgraduate study.

### **Conclusion**

The criterion is fulfilled.

## 5. Teaching staff

### **Bachelor's/Master's degree**

*The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.*

*Staff involved with teaching is qualified and competent to do so.*

*Transparent procedures are in place for the recruitment and development of staff.*

[ESG 1.5]

### **Description**

The LL.B. and LL.M. programmes at Istanbul Beykent University consist of six professors, eight assistant professors and seven research assistants, all of whom are employed on a full-time basis. All academic staff members are appointed in accordance with national regulations, which include criteria for application, promotion and appointment. These criteria include academic qualifications and degrees, research output and publications, teaching experience, pedagogical competence, and contributions to institutional development and community engagement.

The university's recruitment process is standardised, and all vacancies must be advertised in the Official Gazette and online. According to the SER, contracts with teaching staff are renewed periodically in August of the relevant year.

The university outlines multiple objectives in the SER aimed at enhancing the research competence and international engagement of its academic staff. These objectives are said to be periodically monitored through the Strategic Plan, and action is taken in areas identified for improvement. As stated in the SER, Istanbul Beykent University actively supports the professional development and research activities of its academic staff through structured training programmes, strategic objectives and institutional incentives. Various training sessions are organised to enhance faculty members' pedagogical skills, with a particular focus on the effective use of educational technologies and distance learning tools.

Furthermore, the university explains in the SER that it strives to strengthen research infrastructure, promote interdisciplinary research, support socially beneficial projects and increase the number of qualified publications and international research contributions. Currently, five members of teaching staff are pursuing doctoral studies, while one is completing a master's degree.

To ensure continuous development in scientific and didactic aspects, the teaching staff of the faculty actively participate in national and international conferences. This contributes to the advancement of academic expertise and enhances the visibility and representation of the university, as outlined in the university's strategic plan (SER).

The university maintains an incentive and reward system that covers participation in and organisation of scientific events, scientific publications, international mobility, and scientific research projects. To promote research activities, the university grants one day of academic leave per week, enabling staff to engage in research, project development and scholarly collaborations alongside their teaching and supervisory responsibilities within the institute.

## Expert evaluation

In the view of the experts, the teaching staff for the programmes is both sufficient and well qualified, although the panel noticed a lack in commercial law professors, which is a common problem in Türkiye and cannot be solved by an individual university at short notice.

The panel of experts learned during the site visit that one of the core targets of the university management is to increase its internationalisation on different levels. Therefore, the experts recommend that the programme should bring in foreign lecturers or appoint adjunct professors (**Finding 9c**). This will also have an impact on students' insights and the enrichment of academic climate in the study programme.

Based on the material provided and the information received during the site visit the experts conclude that the procedures for staff recruitment are well defined at the university and the employment and management of academic staff at the university are regulated in accordance with the national higher education framework in the Republic of Türkiye. The provisions of the Higher Education Act regulate key aspects of academic employment, including the classification of teaching staff categories, salary structures, promotion procedures, and conditions for additional payments and social benefits. The legislation also sets out the procedures for employing retired or foreign academic staff under contractual arrangements.

Institutional regulations establish the principles and criteria for academic promotion and appointment to positions such as doctoral faculty membership, associate professorship and professorship. The relevant criteria include academic qualifications and degrees, research output and publications, teaching experience and pedagogical competence, as well as contributions to institutional development and community engagement. These criteria reflect common academic standards for recruitment and promotion in higher education.

Several strategic objectives, the university outlines, aimed at strengthening the research capacity and international engagement of its academic staff. These objectives include improving the competence and sustainability of the academic workforce, encouraging participation in student and staff mobility programmes, and expanding international collaborations through initiatives such as Erasmus agreements and other bilateral partnerships. Participation in international organisations and networks is also highlighted as a means of strengthening institutional visibility and cooperation. The university provides support for staff training and further development and established an incentive and reward system for academic activities through the Istanbul Directive on Rewarding Scientific Works and Supporting Participation in Scientific and Artistic Activities (BEDEK). However, didactical enhancement opportunities seem currently not sufficient. The experts therefore recommend expanding didactical training for lectures (**Finding 10**). This should for example include effective peer training groups.

The reward system reportedly provides support for participation in scientific and artistic events, the organisation of academic activities, the promotion of scientific publications, research projects funded through internal or external sources, and international mobility.

Overall, the university has defined regulatory and strategic frameworks governing the recruitment, development and support of academic staff. These arrangements strengthen research performance, international cooperation and academic productivity.

## Conclusion

The criterion is fulfilled.

## 6. Learning resources and student support

### **Bachelor's/Master's degree**

*Appropriate facilities and resources are available for learning and teaching activities.*

*Guidance and support are available for students which includes advice on achieving a successful completion of their studies.*

[ESG 1.6]

### **Description**

#### *Learning resources*

All study programmes are said to have access to material resources, rooms, library, model courtroom as a reading room is under development. As a member of the Anatolian University Libraries Consortium (ANKOS), The Scientific and Technological Research Council of Türkiye (TÜBİTAK) – National Academic Network and Information Center (ULAKBİM), and the Balkan Countries Libraries Union (BLU), students have access to it.

Classrooms are said to be equipped with audio setup and projectors, and the Hadımköy Campus offers sports and cultural venues, 24/7 library supplies 131,452 print books, 413,083 e-books, 49,257 e-journals, and 37 databases (IEEE, Science Direct, WoS, Scopus), with Yordam automation and adaptive tools for visually impaired users.

Furthermore, the university highlights the establishment of an Energy Management Unit that has the objective to ensure sustainable energy use, efficient infrastructure planning, and environmental responsibility across campuses.

#### *Student Support*

At the beginning of the academic year, an orientation is conducted by the head of the department for newly enrolled students in the faculty. For international students, there is a dedicated office within the Rectorate, and a faculty member is also appointed from within the Faculty to serve on the Commission for International Students.

Support services on the central level include a Psychological Counselling and Guidance Unit which can be accessed by every undergraduate and graduate student. The unit is staffed by two psychologists.

At the beginning of every term, teaching staff designates their consultation hours based on their lectures and their academic workload intensity. Research assistants are generally available for consultation during the day.

According to the SER, students' feedback has key value for Istanbul Beykent University so that the opinions of students are constantly received and evaluated. The President of the Student Council of the university participates in the senate meetings on relevant issues. In addition, elected student representatives attend the relevant meetings of the units. Surveys such as "Course and Instructor Evaluation Survey", "Student Institution Satisfaction Survey" and "Distance Education System Evaluation Survey" are organized for students to express their opinions and criticisms. The faculty describes that students' feedback is considered an important source for the development and improvement of the institution.

The International Office was implemented to support international students. It organizes events and activities such as Cultural Orientation programmes, International Student Society, Speaking Club, Cultural Trips, Personal Development Training Sessions in Foreign Languages, International Days, and Buddy programmes.

For students with special needs, a wide range of support infrastructure is implemented, according to the SER. A faculty member who serves as a member of the Commission for Students with Disabilities is responsible for supporting students with special needs during the whole semester. Such support includes printing exam papers in large font for visually impaired students, assigning special exam invigilators, and providing visual

learning materials for hearing-impaired students. Also technical support systems are available to support students with different needs. Additionally, the campus infrastructure is said to be barrier-free to meet the needs of disabled students.

### Expert evaluation

The arrangements concerning learning resources and student support can be assessed as overall positive, particularly with regard to the accessibility of teaching materials, the coherence of communication structures, and the availability of both physical and digital infrastructure. The overall impression is that the faculty provides a well-organised and student-oriented learning environment, although certain structural limitations remain.

Students are granted access to course-related information through a combination of digital platforms and direct communication channels. Central to this structure is the OBS student information system, which provides lecture documents, schedule information, recorded lectures, grades, and academic calendar details, including the start and end of semesters, examination periods, holidays, and make-up exams. Information on grading procedures, such as midterm and final examination, quizzes, homework, participation, is communicated either via lecture slides or through OBS. In addition, the Compass system and the Pusula system serve as further platforms for the dissemination of lecture materials. A survey system is conducted at the end of each semester via OBS on an anonymous basis.

These digital mechanisms are complemented by strong face-to-face communication. Professors offer at least four weekly office hours, publicly announced at their office door, and students may request periodic meetings with the Dean. Each student is assigned an academic adviser (mentor) who provides individual guidance. Communication is further facilitated through e-mail correspondence, information boards on campus, and the possibility for student clubs to convey feedback to professors. Student representatives participate in commissions, ensuring formal representation within governance structures. The learning environment benefits from small classrooms, which contribute to close interaction between professors and students, supported by an open-door policy and a notably close academic relationship. With regard to infrastructure, a guided campus tour confirmed the availability of substantial facilities: a library including a computer room, an online library with 24/7 access, classrooms of varying sizes, multiple study areas and reading rooms, a cafeteria, a courtroom for practical training purposes, and outside spaces. Remote teaching is technically possible for up to 30% of instruction via Zoom, although face-to-face teaching is preferred. Elective courses are more frequently offered online.

The number of students is regulated by YÖK, providing an external framework for capacity planning. While two larger study rooms may become crowded during examination periods, faculty indicated that students may use classrooms for studying when no classes are scheduled. This flexible use of space partially mitigates capacity constraints.

The library resources appear well developed. Students have access to numerous national and international databases, including EUR-Lex, Jurix, JSTOR and EBSCO, either through the computer room in the library or remotely from any location. Students emphasised access to lectures and materials as a reason for choosing this university and highlighted the library's large collection of books and articles. Given that the law campus is smaller than other campuses, a same-day book request system enables students to obtain materials from other campuses.

The university provides a broad range of support mechanisms throughout the academic lifecycle. Students appear to be well prepared for examinations. In cases of failure, a clearly structured support system is in place: two to three weeks after the final examination period, a designated make-up examination period is offered, which is announced in advance in the academic calendar. If a student fails both the final and the make-up examination, summer school is available. Students are granted access to answer sheets, and professors offer

individual consultations to discuss reasons for failure and strategies for improvement. Students also reported numerous opportunities for practice prior to examinations, which help prevent failure.

Preparations for the bar examination following the LL.B. are systematically embedded in the programme. Trial examinations are organised, and multiple-choice-questions –reflecting the structure of the bar exam – are integrated into regular assessments throughout the LL.B. curriculum. Furthermore, the best graduate is invited to deliver a lecture on preparation strategies, thereby promoting peer-supported learning and practical orientation.

Internships are optional and may be undertaken during the summer break, as no time is allocated during the semester. Administrative support is provided by the student office, while professors assist by issuing reference letters.

For LL.M. students, many of whom pursue employment alongside their studies, the faculty offers exclusively evening classes in order to accommodate professional obligations.

International mobility, however, remains limited. The number of exchange students is low and largely confined to Turkish-speaking participants. Due to YÖK regulations, no English-taught classes are offered, and the accessibility of English-language documents is restricted. Outgoing mobility is further constrained by accreditation challenges related to the recognitions of courses completed abroad, which may result in extended study duration. Students indicated a preference for completing their studies as quickly as possible, citing socio-economic considerations and reliance on scholarships. While the expert panel acknowledges that this situation is partially due to external factors, they recommend expanding their efforts in the area of internationalisation as recommended in several findings in this report.

Support structures extend beyond graduation. Alumni meetings are organised to facilitate the exchange of professional experiences, and graduates may remain in contact with one another and with academic staff, including for work-related advice.

The programmes benefit from solid material resources, well-developed communication channels, accessible digital and physical learning infrastructure, and a comprehensive student support framework that accompanies students from enrolment through to post-graduation. While improvements would be desirable in relation to English-language accessibility and international mobility, the overall provision of learning resources and student support can be regarded as robust and appropriately aligned with the needs of the student body.

## **Conclusion**

The criterion is fulfilled.

## 7. Information

### **Bachelor's/Master's degree**

*Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.*

[ESG 1.8]

### **Description**

The University states the adoption of a multifaceted approach in its promotional activities, utilising both traditional and digital media channels. This strategy is employed to ensure the tailored delivery of information that is aligned with the diverse needs of its various stakeholder groups.

Following a thorough review and approval process conducted by the Dean and Vice Deans, all relevant data (including information and documents) are subsequently transmitted through the Faculty Secretary to the Directorate of Promotion and Public Relations for publication on the official website. Following the formal approval of materials by the relevant editorial department, the materials are formally published online.

In relation to the Bologna Information Package, the content disseminated through the platform is subject to periodic review by the faculty's research assistants, under the primary coordination of RA Duygu Tüzün Karakoçak. Revisions are undertaken in accordance with the recommendations of the teaching staff and in response to developments in pedagogical methods and academic doctrine at the international level.

According to the SER, all announcements, notices, and advertisements are subject to review and approval by the Directorate prior to their dissemination via the internet, social media platforms, or in printed and visual media.

### **Expert evaluation**

Istanbul Beykent University provides information for students, staff, alumni and prospective students primarily through its website and social media accounts. The university's website is accessible to perspective students and stakeholders and contains essential details about the programmes, such as academic requirements, offered courses and important dates (including exams, deadlines, etc.). The website also provides information about Erasmus+ and opportunities for study abroad programmes.

Istanbul Beykent Faculty of Law has its own website, which is regularly updated with important academic and administrative information. The website includes an overview of all courses offered per semester and detailed course descriptions. An event calendar provides information on various events activities and specifically includes information on career days, workshops and job opportunities/internship opportunities. This accessibility enables students and stakeholders to make informed decisions and stay up to date on the latest academic and extracurricular developments.

In addition, the University and the Faculty of Law maintain Facebook, Instagram and YouTube accounts to reach a broader audience and regularly report on campus activities, academic programmes and student life. Student clubs are organized primarily through Facebook. The Faculty of Law also publishes "The Istanbul Beykent University Faculty of Law Journal (BUFLJ)" twice a year. It features legal essays, case reviews, and scholarly articles, including contributions from students. However, it should be noted that the law school's website lacks information on exchange programmes. All this information can be found on the Beykent University website. The University has established a formal system that governs the dissemination of information, ensuring that all information are transmitted through the Faculty Secretary to the Directorate of Promotion and Public Relations before published. Key information is periodic reviewed by the faculty research assistant. This approach provides reliable and aligned messages for all stakeholders.

Course descriptions and other crucial information pertaining to the study programmes are available in both Turkish and English. These sources provide detailed information that are relevant to all stakeholders and demonstrate an inclusive approach. However, it must be noted that some information, particularly on the websites, are still predominantly available in Turkish. To attract more international students in the future, it would be beneficial to offer more English content on the university websites. This would also further promote the university's internationalisation efforts.

**Conclusion**

The criterion is fulfilled.

## I. Recommendation of the panel of experts

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The panel of experts recommends accrediting the study programmes “Law” (Bachelor of Laws), “Public Law” (Master of Laws), “Private Law” (Master of Laws) offered by Istanbul Beykent University without conditions.

### Commendation:

The panel is delighted with the atmosphere and openness of interviews, particularly with staff. Also, student and stakeholder interviews praised staff qualifications which allow concluding good policies covering staff. The panel is satisfied with the documents provided and the high level of discussions held during the site visit. The panel of experts came to the conclusion that the courses provided are target oriented and lead to well qualified graduates of the different programmes. The whole process of teaching and learning seems to be well organized, regarding teaching in small classes, the open-door policy to consult students and the aspect that the students feel well prepared for their examinations. There are feedback procedures implemented so that in case of problems fast reactions on it are possible. Moreover, there are student clubs which seem to be well organized and support student learning on different levels.

### Findings:

1. For the programmes “Law” (Bachelor of Laws), “Public Law” (Master of Laws), “Private Law” (Master of Laws), interdisciplinary elements should be included more strongly in the curriculum.
2. For all programmes, to increase the practical application of skills in a real-world working environment, internships for the students should be provided more frequently.
3. For the LL.B., specific juridical skills, like legal argumentation, negotiation and forensic writing, and general competences like communication skills should be integrated in existing courses.
4. Some courses on international law should be taught at least partly in English based on materials which are also in English.
5. For the Private Law Master, a seminar should be introduced in which the progress of the thesis is regularly presented to fellow students and supervisors.
6. To strengthen the importance of the oral defence of the master’s thesis, this part of the exam should be allocated a distinct number of credits.
7. The panel of experts recommends that the systematic use of quantitative performance indicators should be evaluated and transparently documented to strengthen the Quality Assurance System further.
8. Generally, it is recommended to provide more emphasis on debating and rhetorical aspects of the students in several courses through teamwork during the lectures.
9. Several measures should be taken to increase the internationalisation of the faculty and the programmes:
  - a. Information on exchange possibilities should be intensified to increase the mobility of students.
  - b. The university should seek clarification with the national authorities on how the principles of the Lisbon Convention can be implemented more consistently.
  - c. The programme should bring in foreign lecturers or appoint adjunct professors to strengthen the internationalisation of the faculty and the students.
10. The experts therefore recommend expanding didactical training for lectures.