

# Decision of the FIBAA Accreditation and Certification Committee



7<sup>th</sup> Meeting on September 28, 2022

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	21/108
<b>Higher Education Institution:</b>	European University of Lefke
<b>Location:</b>	North Cyprus
<b>Study Programme:</b>	International Relations (B.A. in International Relations) Business Administration (B.A. in Business Administration)
<b>Type of Accreditation:</b>	re-accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are re-accredited.

**Period of Accreditation: September 14, 2022 until September 13, 2029**

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution:**

European University of Lefke, North Cyprus

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**Bachelor/Master programme:**

1. International Relations
2. Business Administration

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**Qualification awarded on completion:**

1. Bachelor of Arts in International Relations
2. Bachelor of Arts in Business Administration

# General information on the study programme

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## **BA in International Relations (hereafter referred to as I.R.)**

The programme offers Bachelor of Arts (BA) degree designed to educate and develop the student in the field of international relations. With respect to this objective, the programme provides a comprehensive BA degree, including not only international relations and political science courses, but also courses on economics, law, history, business and international organisations. The aim of the four-year undergraduate programme is, firstly, to provide a fundamental understanding of the skills and techniques essential in a competitive and global environment, and, secondly, to enhance the student's ability to critically appraise research material and at the same time develop his/her power of analytical reasoning. The programme prepares students for a variety of career options in the public and private sectors. Occupations range from business and government service to journalism and academic employment.

## **BA in Business Administration (hereafter referred to as B.A.)**

During the years the curriculum has been revised with the aim of creating a high-quality Business Administration undergraduate programme, providing the student with the necessary skills and techniques in meeting the challenges of the contemporary and future business world. Students will find the opportunity to acquire both theoretical knowledge and to practice what they have learned.

Students graduating from the Business Administration programme have a wide variety of career options ranging from management enterprises and organisations, to careers in the fields of trade, tourism and financial institutions, as well as the public sector and academic employment.

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### **Type of study programmes:**

Both programmes: Bachelor programme

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### **Projected study time and number of ECTS credits / national credits assigned to the study programmes:**

Both programmes: 4 years/ 8 semesters (full time,) 240 ECTS credits

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### **Mode of study:**

Both programmes: Full-time

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### **Didactic approach:**

Both programmes: Study programme with obligatory class attendance

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### **Double/Joint Degree programme:**

Both programmes: No

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### **Scope (planned number of parallel classes) and enrolment capacity:**

Both programmes: Enrolment capacity is not limited, there are parallel classes for core modules if required (depends on class size).

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**Programme cycle starts in:**

Both programmes: Both winter and summer semester

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**Initial start of the programme:**

*BA International Relations*

1995/96

*BA Business Administration*

1990/91

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**Type of accreditation:**

Both programmes: Re-accreditation

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**Last accreditation period:**

Both programmes: September 15, 2017, until September 14, 2022

Provisional extension of the accreditation period until December 30, 2022

# Procedure

A contract for the re-accreditation of “International Relations” (Bachelor of Arts in International Relations) and „Business Administration“ (Bachelor of Arts in Business Administration) was made between FIBAA and European University of Lefke, Gemikonagi, Lefke, North Cyprus on August 27, 2021. On March 3, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Margit Bussmann**

University of Greifswald, Germany

Professor of International Relations and Regional Studies  
(International Relations, Peace and Conflict Studies)

**Prof. Dr. Ali Muhtaroglu**

Middle East Technical University, Northern Cyprus

Director of METU NCC Center for Sustainability (CfS), Professor of Electrical-Electronics, Director of Center for Sustainability Head of the Academic Board of Engineering & Natural Sciences  
(Strategic Planning, Integrated Circuit Design, Renewable Energy Systems, Low Power Electronic Systems)

**Prof. Dr. Robert Pichler, MBA**

University of Applied Sciences Wiener Neustadt, Austria

Programme Manager Business Consultancy International (B.A./M.A.)

(Business administration, Organization, Leadership, Finance, Accounting, Taxation, International Business Management, Strategy)

**Dr. Julian Rossig**

KPMG AG WPG | Global Strategy Group, Hamburg, Germany

Senior Manager

(General Business Administration, General Management, Human Resource Management, Brand Marketing, Brand Communication, Social Marketing)

**Noemie Jeanne Scherrer**

Vrije University Amsterdam

Student Philosophy, Politics, and Economics (B.Sc.)

Focus on International Development

FIBAA project manager:

Priv.-Doz. Dr. Marco Haid

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<sup>1</sup> The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on 19<sup>th</sup> and 20<sup>th</sup> August at the HEI's premises in Lefke, Northern Cyprus. At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on September 7, 2022. The statement on the report was given up on September 9, 2022. It has been taken into account in the report at hand.

# Summary

The Bachelor programmes “International Relations” (Bachelor of Arts in International Relations) and „Business Administration“ (Bachelor of Arts in Business Administration) offered by the European University of Lefke (EUL) fulfil the FIBAA quality requirements for bachelor programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on September 14, 2022, and finishing on September 13, 2029. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version, valid as of the time of the opening of the procedure and in accordance with the Bologna Declaration.

The panel members identified several areas where the programmes could be further developed:

## **BA in Business Administration**

- The panel recommends giving students the opportunity to choose a specialization (see chapter 3.1.1).
- The panel recommends the HEI gather feedback from internship companies to both better implement company expectations and improve student preparation (see chapter 3.1.3).
- The panel recommends implementing additional specific courses on research methods, especially on quantitative and qualitative methods. In addition, methods courses should be divided and offered specifically for each degree programme (BA in International Relations and BA in Business Administration) to meet the unique characteristics of the disciplines (see chapter 3.1.6).
- The panel recommends specific classes that address multidisciplinary and soft skills such as presentation skills, negotiation techniques, or conflict management (see chapter 3.5).

## **BA in International Relations**

- The panel recommends the HEI consider offering larger share of electives to give students the opportunity to specifically pursue their interests in their studies (see chapter 3.1.1).
- The panel recommends that the HEI should consider including an internship in the curriculum to foster a higher integration of practice in the study (see chapter 3.1.3).
- The panel recommends implementing additional specific courses on research methods, especially on quantitative and qualitative methods. In addition, methods courses should be divided and offered specifically for each degree programme (BA in International Relations and BA in Business Administration) to meet the unique characteristics of the disciplines (see chapter 3.1.6).
- The panel recommends putting a stronger focus on the actual application of the quantitative methods, which would especially promote the further employability of the students (see chapter 3.1.6).
- The panel recommends specific classes that address multidisciplinary and soft skills such as presentation skills, negotiation techniques, or conflict management (see chapter 3.5).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are several criteria in which the programmes exceed the quality requirements:

- Counselling for prospective students (see chapter 2.2),
- Internationality of student body (see chapter 3.4.2),
- Foreign language contents (see chapter 3.4.4),
- Student support by the faculty (see chapter 4.1.6),
- Process organisation and administrative support for students and faculty (see chapter 4.2.2),
- Quantity, quality and IT equipment of teaching and group rooms (see chapter 4.4.1).

For the **BA in International Relations**, the following additional criteria exceed the quality requirements:

- International orientation of the study programme design (see chapter 1.2)
- Interdisciplinary thinking (see chapter 3.1.4)

For the overall assessment of the programmes, please refer to the quality profile at the end of this report.



# Information

## Information on the Institution

The European University of Lefke (EUL), formerly known as University of Lefke, was established in the Turkish Republic of Northern Cyprus (TRNC) as a foundation university by the Cyprus Science Foundation in 1990. Initially, the University started education with the Department of Business Administration at the beginning of the 1990-91 Academic Year.

The EUL administration comprises of the Office of the Rector, the Senate, the University Executive Council, the offices of the Deans, the Faculty Academic Councils, and the Faculty Administrative Councils, the Directorates of Institutes and Schools of Higher Education, Department Chairs, and Department Councils.

The Board of Trustees of the Cyprus Science Foundation is the highest decision-making body with nine Board members and is nominated by the TRNC Council of Ministers and appointed by the President of TRNC. The Board appoints the University Rector and delegates its executive powers to the Rector. The Rector nominates Faculty Deans, Directors of the Institute, and Schools of Higher Education to the approval of the Board.

Education activities are offered in eleven faculties, seven vocational schools, and one institute on post-graduate studies. The faculties and schools offer 30 undergraduate programmes, 22 graduate programmes, and 17 post-graduate programmes.

The European University of Lefke is generally supervised by the Ministry of Education of TRNC. In Northern Cyprus, higher education institutions are further supervised and audited by the Higher Education Planning, Evaluation, Accreditation and Coordination Council (YÖDAK), which oversees the standards and quality of higher education in Northern Cyprus. All the programmes of the European University of Lefke have been approved by YÖDAK as well as by the Higher Education Council of Turkey (YÖK). The list of the EUL's membership from various academic and professional bodies is provided below:

- MÜDEK, the Accreditation Council of Turkey for Evaluating and Accrediting the Engineering Educational Programme, the Faculty of Engineering
- EURACE (European Network for Accreditation of Engineering Education), the Faculty of Engineering
- COREN (Council for the Regulation of Engineering in Nigeria)
- EPDAD (Öğretmenlik Eğitim Programları Değerlendirme ve Akreditasyon Derneği), Faculty of Education
- AHPGS (Accreditation Agency in Health and Social Sciences)
- IAU (International Association of Universities),
- American Council on Education (ACE),
- UK ENIC (European Network of Information Centre)
- FUIW - Federation of the Universities of the Islamic World

The University administration is composed of the Office of the Rector, the Senate, the University Executive Council, the offices of the Deans, the Faculty Academic Councils and the Faculty Administrative Councils, the Directorates of Institutes and Schools of Higher Education, Department Chairs, and Department Councils. The Board of Trustees of the Cyprus Science

Foundation is the highest decision-making organ consisting of nine Board members by the Turkish Republic of Northern Cyprus (TRNC) Council of Ministers and appointed by the President of TRNC. The Board appoints the University Rector and delegates its executive powers to the Rector. The Rector nominates Faculty Deans, Directors of the Institute, and Schools of Higher Education to the approval of the Board.

## **Further development of the programme, implementation of recommendations from previous accreditation, statistical data and evaluation results**

Based on the FIBAA Business Administration Programme Assessment Report received on August 23, 2017, the ALQC (Assurance on Learning Quality Committee) has decided to recommend the addition of fourth-year course called “Research Project” in the departments of Business Administration (BUSN 420), International Relations (IR 420), Economics (ECON 420), Banking and Finance (FNAN 420) and Public Administration (POLS 420) to satisfy the criticism with respect to the ALQC Decisions (taken on September 8, 2017). The research project provides students with the opportunity to undertake independent research with the guidance of a supervisor in a specific area of business administration. It is expected that all students will read and cite extensively the academic literature in their chosen area of research. The students should be able to identify real life problems and use the appropriate methodology to find appropriate solutions. In preparing a detailed research project for grading, students should write coherent, informative and persuasive papers in conformity with the thesis writing rules as set out in the “Directive for the Preparation of Thesis” of the University.

The two ALQC meetings took place on October 14, 2021 and December 20, 2021. In the first meeting, the Committee members evaluated the decision of the ALQC regarding the exam questions agreed upon in the meeting of September 8, 2017 and expressed their satisfaction about compliance to the previous decision to ask as many analytic/discussion/synthesis-oriented questions as possible in Faculty exams. The essay question requirement in exams has been tried to be implemented but has not been fully successful due to the difficulties faced by the pandemic.

In addition, the members also agreed to reactive the collaboration (through an online meeting) with the members of the Faculty Advisory Board in order to evaluate what has been done so far and to discuss possible opportunities in the future. In the second ALQC meeting on December 20, 2021, committee members decided to start the procedure for an online meeting with the members of the Faculty Advisory Board, i.e., the representatives from Cyprus Turkish Chamber of Industry, Cyprus Turkish Chamber of Commerce, Cyprus Turkish Artisans and Shopkeepers, Ministry of Foreign Affairs and European Union Coordination Centre, HÜR-İŞ Federation and Kıbrıs Vakıflar Bankası as the external stakeholders of the FEAS. Upon the confirmation of the Rectorate, the Dean's Office arranged the online meeting on 11.01.2022 with the participation of the members of the Faculty Advisory Board.

### ***BA in International Relations (I.R.)***

ALQC (Assurance on Learning Quality Committee) members decided to recommend to the Faculty Executive Board to take a decision “to prohibit all multiple-choice exams and to keep multiple-choice type questions at a minimum possible level in any Faculty examination and to encourage more analytic/discussion/synthesis oriented questions in Faculty exams”. This decision of the ALQC was also evaluated in the recent meeting of the same committee that took place on October 14, 2021.

ALQC members recommended to the Faculty Board to expand the regional studies courses offered in the International Relations programme so that a broader representation of regions would be analysed in the programme and to better serve students from different regions of the world. While the programme has been in the process of modifying the curriculum to meet the demands of the FIBAA written in the FIBAA International Relations Assessment Report, the emergence of the pandemic and the introduction of some courses as the requirements of the YÖDAK and YÖK restricted the opportunities of the FEAS and Rectorate of the EUL. For the time being, some regional courses (African Studies and Eurasian Studies), as well as the courses from the Communication Faculty (Introduction to Communication, Intercultural Communication, Media and Public Opinion), are offered to the students as elective courses from the pool of the programme electives. Further modification of the International Relations curriculum has still been on the agenda of the International Relations Board and Faculty Administrative Board to be offered to the Senate of the University.

ALQC members decided to encourage all programmes to organise regular meetings with their students to discuss various departmental issues and to increase students’ awareness of new developments and measures taken to enhance the quality of education in the Faculty.

It is also crucial to note that all those developments have taken place under the quality control of the Faculty Advisory Board at the Dean Office level and the EUL Quality Commission at the Rectorate level, which are continuously affording to improve quality standard of the education at the EUL.

## Statistics BA in International Relations

		1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)
# Study Places offered by HEI		25	25	25	25
# Applicants	$\Sigma$	78	91	97	104
	<b>f</b>	32	37	40	44
	<b>m</b>	46	54	57	60
Application rate		312.00%	364.00%	388.00%	416.00%
# First-Year Students ( <i>accepted applicants</i> )	$\Sigma$	24	25	25	24
	<b>f</b>	11	11	12	12
	<b>m</b>	13	14	13	12
Rate of female students		0.46	0.44	0.48	0.50
# Foreign Students	$\Sigma$	15	14	13	14
	<b>f</b>	8	7	6	6
	<b>m</b>	7	7	7	8
Rate of foreign students		0.63	0.56	0.52	0.58
Percentage of occupied study places		96.00 %	100,00 %	100,00 %	96,00 %
# Graduates	$\Sigma$	23			
	<b>f</b>	12			
	<b>m</b>	11			
Success rate ( <i>students who finished their studies</i> )		96.00%			
Dropout rate ( <i>students who dropped their studies</i> )		4.00%			
Average duration of study		4.2			
Average grade of final degree		2.65			

### **BA in Business Administration (B.A.)**

Based upon ALQC (Assurance on Learning Quality Committee) suggestions voiced in departmental meetings and the recommendations of the FIBAA Site-Visit team (June 29-30, 2017), the ALQC has decided to recommend the inclusion of a compulsory Internship in the departments of Business Administration. The objective of the Business Administration Internship is to provide the student with a professional work experience in an organisational environment. Internships offer students a period of practical experience in the industry relating to their field of study. This experience is valuable to students as it allows them to experience how their studies are applied in the “real world”, and since work experience can also be highly attractive to potential employers. Students are required to use the Internship Logbook, which provides information on the internship guidelines. All students are required to write an internship paper as a summary of their experience.

ALQC (Assurance on Learning Quality Committee) had recommended to all departments to organise departmental meetings with their students to discuss various departmental issues and to increase students' awareness of new developments and measures taken to enhance the quality of education in the Faculty. The FEAS has organized a face-to-face meeting with the freshmen students on October 26, 2021, with the faculty dean and vice dean and all the department heads, and another meeting through Microsoft TEAMS for year 1 – year 4 students to answer any kind of student

enquiries and dis-cuss Faculty wise issues was held on November 2, 2021. In addition, departmental online seminars have been organised on Microsoft TEAMS and academics from international universities have participated.

Due to COVID-19 pandemic, some changes in the FEAS department's curriculum have been made, including the Business Administration Programme. Some new courses (i.e., Occupational Health & Safety) have been added with the requirement of YÖK and YÖDAK. As a result of the curriculum change, there have been updates on the ECTS credits.

During the meeting held on December 20, 2021, ALQC decided to strengthen the Faculty Alumni Unit (FAU) and expedite alumni communications through contacting FEAS alumni by setting up a Facebook group and collecting updated information on their current situation (Alumni Survey).

Some Alumni events are being organised from time to time. Graduates of EUL came together with a reception titled "EUL Alumni Homecoming" organised by European University of Lefke (EUL) at EUL Lounge in 2018. In the event, graduates, who continued their careers in companies or organisations after their education in EUL, had the chance to freshen up their memories with their classmates and instructors. EUL's Chairman and the members of the Board of Trustees, Rector and Vice-Rectors of EUL, General Secretary, academicians and managing directors attended the meaningful event.

## Statistics BA in Business Administration

		1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)
# Study Places offered by HEI		25	25	25	25
# Applicants	∑	83	98	112	117
	f	34	42	49	51
	m	49	56	63	66
Application rate		332.00%	392.00%	448.00%	468.00%
# First-Year Students (accepted applicants)	∑	25	25	25	24
	f	11	13	12	12
	m	14	12	13	12
Rate of female students		0.44	0.52	0.48	0.50
# Foreign Students	∑	18	17	19	18
	f	8	9	11	9
	m	10	8	8	9
Rate of foreign students		0.72	0.68	0.76	0.75
Percentage of occupied study places		100.00%	100.00%	100.00%	96.00%
# Graduates	∑	23			
	f	10			
	m	13			
Success rate (students who finished their studies)		92.00%			
Dropout rate (students who dropped their studies)		8.00%			
Average duration of study		4.2			
Average grade of final degree		2.75			

## Appraisal

Based on the self-evaluation report and insights gained through the panel interview rounds, the experts had no concerns regarding the implementation of recommendations from previous accreditation.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk Criterion)

#### ***BA in International Relations (I.R.)***

The main objective of the International Relations programme is to provide a four-year International Relations education at the undergraduate level. International Relations is a diverse discipline that integrates international affairs and international politics with other various branches, including law, ethics, history, diplomacy, governance and economics, to provide a broad and comprehensive education. Thus, students can get a coherent and holistic view of the rapidly changing world and the ways in which society influences and is influenced by it.

The specific programme objectives of International Relations programme can be seen in the mission of the programme defined as

- to improve the factual knowledge and practical competencies of the students through extensive research on contemporary issues that are constantly emerging on the global scene.
- to equip students with intellectual depth and with the necessary tools to think independently, develop critical and unbiased understanding and be open-minded about alternative points of view.
- to encourage students to take part in collaborative projects and works.
- to prepare well-educated students to pursue their career opportunities in public institutions, including various branches of the ministries of the state, academia, media and private sector as well as in non-governmental and multinational corporations.

#### ***BA in Business Administration (B.A.)***

Upon graduation, business administration students will:

- enhance effective decision-making, critical thinking skills and improve analytic techniques;
- demonstrate ability for team-working, collaboration and leadership;
- understand social, economic and legal issues both within local and global environments;
- speak and use English for professional purposes;
- understand and evaluate ethical issues and situations;
- critically evaluate, analyse and interpret information to solve problems and make business decisions;
- understand the external forces that impact business decisions and, be familiar with the contemporary business problems, understand their universal and societal impacts;
- apply theoretical knowledge of business and management to practice;
- understand business concepts related to marketing, management, human resource management, accounting, finance, production operations management, and information technology;
- understand business concepts related to workforce and customer diversity in international business;
- act independently in the business world with the help of knowledge acquired;

- encourage entrepreneurship, innovations and sustainability in business environment.

Students studying at EUL are trained to become honest, innovative and professionally responsible individuals with distinct personalities. They should also develop critical thinking skills, intercultural competence, empathy within the University and in the society, to contribute to the welfare of the society and peace in the region and the world, to assume a pioneering role in the economic, social and cultural development of the country by giving highest priority to quality in areas of academic freedom, education and to accelerate the scientific and technological innovations and developments.

## Appraisal:

The qualification objectives of the programmes are explained and convincingly presented in relation to the target group and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)			X <sup>2</sup>		

## 1.2 International orientation of the study programme design (Asterisk Criterion)

### ***BA in International Relations (I.R.)***

EUL explains that International Relations programmes are by nature internationally diverse and offer the students the chance to study as part of a truly multicultural and multilingual community (see self-evaluation report p. 14). This statement is also valid for the International Relations programme of the EUL. The curriculum development process of International Relations programme has pervasively consulted and reviewed the related programmes at many top universities around the world and considers the scope for higher studies and expected employment needs in the private and public sectors for programmes graduates. Thus, most of the graduates have easy access in terms of admission to the graduate schools around the world for their further academic careers.

The highest number of international students is mainly from African and Asian countries. Regardless of their national or international composition, the whole Faculty of Economic and Administrative Sciences has internationally qualified faculty members with their knowledge, competencies and experiences.

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<sup>2</sup> Both programmes



### **BA in Business Administration (B.A.)**

The programme has diverse student groups from the Middle East, Africa and Asia and East Europe. According to the EUL, an international student community is one of the requirements of the interconnected and globalized world. The courses in the programme are taught in English. Furthermore, in order to meet such requirements, higher education needs to adapt itself to such an economic, social, and political environment according to the EUL. As a result, the BA programme in EUL perceives internationality and multiculturalism as two significant aspects of contemporary education and, thus, attempts to meet such necessities. As stated within the EUL's vision and mission, the programme's curriculum is based on these requirements.

A high degree of internationality is pursued by the EUL through international content, teaching in English, and an international student community.

### **Appraisal:**

The programmes' design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. Both programmes have an international student community, focus on international content and offer courses in English.

The implementation of insights and case studies of different countries in the BA International Relations to validate and compare between different backgrounds is remarkable. This especially contributes to developing the skills that enable graduates to competently handle international tasks.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2* International orientation of the study programme design (Asterisk Criterion)		I.R.	B.A		

## **1.3 Positioning of the study programme**

### **BA in International Relations (I.R.)**

In line with the global developments and changes, demand for International Relations programmes has been growing globally. This gives the graduates of International Relations more opportunities to use their degrees and to find the niches that best suit them.

Studying International Relations is a great opportunity to gain a deeper understanding of global issues and to achieve the competence to be able to deal with them successfully. This fact makes the field of International Relations attractive in the educational market for the current and prospective students interested in learning about the key issues on a global scale and better understanding the interconnected world. It seems possible that demand for International Relations will continue to grow, especially as the world has been experiencing unprecedented changes and events in the 21st century.

The international relations programme is positioned in the job market as a programme providing its students with an internationally oriented and high-quality educational experience with an interdisciplinary perspective along with global and local viewpoints. It also equips the students with intellectual and analytical skills to have a deeper understanding of emerging political, economic, cultural, and economic issues of the globalised world and manage them successfully. With the help of gaining communicative skills, computer application skills, research-based skills and skills required for collaborative work in multicultural settings, the graduates of the programme can find job opportunities in the governmental and non-governmental institutions positioned in both public, private and not-for-profit sectors. The graduates of the International Relations programme can work as diplomats, foreign policy analysts or as specialists in both governmental and non-governmental national and international organisations. They can also find jobs in the private sector, including media and banking. They can also get involved in international projects.

The missions of the International Relations programme, which also reflect the objectives of the programme, are

- improve the factual knowledge and practical competencies of the students through extensive research on contemporary issues that are constantly emerging on the global scene.
- equip students with intellectual depth and with the necessary tools to think independently, develop critical and unbiased understanding and be open-minded about alternative points of view.
- encourage students to take part in collaborative projects and works.
- prepare well-educated students to pursue their career opportunities in public institutions, including various branches of the ministries of the state, academia, media and private sector, as well as in non-governmental and multinational corporations.

The missions of the International Relations programme are compatible with those of the Faculty of Economics, and Administrative Sciences (FEAS), namely the following:

- to facilitate students' educational growth with a view to developing global competence.
- to promote multicultural environment and encourage interaction of students from diverse cultures.
- to provide the highest quality education for real work environments.
- to prepare graduates for different career opportunities both in public and private sectors.
- to foster ethical values and social responsibilities in each discipline.
- to play a guiding role in the development of public and private sectors in the region.

### ***BA in Business Administration (B.A.)***

One of the important advantages the programme supplies is an internationally oriented, high-quality and technology-gearred educational experience to the students by ensuring a global and local perspective. Graduates of the programme are equipped with computer application skills, communication skills, and skills required for effective and productive teamwork. Being well-balanced graduates, they find job as accountants, financial managers, marketing managers or general managers at the entry-level in accounting firms, banks, other financial institutions, tourism-related organisations, real estates, production-oriented and service-oriented businesses.

Some of the graduates are also hired in various governmental units, and some start their own micro or small businesses.

The Faculty of Economics and Administrative Sciences (FEAS) mission is provided below:

- facilitate students' educational growth with a view to develop global competence;
- promote multicultural environments and encourage interaction of students from diverse cultures;
- provide the highest quality education for real work environments;
- prepare graduates for different career opportunities both in public and private sectors;
- foster ethical values and social responsibilities in each discipline;
- play a guiding role in the development of public and private sector in the region.

On the other hand, the vision statement of the Faculty (FEAS) is as the following:

*“The Faculty of Economics and Administrative Sciences aims to be a leading institution in Mediterranean as an education and research centre with a regional and global perspective”.*

This mission statement of the Faculty is in line with the EUL's mission statement, which reads as follows: *“Our university aims to offer up-to-date, long-lasting quality education at international standards. It produces research and contributes to the needs of the society. The university provides a multicultural environment having international knowledge and meets the needs of all stakeholders. The aim is to be an autonomous university which is open to change and development, producing science and technology and serving as a model with its multicultural diversity”.*

The Faculty's vision statement is also in line with the vision statement of the University, which is given as follows: *“Creating a multi-ethnic, cross-cultural student profile on campus and creating International Diversity by increasing the visibility of “International Student Body” on campus”.*

Furthermore, Business Department's mission given below is also in line with the mission statement of the Faculty.

The mission of the Business Department is to:

- provide students with the knowledge and skills in order to be future global business leaders aware of the changes in real business life;
- educate the students with a comprehensive business education to make them fit for the challenges of future work environment;
- give the students the benefits of up-to-date research-based expertise;
- encourage students to take part in collaborative works in a multicultural environment;
- create an enduring educational value for the students, alumni, business and academic communities.

## Appraisal:

The reasons given for the positioning in the educational market of the study programmes are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

The study programmes are convincingly integrated into the EUL's overall strategic concept. The study programmes' qualification goals are in line with the HEI's mission and strategic planning.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

## 2. Admission

### *For both programmes*

TRNC Higher Education Law, which also includes the general admission criteria of the universities, is officially announced in the TRNC Official Gazette, which can be found at the following link: <http://arsiv.basimevi.gov.ct.tr/Portals/105/2018/61.pdf?ver=2018-07-13-121915-607b>.

In line with these criteria, the details about the admission of students in the International Relations programme are conducted in accordance with the “Regulations for Associate and Undergraduate Degree Education and Examinations”. The processes and management of admissions are mainly carried out by the University’s Registrar’s Office alongside the Faculties and International Office. There are set admission requirements and by-laws that must be followed in order for a student to be able to study at EUL. The admission policies and procedures are clearly publicised on the website of the EUL: <https://www.eul.edu.tr/en/student-affairs/admissions-requirements/undergraduate-and-graduate-students/>.

As a general requirement, in order to be eligible for admission to the first cycle of higher education studies, potential candidates must hold a high-school graduation diploma or equivalent as well as a successful “English Language Proficiency Test”. Admission takes place every fall and spring semesters. Students are informed about the amount of the tuition fee in advance. More specifically, the EUL categorizes the regulations with respect to the admission of students from different countries with diverse educational systems. Categorized regulations with respect to admissions for different nationalities are as follows:

### **Turkish Republic of Northern Cyprus (TRNC) Nationals:**

Nationals of TRNC who have successfully completed high school are admitted based upon the provision of excellent and suitable performance at entrance examinations conducted and administered by EUL. TRNC students who possess results of UK-Based GCE/IGCSE/GCSE ‘O’ Levels examinations (or its equivalents), are also admitted provided they have a minimum grade of ‘C’ or above in five different subjects, of which one must include Mathematics.

### **Turkish Nationals:**

The University admits students from mainland Turkey via central Turkish University Entrance Examination (YKS), which is conducted by the Office of Student Selection and Placements (OSYM). The Turkish Authorities coordinate this examination with the aim of managing Turkish student placements into Turkish Universities in Turkey as well as Turkish Cypriot Universities in TRNC. Students who are successful in this examination and have selected the International Relations or Business Administration programme at the European University of Lefke in their preference list are placed into the programme depending on their examination scores.

### **International (Non-TRNC – Non-Turkish) Students:**

EUL admits international students alongside TRNC/Turkish nationals. The students must have a high school level diploma/certificate or its equivalent with good academic performance in order to be accepted. An international student with a minimum average diploma grade of 'C' is admitted to the programme. International students who possess results of GCE/IGCSE/GCSE ‘O’

Levels examinations (or its equivalents) are also admitted provided they have a minimum grade of 'C' or above in five different subjects, of which one must include Mathematics.

Counselling services for the TRNC students and for those coming from Turkey are provided by the Promotion Office of the EUL. The local students have the opportunity to come to the campus and meet the representatives of the Promotion Office any time they want.

Regarding the students who would come from Turkey, the representatives located in various parts of Turkey, including Istanbul, Izmir, Ankara, Adana, or Hatay have been playing active roles in counselling services. They visit the schools or arrange online meetings (depending on the conditions) upon official permission taken from the Ministry of Education. In their meetings or online sessions, they provide counselling services by answering all kinds of questions of the students about the exam, the University and departments/programmes they are interested in. After the announcement of the results of the Undergraduate Placement Exam (LYS) of Student Selection and Placement Centre (OSYM), a Call Centre set up within the Promotion Office attempts to reach the prospective students to guide them in their selection process.

International students are provided with counselling services by the International Office, which is responsible for the University's overall international strategy, including; recruitment, exchange programmes, process and evaluation of the applications, pre-arrival and support service to newcomers and current students, and development of the international brand of EUL. The International Office manages the enquiries and applications for prospective students, implementation of the marketing, advertising, promotional and public relations efforts on behalf of EUL.

The EUL Catalogue, which is accessible on the website of EUL, is in the service of all prospective students.

The EUL applies a quota-based selection process depending on the student-quotas specified separately for the students from Turkey, TRNC and third countries. The University checks the quotas of Turkey and North Cyprus, and if those are not full, EUL will increase the quota for international students accordingly by using the spaces of not enrolling Turkish and North Cypriot students. When the EUL gets more applicants from this enrolling procedure, it has the strategy to select the higher-grade students.

In addition to fulfilling admission requirements specified, all applicants have to prove their ability to speak English by participating in the English Language Proficiency Test. However, there is a waiver for students who can provide internationally accepted English proficiency certificates. All students who have achieved a minimum IELTS score of 5.5 and TOEFL iBT score of 65 (Internet-based) are exempted from the English Language Proficiency Test. International General Certificate of Secondary Education and equivalent certificates with English subject score of minimum grade 'C' can also be considered for the English Language Proficiency Test exemption. Upon approval of exemption from the English Language Proficiency test, students will be admitted directly into the first year of their programme.

Applicants who fail the Language Test are required to visit the University's one-year-long English Preparatory School before their eight-semester study programme. The intense English education-

training programme is designed to enable the students of the programme to reach advanced levels in terms of writing, reading, listening and speaking in English. Thus, they would be able to continue their courses easily and pass them successfully.

The admission procedure of the EUL is based on transparent criteria. All procedures and steps of admission are published in the University's promotion materials, on the University's website (<https://www.eul.edu.tr/en/student-affairs/admissions-requirements/undergraduate-and-graduate-students>) and in publications supporting individual programmes. Upon receiving applications and meeting all requirements for admission, the decision is communicated to the student with an official letter. In that sense, all interested parties can easily access the requirements of the admission and its procedure.

## Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. However, the experts note that a standardized competitive selection procedure should be included as part of the admission process for all students applying in order to make them comparable. Only based on documents of the respective school system a comparison is hardly possible because of the significant national and international differences.

The HEI, with its open-door policy, ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs.

The admission requirements (required language proficiency level) ensure that students are able to successfully complete the study programme.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)					X
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

##### *BA in International Relations (I.R.)*

The Bachelor International Relations programme is a full-time study programme with a regular duration of four years (eight semesters). The programme curriculum consists of 42 courses, of which 36 are compulsory six are electives. The structure, course contents and learning outcomes of International Programme of EUL are intended to be in line with conventional International Relations programmes (see self-evaluation p. 20).

Modul No.	Title of Module / Course Unit	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in class	Hours self-study			
<b>M1 Module 1: (1st Semester)</b>		<b>32</b>												<b>32/240</b>
M 1.1	COM 100: INTRODUCTION TO COMPUTERS	5								42	102	Lecture Course	Midterm and Final Exam (240 Min)	
M 1.2	COM 112: ECONOMICS	6								39	128	Lecture Course	Assignment and Final Exam (80 Min)	
M 1.3	COM 101: ENGLISH I	3								39	49	Lecture Course	Midterm and Final Exam (120 Min)	
M 1.4	COM 104: PSYCHOLOGY	6								42	125	Lecture Course	Midterm and Final Exam (120 Min)	
M 1.5	SCI 101: INTRODUCTION TO SOCIAL SCIENCES	5								42	98	Lecture Course	Midterm and Final Exam (120 Min)	
M 1.6	POLS 100 INTRODUCTION TO POLITICAL SCIENCE	7								42	155	Lecture Course	Midterm and Final Exam (90 Min)	
<b>M2 Module 2: (2nd Semester)</b>		<b>28</b>												<b>28/240</b>
M 2.1	COM 204: ETHICS IN PROFESSION	8								42	190	Lecture Course	Midterm and Final Exam	
M 2.2	COM 115: SOCIOLOGY	7								42	165	Lecture Course	Midterm and Final Exam	
M 2.3	COM 110: ENGLISH II	3								39	49	Lecture Course	Midterm and Final Exam (120 Min)	
M 2.4	FEA 102: PRINCIPLES OF LAW	6								42	140	Lecture Course	Midterm and Final Exam (120 Min)	
M 2.5	COM 108: TURKISH	2								28	34	Lecture Course	Midterm and Final Exam (120 Min)	
M 2.6	COM 108: HISTORY	2								28	36	Lecture Course	Midterm and Final Exam (120 Min)	
<b>M3 Module 3: (3rd Semester)</b>		<b>32</b>												<b>32/240</b>
M 3.1	IR 201: INTERNATIONAL RELATIONS I			7						42	170	Lecture Course	Midterm and Final Exam	
M 3.2	IR 203: POLITICAL HISTORY I			6						42	140	Lecture Course	Midterm and Final Exam (150 Min)	
M 3.3	POLS 201: NATIONAL GOV. & POLITICAL INST.			7						42	150	Lecture Course	Midterm and Final Exam (180 Min)	
M 3.4	STAT 263: STATISTICS			6						42	135	Lecture Course	Midterm and Final Exam	
M 3.5	POLS 207: POLITICAL ECONOMY			6						36	129	Lecture Course	Midterm and Final Exam (120 Min)	
<b>M4 Module 4: (4th Semester)</b>		<b>28</b>												<b>28/240</b>
M 4.1	IR 202: INTERNATIONAL RELATIONS II			6						42	140	Lecture Course	Midterm and Final Exam	
M 4.2	IR 204: POLITICAL HISTORY II			6						42	140	Lecture Course	Midterm and Final Exam (80 Min)	
M 4.3	BUSN 304: HUMAN RESOURCE MANAGEMENT			6						42	119	Lecture Course	Midterm and Final Exam (180 Min)	
M 4.4	POLS 210: LAW AND POLITICS			6						45	140	Lecture Course	Midterm and Final Exam	
M 4.5	CPE 202: ENVIRONMENT AND SUSTAINABLE DEVELOPMENT			4						39	84	Lecture Course	Midterm and Final Exam (240 Min)	
<b>M5 Module 5: (5th Semester)</b>		<b>28</b>												<b>28/240</b>
M 5.1	IR 313: FOREIGN POLICY ANALYSIS			6						39	135	Lecture Course	Midterm and Final Exam	
M 5.2	IR 353: INTERNATIONAL LAW			6						42	125	Lecture Course	Midterm and Final Exam	
M 5.3	IR 305: DIPLOMACY			6						42	140	Lecture Course	Midterm and Final Exam (150 Min)	
M 5.4	POLS 315: POLITICAL COMMUNICATION			6						42	133	Lecture Course	Midterm and Final Exam (120 Min)	
M 5.5	CPE 201: LEADERSHIP AND MANAGEMENT			4						42	77	Lecture Course	Midterm and Final Exam (180 Min)	
<b>M6 Module 6: (6th Semester)</b>		<b>32</b>												<b>32/240</b>
M 6.1	IR 351: INTERNATIONAL ORGANIZATIONS			7						45	150	Lecture Course	Midterm and Final Exam	
M 6.2	POLS 302: ENVIRONMENTAL POLICIES AND ADMINISTRATION			6						42	122	Lecture Course	Midterm and Final Exam (180 Min)	
M 6.3	POLS 304: COMPARATIVE POLITICAL SYSTEMS			7						39	155	Lecture Course	Midterm and Final Exam (240 Min)	
M 6.4	COM 351: RESEARCH METHODS			6						42	135	Lecture Course	Midterm and Final Exam (120 Min)	
M 6.5	IR 404: INTERNATIONAL DISPUTE SETTLEMENT			6						45	140	Lecture Course	Midterm and Final Exam (120 Min)	
<b>M7 Module 7: (7th Semester)</b>		<b>28</b>												<b>28/240</b>
M 7.1	IR 409: WORLD AFFAIRS I			6						42	140	Lecture Course	Midterm and Final Exam (80 Min)	
M 7.2	POLS 409: POLITICAL STRUCTURE AND ANALYSIS			6						42	136	Lecture Course	Midterm and Final Exam	
M 7.3	POLS 417: HISTORY OF POLITICAL THOUGHT I			6						39	136	Lecture Course	Midterm and Final Exam	
M 7.4	CTE 401: OCCUPATIONAL SAFETY AND HEALTH			5						42	108	Lecture Course	Midterm and Final Exam (120 Min)	
M 7.5	ECON 427: ECONOMIC POLICY			5						42	112	Lecture Course	Midterm and Final Exam (120 Min)	
<b>M8 Module 8: (8th Semester)</b>		<b>32</b>												<b>32/240</b>
M 8.1	IR 420: RESEARCH PROJECT								10	9	290	Lecture Course	Project and Presentation	
M 8.2	IR 410: WORLD AFFAIRS II			6						42	140	Lecture Course	Midterm and Final Exam (80 Min)	
M 8.3	POLS 418: HISTORY OF POLITICAL THOUGHT II			6						45	130	Lecture Course	Midterm and Final Exam	
M 8.4	BUSN 415: SMALL BUSINESS MANAGEMENT			5						42	110	Lecture Course	Midterm and Final Exam (180 Min)	
M 8.5	IR 452: EUROPEAN STUDIES			5						42	120	Lecture Course	Midterm and Final Exam	
C	Colloquium													
BA	Bachelor's Thesis								10					10 / 240

The courses of the first two years aim to equip the students with abilities to communicate effectively in English, deal with information technology and prepare them for advanced social sciences. During the first two years, students study basic social sciences courses such as introduction to social sciences, history, economy, sociology and psychology, as well as the basic courses in the field, including International Relations, Political Economy, and Political History. The courses of the third year, such as Foreign Policy Analysis, International Law, Political Communication, Diplomacy and International Dispute Settlement, prepare students with international relations knowledge base required to comprehend the interdisciplinary nature of the field. The courses of the fourth year, World Affairs I and II as well as European Studies, aim to



provide the students with more global as well as regional perspectives for gaining a deeper understanding of international relations and make them able to cope with the emerging issues in the international system. A research project is also integrated into the curriculum of the International Relations programme to improve the independent research skills of the students and to make them able to write coherent, informative and persuasive papers and present their ideas successfully. In addition, the courses of the last year, including Economic Policy, Political Structure and Analysis, aim to provide the students with a comprehensive and inter-disciplinary perspective by touching on different disciplines and study areas (in a compatible way with the programme outcomes).

After passing the existing courses in the curriculum of the International Relations programme successfully and completing the programme, the students would be equipped with an international as well as inter-disciplinary perspective and conceptual, intellectual and analytical skills that are clearly defined as the programme outcomes and objectives of the International Relations programme.

Referring to its comprehensive curriculum covering courses with the implications at the state level (diplomacy, foreign policy) and beyond state level (international relations, international law, world affairs) as well as its multidisciplinary content touching on other relevant fields (sociology, psychology, economics, history), it is fair to call the programme as International Relations as the most widely used and accepted name in line with its counterparts on the global basis. Dealing with different regions, continents and countries, as well as with the interdependent relations among them, also justifies the naming of the field as International Relations.

The International Relations programme is designed to provide both theoretical knowledge and practical skills. Research opportunities as integral part of the programme make it possible for the students to link the theoretical contents with the practical requirements in evaluating and criticising global developments. In that sense, the process of studies of research embraces elaboration of theoretical knowledge of students as well as practical application of the theoretical knowledge and research methods.

IR 420 Research Project is the most appropriate course to name here. It gives the students the opportunity to learn about the current global/regional problems and apply the appropriate theoretical framework and methodology to evaluate them and offer solutions. In addition, COM 351 Research Methods as well as IR 409 and IR 410 World Affairs I and II in the sixth, seventh and eighth semesters, respectively, expect the students to conduct research on the topics they choose and prepare projects by referring to the relevant theoretical and methodological frameworks. Thus, as defined as the twelfth programme outcome of the International Relations programme, by integrating theory and practice in the field, the students have become competent in interpreting factual knowledge in the light of specific International Relations theories and methodologies.

Interdisciplinary thinking implies the combination of two or more disciplines into a new level of integration while breaking down boundaries between them. Such thinking integrates knowledge and methods from different disciplines and uses a real synthesis of approaches. Accordingly, International Relations programme is designed for interdisciplinary thinking by including courses from different disciplines, including economics, history and sociology, which are all integrated into each other while approaching the field of international relations. In that sense, there is

considerable emphasis on interdisciplinary thinking in the whole International Relations programme.

First, the programme outcomes reflect the interdisciplinary thinking with the clearly defined academic and scientific competencies, competencies necessary for qualified employment, skills of social, legal and ethical commitments, as well as personal development.

Second, interdisciplinary nature of the International Relations programme can also be recognised in the curriculum, which provides the students with opportunities to explore the cross-fertilisation between international relations and other disciplines such as law, sociology, psychology, history, economics, and statistics. In the first two years, the courses, i.e., FEA 102 Principles of Law, ECON 112 Economics, STAT 253 Statistics, IR 203 Political History, POLS 207 Political Economy, are from different disciplines and compulsory for the students of International Relations programme. Teaching these courses provides the students with the opportunity to establish the links among all these disciplines and the links between each of them and international relations. In the third and fourth years, the students of International Relations would find the opportunity to focus on the field of international relations. Even these courses are taught with an interdisciplinary understanding. For example, IR 351 International Organisations teaches the basics about international organisations and moves to a much broader perspective by also covering various topics from different disciplines within the framework of international organisations. The course covers global issues, including sustainable development, international trade, international justice and human rights and discusses them while referring to the related international organisations at the global level. IR 409 and IR 410 World Affairs I and II, respectively also cover different topics, including security, terrorism, migration and refugees, ethnic and regional conflicts, gender, women rights, and humanitarian intervention.

Third, all academic staff of FEAS (Faculty of Economics, and Administrative Sciences) also strengthens interdisciplinary thinking of International Relations programme. All faculty members coming from different disciplines have the opportunity to teach some courses in the curriculum and contribute to the interdisciplinary nature of International Relations programme with their knowledge and experiences.

Ethical issues have always been a priority for all faculty members. In addition, International Relations programme is aware of the vitality of ethics as reflected in the fifth programme outcome, i.e., to understand and evaluate ethical issues and situations. In that sense, ethical aspects are paid utmost attention in the whole education period. From the beginning of the first semester, the students are informed about their responsibility to abide by ethical principles and discouraged from any type of unethical behaviours academically and professionally. Every student is introduced to referencing and Turnitin similarity programme. The second semester course COM 204 Ethics in Profession evaluates ethics from theoretical and practical perspectives and defines the ethical and unethical behaviours in professional life. COM 351 Research Methods, which is a compulsory course for all students of the International Relations programme, also puts great emphasis on scientific referencing and ethical research. In addition, while writing their Research Project in the last semester of their undergraduate education, the students already know that they have to write their projects by following the ethical and academic rules.

International Relations programme provides its students with scientific and methodological competencies, especially through the research-based courses as well as their Research projects. The process of their research studies embraces elaboration of theoretical knowledge of students, its evaluation in practice, practical application of research methods and preparation of the research work. Each step of this process contributes to improving the scientific and methodological competencies of the students, which is among the programme outcomes of the International Relations.

The curriculum of the International Relations programme includes at least three specifically research-based modules IR 409 World Affairs I, IR 410 World Affairs II and IR 420 Research Project. In addition, the students are also expected to conduct their studies through different methods and practices, including in-class exams, projects, term papers and presentations. Those various research practices enable the students to interpret all current and historical developments from theoretical, scientific and methodological frameworks. In that sense, the faculty members have been encouraging the students to improve their research and analytical abilities in an integrative way.

International Relations programme has a course-related examination system where the exams are mostly focused on students' knowledge and evaluate the fulfilment of the learning outcomes of the relevant course. The assessment measures are designed to evaluate the effectiveness of teaching methods for delivering the intended programme outcomes. A range of assessment strategies that match the instructional goals and objectives are used for different courses and are implemented throughout the semester. The selection of appropriate assessment methods also matches course and programme objectives.

All the courses of the International Relations programme have specific learning outcomes that are aligned with the programme outcomes. Each course has three to five specific learning outcomes, which are evaluated by appropriate assessment methods to make it certain that in each course, learning outcomes are properly met. Both direct and indirect assessment techniques are utilized to ensure that the desired programme outcomes are achieved. The in-class exams have been replaced by the online exams during the COVID-19 period when the other assessment methods continued to be applied. The process of assessment is carried out by using a combination of coursework such as quizzes, exams, projects, presentations, homework., where the grades on these exercises are directly tied to the course outcomes. Every effort is spent to ensure that learning assignment methods are based on course and programme learning outcomes.

The number and type of exams for each course are specified in the syllabus of each course and announced to the students on the first day of each course. Thus, the students have ample time to prepare for the mid-term as well as the final exams. The syllabus of the courses is easily accessible for the students on different online platforms of the EUL (i.e., Moodle and Microsoft TEAMS). Most frequently, one midterm exam and one final examination end of the semester are conducted during each semester. In addition, as part of continuous assessment, quizzes, class presentations, group discussions, and assignments are also used by the lecturers throughout the semester. The students who are unable to take these exams on a regular basis have the right to take make-up exams. In the case of failure as the result of those exams, the students are given the right to retake the exam for

each course at the end of the semester. The exam periods are clearly announced on the Academic Calendar, easily accessible on the website of the EUL.

The students of International Relations programme have to prepare a Research Project as a credit-based course and pass it successfully also after the presentation of their topic in front of a three-member jury. This course was introduced to the curriculum after the visit of the FIBAA Review Panel in June 2017. Thus, starting from the beginning of the 2018-2019 Academic Year, Research Project is given to the students as one of the compulsory courses of International Relations programme.

### BA in Business Administration (B.A.)

Modul No.	Title of Module / Course Unit	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
<b>M1</b>														
M 1.1	COM 100: INTRODUCTION TO COMPUTERS	5								42	102	Lecture course	Midterm & Final Exam (240 mins.)	30 / 240
M 1.2	COM 112: ECONOMICS	6								39	128	Lecture course	Final Exam Assignment(60 mins)	
M 1.3	COM 101: ENGLISH I	3								39	49	Lecture course	Midterm & Final (120 mins)	
M 1.4	COM 109: MATHEMATICS	5								39	118	Lecture course	Midterm & Final Exam (240 mins)	
M 1.5	SCI 101: INTRODUCTION TO SOCIAL SCIENCES	5								42	98	Lecture Course	Midterm HW & Final Exam HW (120 mins)	
M 1.6	COM 104: PSYCHOLOGY	6								42	125	Lecture course	Midterm & Final Exam (120 mins)	
<b>M2 Module 2: (2nd Semester)</b>														
M 2.1	BUSN 102: INTRODUCTION TO BUSINESS		8							39	209	Lecture Course	Final Exam Assignment	30 / 240
M 2.2	COM 204: ETHICS IN PROFESSION		8							42	190	Lecture Course	Midterm & Final Exam	
M 2.3	COM 110: ENGLISH II		3							39	49	Lecture course	Midterm & Final Exam (120 mins)	
M 2.4	COM 115: SOCIOLOGY		7							42	165	Lecture course	Midterm & Final Exam	
M 2.5	COM 106: TURKISH		2							26	34	Lecture course	Midterm & Final Exam (120 mins)	
M 2.6	COM 108: HISTORY		2							26	36	Lecture course	Midterm & Final Exam (120 mins)	
<b>M3 Module 3: (3rd Semester)</b>														
M 3.1	ACCT 201: FINANCIAL ACCOUNTING I			6						42	133	Lecture Course	Midterm & Final Exam (150 mins)	30 / 240
M 3.2	COM 221: MATHEMATICS FOR SOCIAL & APPLIED SCIENCES				6					39	133	Lecture Course	Midterm & Final Exam (240 mins)	
M 3.3	BUSN 205: PRINCIPLES OF MANAGEMENT				6					42	151	Lecture Course	Midterm Ass. & Final Exam Ass.	
M 3.4	COM 223: MACROECONOMICS				6					42	124	Lecture Course	Midterm & Final Exam (120 mins)	
M 3.5	STAT 253: STATISTICS				6					42	135	Lecture course	Midterm Ass. & Final Exam Ass.	
<b>M4 Modul 4: (4th Semester)</b>														
M 4.1	ACCT 202: FINANCIAL ACCOUNTING II				6					45	129	Lecture course	Midterm & Final Exam (150 mins)	30 / 240
M 4.2	BUSN 206: ORGANIZATIONAL BEHAVIOUR				6					42	128	Lecture Course	Midterm Ass. & Final Exam Ass.	
M 4.3	BUSN 208: BUSINESS COMMUNICATION				6					42	125	Lecture Course	Midterm & Final Exam (120mins)	
M 4.4	BUSN 210: FINANCIAL MANAGEMENT				6					39	138	Lecture Course	Midterm & Final Exam (90mins)	
M 4.5	FEA 102: PRINCIPLES OF LAW				6					42	140	Lecture Course	Midterm & Final Exam (120mins)	
<b>M5 Module 5: (5th Semester)</b>														
M 5.1	ACCT 303: CORPORATE ACCOUNTING				6					39	137	Lecture Course	Midterm & Final Exam (150 mins)	30 / 240
M 5.2	BUSN 303: PRODUCTION MANAGEMENT				6					42	151	Lecture Course	Midterm Ass. & Final Exam Ass.	
M 5.3	FNAN 301: BUSINESS FINANCE				6					42	133	Lecture course	Midterm & Final Exam (150 mins)	
M 5.4	BUSN 351: SUSTAINABLE DEVELOPMENT & GROWTH				6					42	125	Lecture Course	Midterm Ass. & Final Exam Ass.	
M 5.6	MARK 301: PRINCIPLES OF MARKETING				6					42	135	Lecture Course	Midterm (60 mins) & Final Exam P.	
M 5.5	MARK 301: PRINCIPLES OF MARKETING				6					42	135	Lecture Course	Midterm (60 mins) & Final Exam P.	
<b>M6 Module 6: (6th Semester)</b>														
M 6.1	ACCT 302: COST ACCOUNTING					6				39	138	Lecture course	Midterm & Final Exam (150 mins)	30 / 240
M 6.2	BUSN 304: HUMAN RESOURCES MANAGEMENT					6				42	119	Lecture Course	Midterm & Final Exam (180mins)	
M 6.3	MARK 304: MARKETING MANAGEMENT					6				42	123	Lecture Course	Midterm Ass & Final Ass.	
M 6.4	COM 351: RESEARCH METHODS					6				42	135	Lecture course	Midterm & Final Exam (120 mins)	
M 6.5	BUSN 356: ENTREPRENEURSHIP					6				45	145	Lecture Course	Final Exam Assignment	
<b>M7 Module 7: (7th Semester)</b>														
M 7.1	BUSN 461: STRATEGIC PLANNING & MANAGEMENT						5			39	92	Lecture Course	Midterm Ass. & Final Exam Ass.(300 hr)	30 / 240
M 7.2	BUSN 405: INTERNATIONAL BUSINESS						5			42	95	Lecture Course	Midterm Ass& Final Exam Ass	
M 7.3	FEAXX1-CTE 401: OCCUPATIONAL SAFETY & HEALTH						5			42	108	Lecture Course	Midterm & Final Exam (120 mins)	
M 7.4	FEAXX2- ECON 427 ECONOMIC POLICY						5			42	112	Lecture Course	Midterm & Final Exam (120 mins)	
M 7.5	LEUXX2- CFE 201: LEADERSHIP & MANAGEMENT						4			42	77	Lecture Course	Midterm & Final Exam (180 mins)	
M 7.6	BUSN 300-INTERNSHIP						6			0	180	on the job training		
<b>M8 Module 8: (8th Semester)</b>														
M 8.1	BUSN 420: RESEARCH PROJECT							11	9	310		Project	Project	30 / 240
M 8.2	MIS 303 MANAGEMENT INFORMATION SYSTEM							5	42	105	Lecture Course	Midterm & Final Exam (120 mins)		
M 8.3	BUSN 415: (ELECTIVE) SMALL BUSINESS MANAGEMENT							5	42	110	Lecture Course	Midterm & Final Exam (180 mins)		
M 8.4	IR 452 (Elective): EUROPEAN STUDIES							5	42	120	Lecture Course	Midterm HW & Final Exam HW		
M 8.5	CFE 202 (Free Elective): ENVIRONMENT & SUSTAINABLE DEVELOPMENT							4	39	84	Lecture Course	Midterm & Final Exam (240 mins)		
C	Colloquium									1				1 / 210
BA	Bachelor's Thesis									11				11 / 210

The Business Administration programme includes primary areas of business management and is designed to equip the students with the knowledge and abilities described in the programme outcomes.

The students are introduced to more general and theoretical subjects of business administration such as mathematics, foundations of the economy and business, and psychology and sociology during the first and second semesters of the programme.

Third and fourth semesters are based on professing relatively further subjects such as business law, statistics, accounting, and financial management. By the third year of their education, students are able to use the theoretical knowledge brought in the first two years. Additionally, students understand real business life by concentrating on some cases in business communication, principles of management and organisational behaviour.

During the third and fourth years of the programme, students are required to discuss more advanced topics such as marketing, research methods, production management, international business, strategic planning & management, corporate & cost accounting and entrepreneurship, research project and internships. In addition, beginning with the fifth semester, students are required to select some elective courses.

Business Administration programme is referred to Bachelor of Arts Degree in Business Administration. The qualifications obtained during the programme shall provide the student with the necessary skills and techniques to meet the challenges of the contemporary business world.

Studying in the Business Administration programme provides students with both theoretical and practical knowledge and helps them gain skills from the business world. The first year of the programme includes basic theoretical knowledge of the field such as calculus, economics, and introduction to business. The second-year courses cover a general framework for business administration by focusing on business theories and concepts accompanied by simple applications of theories and concepts.

During the third and fourth years, most of the courses require real field studies. For example, in marketing classes, students conduct real marketing research and prepare a marketing plan for a local company (although at the start of COVID-19 pandemic, students have not been able to get information and conduct real marketing plan); in Human Resources Management course the lecturer uses business cases when doing lectures and in Small Business Management class students prepare a report on the experiences of entrepreneurship they interview. Moreover, the programme includes Research Methods course, and in this course, the students are equipped with the scientific knowledge to solve real business problems, and they are required to solve a real problem of a business.

Research Projects and Internships also provide students with the opportunity to apply concepts/theories learned in class to real business environments. Additionally, entrepreneurs/business people are invited to the faculty to discuss with the students their success stories.

An interdisciplinary approach is used in the Business Administration programme. In the first and second semesters, basic interdisciplinary courses such as mathematics, economics, psychology, sociology, are history are offered. During the third and fourth semesters, some more courses like principles of law are given faculty-wide. Moreover, all students are allowed to take six electives from different disciplines during the last two years. Those courses might be in economics, health and occupational safety, environment and sustainable development, and international relations (such as European Studies).

The programme is based on transparency and accountability, which are the fundamentals of ethics. At the beginning of every semester the course outline, grading system, and all course-related materials are provided to the students via Moodle and Microsoft TEAMS system in order to maintain basic transparency of programme.

Students are free to check their exam papers and may ask for the re-examination of their scripts when needed, and a committee set up by the Dean's Office deals with all objections, and a final decision is made. A course file for each course is submitted to the Dean's Office at the end of each semester. Course Syllabus, grades, exams, quizzes or project sample papers, and answer keys/evaluation guidelines for each are included in the course files for accountability. Turnitin programme is also utilized by academics, and students are given access.

To reach the learning outcomes of each course, the lecturers use different types of methods of instruction such as individual or group projects, term papers, presentations, and case analyses. By applying such methods, students are encouraged to transform their course-related theoretical knowledge into practical skills and/or abilities. For instance, in small business management class, students conduct interviews with business owners/entrepreneurs and write a report on their business start-up stories and experiences in marketing courses; also, students conduct marketing research or prepare a marketing plan for a real company. In research methods course, students prepare a real research proposal to find out a real solution to a business problem. In the research project course, students also attain methodological competencies and skills.

Each lecturer prepares the exams for their courses in accordance with the learning outcomes of the Business Administration programme and the course and follows the guidelines of the FEAS (Faculty of Economics, and Administrative Sciences). Exams given in each course are based on the content covered in the course. Each exam attempts to test whether the students have achieved the learning outcomes of the course. In addition to exams, there are several different methods in order to evaluate the level of students, such as assignments, presentations, projects, term papers or case analyses. The contribution of exams and other evaluation methods to the final score varies according to the course as outlined on the course syllabuses.

In the Business Administration Programme, the students are expected to write a final research project to graduate from their programme. Acting upon the FIBAA Business Administration Assessment Report received on August 23, 2017, the ALQC (Assurance on Learning Quality Committee) has decided to recommend the addition of fourth-year course called "Research Project" in the departments of Business Administration (BUSN 420) to satisfy the criticism with respect to the decision of the FIBAA Accreditation for Programmes and ALQC Decisions (taken on September 8t, 2017). Students are then evaluated based on the requirements of the Research Project provided to them.

## Appraisal:

The curricula adequately reflect the qualification objectives of the study programme. The contents of the courses are well-balanced, logically connected and oriented toward the intended learning outcomes. The experts recommend regarding the programme BA in Business Administration that the HEI should consider giving students the opportunity to choose a specialization since the

education is very general and does not offer much opportunity for profiling. For this, it would be recommended to gather data on students and industry to find out which specializations are needed and in demand.

For the programme BA in International Relations, the experts recommend the HEI consider offering larger share of electives to give students the opportunity to specifically pursue their interests in their studies. In addition, the study regions and regions of case studies should be expanded to other geographical areas. This could also allow for better use of students' diverse cultural backgrounds.

The degree and programme name correspond to the contents of the curricula and the programmes' objectives.

Theoretical questions are, where possible, explained by means of practical examples. For the programme BA in Business Administration, the experts recommend the HEI gather feedback from internship companies to both better implement company expectations and improve student preparation. With regard to the programme BA in International Relations, it is recommended that the HEI should consider including an internship in the curriculum to foster a higher integration of practice in the study.

There is evidence that the programme BA in Business Administration qualifies for interdisciplinary thinking.

In the BA in International relations programme, there is a wide range of disciplines in the curriculum and the study programme puts an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge.

Ethical implications are appropriately communicated.

Students acquire methodological competencies and are enabled to do scientific work on the required level. However, the experts recommend implementing additional specific courses on research methods, especially on quantitative and qualitative methods. A review of the final theses showed that students are able to work scientifically, but specific methods courses would offer the opportunity to promote scientific skills in a more profound way. In addition, methods courses should be divided and offered specifically for each degree programme (BA in International Relations and BA in Business Administration) to meet the unique characteristics of the disciplines.

With respect to the BA in International Relations, the experts recommend putting a stronger focus on the actual application of the quantitative methods, which would especially promote the further employability of the students.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a variety of test formats.

The final research projects are evaluated based on previously published and coherently applied criteria, rules, and procedures.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents				
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)		X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)		X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)		X		
3.1.4	Interdisciplinary thinking		I.R.	B.A.	
3.1.5	Ethical aspects		X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)		X		
3.1.7*	Examination and final thesis (Asterisk Criterion)		X		

## 3.2 Structure

### *BA in International Relations (I.R.)*

Projected study time	4 years – 8 semesters
Number of Credit Points (CP)	240 ECTS credits, 124 national CP
Workload per CP	Hours per ECTS credit: 30
Number of courses	42
Time required for processing the final thesis and awarded CP	1 Semester 300 hours (as workload) 10 ECTS credits, 3 national CP
Number of contact hours	Between 1736 and 1860

In total, forty-two courses are required in order to complete the International Relations programme. Thirty-six of these are compulsory courses, the remaining six courses are offered as electives. The students take six courses in the first two semesters. In the second, third and fourth year, they are required to take five courses in a semester.

In the freshman and sophomore years, most of the courses offered are introductory, fundamental and functional in nature and common to all students of the FEAS (Faculty of Economics, and Administrative Sciences). Yet the graduate years, which are years of specialization, are naturally more programme-oriented and can be enriched by the elective courses outside the International Relations discipline. The whole structure of the curriculum strengthens the interdisciplinary nature



of the programme. In addition, all courses in the curriculum are designed to satisfy its programme outcomes.

The academic year is divided into two semesters of around fifteen weeks. The study programme ought to be completed within eight semesters, at the end of which the students are expected to complete the corresponding 240 ECTS credits. The workload of the students may change depending on the content of the course, expectations from the students and the evaluation tools, as well as the preparation for various types of those evaluation tools. Depending on the course, this workload may include participation in the class, preparation for and discussion in the class, preparation for exams and quizzes, assignments, and presentations.

### ***BA in Business Administration (B.A.)***

Projected study time	4 years, 8 semesters
Number of Credit Points (CP)	240 ECTS credits, 124 national CP
Workload per CP	Hours per ECTS credit: 30
Number of courses	43 courses, including research project and internship
Time required for processing the final thesis and awarded CP	Research project 1 Semester 319 hours (as workload) 11 ECTS credits, 3 national CP
Number of contact hours	Between 1736 and 1860 contact hours

Each year consists of two semesters. Every semester includes different course units. The students are required to take and complete the modules with 30 ECTS credits per semester. The programme has 43 courses in total (including research projects and internships), six of which are electives. Students take 22 compulsory courses during the first four semesters and take other compulsory and elective courses during the last four semesters. The first four semesters include basic courses, while the last four semesters consist of advanced and interdisciplinary courses.

In each semester, students are required to take five to six courses. The evaluation of the courses is carried out by the lecturers. Lecturers outline the course components and their specific weights, which will be used in assessment at the beginning of each academic semester.

In total, there are 43 courses in the programme that total to 240 ECTS credits.

During the first four semesters, the students take some common courses in addition to business management-related courses, and in the last four semesters, they mainly do business management-related courses. Every semester is designed as a separate module, and every semester has five to six courses to complete.

During each semester, students have to take at least one midterm and a final exam. In addition, quizzes, projects, and presentations might be given. All of the requirements for the courses are shown on the syllabus.

### ***For both programmes***

The EUL typically employs the American Credit System, it has changed its academic programmes to use the ECTS credit system, which allows students to easily move/transfer between universities within the European Union if necessary. The university also provides the students with a Diploma Supplement.

Regarding the examinations, each instructor determines the course requirements in alignment with the respective programme and learning outcomes of his/her course and follows the *EUL Regulations for Associate and Undergraduate Degree Education and Examinations* prepared by the EUL. During the evaluation process, the students are given a mark, which is generally out of 100, and then at the end of the semester, the course instructor converts the cumulative average mark of the student to a letter grade.

The letter grades are organised on a 4.00-point grading scale. The letter grades and their grade point equivalences are given in the following table:

#### **The Letter Grades and their Grade Point Equivalences for EUL Undergraduate Programmes.**

<b>MARK</b>	<b>GRADE</b>	<b>EQUIVALENT SCORES AND EXPLANATIONS</b>
90-100	A	4.00
85-89	A-	3.70
80-84	B+	3.30
75-79	B	3.00
70-74	B-	2.70
66-69	C+	2.30
62-65	C	2.00
58-61	C-	1.70
54-57	D+	1.30
50-53	D	1.00
40-49	D-	0.70
0-39	F	0.00
Failing from Absenteeism	FA	0.00
I	-	Incomplete
S	-	Satisfactory (Pass in a non-credit-course)
U	-	Unsatisfactory (Failure in a non-credit-course)
E	-	Exempted
W	-	Withdrawal

Grades A, A-, B+, B, B-, C+, and C are issued to indicate varying levels of unconditional "Pass" status for the successful scores. Grades C-, D+, and D indicate the "Conditional Pass" status, where the students with these grades are regarded as successful given that the Cumulative Grade Point Average (CGPA) is above or equal to 2.00. Grades D- and F indicate "Failure", and the students with these grades have to repeat the course in the proceeding semester when the course is offered. The instructor of the course gives students who do not comply with the required level of attendance and/or do not fulfil the requirements for the evaluation of the course the "FA" grade. The grades "S" or "U" are given to students who are registered for non-credit courses. "S" indicates satisfactory, and "U" indicates unsatisfactory completion of the course. "I" grade is given to

students who have not written the end-of-semester exam and/or have not completed some of the components of the course, which contributes to the end-of-semester grade, because of a valid reason that can officially be proved, if required. The grade "W" is given to students who were allowed to withdraw from a registered course

Each lecturer presents the assessment requirements to the students on the first day of the course as the requirement of transparency for qualified education. All exams are conducted according to the *EUL Regulations for Associate and Undergraduate Degree Education and Examinations*. Research Project is also compulsory for the students to complete the programme. In preparing a detailed research project for grading, students should write coherent, informative and persuasive papers in conformity with the thesis writing rules as set out in the *Directive for the Preparation of Thesis* of the EUL, which is given to the students by the lecturer at the beginning of the semester.

The University and Faculty are committed to promoting diversity and equal opportunity in its teaching, research and working environments and to ensure that these environments support positive relations and a culture of respect among the students. This commitment is a promise to create an environment where faculty members and students are treated fairly, irrespective of their disability, gender, ethnicity, race, religion and belief. In such an environment, everyone should feel welcomed, valued as individuals and confident that they will be regarded equally. Thus, they should be able to develop their potential and achieve their personal, professional and educational aims.

The University demonstrates its commitment to the provision of equal opportunities for all students and shows openness to diversity and social developments. To guarantee these equal opportunities, the University has the bylaw for Education, Training and Exam Practices Directive for Disabled Students. Each disabled student is assigned a Primary Care Provider (PCP) who will oversee the student's medical care and help support their health throughout their time of study. The University also offers psychosocial counselling for them if/when they need it.

## Appraisal

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course on the basis of the necessary student workload. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The final grade is supplied with a relative grade.

The feasibility of the study programmes' workload is ensured by a suitable curriculum design, a plausible calculation of workload, an adequate number and frequency of examinations, appropriate support services, as well as academic and general student counselling.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations.

The experts noted that mentoring programmes and initiatives for female students to support them could be included, particularly outside the campus, in terms of network building and opportunity exploitation. Considering the cultural background of several student's countries of origin, such mentoring programmes and initiatives would be important further developments regarding equality and reaching international standards.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

### 3.3 Didactical concept

#### ***BA in International Relations (I.R.)***

The International Relations programme emphasises interactive lectures in which topics and concepts are explained and explored interactively, constantly referring to relevant literature. The students also undergo question-answer sessions, in which they exchange information, ask questions and discuss the subject matter and the assignment(s) of the course. In that sense, the courses of the programme are taught in an integrative didactical way which allows for the application of different teaching and learning methods, such as class discussions, presentations, case studies and group or individual projects. The use of different methods aims to make the students of the programme more competent and informed in the field. Thus, the students are encouraged to take an active role in the whole learning process for the achievement of learning objectives of the individual courses and programme outcomes of the whole curriculum.

Course and course information materials are also provided to the students by the lecturer of each course. The lecturers have been reviewing their course materials each semester to keep up to date with the latest course content. Thus, the reading materials are up to date and digitally accessible for the students who can find them on the online Moodle system. This also promotes lecturer-student communication and makes exchange very easy and efficient. The accompanying course materials, both compulsory and supplementary, are oriented towards the intended learning outcomes and correspond to the required qualification level.

In the period before the COVID-19, both the FEAS and International Relations programme had been hosting distinguished guest speakers from other national and international universities, governmental and related non-governmental organisations, as well as from media to participate in

different forms of academic activities, i.e., seminars, conferences, panels or workshops. In the post-COVID-19 period, this habit of the programme has been continuing but in a different form. Since face-to-face meetings and interactions are restricted in this time period, the distinguished guest lecturers have been participating in online academic activities to contribute to the personal development and scientific/academic knowledge of the students and their qualification process.

According to the rules of the EUL, the lectures are taught by the lecturers/faculty members. The EUL's regulations also allow to employ faculty assistants who will be assigned administrative and research responsibilities.

### ***BA in Business Administration (B.A.)***

Since the European University of Lefke is mainly a teaching-based institution, it emphasizes strong importance of teaching and the use of interactive teaching methods such as class discussions (online during the COVID-19 pandemic), group work, and case studies and real-life projects.

The teaching staff shares web links to articles, news reports and case studies relevant to class discussions in the FEAS Moodle system. The students can easily reach lecturers through the Moodle system in addition to visiting them during office hours in the Faculty (and during the COVID-19 pandemic, students could reach their lecturers through Microsoft TEAMS easily).

In general, lecturers use international editions of textbooks. These books are available at the bookstore of university, and copies of some books are present at the university library. The Library houses a collection of more than 62,000 printed publications, of which 2,536 are business or management related and 243,000 electronic digital books or sources, of which 42,514 is business or management related.

Many lecturers also journal articles and case studies from various business publications. Some of the course materials are usually available at the Moodle Course Management System and Microsoft TEAMS.

Guest speakers from different business or business-related organisations, trade associations, or other universities are invited give seminars or guest lectures.

In accordance with the University management policy, the lectures are conducted by full-time faculty members. The EUL's regulations allow to employ faculty assistants for administrative and research duties.

## **Appraisal**

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up-to-date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the student's qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors					X

### 3.4 Internationality

#### ***BA in International Relations (I.R.)***

Internationality is an important issue and is one of the core values of the EUL and FEAS in which International Relations programme operates. As emphasized in the mission and vision statement of the EUL, creating a multicultural and international student body as well as providing an education that meets the requirements of a globalized world are very important for the University. For this reason, internationality is integrated into the International Relations programme curriculum as well.

Internationality is achieved through several courses within the curriculum, such as IR 201 International Relations I, IR 202 International Relations II, IR 351 International Organisations, IR 409 World Affairs I and IR 410 World Affairs II, as well as IR 404 International Dispute Settlement.

Internationality is also achieved by the help of being within a diverse group of students studying at the University in general and in International Relations programme in particular, which contribute to the multicultural setting of the EUL. This provides students with the opportunity to network with students from different cultural backgrounds, resulting in an internationally and culturally diverse student profile in the International Relations programme. International and intercultural dimensions of the programme are its main assets in fulfilling the objectives of the programme and preparing the students for an international competition after their graduation.

An outstanding proportion of the students in the International Relations programme comes from various language areas and cultural backgrounds, especially African and Asian countries, which contributes to its multi-cultural structure. The programme implements some measures to make international composition of the student body instrumental for the achievement of its programme outcomes and promote internationality further. In that sense, students are supported and encouraged to be in international and intercultural environments, in class or online lecture discussions, as well as team works that constantly reflect international aspects of the programme. With this opportunity, the students can gain the opportunity to improve their skills required to be successful in international and intercultural environments in line with the clearly defined

programme objectives. Thus, the International Relations programme tries to strengthen its global perspective with the help of the recruitment of students from different countries.

International Relations Programme has internationally qualified faculty members. Their internationality can be recognised in terms of their academic qualifications, knowledge, competencies and experiences. All of the faculty members hold M.A. and Ph.D. degrees from prestigious universities in different countries. They also have global professional and academic experiences with the help of their research, seminars and collaboration opportunities with their colleagues in several countries.

The Bachelor programme of International Relations is offered in English except for History of Turkish Republic and Turkish language courses which are taught in Turkish. The lectures conducted in the classrooms or online (depending on the conditions), and course materials provided for the students are completely in English.

### ***BA in Business Administration (B.A.)***

Internationality is one of the core values of European University of Lefke and particularly for the Faculty of Economics and Administrative Sciences (FEAS) in which the Business Administration Department operates.

The Business Administration programme has a student portfolio consisting of individuals from different nations and cultures. This serves to help the students for developing their social networks. During some classes, students are encouraged to do group discussions and group homework. One purpose of those activities is to join students from different cultures together.

The Business Administration programme has students from different countries. The highest number of international students is mainly from African and Asian countries. The global perspective of the programme is strengthened through the recruitment of students from international countries.

The lecturers have PhD degrees from different universities in different countries. The lecturers of the Business Administration Programme attend some international conferences to add to their human capital. They also do collaborative projects and articles with academics in their fields in academic institutions in other countries. The lecturers integrate their experiences and insights gained through international opportunities into their lecturing methodology.

The medium of teaching in the programme is English. Students are required to pass the English Proficiency Exam prior to entry into the programme. During the first and second years of the programme, students are required to take two English and Business Communication courses in order to improve their academic reading and writing skills in the field of Business Administration.

## **Appraisal**

The acquisition of intercultural competencies and skills are at the core of the programme's learning objectives and are strongly promoted.

The experts highly appreciate that the standard literature is international and that the (international) material is validated with national areas and phenomena, which offers the opportunity to get a broad national and international inside.

A significant proportion of the students come from various language areas and cultural backgrounds. Thus, discussions in the classroom and group work constantly reflect international aspects. The measures are taken to ensure an international composition of the student body shows a clear and sustainable effect.

The experts very positively highlighted the extraordinary portion of international students, which enables a unique mixture of a variety of backgrounds.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competencies and skills. The measures taken are goal-oriented.

Foreign languages and internationality were both in lecturers and course materials predominant and clearly a strong key element of the study programmes' profile.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body		X			
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents		X			

### 3.5 Multidisciplinary competencies and skills (Asterisk Criterion)

#### ***BA in International Relations (I.R.)***

The International Relations programme has committed itself to educating its students to become fully competent individuals in society, which could be possible through the multiple competencies acquired at the end of the study programme.

Multidisciplinary competencies can be evaluated from various dimensions. Academic qualification, which can be gained through the interdisciplinary thinking of International Relations programme, is one dimension of multidisciplinary structure of International Relations programme and provides students with academic knowledge, theoretically and practically, in different but interrelated fields.

The courses of International Relations programme also provide other competencies and abilities through different teaching techniques and methods. In COM 351 Research Methods, students can learn how to conduct research in different stages, from thinking of a research topic to writing a project report. Basing on the achievement of this course, students are expected to write projects or



term papers in their other courses. One of the examples of these courses is IR 409 World Affairs I and 410 World Affairs II, where students focus on a field-specific topic, conduct their research on this topic, write their scientific term papers and present them in the class. This provides students with the opportunity to gain written skills as well. In almost all courses, students are encouraged to have class discussions, ask questions and express their opinions, which improve their oral communication competencies. These discussions inevitably contribute to the student's academic and cultural interactions as well. IR 420 Research Project also gives the students the opportunity to improve their research as well as written or oral communication skills.

Overall, with the help of different courses with their different contents and various teaching methods, the students of International relations programme are supposed to become competent to understand and criticise the issues-norms-principles in their study field (various International Relations courses), to think about legally (IR 351 International Law), to think and research academically and ethically (COM 351 Research Methods, IR 420 Research Project), to present themselves orally and in written (various International Relations courses), to communicate with the rest of the society (POLS 315 Political Communication), to take initiatives for strategic decisions (IR 305 Diplomacy), to play leadership roles (CFE 201 Leadership and Management) and intervene in the conflictual cases to solve them immediately (IR 404 International Dispute Settlement). Thus, students of International Relations programme have become fully equipped and multi-competent individuals in fully compatible way with the programme outcomes of International Relations.

### ***BA in Business Administration (B.A.)***

In the Business Administration Programme students develop various multidisciplinary competencies and skills during their study period. The 'Business Communication' (BUSN 208) course offered helps students develop oral and written interpersonal communication skills and business communication skills such as doing presentations and gaining public-speaking skills.

In some of the management courses (such as Small Business Management, International Business, Strategic Planning & Management), students are assigned to work in groups. Working in groups and or teams, students develop team working, leadership, and time management skills. Furthermore, courses which have an international focus, such as International Business, help students to learn, develop and improve cross-cultural skills.

### **Appraisal:**

The students acquire communication and public speaking skills as well as cooperation and conflict handling skills. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competencies, such as leadership skills and broad contextual knowledge, is ensured. However, these competencies are not acquired in courses specifically designed for this purpose, but rather concomitantly in other courses. Hence, the experts recommend specific classes that address those multidisciplinary and soft skills such as presentation skills, negotiation techniques, or conflict management. This would further increase the employability of students.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competencies and skills (Asterisk Criterion)			X		

### 3.6 Skills for employment / Employability (Asterisk Criterion)

#### ***BA in International Relations (I.R.)***

The learning objectives of the study programme are intended to equip graduating students with the essential scientific and communication qualifications, to prepare them for a qualified occupation, to provide the students with social responsibilities and to focus on personal development. Graduates of the programme are equipped not only with international relations knowledge but also with computer application skills, communication skills and skills required for effective and productive teamwork playing. Multidisciplinary nature of International Relations prepares students to be able to find employment opportunities in various sectors after their graduation. They find employment as administrators both in the public and private sectors. The graduates of the International Relations programme can work as diplomats, foreign policy analysts or specialists in both governmental and non-governmental national and international organisations. They can also find jobs in the private sector, including media and banking, as the leading ones, among many others. In addition, the graduates of the programme may also continue their academic careers in respectful national or international universities.

#### ***BA in Business Administration (B.A.)***

Both theoretical and practical education have worth to be considered in the perception of the Business Administration programme. Therefore, the programme focuses globally on both of these dimensions. Additionally, expectations from the graduates of the programme are as the following:

- effectively present information orally and in writing,
- efficiently use information technology,
- critically evaluate, analyse, and interpret information to solve problems and make business decisions,
- understand and evaluate ethical issues and situations,
- demonstrate an understanding of a diverse world,
- understand group dynamics and work effectively in teams,
- understand the external forces that impact business decisions,
- understand business concepts related to international business,
- understand business concepts related to marketing, management, human resource management, accounting, finance, production operations management, and information technology,
- understand business concepts related to workforce and customer diversity.

## Appraisal:

The promotion of employability – for instance, through the integration of theory and practice and through the promotion of multidisciplinary competencies and skills – runs as a common thread of the study programme through all its courses.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)			x		

## 4. Academic environment and framework conditions

### 4.1 Faculty

#### *BA in International Relations (I.R.)*

Since one of the main aims of the Faculty is to recruit academically and professionally qualified faculty members in order to meet and keep high standards in teaching quality, curriculum developments and research activities, substantially all of the teaching in the International Relations programme is undertaken by full-time faculty members, who are expected to participate actively and regularly in consistency with this policy. This is supplemented by the full-time staff members from other Faculties of the EUL as well.

Almost all of the faculty members hold PhD degrees from reputable and accredited universities. They remain current in their teaching fields through seminars, conferences, research and publications in scholarly journals. Being specialised in different fields of the International Relations discipline, the teaching experiences of the faculty members, both at the EUL and in other institutions, prove their teaching skills and assets. The faculty members use different teaching methods, including lectures, group work and tutorials, as well as group and individual assignments in line with the learning objectives specified in the individual courses and programme outcomes of the whole curriculum.

All faculty members are aware of the fact that the professional competencies of the teaching staff are essential to the enhancement of education at all levels. With this awareness, the teaching staff of the International Relations programme has been watching the pedagogical shift of the 21st century from being teacher-centred to student-centred and to more digitally enhanced learning, especially after the COVID-19. Academic qualifications of teaching staff make them able to adapt themselves to their changing roles in providing the basis for active learning for the students and in creating a learning environment oriented towards deep learning approaches.

It also has to be noted that the professional competence of the teaching staff can be seen in their pedagogical and didactical qualifications. Pedagogical qualifications of International Relations programme lecturers can easily be understood with a closer look at their capacity and knowledge to create effective teaching and learning environments for all students, either in class or during online lectures. The lecturers use their knowledge of classroom management, various teaching methods, classroom assessment, structuring ability and adaptivity to deal with a diverse student body in the class to achieve an effective and active learning environment. On the other hand, didactic qualification of the lecturers is reflected in their specialised knowledge in the field, curriculum planning and lesson planning. The whole education process in individual courses, from the beginning to the end of the semester, is designed in a way to meet the requirements of the pedagogical and didactical qualifications of the lecturers in International Relations programme.

The performance of all faculty members in terms of their pedagogical and didactical qualifications is subject to a performance evaluation both by the Rectorate and by the students. Faculty members are asked to prepare a self-assessment report by the Rectorate on a yearly basis and cover their

academic performance and contributions. In addition, feedback is solicited from the students regarding the performance of all instructors.

Members of the International Relations programme participate in research projects and social activities independently and share their experiences with their colleagues and students. These independent research projects/activities provide the opportunity for students to integrate theoretical knowledge with practices. Therefore, such research activities contribute to the intellectual capabilities of the students. In addition, with the help of their research activities, lecturers also contribute to social issues by emphasizing multidisciplinary surveys.

In addition, the experience of some of the lecturers in the relevant but out of university sectors (membership in non-governmental organisations, i.e., Board of Trustees of the Turkish Cypriot Human Rights Foundation and Board of Trustees of the Cyprus Turkish Education Foundation, Turkish Cypriot Football Association - as the responsible person for international affairs) or being columnists in the printed or online media platforms) is a good opportunity for the students to understand how theory and practice in the field are complementary to each other and enriches the content of the education as well as contribute to the achievement of qualification objectives of the study programme.

Faculty members cooperate among themselves for self-improvement purposes and in reaching their personal qualification objectives by exchanging their expertise and knowledge on different occasions. The cooperation is institutionalized mostly through the monthly meetings where the programme members regularly evaluate the quality of the education in the programme and discuss possibilities for further improvement in this regard. The academic activities organised by the Faculty provide another opportunity for their internal cooperation. Also, in different forms of academic activities, either in seminars or conferences or panels, the faculty members can exchange their opinions on their research areas and interests. Another occasion for internal cooperation among the faculty members is the EUL Journal of Social Sciences, which is published by the Faculty twice a year. By being a member of the Editorial Board, the faculty members cooperate in the whole publishing process of the journal.

Members of the International Relations programme and the faculty support the students at all levels of their education. All full-time faculty members have an advisory mission to help the students during their registration and orientation processes. Additional to this, advisors are responsible for helping their students during the whole education period. All lecturers follow an “open door” policy to answer the questions of the students regarding their courses. This provides interactivity between the students and lecturers. Faculty and programme members use various means to help the students. As one of them, course syllabuses are provided for each course with the general outline of the course for the whole semester as well as the required reading materials. Reading materials and internet links (for visual purposes) are provided through the Moodle System of the EUL.

All advisors and lecturers have office hours mentioned on their schedules. The meetings of advisors and lecturers with their students are not limited to office hours. Furthermore, the faculty members also try to quickly reply to the e-mails sent by students. It should be emphasised that when the EUL started online lectures through Microsoft TEAMS after the emergence of the COVID-19 pandemic, the open door policy of the Faculty and International Relations programme has not been interrupted. The students have continued to reach their lectures whenever they need any help from

them. Thus, the academic and personal support for the students has been continuing on a regular basis.

Under normal conditions before the COVID-19 pandemic, the educational activities of the EUL were face-to-face and conducted in the classrooms. However, as an exceptional case, when face-to-face education was prohibited by the governmental authorities in the initial phases of the pandemic, the EUL and International Relations programme had to adapt itself to the changing requirements and started online lectures through Microsoft TEAMS as the online lecture platform not to cause any interruption in the educational activities. With the help of the synchronous and asynchronous teaching facilities, the students can gain the opportunity to reach lecture materials even after the lectures in the case of any difficulty in their prompt participation in the online lectures. It has to be emphasised that online lectures have become a teaching method only during the COVID-19 pandemic period. Normally the University does not have a distance learning programme. On the other hand, the students can use Moodle to find all related materials on a weekly basis. The support by the lecturers to the students has been continuing in this post-COVID-19 period as well through Microsoft TEAMS platform. The students can send messages to their lecturers or advisors and ask their questions. In addition, the student and his/her lecturer can also arrange a video call if the students demand it. Thus, lecturers meet with their students either face-to-face or online (depending on the conditions) to provide any kind of help or support when/if the students are in need. In the Fall Semester of the 2021-2022 Academic Year, the faculty members also turned back to their usual teaching methods (face-to-face) in the classrooms and started accepting the students in their offices for face-to-face meetings.

#### ***BA in Business Administration (B.A.)***

The programme has ten full-time academic staff and gets support from other faculty staff of the University. Business Administration programme aims to recruit and retain academically or professionally qualified faculty in order to meet curricular criteria. There are also assistants, who are postgraduate students employed on a short-term contract basis to support administrative activities of the programme. Assistants operate under the supervision of academic staff members.

All of the programme lecturers hold PhD degrees.

European University of Lefke is a teaching-oriented institution and focuses on teaching effectiveness. Lecturers have prior teaching experience in different institutions.

A variety of instruction methods are being employed in the Business Administration programme. Formal teaching evaluations for all courses are conducted every semester. The evaluation survey contains questions with Likert-type scales related to both course and instructor's performance. Details of individual instructors' performances are confidential to the Faculty involved. However, department heads and the Dean have access to evaluations of course content, including students' global evaluation of the overall standard of instructing in the course. Instructing performance is explicitly considered in reappointment and promotion decisions by the Rector's Office.

The course evaluation forms, as well as instructors' faculty meetings and departmental meetings, provide feedback for adjusting and improving both courses and the curriculum. In addition, the activities of ALQC provide guidelines for improvement of instructing and learning. The programme

members started using Moodle Course Management System website to post course-related material in fall 2013. In addition, with the start of the COVID-19 pandemic, Microsoft TEAMS programme has been used since spring 2019-2020 Academic Semester to conduct lectures and share course-related information with students.

EUL emphasizes both theory and practice in the business administration programme. The University recognizes the importance of practical knowledge in a business environment changing rapidly. Most of the core faculty members also have business experience in their fields, and they maintain their relationships with their practical fields through research projects. Some of the FEAS lecturers have been Board Members of some organisations or corporations, such as banks and insurance companies. In addition, some gain knowledge on practical business experience (i.e. business activities, management applications) by conducting research by conducting data from businesses. Therefore, in general, the faculty members share their business experiences in the classroom and provide students with a holistic view of the business world to improve their teaching effectiveness.

Faculty members in the programme cooperate with each other in their areas of research and other academic events such as conferences and discussion panels via Microsoft TEAMS. Cooperation is institutionalised through faculty and departmental meetings, joint committee work, and multi-group coordination. Faculty members also cooperate on issues related to the Faculty Journal, EUL Journal of Social Sciences.

The programme recognizes the fact that the first step in ensuring healthy academic progress is through appropriate course advice. Student advice is provided by the dean, vice dean, department chairs and faculty members. Advising is further supported by the FEAS written information or guidelines on the structure of each programme as well as by printed course planning tools such as course outlines.

Every student is assigned a faculty advisor who helps students with their study programmes. Academic advice starts when a student is enrolled in a programme of the Faculty. New students meet their advisors in person during the registration week or via Microsoft TEAMS during the COVID-19 pandemic period. Registration to courses is made simple, rapid and efficient by utilizing an online registration software package (OIBS). This OIBS programme highlights a combination of courses that a student can register for. The advisor-student relationship continues through all four years of the student's programme. Further advice is offered on an individual basis by the Registrar's Office staff, dean, vice dean, department chairs, course coordinators in the Faculty and other relevant staff. These resources are supplemented with extensive web-based support material and the course catalogue. Student performance and progress are continuously monitored and managed with the student advising system. Every new student registering for the first academic semester in the FEAS is assigned an academic advisor. The advisors are strictly appointed among the Faculty members. Students are encouraged to meet regularly with their advisors to review their academic performance and progress, discuss problems or get scholarly advice.

Lecturers maintain regular office hours and an "open door policy" with students. Students can contact their lecturers through Microsoft TEAMS easily, particularly during COVID 19 pandemic. With the start of fall 2021-22 semester, lecturers have been back to University so students can reach

them easily. All faculty members are available to receive students in their offices and help them with course materials and assignments. Students are encouraged to meet regularly with their advisors to review their academic performance and progress, discuss problems and/or receive scholarly and career advice. Faculty members are also encouraged to give prompt feedback to e-mails sent by students and to messages sent via Microsoft TEAMS.

All the lecturers of the programme also started organising online meetings with students through Microsoft TEAMS at the beginning of each semester so that they can be given information about their departments, courses, lecturers, and other information. Mainly first-year students attend these meetings.

With the start of COVID-19 pandemic, starting from spring 2019-20 Semester, the Business Administration department has started offering online teaching and hybrid education in addition to face-to-face classroom teaching to present. Council of Higher Education in Türkiye's synchronized and non-synchronized education model was applied in this way. However, online lecturing has only been used during the COVID-19 pandemic, and normally the University does not have a distance learning programme.

## Appraisal

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for further qualification, such as incentives for academic success and development of the faculty members, are implemented.

The pedagogical and didactical qualifications of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented, such as an open, collegial support structure.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. However, the experts noted that documentation should be improved in terms of quality and completeness. The situation regarding the practical business experience was only clarified after the interview rounds and was hardly evident in the documentation.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.



There is an overall supportive open-door policy, and the students are “fully content” with the support they receive. Furthermore, the faculty members are available for the students outside the specified office hours as well. The experts appreciate the very good support structure for the students and the high degree of satisfaction among the students that was evident in the interview panels.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty			X		
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

## 4.2 Programme management

### ***BA in International Relations (I.R.)***

The Chair of the Programme is responsible for coordinating all activities of the programme, including the curriculum, courses and lecturers, and registration checks, among many others, for the smooth, successful and efficient functioning of the programme. Collaborated work and coordination between the Chair and the other members of the programme and the coordinator of the Faculty are also performed in relation to joint activities. The administrative staff (IT, International Office, Library) provides assistance when needed for the smooth functioning of the programme. The Secretary of the Faculty also provides any kind of administrative support to the Chair of the programme.

The students and faculty members are supported by the administration of the EUL. The students are provided with academic assistance and counselling by the faculty members. They also have the opportunity to use the library in the pre-COVID-19 period. The library shifted to a loaning system with the emergence of the pandemic. The computer centre could also be used by the students before the pandemic for their academic work and research. When the online lectures started with the emergence of the pandemic, the EUL also provided the students with the technical opportunities and equipment to make them able to continue their online lectures.

The EUL also provides some facilities for the students' free time. These facilities include a sports complex, students' clubs and social and cultural activities.

If needed, the health centre, as well as the Counselling and Guidance Centre of the EUL, are in the service of the students to render psychological and guidance services to all students who are either disabled or are suffering from mental disorders and chronic illnesses. In the time of the COVID-19 pandemic, the University has been spending its efforts to meet all kinds of needs of the students, including their basic daily needs. In addition, the University has also been providing the COVID-19 specific health services (vaccine, antigen test and PCR test) both for students as well as academic and administrative staff.

The faculty members are also supported by the EUL. They have individual offices with computer facilities. Each lecturer is given a laptop when the hybrid education started in the Fall Semester 2021-2022 Academic Year so that they can easily take it into the classrooms. The EUL administration has improved the technical support and facilities for its lecturers. In addition, the academic staff also benefit from the technical assistance of the University when they need it. The faculty members have always been encouraged to attend seminars, conferences and other types of academic and professional meetings and awarded for their publications. EUL Research Fund was set up to finance the independent research of the faculty members.

### ***BA in Business Administration (B.A.)***

The Business Administration Department Chair is responsible for the programme to coordinate all academic activities, including curriculum development and updates. She also organises departmental meetings regularly to discuss and develop any programme-related activities/issues.

The programme makes a commitment to its students to provide them with the support they need to be successful and achieve their goals in their programmes. Accordingly, the following support services are provided by faculty members and support staff:

- The Health Center and Counselling and Guidance Centre of the EUL are in the service of the students to render psychological and guidance services to all students who are either disabled or are suffering from mental disorders and chronic illnesses. In the time of the COVID-19 pandemic, the University has been spending its efforts to meet all kinds of the needs of the students, including their basic daily needs. In addition, the University has also been providing the COVID-19 specific health services (vaccine, antigen test and PCR test) both for students as well as academic and administrative staff.
- Academic Assistance: Students can reach lecturers for academic assistance via di-verse communication tools as well as in-person meetings in lecturers' offices. In addition, Microsoft TEAMS is highly used by students and lecturers and vice versa to contact each other. During the COVID-19 pandemic, when working off-campus, faculty members could easily be reached by students through Microsoft TEAMS (messages/video calls) and/or emails. Faculty members are also encouraged to give prompt feedback to e-mails/Microsoft TEAMS messages sent by students. Each student has an assigned faculty advisor who is a full-time faculty member.
- Career Advising: Mainly, the Career Center of EUL provides guidance to students in career advising; for example, it organises job fairs on campus and helps students in job search

activities as well as CV writing and interview skills improvement. In addition, the course advisor of each student provides career advice to students from time to time.

- Library: The main library collections can be accessed in person or by using online access. Information specialists are available to assist students and faculty in library research.
- Information Technology Support: University e-mail address is provided to each student after the enrolment. Wireless network access has been established at many points and covers all of the FEAS buildings and cafeterias. All of the courses offered by FEAS are supplemented with Moodle Course Management System. Online teaching has been conducted through Microsoft TEAMS during the pandemic period.
- The faculty members are also supported by the EUL. They have individual offices with computer facilities. Each lecturer is given a laptop when the hybrid education starts in the Fall Semester 2021-2022 Academic Year so that they can easily take it into the classrooms. The EUL administration has improved the technical support and facilities for its lecturers. In addition, the academic staff also benefit from the technical assistance of the University when they need it. The faculty members have always been encouraged to attend seminars, conferences and other types of academic and professional meetings and awarded for their publications. EUL Research Fund was set up to finance the independent research of the faculty members.
- Research grants are available from the University for projects. There are two funds, the University Research Fund and Researchers Grant, provided by the government through the Ministry of Education.

## Appraisal

The programme director coordinates the activities of everyone involved in the programmes and ensures that the programmes run smoothly and effectively.

The experts consider the administrative staff as a service provider for students and faculty. The administrative staff offers excellent and far-reaching support, which became evident in the interview panels.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty		X			

## 4.3 Cooperation and partnerships

### ***BA in International Relations (I.R.)***

Since internationality is an important priority for the EUL, the University has been establishing relations with other Higher Education Institutions. International Association of Universities, American Council on Education, and UK European Network of Information Centre are examples of

those academic institutions where the EUL has a membership. In addition, the EUL has been in a continuous effort to sign similar kinds of partnership and cooperation agreements with national institutions/universities. A few examples include the academic cooperation protocols signed with Rauf Denktaş University, Near East University and Eastern Mediterranean University, as well as the cooperation agreement signed with Yunus Emre Institution. Various partnership agreements and membership in academic networks have been contributing to the scientific and academic skills and competence of the students, which eventually has become instrumental in improving the overall quality of the education in the International Relations programme.

University and sector-specific cooperation are important in the strategy and development of the EUL and the International Relations programme. The cooperation with other institutions would provide the opportunity for the students to improve their learning experience and develop their skills for future employment. In that sense, as part of its academic curriculum, International Relations programme has built a partnership with some related organisations. In this framework, the programme signed a Cooperation Protocol on Educational, Research and Mutual Exchanges with the Ministry of Foreign Affairs and with the Prime Minister's Office European Union Coordination Centre. Both protocols are currently in force. Both protocols cover the organisation of joint seminars, conferences or round table discussions as well as the invitation of guest lecturers from both institutions in reciprocity and on a mutually beneficial basis. International Relations programme is aware of the fact that these cooperation protocols have crucial roles in achieving the programme objectives and enhancing the quality of International Relations programme.

### ***BA in Business Administration (B.A.)***

EUL has memberships and academic cooperation with the following institutions: International Association of Universities (IAU), American Council on Education (ACE), UK European Network of Information Centre and Federation of the Universities of the Islamic World (FUIW). In addition, the EUL has been in a continuous effort to sign similar kinds of partnership and cooperation agreements with national institutions or universities. A few examples include the academic cooperation protocols signed with Rauf Denktaş University (Turkey), Near East University (Turkey) and Eastern Mediterranean University (Turkey), as well as the cooperation agreement signed with Yunus Emre Institution (Turkey).

Business Administration programme has signed protocols with business organisations and related public offices to enrich both the Faculty's bilateral contribution to such cooperation and to the students' opportunities to take an active role in learning through real-life examples. Protocols were signed with Cyprus Turkish Chamber of Industry (CTCI), Cyprus Turkish Chamber of Commerce (CTCC), Cyprus Turkish Chamber of Merchants and Craftsmen (CTCMC), the Prime Minister's Office EU Coordination Centre, and TRNC Ministry of Foreign Affairs. Within the scope of the protocols, cooperation was planned in areas like seminars, vocational education, training on innovation development, entrepreneurship, marketing, and other related fields of study.

## **Appraisal**

The scope and nature of cooperation with HEI, other academic institutions and networks relevant to the programmes are plausibly presented. The agreements forming the basis of the cooperation

are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the student's qualifications and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the student's qualifications and skills.

In this regard, the experts noted that measures to build a network outside Cyprus, especially towards students' countries of origin, would be beneficial and could also be a recruitment strategy for the HEI. Furthermore, it is also noted that extending and enhancing the networks with companies would also be a good chance to get to know what these organisations desire regarding education and staff recruitment.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

## 4.4 Facilities and equipment

### ***BA in International Relations (I.R.) and BA in Business Administration (B.A.)***

During the face-to-face education, most of the lectures of the Faculty of Economics and Administrative Sciences (FEAS) and International Relations programme were held in the AS Building, which contains 48 classrooms and four computer labs. Audio-visual equipment is a standard fitting in most classrooms and seminar rooms as well as the meeting room. In addition, when needed all programmes can use four computer laboratories. Every laboratory has 31 PCs connected to mice, keyboards and screens.

When the University had to shift to online lectures (exceptionally) in the initial phases of the pandemic, the technical opportunities and equipment were improved. The classrooms have been re-designed to make them able to conduct online lectures available for the students participating in the lectures online and in the classroom simultaneously.

The European University of Lefke's Ertuğrul Apakan Library commenced its services with the establishment of the University in 1990. The library expanded in parallel with the growth and development experience at the University. It has computer rooms having 64 full equipped

computers available for the exclusive use of students during face-to-face education periods when the library also provides common reading areas and private study rooms, which can be reserved in advance by the students for group studies.

The library has student-friendly opening hours throughout the academic year and 7/24 working hours during midterm and final exam periods.

The library has access to an extensive e-book collection and a collection of more than 62,000 printed publications, 243,000 electronic digital books or sources, and thousands of audio-visuals and periodical subscriptions. The Library has membership in more than 20 Online Databases that allow access to full-text Journals, Reports, Abstracts, E-Books, Reviews, Indicators, Statistical Data, Working Papers, Standards as well as bibliographical information resources. The Library collection is classified in accordance with internationally accepted standards. Direct access to catalogue terminals is available on the library premises, and users can reach information through the online catalogue.

EUL Library is offering the students and academic staff two well-known software packages to assist in identifying plagiarism. Commercial online software packages Turnitin and iThenticate offer an online service that checks documents for text matches against its database of papers, articles and web pages.

The main function of the European University of Lefke Library is to serve the information needs of the University's own staff and students and those of the local people with access agreements. However, locally, as a major contributor to the overall network of information and library services in the Lefke area, the library welcomes those outside of the University who have a genuine need to use materials and services not available in other local libraries (through access agreements).

## Appraisal

In the opinion of the experts, the teaching rooms and labs are equipped with state-of-the-art technology. The experts sighted the rooms and were impressed to see that each classroom is well equipped for hybrid teaching. For special contents of the curriculum, the HEI possesses appropriate rooms which possess the specific technical components needed.

The opening hours of the library take students' needs sufficiently into account. Access to relevant and up-to-date literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. Access to relevant digital media is further available from the students' homes.

Qualified library staff is there to advise and support students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment				
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		X		
4.4.2*	Access to literature (Asterisk Criterion)			X	

## 4.5 Additional services

### ***BA in International Relations (I.R.)***

The EUL Career Centre is available to both graduates and prospective graduates to assist them in finding the job opportunities that best suit their needs. The FEAS and the International Relations graduates are also benefitting from this service of the EUL. The Career Centre is mainly responsible for organising Career Days and Careers Fairs as the platforms to make the students/graduates and their potential employers get to know each other. In addition, the Career Centre is providing career counselling services to students, staff and families of the European University of Lefke, organising meetings to bring students and graduates together as well as help the former to learn more about work-life and career options. Last but not least, the Career Centre also provides contacts/networks and support connections between the institutions/organisations (who are requesting an employee), university students and graduates to simplify the long and complex process of finding suitable employment opportunities.

### ***BA in Business Administration (B.A.)***

Faculty academic course advisors provide career advice to the students. Additionally, the Career Center of EUL helps students identify career opportunities, organizes job fairs on campus and assists students in job search activities as well as CV writing and interview skills improvement. In addition, the Career Center provides guidance to students in various fields of activities such as in application and preparation of projects, participation in ongoing work and supporting such work in the field of career counselling with private and governmental institutions and organisations, and offers courses, seminars, conferences, congresses, symposiums, training and other activities at national and international level in the field of career counselling. This office reaches out to students using social networking sites and leaflets. Therefore, the Career Centre offers opportunities where knowledge and skills are gathered and shared and provide students with personal, professional and social development.

### ***For both programmes***

The graduates of the EUL who have embarked on careers in different fields today are the image and pride of the University. Thus, the alumni of the University have been becoming reflection of its success story. The Alumni Affairs Centre is set up to ensure continuous contact between the EUL staff and its graduates long after their graduation and to offer guidance and counselling to those who need it when pursuing their careers. The Alumni Affairs Centre aims to have effective and sustainable communication with them. In that sense, the Centre is acting as a liaison point for the

graduates, ensuring that their ties with the University continue long even after they embark on new horizons.

## Appraisal

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

The experts positively highlighted the service and support provided to students in compiling relevant documents (e.g., Curriculum Vitae) and preparing for job interviews.

An alumni organisation has been set up with the aim of developing an alumni network. However, the experts noted that the (further) development of the alumni activities is in the planning phase.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		

## 4.6 Financing of the study programme (Asterisk Criterion)

### ***BA in International Relations (I.R.) and BA in Business Administration (B.A.)***

EUL has been investing in its physical infrastructure in anticipation of the growing demand in its programmes and making a commitment to its students to provide them with academic assistance/advising and non-academic facilities, including technical services, information and technology support as well as all other equipment, building & maintenance expenses as well as academic personnel they need to be successful and to achieve their goals in their programmes.

As the financial guarantee behind those promises, the EUL keeps its centralized budget structure which is administered by the central administration of the University. EUL's budget is funded mainly by student tuition fees. The University also receives grant income from the government as well as governmental financing for capital expenditures and long-term investments on a project basis.

The Faculty, in compliance with the University's strategies, aims to improve the quality, reputation and attractiveness of its programme, which, in turn, will attract more high-quality students and more revenue. Thus, the financial strategies involve growth in the undergraduate and graduate programmes and improvement in the quality of all programmes.



**Appraisal:**

The study programmes are funded for the entire accreditation period so that students will definitely be able to complete their studies. In this regard, the experts noted that given the present financing situation of the EUL, diversifying the income stream (for example: university continuing education programmes) would be advantageous. This could enable the University to look for quality over quantity regarding students and enhance staff if needed.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			X		

## 5. Quality assurance and documentation

### *For both programmes*

EUL emphasizes internal assessments, and so it aims for continuous improvement under the auspices of the Quality Assurance Office of the Rectorate. The Rectorate, Faculty and all programmes of the Faculty have been in collaboration during the assessment process; hence, they share the responsibilities and work to improve the quality of the education. Internally, quality issues are discussed in almost every meeting with the participation of all programme members as well as in the Assurance of Learning Quality Committee (ALQC). Externally, the Faculty Advisory Board, alumni and employers of alumni are consulted to improve quality in terms of the curriculum of the programmes, teaching methods, as well as teaching materials and equipment. All these inputs from various stakeholders are discussed in the Faculty Executive Board meetings, where the recommendations are formulated to send to the Rectorate for a final decision to be made at the University Senate.

Beginning in spring 2015, the EUL has been checking the evaluation of the courses with the participation of the programme students. The Rectorate analyses, documents and archives the evaluation results as one of the key quality instruments for International Relations programme. With this policy, the students can find the opportunity to provide their comments and feedback for all courses specifically. In return, the programmes can find the opportunity to know their strengths and weaknesses, which in total contribute to the overall quality of the programme.

The programmes have periodic meetings for assessment of the content and quality issues in education. They have consultations-exchange of views and prepare recommendations to the Assurance of Learning Quality Committee (ALQC) of the Faculty for amendments (if required) regarding the course contents, design of lectures and other quality-related issues. ALQC exists for quality assurance and development purposes and consists of the Dean of the Faculty and heads of the programmes within the Faculty. The committee's role and responsibilities include

- proposing necessary quality contents and procedures and monitoring their implementations regularly;
- dealing with quality development considerations by giving attention to the feedbacks of counterparts and future needs;
- learning the views of the students, alumni, employers and the Faculty Advisory Board members to strengthen the quality and effectiveness of the ongoing programmes;
- organising various communication channels/opportunities amongst the relevant parties.

ALQC members are:

- the Dean of the Faculty (president)
- the Chair of the Business Programme (member)
- the Chair of the Banking & Finance (member)
- the Chair of the International Relations Programme (member)
- the Chair of the Political Science and Public Administration Programme (member)
- the Chair of the Economics Programme (member)

Alumni are contacted via social media and/or students' e-mail addresses and requested to fill out data sheets regarding their time at EUL and, specifically, their professional lives after graduation. The University's Alumni Centre analyses, documents, and archives the results for future use, and the appropriate parts are also shared with the Faculty's Alumni Unit, which collects alumni data specifically for the Faculty. The Alumni Unit of the Faculty's initiatives complements and strengthens the University's alumni efforts. Furthermore, the Faculty's Alumni Unit contacts the alumni's workplaces on a regular basis to receive their criticisms and ideas and transmits any relevant information to the ALQC, which also communicates this information with the alumni and Faculty Executive Board as well for evaluation and future processing.

ALQC intends to contact the Faculty Advisory Board, which includes external stakeholders, twice a year to receive suggestions and recommendations about the content and structure of programmes in general and the international relations programme in particular. Besides the Dean of the FEAS, the current members of the Board include

- the President of Cyprus Turkish Chamber of Industry,
- the President of Cyprus Turkish Chamber of Commerce,
- the President of Cyprus Turkish Shopkeepers & Artisans,
- the Under-Secretary of the Ministry of Foreign Affairs (TRNC),
- the Coordinator, Prime Minister's Office: EU Coordination Centre (TRNC),
- the Acting President of HÜR-İŞ Federation,
- the Manager, Kıbrıs Vakıflar Bankası.

All suggestions and recommendations taken by the Faculty Advisory Board are again passed on to the Faculty Executive Board for evaluation and future processing in a compatible way with the quality policy of the EUL.

The University Catalogue publishes all of the University's programmes and makes them available to students and other interested parties. These programmes are also available through the academics menu on the EUL website. All registered students are given a password that allows them to access educational information such as their curriculum, course schedule, transcript, and rules and regulations using the "oibs" system. Additionally, all registered students have access to Moodle, the EUL's online learning platform. In the post-COVID period, students have the chance to learn more about individual courses via Moodle and to follow all lecture materials as well as course records. After starting to use Microsoft TEAMS, it also has become one of the platforms for lecturers and students for information sharing besides conducting online lectures. Each student has access to Microsoft TEAMS where they continue their lectures and get the information about their courses provided by their lecturers. For additional information on exam requirements and regulations on compensation measures for students with disabilities and chronic illnesses, the directives are accessible on the website of the EUL.

Students at EUL can also have information about Faculties, Departments/Programmes, and programmes from the Office of Student Affairs, Office of International Students, Public Relations Office, and Faculties Secretariat's printed academic and promotional publications.

The EUL is aware of the value of all kinds of University activities for the personal development of its students. The Rectorate encourages the academic units to organise academic activities regularly in their relevant fields. EUL also attach great importance to academic activities in the form of seminars, workshops, panels, conferences and symposiums. These activities were being organised face-to-face before the eruption of the COVID-19 pandemic and had been continuing online during the pandemic. Those activities are announced on the website of the EUL as well as on all platforms of the EUL, including social media, to make sure that the students would not miss them. Departments of Corporate Communication and Public Relations and Press are working on the announcement of the relevant activities both online and in printed media when needed. In addition to the academic activities, social and cultural activities are also organised by the Student Clubs in assistance with the Social and Cultural Activities Centre. Both academic and non-academic activities promote the academic, professional and personal competencies of the students, which also contribute to the quality of their education.

## Appraisal

Quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis of student workload, success rate, and graduate employment, as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programmes' content, curricula and examination scheme have been suitably documented and published.

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			x		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

# Quality profile

HEI: European University of Lefke, North Cyprus

**Bachelor / Master programme:** BA in International Relations, BA in Business Administration

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)		I.R.	B.A		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)					X
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
<b>3</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking		I.R.	B.A		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors				X	
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body		X			
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents		X			
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		X			
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		