

Decision of the FIBAA Accreditation and Certification Committee



7th Meeting on September 28, 2022

PROGRAMME ACCREDITATION

Project Number:	20/133
Higher Education Institution:	Cyprus International University
Location:	North Nicosia, Northern Cyprus
Study Programme:	Bachelor of Business Administration (B.A.)
Type of Accreditation:	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 programme is re-accredited with one condition.

Period of Accreditation: September 1, 2020 to August 31, 2027.

Condition:

- The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 5).

Proof of meeting this condition is to be supplied by June 27, 2023.

The conditions are fulfilled.

FIBAA Accreditation and Certification Committee on November 30th, 2022.

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution:

Cyprus International University, North Nicosia, Northern
Cyprus

Bachelor programme:

Bachelor of Business Administration

Qualification awarded on completion:

Bachelor of Arts (B.A.)

General information on the study programme

Brief description of the study programme:

The Business Administration programme is driven by the purpose to educate individuals who will have the knowledge to compete with others in global business arena who can interrogate and are driven to be solution sensitive to business sector and problems of society. The study programme was prepared by considering the effect of economic, social and technological developments and changes in business and business administration. In this context, the students are taught micro and macro economy formation and they learn to recognise the behavioural sciences related to individuals and society. During the four-year curriculum, students study the functions of production, marketing, finance, human resources, accounting, research and development and public relations as they apply them to businesses and the strategies followed on these subjects.

Type of study programme:

Bachelor programme

Projected study time and number of ECTS credits:

8 semesters, 240 ECTS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

Double/Joint Degree programme:

optional

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

160 students per year

Programme cycle starts in:

fall semester

Initial start of the programme:

1997

Type of accreditation:

re-accreditation

Last accreditation period:

June 19th, 2015 until August 31st, 2020

Two provisional extensions of the accreditation period (due to Covid-19 pandemic) until September 30, 2022

Procedure

A contract for the re-accreditation of the Bachelor of Business Administration (B.A.) was made between FIBAA and Cyprus International University on April 2, 2021. On March 16, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Reinhard Bachmann

University of London, Department of Financial and Management Studies

Professor for International Management

(Business Administration, General Management, International Management, Strategic Management, Marketing)

Prof. Dr. Harald Meier

State University of Applied Sciences Bonn-Rhein-Sieg

Professor for International Management

(Business Administration and Economics, esp. Human Resource Management, Business Organisation, International and Intercultural Management, Project Management, Entrepreneurship, Young Entrepreneurship)

Prof. Dr. Olgun Cicek

YÖDAK, Northern Cyprus

Executive Board member of YÖDAK

(Business Administration, Management, Tourism, Hospitality, Hotel management, Aviation & Airline Management, Cross Cultural Studies, Marketing, Human Resources)

Astrid Hock-Breitwieser

Dipl. Business Administration

Commerzbank AG

Senior Professional Recruiter

(Economy, Personal Management, Bank Economics)

Vincent Körner

Maastricht University

Student International Business (B.Sc.)

FIBAA project manager:

Friderike Uphoff

¹ 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 July 6 and 7, 2022 at the HEI's premises in Nikosia (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 August 29, 2022. The statement on the report was given up on September 6, 2022. It has been taken into account in the report at hand.

Summary

The Bachelor of Business Administration offered by Cyprus International University fulfils with one exception 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 1, 2020 and finishing on August 31, 2027 under condition. The programme is 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 need for improvement regarding the following aspect²: quality assurance and quality developments. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1:** The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 5.).

Proof of meeting this condition is to be submitted by June 27, 2023.

Furthermore, the quality requirement that has not been fulfilled – External evaluation by alumni, employers and third parties (see chapter 5) – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

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

- Gathering data on the employability of CIU graduates in the tracer study (see chapter 1.3)
- Integrating the intercultural aspects of the students more into the programme (see chapter 3.1)
- Considering an internship as an elective within the curriculum (see chapter 3.1)
- Shifting the research methodology course one semester prior to the Capstone Project in order to ensure an appropriate preparation of scientific skills (see chapter 3.1)
- Introducing guidelines for formal aspects (see chapter 3.1)
- Updating the references in the course materials to the latest editions of the respective literature (see chapter 3.3)
- Including more guest lecturers into the courses (see chapter 3.3)
- A stronger focus of the study programme on learning the Turkish language (see chapter 3.4)
- Intensifying its cooperation with other HEIs and promoting it more to the students (see chapter 4.3)
- Expanding the network with business enterprises (see chapter 4.3)

² These aspects are asterisk criteria which means that they are essential for the study programme.

- Establishing tracer studies for the employers of the graduates and other external stakeholders in order to receive constant feedback on the study programme (see chapter 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 many criteria in which the programme exceeds the quality requirements:

- Objectives of the study programme (see chapter 1.1),
- International orientation of the study programme (see chapter 1.2),
- Positioning of the study programme in the educational market (see chapter 1.3),
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3),
- International contents and intercultural aspects (see chapter 3.4),
- Internationality of the student body (see chapter 3.4),
- Internationality of faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Internal cooperation (see chapter 4.1),
- Programme director (see chapter 4.2),
- Process organisation and administrative support for students and faculty (see chapter 4.2),
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4),
- Access to literature (see chapter 4.4).

There are also criteria in which the programme is exceptional:

- Multidisciplinary competences and skills (see chapter 3.5),
- Student support by the faculty (see chapter 4.1).

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

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Information

Information on the Institution

Cyprus International University (CIU) was established in 1997 as a result of rising interest in higher educational institutions teaching in English and after the increased need for universities which conduct education in foreign languages in Turkey and Northern Cyprus. CIU obtained the necessary equality certifications for all of its faculties and departments and was included in the official catalogue of The Turkish Centre of Student Selection and Placement (OSYM) by The Turkish Higher Education Board (YOK).

The University is situated in Nicosia, the capital city of Northern Cyprus, five kms from the city centre. There are twelve faculties offering both postgraduate degree programmes (23 PhD programmes, two Professional Doctorate and 44 Master programmes) and undergraduate degree programmes (46 Bachelor programmes):

- Faculty of Engineering,
- Faculty of Law,
- Faculty of Communication,
- Faculty of Dentistry,
- Faculty of Fine Arts Design and Architecture,
- Faculty of Economics and Administrative Sciences,
- Faculty of Arts and Sciences,
- Faculty of Education,
- Faculty of Medicine,
- Faculty of Pharmacy,
- Faculty of Agricultural Sciences and Technologies
- Faculty of Health Sciences.

The faculties have accreditations from various agencies, such as: Assessment and Accreditation Association (FEDEK), Association for Evaluation and Accreditation of Teacher Education Programs (EPDAD), Association for Evaluation and Accreditation of Health Sciences Programs (SABAK), Communication Education Evaluation Accreditation Board, Foundation for International, Business Administration Accreditation (FIBAA), Association for Evaluation and, Accreditation of Engineering Programs (MÜDEK), Architectural Accrediting Board (MiAK) and Pearson Assured.

Furthermore, CIU ranked 111th among 956 universities in the UI GreenMetric World University Rankings in 2021, which makes evaluations on sustainability in higher education institutions. The CIU Campus was therefore ranked the best campus in Northern Cyprus.

Cyprus International University operates within the framework of the Levent Group of Companies. As the Levent Group is active in sectors including industry, commerce, food, automotive, construction, livestock production and agriculture with its many companies, CIU is able to provide its students with opportunities for internship respective of their departments.

What is more, CIU has already started to rebuild the University campus within the framework of a Masterplan for the development with student-centred vision in combination of architectural and urban planning in a sustainable campus project.

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

The Business Administration Department was established during 1997 and since then substantially developed by the revision and introduction of new programmes. To further improve the programme and provide students with additional knowledge and skills in Business Administration courses entitled Mathematics for Business and Economics (first year), Entrepreneurship (third year) and Business Capstone Project (final year), Business Communication, Business Policy and Strategic Management were added to the curriculum. The credits of courses were adjusted into ECTS credits in order to meet the requirements of the ECTS User's Guide. ECTS grading is applied for the student transcripts as shared previously and diploma supplements have been given to the students which includes ECTS grading as well. The ECTS grading would be inserted inside the University's regulations. What is more, module descriptions were revised on respectively syllabi regarding the description of the learning outcomes.

CIU revised the study and examination regulations to make sure of the implementation of relative grading according to ECTS. The University also implemented the mutual recognition of degrees and periods of study following the requirements of the Lisbon Convention. CIU implemented an entitlement to compensation for disabilities regarding disabled students in terms of time and form of examinations. CIU made sure that more emphasis on the description of methodological competence and academic work are included in the module descriptions and implemented more term papers and less multiple-choice exams in order to promote methodological competence and academic work. Furthermore, the programme offers courses in business, management and research methodology to other departments in its faculty and other faculties. The programme also implemented two courses on statistics, as well as courses on reading and writing skills in the curriculum. Additionally, the programme introduces written exam questions instead of multiple-choice tests in many courses. Beyond that, CIU made sure that the international content of the curriculum corresponds to the international orientation of the programme by documenting the international content in the respective syllabi and module descriptions.

The classrooms were updated and equipped with IT tools. Course material are provided to students and they are kept updated with each course through the CIU Moodle intranet system.

In addition, at the end of each academic year, the department meets with industry representatives in order to include them in the advisory board, by taking into consideration their input and feedback.

As it can be seen in the following table, the registered number of students to the Business Administration Programme has increased by about 440 % from 2015 to 2021. In 2015, the percentage of foreign students was 87.5 % (55 Turkish, 386 foreign), in 2021 this percentage

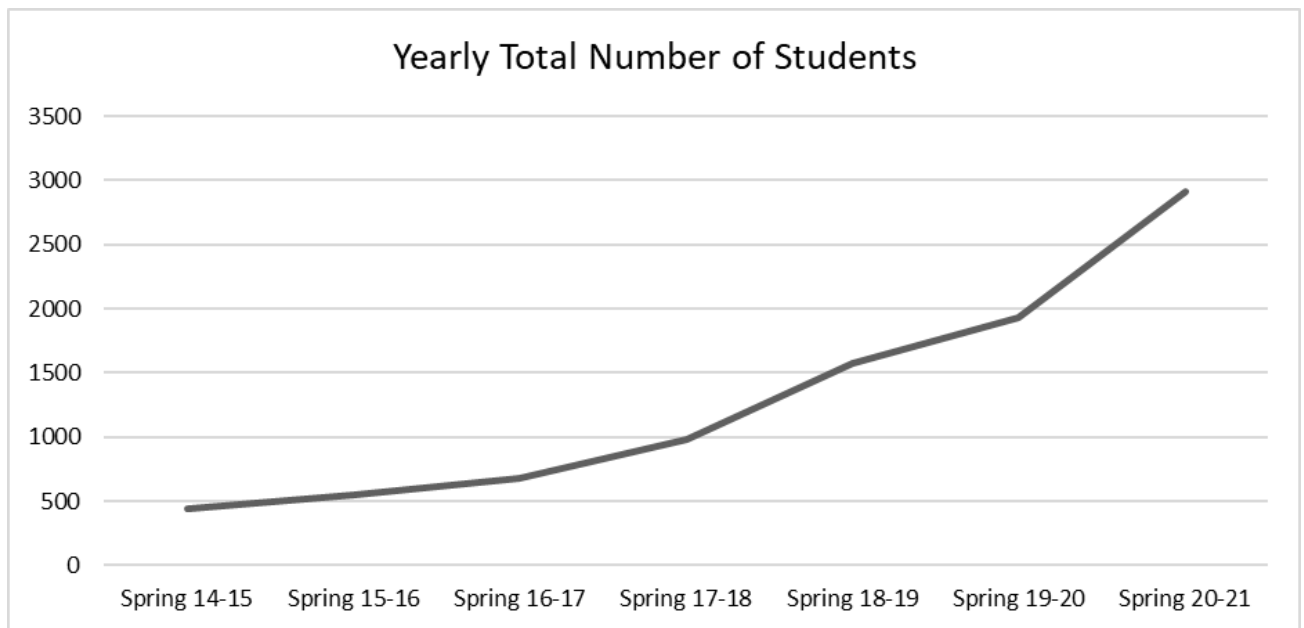
increased to 98.2 % (35 Turkish, 1,897 foreign). This shows that the Business Administration programme has diversity in student profile that makes the programme highly international.

Furthermore, the data show that the percentage of male students are on the rise among foreign applicants and that there is a gradual but steady improvement with regard to the success rate of students. Students were also able to finish their studies within the four years time period planned for the programme.

Table 1: Statistical Data

		1. Spring 15-16	2. Spring 2016-2017	3. Spring 2017-2018	4. Spring 2018-2019	5. Spring 2019-2020	6. Spring 2020-2021
# Study Places offered by HEI		60	65	90	120	120	160
# Applicants	Σ	94	125	200	232	261	329
	f	16	32	30	32	43	54
	m	78	93	170	200	218	275
Application rate		156,67%	192,31%	222,22%	193,33%	217,50%	205,63%
# First-Year Students (accepted applicants)	Σ	58	62	85	110	113	151
	f	9	12	15	30	34	60
	m	49	50	70	80	79	91
Rate of female students		0,155172414	0,193548387	0,176470588	0,272727273	0,300884956	0,397350993
# Foreign Students	Σ	36	54	77	107	111	148
	f	8	9	14	28	33	60
	Total	28	45	63	79	78	88
Rate of foreign students		0,620689655	0,870967742	0,905882353	0,972727273	0,982300885	0,98013245
Percentage of occupied study places		96,67%	95,38%	94,44%	91,67%	94,17%	94,38%
# Graduates	Σ	44	42	38	22	7	1
	f	13	12	10	4	1	0
	m	31	30	28	18	6	1
Success rate (students who finished their studies)		75,86%	75,81%	76,47%	90,00%	Not Applicable	Not Applicable
Dropout rate (students who dropped their studies)		24,14%	24,19%	23,53%	10,00%	Not Applicable	Not Applicable
Average duration of study - Academic Semesters		7,7	8,05	6,74	Not Applicable	Not Applicable	Not Applicable
Average grade of final degree (CGPA - 4.00)		2,67	2,63	2,63	Not Applicable	Not Applicable	Not Applicable

Figure 1: Total number of students in Business Department



Appraisal

The statistical data show very high application rates which far exceed the number of study places for the Business Administration programme. Almost all study places are occupied in every year, also showing the high requirements and entry restrictions to ensure successful graduation of the students. The drop-out rate has been quite high in 2016 and 2017 (24 %), but has been declining afterwards. This is due to the introduction of scholarships to support students financially.

The remarkably high rate of foreign students demonstrates the attractiveness of the programme for international students. Due to the fact that the students of the programme graduate in the planned time period, the panel considers this to confirm the overall student workload.

The rate of female and male students is not balanced; however, the rate of female students has been significantly increasing in the last years (from 18 % in 2017 to 39 % in 2020).

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Cyprus International University has the following vision statement for all of its study programmes:

“We will offer students an exceptional opportunity that transforms and enriches the quality of life. Through continuous improvement of teaching, research, and real life experience, our graduates will be recognised in society for their contributions as educated, engaged, and ethical agents of change.”

This vision is supported by the following general qualification objectives:

- QO 1: Learned how to learn effectively and shown commitment to lifelong learning,
- QO 2: Proved that they can study and work independently,
- QO 3: Mastered the fundamental knowledge and skill-sets of their field,
- QO 4: Demonstrated they can apply critical, creative, and analytical approaches to their study and work,
- QO 5: Made safe, secure and ethical use of technology for study and work purposes,
- QO 6: Demonstrated that they can collaborate successfully within a variety of contexts,
- QO 7: Shown that they can communicate effectively within international study and work environments,
- QO 8: Transferred their learning into concrete practice in real work contexts,
- QO 9: Shown commitment to green initiatives and other ethical practices in study and work environments.

These qualification objectives are operationalised in the quality values, which are at the heart of both student and staff experience. CIU considers itself a learning community where all students and staff are engaged in a continuous process of development, research, innovation and improvement. Fundamental to the success of this community are the values of freedom of expression, and a progressive outlook that will take the University forward.

- **QV1 Communication:** Good communication is essential. The willingness to speak freely, listen carefully and respond constructively underpin quality relationships, coordination, collaboration and high standards of service.
- **QV2 Engagement and Participation:** CIU encourages active participation of staff and students in all aspects of CIU life both inside and outside the classroom. Active, participatory and democratic engagement of students with the issues and decisions that affect their lives is particularly valued.
- **QV3 Hard work and Motivation:** CIU believes that hard work and positive motivation underlie the successful application of all quality values.

- *QV4 Equality and Fairness:* CIU treats everyone equally and fairly at all times.
- *QV5 Multiculturalism and Diversity:* The international outlook pervades every aspect of work. CIU is proud of both the cultural mosaic and the diversity of experiences and opportunities it promotes.
- *QV6 Independence and Autonomy:* CIU believes that the student-centred approach, with its focus on the individual needs and interests of each student will cultivate independent learning and initiative.
- *QV7 Citizenship:* CIU encourages active contributions to the community through voluntary work, projects and research.
- *QV8 Sustainability and Well-Being:* The campus design and campus projects are founded on environmental principles. Care for the environment is at the centre of every action. This also includes care for the health and well-being.

The Bachelor of Business Administration programme is driven by the purpose to educate individuals who will have the relevant knowledge to compete with others in global business arena, who can interrogate and are driven to be solution sensitive to business sector and to society's problems. The programme aims to develop and grow students academically by providing an environment that challenges them intellectually and emphasises that their knowledge is never enough. Students are encouraged to renew themselves according to social, economic and technological developments and changes.

As stated in the learning outcomes, graduates from the study will be able to:

- harmonise theoretical and practical knowledge within challenging work environment;
- be equipped with communicative, conceptual and analytical skills necessary for team work and potential conflicts in a cross cultural and diverse international work environment;
- develop an understanding of ethical perspectives and social responsibilities to use work and personal life;
- create awareness for continuous improvement to increase business performance
- adopt and apply critical and strategic thinking together with research capabilities for business decisions.

Moreover, graduates will have the following competences as stated in the programme outcomes:

- PO1: Gained the necessary skills to learn and adopt a spirit of continuous learning in their professional life.
- PO2: Developed various skills by working independently via specific learned techniques that both triggered individual efforts and encouraged collaborative work.
- PO3: Acquired the essential knowledge and skills to apply key theories, models and applications within the global business context.
- PO4: Adopted and applied critical and strategic thinking together with research capabilities for efficient and effective business decisions.

- PO5: Utilised and managed ethically information technologies required for contemporary business world.
- PO6: Been equipped with conceptual and analytical skills necessary for team work within global organisations.
- PO7: Displayed their learnt communication skills that are required to effectively interact in a cross cultural and diverse international work environment.
- PO8: Applied their acquired knowledge within the changing work environment.
- PO9: Developed an understanding of ethical perspectives and social responsibilities to be used at work and in personal life.

In that respect, the courses given in the first two years of the programme aim to equip students with the fundamental knowledge of the business administration field and acquaint them with internal and external environmental factors affecting businesses. The main intention of the design specifications of the first two years is to encompass all direct and indirect factors and actors determining business performance without exception. In the third and fourth years of the study programme, the emphasis lies on the main functional areas of businesses. In that regard, the functional areas are dealt carefully in which the feature of integration perspective is taken into consideration and positioned according to the specified points of managerial decision making and problem solving.

Moreover, CIU follows worldwide development of the field by observing several universities in order to achieve a constant development for the programme. In accordance, programme's curriculum have been updated by adding new core courses (e.g., Business Capstone project, Managerial Economics and Money & Banking) to the curriculum while offering new elective courses (e.g., Knowledge Management, Sales Management). With the aim of making the programme the leader in Higher Education Market, the curriculum has been changed during the academic year 2011 – 2012 and 2019 – 2020 as a result of a series of research on employer expectations teaching quality, prominence in research, knowledge transferring and international outlook. Besides, the important aspects such as the ECTS, programme objectives and learning outcomes for courses are evaluated and then adapted to the programme by a committee composed of the academic personnel of the Business Administration Department.

In order to measure the level of graduates' satisfaction with respect to the communication and relationship appropriateness and to increase the effectiveness of the activities, a group of experts conducts an alumni-tracking study as well as a student survey periodically. According to the Student Satisfaction Report provided by Advisory Board to the Board of Trustees (ABBT) of Cyprus International University, which was conducted in the spring semester of the 2020-2021, 55.7 % is the level of satisfaction of Business Administration programme.

What is more, the programme takes into account the requirements of the National Qualification Framework for Higher Education in Turkey (NQF-HETR) by the Council of Higher Education (YÖK) that leads HEIs in Turkey and North Cyprus.

Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification 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		

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

According to its own mission statement, internationalisation and multiculturalism are core values of CIU. CIU believes that international orientation of the programme curriculum has an utmost importance for the students' future employability in multinational companies and on global markets, as well as for their chances to start their own businesses in global markets.

Following are the mission statement and core values of CIU:

“We help students attain the knowledge, skills and progressive values that will promote career opportunities, ensure sustainable living, and contribute to the development of society. Within our unique environment, our innovative student-centred approach incorporates cross-disciplinary learning, use of advanced technology and a strong focus on independent learning.”

The courses provided in the curriculum have an international orientation. Academic staff interiorises and actualises international approach while they are selecting the textbooks, supporting course materials and cases that they are going to adopt for their courses. Instructions focus on the international marketing environment, the multinational competitive challenges of changing market structures and the impact of rapidly changing technologies on the international marketplace. The students of the study programme can comprehend the importance of core competency for success and capability of creating competitive advantage in global scale. They will also be able to utilise and manage information technologies required for the contemporary business world.

Along with its curriculum, the educational background and industrial experience of the academic staff of the business department has international qualifications. This structure is important to bring the curriculum into action and helps future graduates gain a multicultural perspective.

What is more, the Department of Business Administration at CIU offers a variety of in-class and extra-curricular options for students in the study programme for interacting in a multicultural and dynamic environment.

The structure of the business curriculum is parallel with CIU's identity as an international University with respect to its academic staff and students. The instruction language in the department is English and proficiency in English is one of the admission criteria to start education in the programme. The students who fail to pass English proficiency exam follow classes given by the English Preparatory School.

There is also a multicultural student profile in the study programme, which supports the education for global and cross-cultural work environment. With its students coming from many different countries, the University has now acquired a multinational identity. At CIU, there are nearly 16,000 students from 83 different countries and more than 150 academics from twelve different countries, more than 70 % are international students.

The University also offers scholarship and fellowship opportunities for foreign students. In recent years, North Cyprus has become an attractive destination for higher education especially for Africa, CIS and Middle East countries. A high number of student applications are received every year and these numbers almost double the figures of the previous year.

CIU has been recognised by the Ministries of Education of countries such as Pakistan, Jordan, Iran and Libya, as well as other countries in the region. Until COVID-19 pandemic has been started, each year, representatives of Cyprus International University travel to many countries around the world attending fairs, giving presentations, conducting interviews, meeting with prospective students and talking to them on the advantages of studying at CIU (mainly Turkey, Africa, and Middle East). The University has also appointed local representatives around the world. Therefore, CIU is expecting a significant increase in student enrolment within the following three to five years.

Furthermore, CIU is a full member of institutions and organisations such as:

- The European Consortium for Political Research (ECPR),
- International Universities Search & Rescue Council,
- European Council for Business Education (ECBE),
- The National Recognition Information Centre for the United Kingdom (UK NARIC),
- The Federation of the Universities of the Islamic World (FUIW),
- International Association of Universities (IAU),
- International Council of Design (ico-D),
- International Council of Design,
- Council on Hotel, Restaurant and Institutional Education (CHRIE),
- Association of International Educators (NAFSA),
- International Network for Quality Assurance Agencies in Higher Education (INQAAHE),
- International Universities Council (IUC),
- International Universities Search & Rescue Council (IUSRC).

Furthermore, CIU has also bilateral agreements (memorandum of understanding) on education, scholarships and exchange programmes with the several international universities and institutes

(see chapter 4.3). There is also an opportunity to study overseas for undergraduate students. There are cooperations (Double Bachelor degree) between Cyprus International University and EU Business School, as well as Paris School of Business which enables students who complete their first three or two years of study at CIU and afterwards graduate from EU Business School or Paris School of Business.

Appraisal:

The Bachelor of Business Administration is a very internationally oriented programme that appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. Owing to the emphasis of the programme design on internationality in teaching and study (e.g. in terms of curricular contents, academic staff, international and multicultural environment), the programme, by imparting knowledge with that goal in mind and developing the concomitant skills, enables 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)		X			

1.3 Positioning of the study programme

Positioning on the educational market

There are currently 21 accredited universities in Northern Cyprus and most of them are offering Business Administration programmes. Northern Cyprus has the vision of being a Higher Education Island and has therefore adapted a respective Government Policy. The main competitors of CIU in this field are Near East University, Eastern Mediterranean University and Girne American University, which are also located in Northern Cyprus.

Moreover, CIU focuses on the Higher Education Market in certain countries on the African continent (particularly Nigeria, Cameroon and Congo) to recruit its students. This is supported by the international focus of the study programme and the fact that the programme is taught exclusively in English. This facilitates the incoming of students from foreign countries and the international students' profile.

CIU positions its programmes in the Higher Education Market, considering the reality of the globalisation of the International Higher Education sector. In this respect, the process of application of the Business Administration Department for accreditation has been acted in accordance with the same point of view.

Therefore, CIU has shaped its Business Administration programme to be skill-directed and career-oriented with many distinctive features. The courses offered in the curriculum have been selected and designed for students by considering the principle of developing competency in execution in all business functions. By this way, students are also equipped to create solutions to the managerial

problems of today's competitive business environment. They are also guided to analyse real-life cases to learn reasons of failure and success in business context.

In addition to the concept of the curriculum, CIU places special emphasis on teaching methods and student support and thus tries to distinguish itself from other HEI's. Lecturers of the department attribute a great importance to the team based projects in class activities to instruct students the requirements of working together in cooperation and coordination. This seems to attract students from foreign countries in particular.

In addition, CIU strives for the implementation of agreements on double-degree collaboration with some European partners (e.g., Paris Business School) and put more emphasis on promotional programmes in North Cyprus, Turkey and other countries.

The target group of the programme are determined individuals who aim to benefit from not only the academic but also the practical information provided in the programme, as well as the international and multicultural environment so that they can use the information in that sector or elsewhere in their academic lives.

Positioning on the job market for graduates

The Business Administration programme has gained importance and relevance especially in this century where most graduates are enthusiastic about becoming business owners or managers of businesses. There are no detailed, reliable and specific reports presenting statistics about this specific area in Northern Cyprus or Turkey. However, CIU uses various market intelligence sources in order to understand what is happening in the higher education market, what the emerging developments are and what the likely market potential is. Some of these data sources are as follows:

- Eurostat - Statistical office of the EU
- United Nations Statistics Division, National Accounts, Country Profile
- EUROMONITOR INTERNATIONAL
- State planning organizations in Turkey, Middle East, Africa, the Turkic Republics
- Chamber of Industry, Chamber of Commerce in North Cyprus, Turkey, Middle East, Africa, the Turkic Republics
- UK National Statistics Publication Hub (www.statistics.gov.uk)
- Nomis Official Labor Market Statistics (www.nomisweb.co.uk)
- Consortium of North Cyprus Universities
- Turkish Statistical Institute (TURKSTAT) – TÜİK
- State Planning Organization, TRNC

These market intelligence sources provide several benefits to the University in:

- identifying the skills and attributes that are expected from the graduates;
- suggesting ways to develop the students' employability and entrepreneurial skills;
- recommending on how to build relationships from which graduates will benefit in the future, both with internal and external agencies;

- providing qualitative and quantitative data to bring the strategic case of the “employability” of graduates to life.

The Turkish Cypriot Chamber of Commerce publishes the competitiveness report for Northern Cyprus every year. The report complies with the international standards and provides valuable insights for the scientists, politicians and public regarding the economic performance about Northern Cyprus. The policy makers use this valuable information to derive some sustainable projects and contribute economic development of the country. This year, the report is written by two senior researchers and faculty members of the Faculty of Economics and Administrative Science of CIU. The report has two dimensions. First, the report focuses on "How North Cyprus is Performing on the Road to Recovery" during the COVID-19 era. Second, the researchers discuss three important subjects including public reforms, privatisation and circular economy.

What is more, the Chamber of Commerce has been arranging meetings that take place between academicians and trade development specialists. These meetings provide several opportunities for the University in understanding the economic conditions of the country in the COVID-19 pandemic. Furthermore, the discussions regarding economic development, neoliberal politics and environmental sustainability provides new insights for the academicians. As a result, the academicians are using that valuable information in their lectures. Therefore, the students also gain new perspectives about the economic development of North Cyprus as well.

CIU has recently developed a platform for alumni³ where graduates can become members and complete their information after graduation. The data gathered on the platform are updated regularly as the graduates contributed to the portal. Their contact information and the companies they work for are also listed in the database. CIU organises surveys and tracer studies for the graduates in order to track their further developments and the success of the study programme on the job market.

Positioning within the HEI's overall strategic concept

Cyprus International University, with its physical and technical foundations as well as its human resources, is a tertiary educational institution that incorporates a global university concept by offering the three basic characteristics of a synthesis of teaching, research and culture. The overall strategy of Cyprus International University was revised in May 2021 in a formal meeting of the Board of Trustees, with the participation of different stakeholders.

This strategy includes a coherent plan in order to improve the quality of the education and increasing the number of the research projects and publications, on improving the social services activities and projects, as well as working on the recognition of the University. Furthermore, CIU plans to reinforce the infrastructures in different aspects such as renewing or constructing the buildings, library and laboratory. Some of the construction projects were launched within a short period after the meeting of the Board. The budget is also assigned to professional promotional programmes, recruiting new academic and administrative staff to strengthen the efficiency and effectiveness of the system and increasing the level of trust and satisfaction of all groups of stakeholders.

³ see: <https://www.ciu.edu.tr/alumni/585>, last accessed July 30,2022

Moreover, the importance of international accreditations of study programmes was emphasised with respect to the goal of fostering internationalisation to undertake international collaborations. In this context, the Bachelor of Business Administration, as a programme with international focus and students, occupies a central position within the strategy.

The study programme's educational philosophy is to train individuals who possess the universal qualifications of the information age, who have the ability to use the information, and who are qualified for a profession. The students have access to all the information to improve themselves using research and dynamics as well as being sensible to environmental problems concerning their own country and to the world. They are not afraid of competition in their professions and businesses, and while dealing closely with international institutions, they can adopt cultural, historical and artistic values. The programme prioritizes academic and scientific development as well as it shapes initiatives in this direction according to the needs and expectations of society. Each student has contemporary visions and knowledge and qualities allowing them to work in any country, start their careers in professional institutions and become successful in their fields. The programme is an integral part of all the programmes offered at CIU and including common courses.

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible. CIU has examined the educational market (particularly in Northern Cyprus and countries on the African continent, such as Nigeria and Kongo) and used the results in establishing its own competitive profile as an international study programme for Business Administration. The curriculum and its contents are constantly updated (e.g., introduction of a Business Capstone Project) in order to keep track with the latest developments in the research and the professional field of Business Administration.

The arguments in support of graduate employability based on the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. The University has set up a platform to collect data on their graduates' career paths and application of the programmes' contents and skills. However, there is no evaluation of the employability of the study programmes' graduates. The panel therefore strongly recommends gathering data on the employability of its graduates in the tracer study. This might also facilitate the further plan on internships of the programme.

The study programme and its qualification goals are convincingly integrated into the HEI's overall strategic concept, as it constitute the core of the HEI's strategy and mission for internationalisation. The goals are sustainably implemented and constantly pursued.

		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

Application and admission requirements for undergraduate programmes at CIU varies according to the nationality of the applicant and requirements of the programme. The application criteria depend on whether the applicant is a Turkish Cypriot, Turkish (from Turkey) or national of a third country.

CIU provides an online portal⁴ where the candidates upload the required documents for their applications to the programme. All transactions related to University admission are made by the Registrar's Office (KKM).

Based on the Student Admission Regulations of CIU which are executed by the Rector of Cyprus International University, these regulations cover the entrance exam and the admission requirements and principles for School of Foreign Languages and First Year Students' study at the departments/ programmes of Cyprus International University.

Students are thus required to:

- graduate from a high school or equivalent secondary school,
- pass entrance exam offered by YÖDAK⁵, which is a central examination in Turkey and tests basic knowledge and general abilities of high school graduates on basic mathematics, Turkish history, science, social sciences, literature, art, language, geography and geometry based on the applicants' preferred field of study,
- fulfil the language requirements,
 - a) Students must pass the English proficiency exam which shall be opened on the dates announced by the Rectorate or achieve a minimum score of 550 from the TOEFL exam or a minimum score of 173 from the computer-based TOEFL exam or hold an IELTS score of at least 6.0.
 - b) Students, who fail from the English Proficiency Exam, are required to attend the School of Foreign Languages Programmes (at least one academic semester). The score they received in the placement exam determine what level of language education these students shall receive. Students, who are successful in the proficiency exam, have the right to enroll in the first year at the beginning of the following academic term. Students, who have studied at the School of Foreign Languages for one year and failed, can continue with the same programme for another year.
- pay tuition and other fees determined by the Board of Trustees and announced by the Rectorate.

Students from the Turkish Republic of Turkey (TC) are admitted to the CIU by one of the following methods within the framework of the determined quotas (which is 33 % of admissions, including scholarships):

⁴ see: <https://www.ciu.edu.tr/en/become-student/international/admission-requirements> last accessed July 29, 2022

⁵ YÖDAK is the Higher Education Council in North Cyprus that was established in 2005. It is an independent body responsible for the planning, evaluation, accreditation and coordination of Higher Education and its institutions as well as programmes at all three cycles.

- to be placed in the Associate Degree or undergraduate programmes of CIU through exams organised by the Turkish Higher Education Council (YÖK) Student Selection and Placement Center (ÖSYM);
- to be placed in a programme based on the scores of the Student Selection and Placement Center (ÖSYM), to be placed to a programme by CIU by a special talent exam.

Turkish Cypriot citizens are selected and placed based on their success from selection and placement exam for scholarships carried out by each university in the beginning of each academic year. Students from the third world countries other than TRNC or TR nationals can be accepted based on their success in secondary education considering the framework of their quotas. TRNC citizens who have completed their secondary education outside TRNC and TR in the Third World Countries can apply for admission to the University within the framework for quotas for students coming from the third world countries. Moreover, an increase in the number of students that can be accepted to the programme can be proposed by the Rectorate and has to be approved by the Senate.

All regulations related to admission are set out in the “Principles of Education, Assessment and Evaluation of the CIU”. These include the admission procedures, principles related to the termination or withdrawal of registration and leave of absence of students, as well as titles, diplomas and certificates to be given to those, who have successfully completed their education.

In accordance to “equality in education principle” adopted, CIU ensures that students with less-abilities are provided with the education and services on the same level as the other students. Students with less-abilities are encouraged to fill out special forms at the time of admission allowing the University to hear of their status and provide them the assistance they need. Particularly, the Business Administration programme does not require any special skills for study. Students with less-abilities do not encounter any problems about the admission to the programme.

Counselling for prospective students

The International Office of CIU works to increase the recognition of the University abroad and to inform prospective students about the programmes, scholarship opportunities and educational services within the University. The International Office is responsible for all the steps from prospective students’ selection to their registration. It is also responsible for carrying out and developing international cooperation by signing cooperation agreements and protocols with a large number of universities in various countries.

This includes the following responsibilities:

- To coordinate representatives and regional offices operating in many cities around the world to ensure that candidates of higher education receive direct information about CIU.
- To inform prospective students, parents, etc. who get in touch with the University directly through channels such as the prospective student information hotline, online support hotline, e-mail and social media.
- To provide prospective students with direct information about higher education at CIU through promotional activities carried abroad.
- To participate in educational and professional fairs organised abroad.

- To prepare acceptance letters for international prospective students, if necessary, to provide additional documentation to assist with visa applications.
- To help accommodate students at University campus and other campus facilities.
- To provide continuous personal support to international students and direct them to the Registrar's Office when needed.
- To have close consultation with partners and international representatives to help build a strong and positive relationship.
- To carry out University and dormitory registration procedures for prospective candidates.
- To take applications and follow-up on the process until registration is completed.

There are also online instant messaging services on the website of CIU, which are available as soon as the prospective students visit the website to raise questions and receive answers by the relevant staff at CIU. Prospective students can contact the related regional manager in the International Office for Middle East and North Africa, EuroAsia, Eastern and Western Africa, as well as Central and Southern Africa. All contact information are accessible through the CIU website⁶.

Selection procedure

Cyprus International University accepts applications to the undergraduate programmes from Turkish Cypriots and applicants from foreign countries twice a year, however, Turkish applicants from Turkey are only enrolled once in a year after Higher Education Examination-Undergraduate Placement Examination.

Turkish Cypriot citizens are selected and placed based on their success from selection and placement exam carried out by YÖDAK in the beginning of each academic year.

OSYM (Turkey's Student Selection and Placement Centre) determines the quota for undergraduate programmes of Turkish Universities. The student applicants from Turkey should be selected and placed by Higher Education Examination-Undergraduate Placement Examination in order to enroll in undergraduate programmes of Cyprus International University.

Currently, Student Selection and Placement Center of Turkey administer a new examination procedure of two stages (first stage in March and second in June). The first stage "Higher Education Examination" contains questions, which aim to evaluate general skills and competencies of the applicants. In the second stage, called "Undergraduate Placement Examination", the aim is to measure the knowledge of the applicants in various disciplines in order to place them into related undergraduate programmes. The applicants who score 140 points and above are entitled to apply to vocational schools and those who scored 180 points and above have a right to join the Undergraduate Placement Examination. According to the Undergraduate Placement Examination, department of Business Administration accepts students based on "TM-1" type of score which represents a blend of points collected from Turkish (14 %), Basic Mathematics (16 %), Social Sciences (5 %), Science (5 %), Mathematics (25 %), Geometry (10 %), Turkish Language and Literature (18 %) and Geography (7 %).

⁶ see: <https://www.ciu.edu.tr/en/contact> , last accessed July 29, 2022

International prospective students from third countries apply to CIU through the Student Recruitment System (SRS) or through official representatives by sending the required documents. The selection procedure is based on admission requirements and Diplomas or Higher School Certificates, which are evaluated by the Admission Office of CIU.

Admission and selection process for the Business Administration programme is performed in accordance with the University's general admission and selection procedure.

Cyprus International University does not require professional experience as a criterion for applying to the Business Administration programme.

Foreign language proficiency

All new students are required to write an English Proficiency Examination (EPE) before registering for the academic programme of study except those who hold a proof of English language competency. The result of the proficiency examination will determine if some students will need to take non-credit English courses before being able to register or will be registered directly to the academic programme of study. However, an official document (certificate, diploma or an internationally accepted examination result) must be provided to prove the eligibility of studying. The following table gives the details of the documents and the required scores/grades, which are officially accepted by the Preparatory Department to be exempted.

Table 2: Proof of English language competences

EXAM TYPE	MINIMUM EXAM SCORE
IELTS	minimum 5.5
TOEFL IBT	minimum 65
TOEFL PBT	minimum 513
TOEFL CBT	minimum 183
TOEIC	minimum 605
GCE / IGCE	minimum C
FCE	minimum C
CPE / CAE	minimum C
City & Guilds	B1 First Class Pass
LCCI (ESP)	Level 2 Pass
WAEC/WASSCE/SSSCE/NECO NABTEB/ZIMSEC	C6/C5/C4/B3/B2/A1
UCE	between 1-3

NSC (IEB)	60% or above/5 or above
ECZ	minimum 5
HIGCSE/NSSC	minimum 3
KNEC	minimum C+
NECTA (CSEE)	minimum B
SAT	Writing 350 or Reading 410 or 760 Total (old) Writing + Reading 430 (new)
NEAEA	minimum C
Bachelor Degree (4 years)	Medium of instruction must be English
KPDS/UDS/YDS/YÖK-DİL	minimum 70
PTE Academic	minimum 42
Students who have succeeded in any of TR or TRNC universities preparatory school.	
Students graduated from Levent College in TRNC.	

Students who do not have any of the certificates mentioned should pass with at least 60 points out of 100 points the EPE in order to enroll directly to the academic programme. Students who are not successful in the English Proficiency Examination are admitted into an intensive course programme at the CIU English Preparatory School. The main aim of this programme is to assist the students in the development of proficiency in the use of English.

CIU English Preparatory School occurs from the modular system. One academic year consists of four modules which are in fall semester, the other two are in the spring semester. Level examination is conducted at the end of each module. The students who pass the intermediate level have the right to take the English proficiency examination that is held at the end of fall semester. In the same way, it is obligatory to pass Intermediate level to have the proficiency examination at the end of the spring semester. Students who are successful in the proficiency examination at the preparatory school are expected to have sufficient level of English language to carry on their further education. The minimum study period for preparatory school is one semester, the maximum time period is two years (four semesters).

Transparency and documentation of admission procedure and decision

Cyprus International University operates a decentralised admission process between various numbers of units within the school. (a) Registrar's Office (b) International Office (c) Turkish Students Admissions Office and (d) TRNC Students Admissions Office. This is in order to ensure that the admission process is transparent and fair to all regardless of their background.

The consideration for all applications for undergraduate programmes normally takes place in Cyprus International University Registrar's Office and International Office, where the Admission

Officers will review the application based on admission requirement, qualifications and other relevant information. Eligible students will receive a Conditional Acceptance Letter via email to the programme he/she applied for. Upon receiving the Conditional Acceptance Letter, the prospective student is required to pay one semester tuition fee and other fees to CIU's account. Following the payment of the fees, the applicant will receive an Unconditional Acceptance Letter and the payment receipt via email. Cyprus International University has about 200 agencies all over the world in various countries.

Turkish students are selected, evaluated and placed only by Higher Education Examination-Undergraduate Placement Examination. This is the central university entrance examination in Turkey organised by Student Selection and Placement Center (OSYM) associated with Turkish Council of Higher Education. The exam is a national university entrance examination, which examines and evaluates all the applicants transparently.

All International applications are evaluated by International Office and considered based on admission requirements, individual merit and potential. Prospective students are notified via email or through Regional Representatives the status of their application and the outcome of an admission decision.

Turkish Cypriot students are allowed to take a scholarship exam carried out by Cyprus International University in the beginning of every academic year. This exam is announced on various communication channels and conducted open to public. Results of the examination are also declared publicly.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Prospective students from Turkey must pass the Undergraduate Placement Examination. Students from Northern Cyprus can join the entrance scholarship examination organised by each university. International applicants must provide proof that they fulfil the requirements specified by YÖDAK in addition to their High School certificate. The procedure is coordinated by the International Office of CIU.

Applicants can directly turn to a student counselling service at campus or online, as well as at one of the counselling offices in other countries for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone, via e-mail and social media.

The selection procedure is transparent and ensures that qualified students are admitted.

Professional experience is not required for the Bachelor of Business Administration study programme.

The admission requirements covering the language proficiency level test or result in a concrete language test) as well as the preparatory language courses ensure that students are able to

successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). Since English is the teaching language in the programme, students are required to provide proof of English proficiency via a language certificate (such as TOEFL or IELTS at a certain level) or pass the English Proficiency Examination (EPE) of the University. If a student fails to fulfil this requirement, he/she can study at the Language School of CIU for up to four semesters in order to prepare for the Business Administration programme. The admission procedure is described, documented and accessible for interested parties (on the website and by the offices of CIU in several countries). 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

The curriculum of the Business Administration programme is designed to equip the students with the knowledge stated in the programme outcomes. In the first and second semesters, the students are introduced to more general and theoretical subjects like calculus, IT and economics. When the students are equipped with the basic information, relatively advanced topics like accounting, introduction to management and statistics in which the students can use their basic understanding of economics, calculus and computers, are given in the second year. Additionally, the students start to have ideas about real-life business cases with the current subjects in the second year like the introduction to management or business practice observations or accounting.

Case studies, real-life situations, class discussions and teamwork are used to equip the students with communicative, conceptual and analytical skills that may benefit them in their workplaces for teamwork and for solving potential conflicts in a cross-cultural and diverse international work environment.

Moreover, in the third and fourth years, the students are required to complete more advanced topics like business finance, investment, managerial accounting, operations management and marketing. The design of the curriculum aims to advance and enrich the knowledge of the students each year with more challenging subjects. In the final year, the students are allowed to take up to five elective courses which leads them to specialise in their interested areas. The courses in the curriculum are organised in a way to harmonise theoretical and practical knowledge that can be used in challenging work environments. Moreover, to adopt and apply critical and strategic thinking together with research capabilities for business decisions in a global market they utilise and manage information technologies required for the contemporary business world.

During the first and second semesters of the programme, students are introduced to basic components of business administration as an introduction to business, mathematics for business and economics, as well as IT and economics. They begin to involve in more practical aspects of business administration starting from the second year. There are compulsory courses like finance, human resources management or marketing which provide insights to relatively advanced topics of business administration in the third and fourth years.

Table 3: Curriculum Overview

Modul No.	Title of Module / Course Unit	Credit Points per Semester (ECTS)							Workload	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study
M1	Modul 1(1st semester)	30							285	714
M 1.1	BUSN 101: Introduction to Business						6		45	162
M 1.2	ECON101: Microeconomics							7	45	125
M 1.3	ENGL141: Reading and Writing Skills I				4				60	95
M 1.4	ITEC101: Information Technology				4				60	100
M 1.5	MATH111: Mathematics for Business and Economics I							7	45	182
M 1.6	TURK100: Introduction to Turkish		2						30	50
M2	Modul 2(2nd semester)	30							285	759
M 2.1	ECON102: Macroeconomics							7	45	170
M 2.2	ENGL142: Reading and Writing Skills II				4				60	95
M 2.3	ITEC102: Information Technology II				4				60	100
M 2.4	MATH112: Mathematics for Business and Economics II							7	45	182
M 2.5	BUSN102: Introduction to Business-II							6	45	162
M 2.6	HIST100: History of Civilization		2						30	50
M3	Modul 3(3th semester)	27							225	732
M 3.1	BUSN201: International Business Law							7	45	170
M 3.2	BUSN207: Organizational Behavior							6	45	162
M 3.3	BUSN211: Accounting I							6	45	160
M 3.4	STAT205: Statistics-I					5			45	112
M 3.5	SOCY101: Sociology					5			45	128
M4	Modul 4 (4th semester)	30							225	701
M 4.1	PSYC110: Psychology						6		45	150
M 4.2	BUSN212: Accounting II							6	45	160
M 4.3	EASC220: Global Dimensions of Ethics and Social Responsibility					5			45	117
M 4.4	BUSN250: Principles of Management							6	45	162
M 4.5	STAT206: Statistics_II					5			45	112
M5	Modul 5(5th semester)	30							225	755
M 5.1	BUSN310: Human Resource Management							7	45	180
M 5.2	EASC331: Marketing							7	45	180
M 5.3	EASC345: Business Finance							7	45	180
M 5.4	EASC363: Entrepreneurship					5			45	135
M 5.5	UNIE xx1: University Elective				4				45	100
M6	Modul 6 (6th semester)	31							225	724
M 6.1	BUSN302: Managerial Accounting							7	45	162
M 6.2	BUSN314: International and Multicultural Business Communication					5			45	112
M 6.3	BUSN332: Money and Banking							6	45	162
M 6.4	EASC346: International Financial Management							7	45	188
M 6.5	UNIE xx2: University Elective				4				45	100
M7	Modul 7 (7th Semster)	29							255	750
M 7.1	BUSN421: Management Information System							6	45	150
M 7.2	BUSN465: Managerial Economics							6	45	150
M 7.3	BUSN487461: Business Policy and Strategic Management							6	45	150
M 7.4	BUSN xx1: Area Elective							6	45	150
M 7.5	ESAC xx1: Faculty Elective							6	45	150
M8	Modul 8 (8th Semster)	30							225	706
M 8.1	BUSN460: Operations and Production Management							8	45	182
M 8.2	BUSN430: Business Capstone Project							6	45	162
M 8.3	EASC470: Research Methods for Social Sciences							7	45	162
M 8.4	BUSN xx2: Area Elective							6	45	150
M 8.5	EASC xx2: Faculty Elective							6	45	150
...
total		240	4	0	24	30	96	85	1950	5841

Common courses (two electives)

- ECON101 Economics I (T)
- ENGL101 Reading and Writing Skills I (T+ P)
- SOCY101 Sociology (T)
- TURK101 Introduction to Turkish / TUR 100 Turkish Language (T)
- MATH113 Mathematics for Business and Economics I (T)
- MATH114 Mathematics for Business and Economics II (T)
- ECON102 Economics II (T)
- ENGL102 Reading and Writing Skills II (T)
- PSCY110 Psychology (T)
- ITEC101 Information Technology I (T+ P)
- ITEC102 Information Technology II (T+ P)
- HIST100 History of Civilization / HTR100 History of Modern Turkey (T)
- STAT207 Statistics

Area Electives (two electives)

The Business Administration Department offers a variety of electives:

- Dmma102 Introduction to Digital Marketing
- Busn236 Creativity and Innovation
- Busn423 International Economics
- Stat461 Statistical Applications for Social Sciences
- Busn361 Organizational Theory
- Busn321 Management Science
- Busn404 Case Studies in Business
- Busn437 Managing Social Responsibility Projects
- Busn484 International Marketing
- Busn416 Small Business Management
- Busn471 International Business Management
- Busn424 International Finance
- Easc465 Investments

University electives (two electives)

The students may select two free electives starting from the fifth semester according to their interests. Some of the most preferred free elective courses (by students) are:

- FREN101 French I
- GERM101 German I
- GREK101 Greek I
- ITAL101 Italian I
- RUS101 Russian I
- COMM383 Propaganda
- INRT111/EURE111 History of International Relations I

- INRT201 Political Science
- INRT417 Cyprus Problem and Turkish Foreign Policy
- SOW0101 Introduction to Social Work
- SOW0102 Introduction to Philosophy
- SOW0104 Social Structure and Problems
- SOW0106 Social Anthropology
- SOW0203 Human Behavior and Social Environment
- SOW0209 Social Psychology
- JOUR455 Interview Techniques
- JOUR381 Political Journalism
- JOUR351 Political Economy and Media
- JOUR433 Global Journalism
- JOUR455 Investigative Reporting
- RDTV302 Documentary Production
- RDTV342 Film Analysis
- RDTV461 History of Cinema
- RDTV467 Visual Literacy

Students will study a range of interdependent and interdisciplinary courses to have the necessary foundation for advanced knowledge and abilities. Through compulsory and elective courses, the students demonstrate their expertise in business areas such as marketing, entrepreneurship, human resource management, organisation and management, finance, accounting according to their interests or career aspirations. Moreover, the programme is designed in the way that the students are expected to have the analytical thinking skills and research abilities with strategies and creativity for responsibilities. It is also expected that the students will be contributed by dynamic, contemporary, interactive communication and problem-solving skills and be a good team player within the work environment. Besides, the students learn how to improve themselves during the years by ethical rules with effective and confident use of relevant and suitable technologies and how to be sensitive to the environment.

Rationale for degree and programme name

Graduates of the Business Administration programme of CIU are granted a Bachelor's Degree in Business Administration. Business Administration is a wide degree that provides students with the skills and understanding to be successful in many different business careers. The programme is organised in a way that gives the students maximum flexibility and international aspects reflected in the content of all business courses. The programme does not have specialisation areas.

What is more, the Council of Higher Education (YÖK) leads HEIs in Turkey and North Cyprus in the context of the National Qualification Framework. The programme takes into account the requirements of the National Qualification Framework for Higher Education in Turkey (NQF-HETR) and it is in line with level 6.

Integration of theory and practice

While students learn the theoretical aspects in some courses, they have the chance to apply what they have learned in others. In the first two semesters, the students are taught the necessary

foundations for business administration such as introduction to business administration, economics and calculus. In the fourth semester, they are assigned to succeed with a course called “Case Studies in Business” that they have a chance to observe the business organisations for a minimum of two hours a week. This allows the students to start understanding how real business life functions and how theoretical aspects are applied in the workplace. The students are required to complete the “Research Methods for Social Sciences” course and the “Business Capstone Project” in the eighth semester in which they are equipped with the scientific knowledge and research skills to solve business problems.

For “Financial Management” (BUSN346), students are also assigned two real-life tasks. For example, each student has to select a topic relevant to international finance, follow it up and make weekly oral presentations in class. For this, the students have chosen a wide variety of topics ranging from specific commodities like gold, oil, soybeans, currencies like Euro or Dollar and mortgage rates in specific countries. Moreover, each student should select a specific company whose stocks or shares are listed and traded on the New York Stock Exchange and follow the price changes in this stock market with close reference to the specific factors that have caused the price changes. Each student should do a weekly oral presentation related to the findings in class. Class presentations constitute 15 % of the total course grade. Furthermore, each student is provided with an imaginary sum of one million dollars, which he/she will invest in the stock of his/her choice. Students making a profit on their investments at the end of the semester are rewarded with bonus points on their course grade.

What is more, in the course of “Introduction to Management” (BUSN250), students are required to design a project to consider and study the managerial conceptual framework in the real world. Therefore, students are asked to select an active small or medium-sized enterprise (SME) and investigate about the managerial issues, decision-making process, as well as change and innovation.

The teaching staff also contributes to students’ further skill development by organising educational business trip field work. These sorts of activities help and encourage students in understanding how theoretical knowledge can be applied in practice. Furthermore, seminars, training, conferences and workshops delivered with instructors and specialists from or outside of the University are organised and students attending these events further improve their business and management skills. Additionally, applied class works are encouraged by most teaching staff, i.e. students are asked to do projects in their courses where they have to pay visits to local businesses and conduct interviews with the business’ owners and managers.

In addition, there are also training companies offered on campus (e.g., restaurants and many other services) that are led by students to gain experiences in business.

Interdisciplinary thinking

The Business Administration programme has an interdisciplinary approach. During the first and second semesters, there are basic courses like calculus, economics, English, which are taught to the students from different faculties such as Communication, Economics and Administrative Sciences or Engineering or Foreign Languages. Also starting from the third year, the students are

allowed to take free elective courses from different disciplines. For instance, a Business Administration student who is willing to work in a manufacturing sector after graduation may choose an elective course from the Engineering Faculty to expand his/her knowledge from an engineering point of view. Or another student who wants to deepen his/her perspective on MIS or area studies like the Middle East or European Union Institutions or Diplomatic Correspondences can take elective courses from the MIS, International Relations.

Within the Business Administration programme, two University elective courses are included which the students can select any University elective courses that are offered in any specific semester (e.g., JOUR433 Global Journalism, SOWO203 Human Behavior and Social Environment). In addition, CIU offers a *Student Engagement Transcript* which documents students' participation in experiential learning, such leadership roles, community service hours, international study trips, internships, organization of student centric activities (see chapter 3.5).

Ethical aspects

The course EASC220 Global Dimensions of Ethics and Social Responsibility is a core course in the Business Administration programme. Students select an active company and introduce the company and its products, markets, and customers. In the next stage, they were asked to research the company's corporate social responsibility report and prepare an "implemented ethics assessment" and the ethics management tools deployed. They should also identify how the company prioritises stakeholders. The next step is a research on the sustainability report of the business and a list of the social, environmental and economic performance indicators. The last part of the project is to write an ethics management plan for the company describing a set of ethics management tools to be applied and explain how this ethics management system will create ethical excellence and avoid wrong decisions and actions.

Moreover, within most of the courses (e.g., BUSN487 Business Policy and Strategic Management, BUSN315 Human Resources Management), ethical aspects of business are included. The programme also offers an elective course for the students, specifically on CSR, such as BUSN437 Managing Social Responsibility Projects.

To ensure ethical behaviour in research and scientific work and since student are assigned to prepare papers in some courses, CIU works with the software Turnitin to refrain from plagiarism. The software checks the papers and ensures that not more than 20 % similarity is included.

Methods and scientific practice

The teaching methodology of the lectures aims to instruct the content of the course to students in a way that they can broaden their analytical thinking and problem-solving skills together with developing academic reading, analysing and writing capabilities. The lecturers use case studies, projects or role-plays to encourage students to practice and understand real-life situations or cases. In addition to books, the students are assigned to read, analyse and present international scientific articles to understand current literature about the subject. They are encouraged to write down short articles to explore and improve their academic capabilities. For example, for the "Organisational Behavior" course a group of students should present an article related to their title. This leads them to learn and use the library for academic research and to analyse an article.

What is more, students take a course in “Research Methods for Social Sciences” to prepare for their Business Capstone Project in the final semester. The aim of this course is to provide comprehensive understanding of the fundamental theoretical ideas and logic of social research, the quantitative and qualitative research methods; develop an understanding of issues involved in developing and addressing a specific research question, define a research problem, decide upon a research design; develop skills needed in writing a research proposal and develop a solid background in elementary statistics and data analysis. At the end of this course, the students should be able to carry out their own research, use techniques appropriate to their research question and reaching relevant and confirmable conclusions.

Examination

The students are evaluated by using midterm and final exams in addition to other evaluation methods such as assignments, case studies, presentations, projects and quizzes. There are one midterm and one final exam for each course every semester. There may be two midterm exams for some courses if the assignments, presentations, or quizzes are not applicable. The contribution of exams to the final percentage varies according to the course concerning other measuring materials. They are all announced from the beginning of the semester both on the courses’ syllabus and also on the student portals. The achievement of the learning outcomes is evaluated based on all the criteria used within each course, not only the written exams. The exams aim to evaluate the conformity of students with described outcomes for a particular course. The exams for all courses are face-to-face, including both multiple choices and short essay questions. The online exam type was only implemented during the pandemic period.

What is more, in the “Business Capstone Project” course one of the four-course outcomes is to improve student's the basic components of a business plan. Students experience a combination of final project and internship, since they are taken to different companies in order to draft a problem-solving case in one of the businesses. In addition, they learn to examine the necessary content for each component of a business plan and to analyse the contextual conditions pertaining the basic business decisions. Subjects related to these outcomes are presented in the class and diverse cultural groups are organised for group presentations for them to develop and discuss the business plan. During the on-site visit, the panel learnt that CIU is currently in the process of drafting the formal guidelines for the Capstone Project.

If a student fails an exam, they can retake the exam at the end of the semester (before the new semester starts). At the end of the studies, students can also take a graduation make up exam in case of a failed exam. There are also regulations on the procedure in case of a student’s appeal to an exam result. The students contact the academic advisor who afterwards contacts the department to reassess the exam.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (area electives, faculty electives and University electives) are well-placed and enable students to acquire additional competences and skills. During

the on-site visit, the panel learnt that the students highly appreciate the investment course of the study programme, which should therefore not be excluded from the curriculum.

Furthermore, the panel had the impression that CIU is currently not yet using the full potential of the intercultural composition of the students. Even though international and intercultural content is a core part of the study programme, the different cultural backgrounds of the students are a special opportunity to learn intercultural competences. Therefore, the panel recommends integrating the intercultural aspects of the students more into the programmes.

The degree and programme name correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. To further increase the practical aspects in the programme, the panel recommends considering an internship as an elective within the curriculum.

There is evidence that the programme qualifies for interdisciplinary thinking. For example, several other faculties teach courses within the programme (e.g., communication). What is more, the curriculum includes a course on Turkish History.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated. The curriculum includes questions on business ethics in the Human Resource Management course, as well as in the course on Ethics and Social Responsibility. What is more, ethical behaviour in research is ensured via an ethics committee and respective regulations, as well as checks of research findings via the plagiarism software Turnitin.

Students acquire methodological competences and are enabled to do scientific work on the required level. This is especially carried out by the research course (IASC470) and the Business Capstone Project (BUSN430). The panel recommends shifting the research methodology course one semester prior to the Capstone Project in order to ensure an appropriate preparation of scientific skills. What is more, the panel recommends introducing guidelines for formal aspects (e.g., referencing, page numbering, etc.) for all courses, which require academic writing tasks. 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 panel welcomes the introduction of the Business Capstone Project into the curriculum, which prove students' ability to do scientific work and the achievement of the study programme's qualification objectives.

Moreover, the panel suggests considering the introduction of a Bachelor thesis for the programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents				
3.1.1*			X		
3.1.2*			X		
3.1.3*			X		
3.1.4			X		
3.1.5			X		
3.1.6*			X		
3.1.7*			X		

3.2 Structure

Projected study time	8 semesters/ 4 years
Number of Credit Points (CP)	240 ECTS
Workload per CP	1 ECTS = 30 hours
Number of courses	48 courses

Cyprus International University Business Administration programme is designed to comprise both theoretical and practical aspects to educate and train the students in the required knowledge and skills. The programme is structured as a four-year degree programme with eight semesters. There are 40 courses (plus 2 non-credit courses) in the programme which are divided into compulsory and elective courses. There are six elective courses, two of them are area electives, two of them are faculty and two of them are University electives. The latter can be taken from diverse faculties or departments. The foreign language courses are given at two levels. If a student takes and succeeds in all levels, he/she can learn the language at an advanced level and use it in his/her future career as a second language. A student can also select a free elective from the Communication Faculty if he/she wants to specialise in the advertisement or public relations.

The Business Administration programme is composed of courses having ECTS credits ranging from four to eight. Former credits of the courses were transformed into ECTS credits by calculating in-class and out-of-class activities together with the students' workload. The calculation of ECTS credits for in-class activities may involve class hours, final and midterm exams, quizzes, laboratory studies and presentations. Class actives include assignments, case studies, homework, course internships and independent studies. In each semester there are at least five courses and the students have to complete 30 ECTS. The compulsory courses are in between four to eight ECTS. Each of the departmental, faculty have six ECTS, the University elective courses have four ECTS.

Table 4: ECTS Credits & Workload in Hours

Business Administration Program	Credit (Local)	Hours	ECTS Credits	Workload in Hours (for ECTS)
Each semester	15		30	900
Eight semesters	120		240	7200

There are fourteen weeks of teaching in each course as well as one week for midterm and two weeks for final exams in each semester. They are announced in the academic calendar and in the course syllabuses. The exact dates, hours and classes of the midterm and final exams are determined and announced to the students according to the rules and regulations of the University. For each course, the students are required to succeed on a final and a midterm (sometimes two) exam and/or quizzes. The underlying reason for having a midterm exams for some courses, i.e. statistics, is to encourage the students to study and practice on their own and to accommodate themselves with the education system of the University.

Additionally, the students are given assignments, case studies, homework, presentations, and seminars following the course objectives defined by the lecturers in their syllabuses. The course syllabuses are given to the students at the beginning of the semester and uploaded to “Moodle” which is the online platform. The maximum time limit for the midterm and final exams is 110 minutes which is set purposefully to measure the problem solving and answering capabilities of the students as well as their conformity with specified deadlines. During the exams, the exact time limit is announced to the students by the lecturer and invigilators.

All assignments and the contribution of each component to the final grade is determined by the lecturers and mentioned in their syllabuses. For instance, for the “Organizational Behavior” which is a must course in the 6th semester, the contribution of the group presentation and midterm exam is equal to 20 % for each, the final exam is 40 % and case discussions are 30 %. These percentages can be different in another course as midterm can be 30 %, quizzes 20 %, presentation 10 %, and final exam 40 %. Moreover, the students should collect more than 50 % of the total value to complete the course with at least a letter grade of D/S in the programme to pass that course. The students who got either D- or F grades have to repeat the course. The students must attend 70 % of the class hours. A student who fails to attend 70 % of the classes has been given an NA grade which means he/she could not take the final exam and has to repeat the course. To graduate from the programme, students are required to have a Cumulative Grade Points Average (CGPA) of not less than 2.00/4.00 and have completed all the courses. There are other grades such as E-Exempt, I-Incomplete, P-Progress, S-Satisfactory, U-Unsatisfactory, W-Withdrawn, T-Transfer and NA-Non-attendance. The table shows the grade distribution and coefficients.

Table 5: Grades and Coefficients

ECTS Grade	Coefficient	ECTS Grade	Coefficient
A	4.00	C	2.00
A-	3.70	C-	1.70
B+	3.30	D+	1.30
B	3.00	D	1.00
B-	2.70	D-	0.70
C+	2.30	F	0.00

All aspects regarding examination and assessment are regulated in the Cyprus International University Regulations on the Principles of Examination and Evaluation of the Associate and Undergraduate Degree Programmes.⁷

The recognition of degrees and periods of study at other HEIs is regulated in the Decision of the International Relations Department Board⁸ from February 12, 2018 in accordance with the Lisbon Recognition Convention. The Decision defines that qualifications are recognised unless CIU can show that there are substantial differences between its own qualifications and the qualifications for which recognition is sought.

Feasibility of study workload

The theoretical courses are for three hours, like business law, introduction to business or business communications, while the practical courses are four hours like the introduction to computers or English. During the class hours, students are instructed with theoretical topics and practical exercises together with case studies from real-life situations, which are consisted of examples from different cultures and/or countries. There is an additional workload for the students as out-of-class activities like assignments, case studies, presentations, together with preparation for exams, quizzes and finals. The students are expected to find solutions to the problems presented in the case studies and should defend their solutions in the class which encourages them to advocate their ideas in front of an audience. Also, short seminars are assigned to the students on certain topics to research and present the findings during the class hours. The students are expected to spend 15-20 hours out of class activities for their presentations. For some courses, like Interpersonal and Business Communications or Organisational Behavior, students are requested to find scientific articles related to their presentation topics.

Equality of opportunity

CIU has endeavored to move towards gender equality existing in both the student recruitment arena and in the staff recruitment policy. Female lecturers in the Business Administration department constitute approximately 20 % of the workforce. The number of female students in the programme is increasing in recent years. However, there are in general more male students in the programme than female students are. Moreover, the international composition of the student body and the fact

⁷ see: Cyprus International University Regulations on the Principles of Examination and Evaluation of the Associate and Undergraduate Degree Programmes, Board of Trustees of Cyprus International University

⁸ see: Decision number 270MÜH/513.5/UBYO.YK.003

that all courses are held exclusively in English are in line with the University's goal of inclusivity. Foreign students are nurtured both personally and academically in order for them to produce better academic results as that too help to build the university.

What is more, in including online learning into the curriculum, there is more flexibility in studying in the study programme. CIU also supports those who are economically disadvantaged by providing scholarships for its students.

Furthermore, CIU determines in its Disabled Students Regulations the compensation for disadvantages for students, particularly in terms of time and form of examinations. The regulation defines the responsibilities for the University administration, the CIU Student Development and Counselling Centre, as well as the academic staff and has been installed by the Board of Trustees of CIU.

Therefore, the Student Development and Counselling Centre has the following responsibilities:

- (1) to coordinate and manage academic and personal problems of students who are newly admitted to the University or who are already studying at the University.
- (2) for determining and meeting academic, technical, managerial, accommodation and social needs of students with disabilities who are registered at Cyprus International University.
- (3) ensures that the disabled students are educated on equal terms with the other students and the necessary measures are taken for these students.

The academic unit and staff has the following responsibilities:

- (1) obliged to know the conditions included in the rules and regulations in question.
- (2) treat students and help the disabled students in accordance with the instructions of the University.
- (3) should protect students' reputation, privacy of personal life and privacy rights.
- (4) meet students' requirements related to their disabilities or health problems in consultation with the University administration.

Moreover, the University administration has the following responsibilities:

- (1) structuring the buildings within the University in the most appropriate way, which is also suitable for disabled students;
- (2) On the condition that demands or complaints come from students' families or lawyers, the University shall provide the essential technical assistance within the possibilities and conditions of the University;
- (3) publication of the rules and regulations on the University's web page;
- (4) counselling and special training opportunities, in line with the University's equal opportunity principles, for the disabled students to get them accustomed to University life;
- (5) shall ensure that each student is fairly evaluated and assessed. However, while the University administration provides this, they should consider the needs of disabled students;
- (6) provides disabled students a psychological assistance, if needed.

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 based on the necessary student workload. Practical components are designed and integrated in such a way that CP can be acquired. 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 that 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 recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention. The final grade is supplied with a relative grade and an ECTS grading table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the University also takes into account evaluation findings, including student feedback and the programme's success rate. During the on-site visit, the panel learnt that the students are content with the workload.

CIU ensures gender equality and non-discrimination. The Disabled Students Regulations of CIU determines that students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted through close support by the faculty and administrative staff.

	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

Within the concept of the courses, diverse and interactive teaching methods are used for theoretical and practical courses. Since students can learn more effectively if they are actively engaged in the work of the course as opposed to passively absorbing materials presented to them, the courses are conceptualised accordingly. Some of the interactive teaching methods are class discussions, case studies and presentations. Class discussions are one of the methods used to look at the students' level of understanding of a particular topic. Sometimes the class assignments are given to the students to solve problems or analyse case studies or articles and then the results are discussed during class hours.

Students are encouraged to work on their own as well as together with a group. Homework and projects help them to broaden their knowledge besides allowing them to share their ideas and work with their team members. During the courses, it is aimed to direct the students to study by themselves, learn to take responsibility, generate a study timetable, and perform analytical thinking to solve their problems. Moreover, frequently given quizzes generates possibilities for the students to study on their own. Quizzes also let the lecturers monitor the students' standard of attainment in a particular class if there is a necessity that the lecturers can adjust the method and the pace of the instruction. The midterm and final examinations are the other ways of measuring success, however, assignments, presentations and projects also cover a considerable share for final grading. Midterm and final examinations for the courses are structured to measure the expected course outcomes which were defined particularly for each course. This helps the Faculty to improve the expected learning outcomes for the courses in Business Administration programme. Additionally, for some courses, students are doing fieldwork to observe and learn a particular subject by taking part in them. What is more, the programme includes a capstone project for the students in the last year of studies that requests them to manage an own business project with supervision of a lecturer (see chapter 3.1).

Course materials

The syllabuses, course materials and lectures (audio/video) are weekly uploaded to the course modules that exist in the “Moodle” system of CIU by the academic staff. The syllabus is also given to the students in the first week of each semester. It contains information on the relevant literature, the course contents and learning outcomes, assignments and examinations as well as the composition of the final grade.

Synchronous lectures are held at the times determined in the weekly course schedules. Also, the lectures given as part of the courses synchronously recorded during the pandemic and offered for students to follow asynchronously as well. To enable students to follow lessons via distance education method (during the pandemic), students had to submit quizzes and/or assignments/drawings to the academic staff responsible for the course through the system on the Moodle platform, to enable students to follow the topics covered at the end of each week's lessons and to provide the necessary support.

In addition to these, faculty members are in contact with students during the student office hours of the courses determined before answering questions.

Most instructors use comprehensive American textbooks in their courses. Many of the instructors also use case studies, supplementary materials such as journal articles or newspapers. The course materials are updated on a regular basis. Moreover, they are supported by practical laboratory hours and field works if applicable to the course. Continuously, students are expected to study by themselves and practice by doing their assignments, homework, group projects and getting ready for the class presentations. These are expected to encourage the students with their considerable share in the final grading.

To enable students to follow lessons via distance education method, students should submit quizzes and/or assignments/drawings to the academic staff responsible for the course through the system on the Moodle platform, to enable students to follow the topics covered at the end of each week's lessons and to provide the necessary support. In addition, the usage information of the course material carried out on the digital platform by the students registered to the course is also recorded in the system. In this way, the participation in the courses is followed by the academic staff.

Also, lecturers introduce the students to the articles, books and journals in which they are supposed to use for a better understanding of the course. In some courses, the students are assigned to prepare papers.

Guest lecturers

The Business Administration programme hosts a variety of guest speakers from different universities, as well as entrepreneurs, CEOs and other investors from different business sectors and graduates of the University for seminars, workshops or join to the classes to share their work experiences with the students. Sometimes students visit some companies, factories, or workplaces to explore the businesses as well as discuss their ideas.

Lecturing tutors

Master and Ph.D. students of the Business Administration Department are encouraged to participate in undergraduate courses of the Bachelor programme as student assistants. This yields an environment where graduate students easily share their knowledge as well as experiences with undergraduates. Considering that the graduate students are from various nationalities this also leads to a multicultural environment for undergraduate classes. It helps to improve the multicultural communication skills of undergraduate students as well as helps the graduate students to broaden their knowledge on the subjects which they assist in teaching. Graduate assistants can involve in teaching activities by helping the students to analyse cases as well as solving in-class exercises.

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, especially the Business Capstone Project in the final year. 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 digitally accessible for the students on the Moodle platform of the University. They are user-friendly and encourage students to engage in further independent studies. However, the panel recommends updating the references in the course materials to the latest editions of the respective literature.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from other fields such as politics. Since there is no internship, guest lecturers could include more practical knowledge into the programme. Therefore, the panel recommends including more guest lecturers into the courses to enhance the students' employability.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

	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

Internationalisation and globalisation are learned both implicitly and explicitly within the programme. Explicitly, the students learn about intercultural models and market behavior within most of the courses, such as:

EASC331	Marketing
BUSN201	International Business Law
EASC220	Global Dimensions of Ethics and Social Responsibility
BUSN314	International and Multicultural Business Communication
BUSN471	International Business Management
BUSN484	International Marketing
BUSN487	Business Policy and Strategic Management

Students of the programme are thus ready to compete in the rivalry global environment by taking these specialised international/global coursework. Implicitly, students continuously learn from each other due to the international contexts (83 different countries) they come from and the vast pool of international faculty members.

What is more, students have the opportunity to get in contact with international environment in participating in activities with one of the partner universities abroad. Within the scope of the exchange programme, a lecturer is assigned as an academic advisor by the related department to

assist the student in the selection of the courses, to monitor the education of the student at the university, to communicate with the student during the education period. The coordination of the courses taken by the student within the framework of the exchange programme is made by the related faculty or school administrative board. Credits and grades of these courses are counted as transfer credits and recorded as “T” grades.

Internationality of the student body

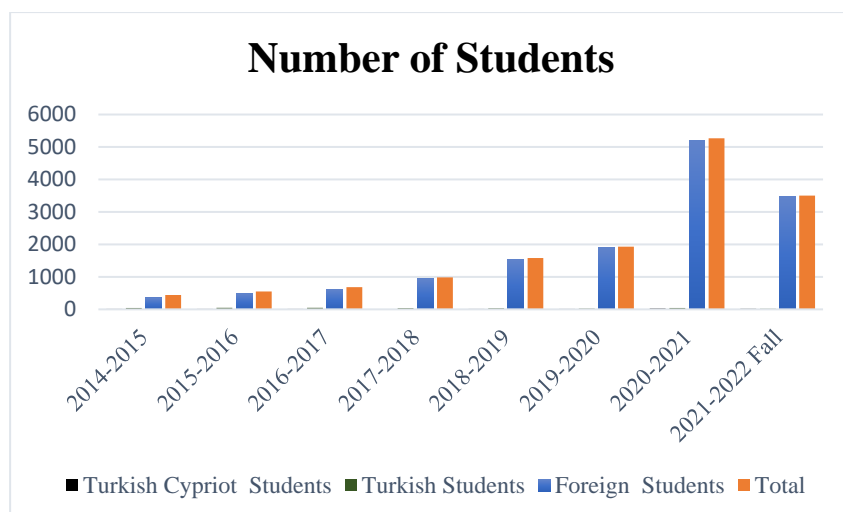
Cyprus International University has a multicultural student environment. The students from different countries are staying at the campus and learning together in classes. Because English being the medium of education, the students are easily communicating with each other in English. The students are encouraged to study together during the courses which allows them to get information about different cultural and national perspectives. The assignments, homework or presentations are given to mixed student groups from diverse cultures to encourage them to learn teamwork in a multicultural environment. Moreover, cases from multicultural researches are chosen during the courses. Considering that the majority of foreign students coming to Cyprus International University are from Africa and Asia, the case studies are chosen also from these countries in addition to examples from Turkey and Cyprus.

Currently, Cyprus International University has foreign students around 30 %. However, the foreign students' particularly in Business Administration programme is higher than this percentage. For instance, the foreign students in the 2019-2020 academic year are 97 % while the Turkish students are around 3 %. Moreover, the highest number of students are from African and Asian countries.

Table 6: Foreign students at CIU

Academic Year	Cypriot		Turkish Students		Foreign Students		Total
	Turkish Students Number	Percentage	Number	Percentage	Number	Percentage	
2014-2015	11	2.49	43	9.75	356	80.72	441
2015-2016	12	2.18	47	8.56	489	89.07	549
2016-2017	11	1.61	47	6.90	622	91.33	681
2017-2018	10	1.01	39	3.95	935	94.92	985
2018-2019	13	0.82	31	1.96	1538	97.40	1579
2019-2020	11	0.56	24	1.24	1897	98.18	1932
2020-2021	27	0.51	43	0.01	5200	98.72	5267
2021-2022 Fall	16	0.45	20	0.57	3467	98.97	3503

Figure 2: Number of students at CIU



Internationality of faculty

Currently, Cyprus International University employs lecturers from different countries and cultures, such as Turkey, Iran, Cameroon, France or Romania. This provides an advantage in terms of the diverse cultural structure of the University. Lecturers with different insights provide a broad knowledge to the students by involving their experiences from different countries. Besides, three of the Turkish lecturers have completed their higher education (Masters and/or Ph.D.) in the United Kingdom and the United States.

Moreover, the lecturers are encouraged by the University to participate in international conferences, seminars or workshops to deepen their knowledge. Continuously, lecturers of Cyprus International University have international academic publications as articles, books, or case studies. Lecturers are trying to keep their knowledge up-to-date by involving in these activities.

Moreover, the University has collaborations with European Union or SME Development Training Programme Center in Cyprus (KOBIGEM). The latest cooperation initiated with the KOBIGEM under the European Second* Project Programme was in 2012 which involved lecturers of the Business Administration programme.

Foreign language contents

The Business Administration programme is entirely taught in English language. Students are required to succeed in the English exam given by the English Preparatory School to prove their proficiency in oral and written forms. After completing the Preparatory School, students are allowed to take faculty courses. During the first and second years, while taking the faculty courses, the students are required to succeed with departmental English courses where they improve their academic reading and writing skills in the field of business administration. The aim of the English course is to develop students' academic listening, speaking, reading, writing and studying skills and to provide the opportunity to improve students' communication skills. The students are equipped with basic studying skills that they will need throughout their academic life. Starting from the third year, the students can take free elective courses.

The University provides different language courses other than English, including German, Greek, French, Italian and Russian. The majority of these language courses are offered on three different levels, from basic to advanced, so students can learn the language of their interest up to the advanced level. The ability to write and speak an additional foreign language together with English provides a great opportunity for the students after graduation. Besides, this allows them to work at international companies or represent their companies on the international market. On the other hand, the Life Long Learning Center of the University offers language course certificate programmes to the students apart from their compulsory curriculum. Students who want to specialise in the languages can take the free elective courses in the curriculum and register for a language certificate programme during the semester.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. The acquisition of intercultural competences and skills are at the core of the programme's learning objectives and are strongly promoted.

A significant proportion of the student body comes from various language areas and cultural backgrounds, resulting in an international composition. Thus, discussions in the classroom and group work constantly reflect international aspects. The measures taken to ensure an international composition of the student body are goal-oriented and show a clear and sustainable effect. The panel welcomes the efforts of the study programme that are already done and encourages them to continue on this path. What is more, the panel suggests diversifying its programme to the global market (e.g., Eastern Europe and Asia) in the longer run.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. Lecturers come from different countries, such as Turkey, Cameroon and Romania or they studied abroad in the United Kingdom or the United States. Therefore, the international composition of the faculty is a fundamental element shaping the profile of the study programme and is promoted by the University. The measures taken are goal-oriented.

Lectures and course materials in foreign languages predominate. Internationality is clearly a key element of the study programme's profile. All classes of the programme are carried out in English language, which corresponds with the qualification objectives of the study programme. Other language skills, such as Greek, German or Italian can also be acquired by the students during their studies. However, due to the close connection to Turkey which might be a future job market for students, the panel recommends a stronger focus of the programme on the Turkish language.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality				
3.4.1*		X			
3.4.2		X			
3.4.3		X			
3.4.4		X			

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Graduates of the Business Administration programme are equipped with different courses from different fields like psychology, sociology, information technology and interpersonal communication. Through a multidisciplinary approach, students gain a variety of skills –problem-solving, critical thinking, time-management, self-management, communication and writing, analysis and research methodologies, team work – that are easily transferable across work environments.

The programme aims to equip the students with academic knowledge as well as additional skills. Moreover, it encourages the students to take responsibility, perform analytical thinking, as well as ethical conducts. The students are reinforced to work in teams by assigning group projects to them. Those projects helps students to improve their management skills in order to meet the deadlines, communication skills in order to carry out a project with their teammates and fairness in distribution of duties within a group.

Moreover, being a part of a group also let the students to improve their conflict resolution, leadership and mediation skills. Case studies and discussions during the group assignments as well as presentations during the classes may lead the students to advocate their own ideas, at the same time to learn how to respect the ideas of the others. Academic English courses contribute to the students speaking skills in front of a public by assigning them a number of presentations which will be done in front of an audience. The curriculum of the programme comprises various courses which contribute to the communication and public speaking skills of the students. The course “Ethics and Social Responsibility” helps students to understand how ethics can be incorporated into key business decisions. They learn to identify, analyse and handle common ethical issues in business.

What is more, CIU recently introduced a *Student Engagement Transcript* that is provided to the students with their certificate and diploma supplement at graduation. This transcript includes information about skills that were acquired, community services, internships, as well as other activities, e.g., being member of student association or participate in organisation of festivals. All of these information are collected by a committee of CIU. The University is the first one in Northern Cyprus to hand such a document to its graduates. It shall support students on the international job market by displaying all the multidisciplinary competences and skills that were acquired during the studies. At the same time, students are encouraged to concentrate on these skills and include more additional activities into their studies.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures, such as group work and presentations. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. Communication skills and public-speaking skills as well as cooperation and conflict handling skills are key elements of the study programme's profile.

The panel particularly welcomes and acknowledges the newly introduced *Student Engagement Transcript* that displays different competences acquired in different courses and through different activities. This document puts a special emphasis on the education of multidisciplinary competences and skills.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

The graduates of the Business Administration Programme are equipped with the theoretical basics of business administration and they can apply the theory into practice. The curriculum of the programme with a variety of courses, allows students to gain insights into all dimensions of business administration.

Graduates of the programme find employment opportunities in the fields of accounting, banking, finance, human resources management, manufacturing and marketing. They are equipped with analytical thinking abilities which help them to solve problems or conflicts that they can come across in their business life.

The programme aims to improve the communication capabilities and teamwork skills of the students, too. The graduates also have experience working and studying in a multicultural environment which is an advantage for their future business careers. The foreign language education opportunities also allow the students to graduate from the University as a multilingual individual. This provides a great advantage for their employment in international companies. In several courses like Case Studies in Business, Business Finance, Financial Management, Economics or Research Methods, students have the chance to learn business applications and establish contacts with representatives from several business sectors. These may provide an advantage to the students to establish contacts and to find references for their future employment possibilities.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences 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

The structure and number of teaching staff in the programme are based on the number of students, the need for specific expertise based on the curriculum and programme outcomes.

The selection of the staff members is based on the competence profile such as being preferably holder of Ph.D. degree, being equipped with proven ability as a lecturer or a personal coach or a project coach and proven intercultural and language competencies. Evaluation criteria for application, appointment and promotion of academic staff positions are in line with the criteria presented by The Turkish Republic Higher Education Board (YOK) and The Turkish Republic of Northern Cyprus Board of Higher Education Planning, Accreditation and Coordination Board (YODAK), which are consistent with the requirements of Ministry of Education in North Cyprus.

Senior and Junior staff work together to ensure that all instructional staff engages in collaborative scrutiny and discussion of student work, review student performance data and deliberate over their implications for good teaching practice. Flexible staffing patterns also help ensure that good teaching staffs are available in sufficient numbers for the programme's academic mission. This principal has discretion over staff allocation and budget, and teaching staff and administrators work as a team. Therefore, it is possible to allocate resources to optimise the teacher-student ratio and relationships.

In total, there are 39 staff members (30 full-time, nine part-time and two research assistants). Of these, 23 staff members teach in the Bachelor of Business Administration programme. There are 14 full-time instructors (including one research assistant) and nine part-time instructors in the study programme.

Table 7: Faculty overview

BA Faculty Overview	Compulsory Courses Taught (in percentages)	Compulsory Courses Taught (in ECTS)
Core Faculty	56%	164
Complementary Staffs	44%	39

Table 8: Faculty staff in Bachelor of Business Administration

Bachelor in Business Administration	
Professors	2
Associate Professors	3
Assistant Professors	4
PhD	11
Masters	2
Total	22

Academic qualification of faculty

All the teaching staff in the Department of Business hold a doctorate except three who hold a Master's degree and are current students in the Ph.D. Business Programme.

The teaching staff furthermore, continuously updates their skills and competencies academically in their field of specialisation. The changing economic, social and political factors highly affects the topics in accounting, human resource management and financial management in the field of Business Administration. The teaching staff in the programme are required to follow these changes and hence developments through reading up to date academic and policy publications.

The programme consists of teaching staff who are experts in their subjects; high morale and engagement are required to teach well to diverse student needs in terms of flexibility, internationality and modern study environment.⁹

Besides, as part of their career development, to gain the titles of associate professorship and professorship, the teaching faculty are required to attend and present papers in national and international conferences and/or workshops and seminars and published in articles in academic journals. In fulfilling the above-mentioned requirements, they regularly have to follow the current literature in the field of Business Administration. The University also rewards publications of lecturers financially and support lecturers to participate in national and international conferences.

Pedagogical / didactical qualification of faculty

The teaching staff's didactical qualifications are mainly obtained through traditional pedagogical methodologies. Teaching skills are developed when acting as a teaching assistant to senior teaching staff through attending and observing his/her lectures, assisting the senior teaching staff in preparing learning outcomes of a course, preparing weekly lecture topics and making decisions on materials and equipment to be used in the course. This kind of methodology helps junior faculty members to learn from the senior ones and build on their working experience.

The junior teaching staff can also learn and gain teaching preparation experience and teaching experience from senior teaching staff when teaching a coordinated course under the supervision of senior teaching staff. The junior teaching staff gains teaching experience in various teaching activities such as preparing a course syllabus, developing learning outcomes and evaluation tools and preparing lecture slides.

Besides, during the department and faculty meetings held during regular intervals, the teaching staff share their teaching experiences. Particularly, the teaching staff who attend international professional development courses share their learning experiences, since the faculty values collaboration and constructive sharing of best classroom practices. Formal professional development has its place and opportunities to attend special workshops, training and conferences that are related to the teaching staffs' practice when are significantly accepted.

Moreover, during the years of their undergraduate or postgraduate studies, some of the teaching staff have completed courses in pedagogy.

⁹ see: self-evaluation report and CVs of lecturers

During the on-site visit, the panel learnt that CIU organised a seminar on online teaching at the beginning of the pandemic in order to prepare lecturers for new teaching methods.

Practical business experience of faculty

The business experience of the teaching staff contributes in teaching certain courses of the curriculum. The majority of the teaching staff have obtained professional practical business experience by working in either the public sector and/or private organisations as managers, consultants, experts, project coordinators and trainers. The practical business experience of the teaching staff highly facilitates and contributes to their teaching facilities, i.e. they relate to their practical business experience and provide lively examples to the application of business concepts or theories.

This includes practical experience in the following areas (exemplary):

- Trade Intelligence Officer at ICITO/GATT, Geneva
- Senior economist at The Office of the President of North Cyprus
- Undersecretary for the Ministry of Economics in North Cyprus
- Managing Director of the European Commerce Bank in North Cyprus
- Accountant at Private Firm, Belça Ltd
- Bank Supervisor at Banking Inspection and Supervision Unit, North Cyprus Central Bank
- “Site engineer” in various projects for Blount Brothers Corporation in Tabuk, Saudi Arabia
- Vice General Manager for MES Company in Jeddah, Saudi Arabia
- Head of the Strategic Management Department for Levent Ltd
- Director of Information Engineering Desk in Centre for Euroasian Strategic Studies in Ankara, Turkey
- Iranian Welding Research and Engineering Center (IWREC), University of Applied Science and Technology, Tehran, Iran
- Board member of the TRNC Competition Authority
- Director of Centre for Strategic and Economic Research (STREAM), coordination of “Economic Interdependence Market Research Grant Programme” bi-communal UNDP projects to stimulate green-line trade between the companies established in North and South of Cyprus

Internal cooperation

The professors and chairs in the business department collaborate to improve existing modules and in developing new course modules. Each professor contributes to the improvement and/or development in his/her specialised field, however, all come together and make joint decisions. During 2020, when revising and updating the curriculum of the Business Administration Programme, the teaching faculty, the head of the department, the dean, and the teaching staff of the Faculty of Economics and Administrative Sciences (i.e. the Department of International Relations, European Union Relations and Social Work) have collaborated. Particularly, some of the faculty teaching staff who has previously worked in international universities have shared their experiences with the other teaching staff. Meetings have taken place regularly and teaching staff has provided their inputs on improving the curriculum after carefully revising other universities’ (national and international) Business Administration programme curriculum, they have also shared

the strengths and weaknesses of the previous curriculum by taking into consideration their learning experiences.

At the beginning of each academic year, the programme director (head of the department) organises a meeting with the teaching staff and plans activities (conferences, seminars, and training programmes) to take place during the year. The contents of the courses are coordinated to avoid overlapping contents and to ensure a balanced burden with examinations and assignments for the students.

Besides, the head of the department also collaborates with the other head of departments in the faculty and organises joint conferences, seminars and training programs for the faculty students as a whole. All the professors in the department support each other in the organisation and attend these activities and events. During the past few academic semesters, seminars/training in various topics of Business Administration has been delivered to students in the department of business, followed with seminars/training in related fields provided to other departments' students' in the faculty in collaboration with the European Second Project associates.

What is more, the panel learnt during the on-site visit, that the faculty staff is in constant exchange with each other to share experiences with teaching methods and new contents, as well as technical settings.

Student support by the faculty

Support for students is provided through events in the week before the start of timetabled teaching. For first-year students, the programme includes an orientation part (welcome, essential information, introduction to the programme), as well as a personal tutor for registration and counselling. In the orientation programme, students make various excursions accompanied by guides to different spots in North Cyprus, enabling the students to learn more about and start enjoying North Cyprus. The IO keeps organizing such activities all-year-round including further excursions, picnics, concerts, etc. among these activities is the International Night where the foreign students are allowed to present their own countries, cultures, clothing and cuisines.

Moreover, each student at the department is provided with an academic course advisor. The academic course advisor assists the students not only with the choice of courses each semester but also guides and coaches the student with his/her future career plans and prospects. CIU has an open door policy, which means that students find all lecturers easily accessible during office hours on the days they are working. In addition, students can communicate with lecturers via e-mail about any issue. During the on-site visit, the panel learnt that lecturers also actively encourage group work and communication and recommend counselling services for the students (e.g., the student affair office).

Furthermore, the Student Development and Counseling Center was established to provide students with contemporary knowledge and skills and assist them with their potential in psychological, educational and social development areas and to provide counselling services on their way to success throughout their education. Student Affairs, Psychological Counseling and Guidance Center and the Social Activities Coordinator are under the body of the Directorate of the Student

Development and Counseling Center. Student Affairs are also responsible for immigration procedures for all postal and foreign students.

What is more, Psychological Counseling and Guidance Centre (PCGC) promotes the personal development and psychological well-being of all students and encourages a University environment that is conducive to growth and learning. The social activities coordinator provides students with opportunities to spend their leisure time on activities that can be active, creative and social; to carry out scientific research in line with the needs and demands of the students in social, cultural, economic and sportive areas, which also complement the academic programmes; and to do physical development activities. Through the framework of counseling on a confidential basis, individual (one-to-one) therapy is offered to students who may need psychological support to solve their academic and/or personal problems. In addition to psychological services, active research is undertaken by PCGC. This research involves measuring the effectiveness of the given services, investigation of the student's psychological problems and their solutions and experimental or descriptive research to investigate the psychological dimensions of adolescence and youth.

With its experienced doctors and nurses, Health Centre (HC), as another service, offers first aid service in case of emergency as well as full-time inpatient service when needed. Regarding the latter, the HC possesses patient rooms where patients can be kept under observation. CIU has an ambulance to transfer the patient to the Public Hospital.

The other service, Student Clubs (SC), aims to guide students towards undertaking useful activities in their free time, to conduct research, discussions, and/or activities (according to students' needs and wishes) to improve physical and mental development in social, cultural, economic or sportive fields, to build a strong relationship between individuals during and after their university education, to represent CIU with club activities in inter-university competitions, and to support members with courses, panel discussions, conferences, seminars, and excursions which are held locally and overseas.

The International Office (IO), as another counseling service, was originally established to help foreign students solve their academic and/or personal problems and to organise events that help enhance the multicultural ambiance of the CIU campus. More specially, among the main objectives of the international office are to guide and help international students adjust to their new way of living, to help students meet their needs and make new friends and to make international students feel welcome and at home on the CIU campus. The IO receives all student-related information during students' application to CIU. Admitted students are greeted at the airport, their dormitory reservations are made, and, upon registration, their residence permit procedures are completed. The IO holds monthly meetings that enable continuous contact with international students, and by doing this, it becomes better-informed and better-equipped to solve students' problems of academic and/or personal nature.

Appraisal:

Even when their teaching assignments in other study programmes, possibly even in other locations, are taken into account, 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, consisting of full-time and part-time lecturers, 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. These include professors, assistant professors and PhDs. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification 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 participating in workshops and seminars, as well as constant exchange on teaching methods among the faculty members and study programme. The panel welcomes that the senior staff support the junior staff members.

According to the CVs, most of the lecturers have a business background and in part entrepreneurial experience. These practical business experiences of the faculty corresponds to the requirement of the programme to integrate theory and practice.

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 to coordinate course contents, teaching and examination methods and projects, as well as the frequency of examinations and assignments. In addition, projects and courses are conducted cooperatively.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and individually with regard to the needs of the students. Moreover, the faculty members are available for the students outside the specified office hours as well. During the on-site visit, the panel learnt that the students are "fully content" with the support they receive. Students mentioned particularly the open door policy within the faculty staff members. This helps to support students promptly and appropriately when problems arise, thus contributing to successful studies. What is more, students receive support in all aspects of their academic education and life on campus.

	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

The head of the department as programme director responds to the needs and concerns of the students, manages budgets with Faculty Budget Coordinator, develops class schedules (with faculty course coordinator), updates the guidance details for the students and organises departmental functions. The efforts also include the maintenance of facilities, equipment and the supervision of departmental staff. In order to be aware of the needs and concerns of the students, the head regularly meets with student representatives of the Business Administration Department. Overall responsibilities of the head are discussed with the dean at the beginning of each semester.

The programme director regularly meets with the staffs of the department to discuss the conferences (dates and venue), seminars, the list of the people that will be invited to the department, about arranging certificate programmes, about focusing on the weaknesses and the strengths of the department (identifying areas where the department can excel in teaching, research, and services) and about the coaches of academic advisors.

The head also comes together with collaborative faculty teaching staff to discuss the topics and needs of the students to maintain a well-designed, forward-looking curriculum according to the needs of the programme.

In summary, the programme director encourages an integrated end experiential learning environment and fosters critical and strategic thinking, research-based reasoning, the consciousness of life-long learning, usage of improved technology, effective communication, ethical decision making and social responsibility to the public and environment.

Process organisation and administrative support

At CIU, there have been units to provide administrative support. During the development and design of their activities, the ideas of teaching staff and students are being considered. The

administrative units can be listed as such: Student Development and Counseling Center, Human Resources Department, Computer Center, Campus Department, Library, Dormitories Department, Public Relations and Corporate Communications, International Office, Accounting Department and Marketing Department.

Student Development and Counseling Centre: Among their roles are protecting and improving the students' physical and psychological health, helping and supporting them in shaping their career, carrying out the health services, realising almost every kind of sports events, helping the organisation of projects of the clubs and organising career days to contribute to the students' personal and career developments.

Campus Department: Carrying out the cleaning, maintenance and repairs of the accommodation apartments of the instructors in the campus, arranging the gardens and other open spaces, securing the security of the students, personnel, equipment, materials and the buildings are under the responsibility of the campus department.

The directorate of Dormitories is in charge of carrying out almost every kind of service regarding the studio- and apartment-typed dormitories where the majority of our students accommodate.

Information Technology Centre: It is responsible for carrying out the electronic service-support activities for both academic and administrative units. It serves students and academic and administrative personnel. It contributes to uninterrupted, high-quality communication with the external environment. In addition, it secures the effective usage of the network-connected, high-tech computers and printers that are made available to the academic and administrative personnel and the students and it carries out the advising and repair services for them. It also assists the instructors in the effective usage of the data-projectors, laptops, computers, video and DVD players that are used during the lectures.

Public Relations and Corporate Communications Department: It is responsible to inform the academic and administrative departments, personnel and the students about services, news, and events outside the University, as well as for conducting informative projects and studies in North Cyprus and other countries on the activities of the personnel and of the students.

Human Resources Department is responsible for the job advertisements, for the planning and execution of the hiring and orientation processes, on-the-job training, for informing everyone on their social rights (health, insurance, etc.), and for assisting the personnel in the procedures they will follow when they leave the job.

Accounting Department: It carries out the payment of the wages, course fees, social security accounts of the academic and administrative personnel in addition to the calculation and monitoring of the payments of fees, scholarships, discounts and dormitory fees paid by the students.

Information Technology Centre: provides the support to the administrative and academic personnel and to the students for electronic services. Students can renew their registrations and can contact their advisors and some of the administrative departments electronically.

Marketing Centre: conducts activities aiming at increasing the recognition and promotion of the University and consequently securing sustainability.

The personnel of these departments are given institutional support by the on-the-job training they can benefit from in order to improve themselves professionally. These include technological training, as well as language classes. During the online conference, the panel learnt that CIU monitors each semester the needs for training among the administrative staff.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. The programme is very well structured and organised. The programme director successfully takes initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development. What is more, the administrative staff acts as a service provider for students and faculty.

		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

There are different types of collaborations between CIU and other academic institutions. CIU offers a double degree programme with Paris School of Business (France) and student exchanges with several partner universities. Furthermore, among the cooperation with other universities, there is also participation of part-time lecturers in terms of staff exchange. On the other hand, full-time lecturers cooperate with other universities' lecturers for research purposes.

The following are among the universities and institutes which collaborate with CIU:

- Istanbul Cerrahpaşa University (Turkey)
- Robert Morris University (US)
- University of Jordan (Jordan)

- The International University of Sarajevo (Bosnia-Herzegovina)
- Caspian University (Kazachstan)
- Solbridge International School of Business-Woosong University (South Korea)
- Michigan State University (US)
- Caucasus University (Georgia)
- Dnipropetrovs'k State Financial and Economic Institute (Ukraine)
- Griffith College (Ireland)
- University of Tabriz (Iran)
- University of Mazandaran (Iran)
- Apadana Institute of Higher Education (Iran)
- Gorgan University of Agricultural Sciences and Natural Sciences (Iran)
- Amirkabir University of Technology (Iran)
- Iqra University (Pakistan)
- Mirpur University of Science and Technology (Pakistan)
- University of Sistan and Baluchestan (Iran)
- Paris School of Business (France)
- EU Business School (Switzerland)
- Turkish-Kirgiz Manas University (Kirgizistan)
- International Azerbaijan University (Azerbaijan)
- The Atatürk Alatoo University (Kirgizistan)

Moreover, CIU has recently signed Memorandum of Understanding with Ankara University (Turkey) and Gazi University (Turkey). The main objective of these agreements is to develop exchange programmes, exchange of academic staff and study of possible double degree programmes in the near future.

There is also a formal Memorandum of Understanding between CIU and the University of Sunderland (UK) which enables students who complete their first three or two years of study at Cyprus International University to progress to the University of Sunderland and to receive a University of Sunderland Degree as well as a Cyprus International University Degree.

With the academic collaborations, the students find the opportunity to gain a wide international business perspective and flexibility through mobility. The students also improve communication, creative and strategic thinking and adaptation skills through monitoring international culture. Additionally, they comprehend the importance of core competency for success, understand the importance of life-long-learning, develop global ethical perspectives to the public, business sector and environment, as well as utilise and manage suitable information technologies in the international context.

Cooperation with business enterprises

The Department of Business Administration has several cooperation with enterprises and organisations. Close contacts with local associations and local businesses improve the business students' education with effective and efficient methods.

One of the cooperation initiated is with the KOBIGEM (SME Development Centre) under the Second Project Programme (Sustainable Economic Development and ICT Sector Programme in the northern

part of Cyprus). Under the Second Project Programme, several pieces of training/seminars were delivered in various businesses and management related topics and certificates of participation were distributed to the students. These training/seminars have highly contributed the students to develop new skills and aptitudes and presented them the chance to learn new perspectives from different instructors and develop their business and management visions furthermore.

Another cooperation established is with the Cyprus Turkish Chamber of Industry. Meetings with the affiliates in the Chamber of Industry and the Department of Business Administration have been going on since the beginning of 2012. The Cyprus Turkish Chamber of Industry is supporting the Business Administration department in many areas such as in helping students to find internship opportunities in local businesses, arranging business field trips to local businesses, motivating their members to deliver seminars to Business Administration students and share their learning experiences in business ownership and/or managerial roles (i.e. act as Role Models to students), as well as arranging joint training certificate programmes with the Continuous Development Center. For example, the “Business Practice Observations” course assists the students to acquire the ideas of processes and rules employed by the companies in the pursuit of their missions and visions through the visits to firms. With these trips, students find opportunities to retain wider aspects of the application of theories.

Furthermore, the Levent Company group is providing the students with internship opportunities in businesses in various sectors when opening its network. Also, graduate students could find employment opportunities in these businesses. Both groups of students gain the chance of practicing their theoretical knowledge in these businesses and develop interpersonally, communication and strategic thinking skills, as well as learn the importance of lifelong learning with the understanding of ethical issues. In addition, Levent Company group provides opportunities for research and field study for business students.

Other partner companies of the programme from the private sector are: Chamber of Commerce, Nova Bank, Altınbaş, Netgin, Cherry Red, JetGaz, Yapım Construction Company and Spot (NGO). The CEOs and managers of these companies and organisations are invited to participate in class to share their experiences. In addition, there are also on-site visits to these companies for students to observe management functions in a business environment.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks, business enterprises and other institutions relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented (Memorandum of Understanding). The cooperations are actively pursued and have an impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. However, because of the Covid-19 pandemic, there has been a break in the number of in- and outgoings, which has also been developed prior to the pandemic. Therefore, the panel recommends intensifying its cooperation with other HEI and promoting it more to the students. This increase in ambitions could further support their students in studying with an international perspective.

For the cooperations with business enterprises, the panel welcomes that the University opened the network of companies of the Levent Group (which is financing the University) to the students. The panel recommends in this regard gradually expanding the network, particularly regarding the increase of students (e.g., CIU could expand to Turkey).

		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

CIU is currently situated five km from the city centre of Nicosia. The campus of the University involves educational and scientific buildings as well as dormitories, sports facilities and buildings for social activities. The lectures take place in two block buildings containing an overall amount of more than 30 classrooms and 20 computer laboratories. The student capacity of the classrooms differs between 20 and 70. Exam capacity is 60 % (max) of class capacity. There are also a few lecture theatres with a capacity of up to 250 students. All classrooms are equipped with projectors and are climatized. Wireless network access has been established at many points and covers all of the buildings and cafeterias. The infrastructure is improved according to the needs of disabled students.

During the on-site visit, the panel learnt that there is also a Trade Centre offered to students, which is equipped with appropriate technology and can be used by students to train investments and trading on stock markets.

The room capacities and equipment are displayed in the following tables:

Table 9: Classrooms and Computer Labs Building A

A Block Building							
Ground Floor Description				First Floor Description			
Class room	Area [m ²]	Type	Student Capacity	Class room	Area [m ²]	Type	Student capacity
A101	66	LAB	25	A215	60	CLASS	45
A102	83	LAB	32	A216	60	CLASS	45
A103	82	LAB	36	A217	55	CLASS	45
A104	62	LAB	30	A218	60	CLASS	50

A105	26	LAB	20	A219	29	LAB	20
A106	26	LAB	20	A220	29	CLASS	20
A107	29	LAB	20	A221	29	CLASS	20
A108	29	LAB	20	A222	29	CLASS	20
A109	62	CLASS	35	A223	60	CLASS	50
A110	82	CLASS	60	A224	55	CLASS	50
A111	83	CLASS	60	A225	60	CLASS	50
A112	66	CLASS	40	A226	60	CLASS	50
A113	66	CLASS	25	AMFI3	250	ANFI	100
A114	63	CLASS	45				
A115	13	LAB	10				
A116	25	LAB	20				
AMFI1	129	ANFI	80				
AMFI2	129	ANFI	80				

Table 10: Classrooms and Computer Labs Building B

B Block Building							
Ground Floor Description				First Floor Description			
Class room	Area [m ²]	Type	Student Capacity	Class room	Area [m ²]	Type	Student capacity
B101	59	CLASS	50	B201	57	CLASS	50
B103	61	DRAWING	20	B203	72	CLASS	40
B104	60	DRAWING	20	B204	58	CLASS	40
B105	59	CLASS	50	B206	74	CLASS	60
B106	75	DRAWING	30	B207	89	CLASS	70
B107	88	DRAWING	28	B221	188	CLASS	70
B108	74	CLASS	50	B222	59	LAB	22
B109	43	CLASS	45	B223	74	CLASS	60
B110	60	CLASS	50	B224	89	LAB	39
B111	90	LAB	30	B225	20	LAB	4
B112	74	LAB	30	B226	44	LAB	15
B113	59	CLASS	50	B227	44	LAB	15
B114	60	CLASS	50	B229	97	LAB	46
B115	61	CLASS	50	B230	80	LAB	39
B116	59	CLASS	50				
B117	75	CLASS	60				
B118	77	CLASS	60				

Table 11: Computer Lab, Areas and Student Capacity

Lab name	Content	Other devices	Area [m ²]	Student capacity
BiL - LAB I	Intel Core 2 Duo 2.4GHz, 2GB RAM, 160GB SATA DISK	Projector Multimedia +	94	50
BiL - LAB II	Intel Core 2 Duo 2.4GHz, 2GB RAM, 160GB SATA DISK	Projector Multimedia +	94	50
Central Lab	Intel Core 2 Duo 2.4GHz, 2GB RAM, 160GB SATA DISK	-	300	130
STB02	Intel Core i7-4790 3.60GHz, 8GB RAM, 240 SSD HDD	Projector Teacher's PC +		20
*STB14	Intel Core i3-2120 3.30GHz, 2GB RAM, 250 HDD SATA	Projector Teacher's PC +		12
*STB15	Intel Core i3-2120 3.30GHz, 2GB RAM, 250 HDD SATA	Projector Teacher's PC +		8
*STB16	Intel Core i3-2120 3.30GHz, 2GB RAM, 250 HDD SATA	Projector Teacher's PC +		16
FINANCE LAB	Intel NUC Board NUC5i5RYB, 8GB RAM, 240 SSD HDD	Projector Teacher's PC +		16

Shuttle Service is also available and has two different routes between the CIU campus and the city, which operates between 08:00-22:00 hours on weekdays and weekends. CIU Arena spans a total area of 22,000 m² (closed area of 7,500m² and an open area of 15,000 m²) and includes a semi-Olympic swimming pool, a 2,000-seat indoor sports hall, a fully-equipped 780m² fitness center, a climbing wall, indoor squash courts, indoor 10m shooting range, and fitness area as well as an outdoor jogging track, football, tennis, volleyball, basketball, bocce, beach volleyball and handball courts. Dormitories, one of the most important welfare services, which are designed in two different types, have a superior status as the highest capacity ratio in proportion to the total number of the students of the university and social facilities.

Access to relevant literature

Cyprus International University library aims at providing all kinds of library sources that are needed by students, academicians and administrative staff to access information about their field or general culture and serving them using the best technical opportunities with education and research activities. The library is updated according to the needs of the departments and with the increase in the number of students and staff, the resources are reviewed and increased each year.

An orientation programme is held at the beginning of each education year for the new students to introduce them to library services and knowledge sources.

In the library, books are placed on open shelves and accordingly with Dewey Decimal Classification System. The library provides opportunities for students, academic and administrative staff to benefit from library services by joining for free. There is a collection, which consists of books (52,000), e-books (7,750), journals (46), e-journals (15,291), conference proceedings (880,000), daily newspapers, CDs, videotapes and academic internet sources in the library.

The rules and procedures concerning membership, borrowing and returning books, extending a loan, lost and damaged publications, reserved item and cancellation are covered by the CIU Library regulations.

Furthermore, the CIU library is a member of ANKOS and EKUAL and it has subscriptions from internationally recognised databases, enhancing CIU's educational and instructional curriculum. Besides, operations on getting membership of new databases have been carried out. CIU is member of a consortium of different universities for database subscriptions which is also supported by the government. It is possible to search for bibliographic information, e-book, e-magazine, conference, standard, and full-text articles in the databases. It is possible to reach all the electronic sources with the on-campus IP control system. The existing and new addresses and manuals of new databases are sent by e-mail to users. In addition, it is possible to scan printed materials that are available in the library by using the University's automated system.

These include the following electronic databases and journal descriptions:

- Taylor and Francis: full-text material from the journals covering fields including Physics, Mathematics, Engineering, Technology, Pharmacy, Biology, Psychology, Education, Business, Chemistry and Human Sciences.
- EBSCO Host Databases:
 1. Academic Search Complete
 2. Book Index with Reviews (BIR)
 3. Business Source Complete
 4. ERIC
 5. Computers and Applied Science Complete
 6. Environment Complete
 7. History Reference Center
 8. Humanities International Complete
 9. Library, Information Science, and Technology Abstracts with Full Text
 10. Master FILE Premier
 11. Newspaper Source
 12. Professional Development Collection
 13. Psychology and Behavioral Sciences Collection
 14. Regional Business News
 15. Religion and Philosophy
 16. Serials Directory

- IEEE Xplore
This includes a full-text database for the IEEE and IEEE's journals, conferences; it also includes electronic engineering, information technology, computer and biomedical engineering and physics databases.
- Thomson ISI-Wos: A highly qualified search of topics and reference databases that presents a primary database for sciences, social sciences and arts and humanities.
- CAB: database, which contains integrated information about agriculture, forestry and life sciences, with interlinked international publications.
- Science Direct: database contains publications in the following subjects: Sciences, Chemistry, Medicine, Geology, Economy, Engineering and Technology, Environmental Sciences, Equipment Science, Mathematics and Computer, Microbiology and Immunology, Neurology, Pharmacology and Doxology, Physical and Social Sciences.
- JSTOR: digital library containing digitized back issues of academic journals, books, and primary sources.

The library is open seven days a week and it provides a total of 101 hours of service to its users. The library is open between 8:30 am to 0:00 am (during weekdays), 10:00 am to 10:00 pm (weekends) during the semester and between 9:00 am to 5:00 pm (weekdays) and it is closed on the weekends during the summer semester.

Additionally, there is a lounge for coffee breaks and a relaxed environment which is very close to the library in the same building. Wired LAN and Wireless internet access is available in the library building. What is more, in the "Information Centre" building where the library is located, there are 114 personal computers (PCs). The Information Centre is open seven days a week, and thirteen hours per day where students can access internet facilities and access to electronic databases.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available for the students. The teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum (e.g. business games, role-playing game, virtual elements), the HEI possesses appropriate rooms (e.g. a Trade Centre for students to learn about investment and trading) which possess the specific technical components needed.

The opening hours of the library take students' needs sufficiently into account. The panel appreciates that the library is accessible during most of the day. Access to the literature and journals as well as to relevant digital media (e.g. electronic media, databases) is ensured, this is also available for the students' home. The literature expressly required for the study programme is available in the library and also kept up to date. Qualified library staff is there to advise students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment				
4.4.1*		X			
4.4.2*		X			

4.5 Additional services

Career Advice and Placement Service (The Career Centre at CIU) aims to assist students in planning their professional or academic careers upon graduating from University. In addition, the centre searches available business branches and establishes cooperation with the University.

The Career Centre organises ‘CIU Career Days’ every academic year, one in December and one in April. Both academics and professionals (or specialists from outside the University) guide students on writing CVs, teach them interviewing techniques and provide them information on similar subjects related to professional life.

CIU students, who plan to pursue academic careers after graduating from the undergraduate programme, get relevant information about postgraduate educational programmes domestically and internationally, by applying to the Academic Career Centre. Students are informed about scholarship programmes, overseas summer working camps and newly opened master's programmes.

Furthermore, the Career Centre cooperates with educational consultancy firms in Turkey, Northern Cyprus and abroad.

Alumni Activities

For alumni, there are activities like alumni gathering and CIU career days. The announcements and the news of these events are broadcast in the social media tools of CIU¹⁰. The alumni organisation exists to keep CIU community together and to maintain links with students after graduation. The organisation keeps graduates in touch with the University’s activities through the website of the University and social media channels such as Linked-In and Facebook. On the website, some sections can lead students to give information about their jobs, companies they are working at and countries they are working in. Online information forms and questionnaires are used to obtain the information provided by the alumni for the improvement of the programme.

There are some perceptions obtained from our graduates about the contribution of the Business Administration programme to business life. The graduates responded that they are satisfied with the qualified, English-teaching education and the guidance of the teaching staff. Most of them have been able to find a job in a short period after graduation.

¹⁰ see: <https://www.ciu.edu.tr/en/alumni> , last accessed July 29, 2022

Appraisal:

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

An alumni organisation has recently been set up with the aim of developing an alumni network. The panel welcomes this development and encourages the University to proceed in building an alumni network.

		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)

CIU is a privately founded University as a part of Levent Group of Companies situated in Northern Cyprus. Levent Group of Companies employs over 2,000 staff and has grown to be the largest company in TRNC in Construction, Automotive, Retail, Manufacturing, Export, Distribution and Education sectors. CIU states that Levent Group of Companies, which contributes to the economy of TRNC to a great extent, aims to increase its market share, to provide more job opportunities and to carry the customer satisfaction to the maximum level possible. The study programme is funded by students' tuition fees and financial support in the framework of the Levent Group of Companies. Financial planning of the programme is reported at the beginning of the academic year according to the requirements of the Business Administration programme and the growth of the student population, which is being submitted to the Dean of the Faculty for review and later on to the Board of Trustees for approval.

Appraisal:

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

		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

CIU promotes quality assurances and values consistent with generally accepted quality principles to meet the contemporary needs of a society. CIU specifies the “generally accepted quality principles” by considering the “Standards and Guidelines for Quality Assurance in the European Higher Education Area (ENQA)”.

In order to provide high quality assurance with respect to Quality Policy of CIU, the CIU Management, stakeholders (namely students, CIU employees and sector) and Faculty of Economics and Administrative Sciences closely cooperate and communicate. Based on the students’ evaluation surveys and feedback from the sector quality improvements are enhanced with a mutual understanding of all stakeholders with collaborative approach. According to the vision statement of the University, the faculties have achieved several international accreditations.

The Quality Board of the Cyprus International University carries out quality and internal audit studies. The short- and long-term objectives and strategies of the CIU’s Strategic Plan and Quality outcomes are to be met with regards to settled standardised regulations to meet international higher education standards. CIU Quality Board is in charge of the quality assurance system and in accordance to the board’s decision, faculties and schools have worked for the same goal to meet the quality assurance system of the University. Faculties and Schools and administrative units develop their quality commissions to work on the quality assurance system for continuous improvement concerning the roles and responsibilities given by quality board. In this regard, the issues concerning the quality assurance system and the development of programmes of Cyprus International University can be given as follow:

- A – Quality Assurance System
- B – Student-centered Education and Learning
- C – Research and Development
- D – Contribution to Society

Therefore, the Quality Board has the following duties and responsibilities¹¹:

- 1) To evaluate educational and research activities and administrative services, and establish the internal and external quality assurance system of the institution related to the evaluation and quality improvement of its services in line with the targets of the university
- 2) To identify, develop, and update institutional indicators
- 3) To ensure the implementation of the preliminary evaluation procedures for institutional internal and external evaluation
- 4) To inform the units about the internal and external evaluation criteria and method, and provide training
- 5) To evaluate the work programme of the units, to follow the operation of the quality system university-wide activities aimed at increasing the quality and efficiency of the University and to submit these studies to the Senate for approval.

¹¹ see: Working Procedures and Principles Directive of the Quality Assurance Board, Article 7

- 6) To prepare a report on the improvement of the deficiencies identified in the results of the surveys and submit it to the Rectorate.
- 7) To prepare a report on the improvement of the defects determined in the results of the surveys and submit them to the Rectorate. To carry out internal evaluation studies, to create and review the annual institutional evaluation report containing the results of institutional evaluation and quality improvement studies, to prepare summary feedback reports, to submit to the Senate by the Rectorate, and to ensure that the approved annual institutional evaluation report is shared through appropriate channels
- 8) To support the preparation of external evaluation reports, to examine and evaluate the reports.

Moreover, for increasing efficiency and speed in the management system, the use of Information Technologies (IT) in the operations gains more importance. In addition to the online Student Information System (SIS), the University also uses the Student Recruitment System (SRS). Similar systems are under construction for other units of the University for speeding up the administrative processes and obtaining healthy performance measures. All experience and knowledge learned in this endeavour will be used to achieve better, transparent and institutionalised organisation structure for improving student and employee satisfaction.

Cyprus International University has a quality assurance and development criteria that give shape to the content, processes and outcomes of the programmes. In this regard, these criteria are used to continuously control and monitor the quality of programmes.

CIU takes into account the quality control processes given below:

- Analysis of collaboration agreement and its effects on curriculum
- Analysis of active participation of students in education
- Ongoing monitoring of courses
- Assessment of students and teachers

Instruments of Quality Assurance

Evaluation by the students is carried out on a regular basis. At the end of each academic semester, evaluation, satisfaction and graduation surveys are conducted to gather information from students. Students evaluate the instructors and the courses, which are reported to the instructors. Therefore, the instructor can always have a chance to improve the efficiency of courses. What is more, student representatives are also involved in senate meetings to provide direct feedback to the faculty. As a result, evaluations by students help CIU to have an ongoing course monitoring process.

The levels of satisfaction regarding the services and prospects that CIU provides, on the other hand, are analysed via the satisfaction survey. Programme qualifications, outcomes of business administration, the strengths and weaknesses of the department are also analysed through the graduation survey. In this respect, by considering the survey results, the Business Administration programme is further developed on a regular basis to meet contemporary educational needs.

Moreover, the Faculty of Economics and Administrative Sciences has a questionnaire regarding the working conditions and facilities provided to the teaching staff. The results of the questionnaire are analysed by heads of departments. Then, they report the results of questionnaire to the dean of faculty who is primarily responsible for solving problems that may arise within the faculty. Finally, the dean of faculty solves problems by recognising activities to be carried out.

CIU staff uses evaluation, satisfaction and graduation surveys to enhance productivity in teaching. Different types of feedback are obtained mainly from the evaluation surveys. To illustrate, students can propose adding a new topic to the learning outcomes or the reading list. Thus, CIU academic staff always get feedback from students and use it to redesign course outline.

Data are also collected from alumni, employers and third parties through interviews. According to the data obtained through interviews, the suggestions are listed and considered so as to strengthen the department. Indeed, CIU obtains feedback from graduates regarding the structure of academic programmes. CIU also works closely with employers especially regional ones to diversify education to meet their needs.

Programme Documentation

General information about the programme, the curriculum and the academic calendar is provided on CIU's website. The course syllabi are given to the students at the beginning of the semester and uploaded to the Moodle platform. The study and examination regulations can also be found in Moodle.

The activities, which take place in the academic year, are regularly documented. Information is published on the website. Furthermore, the Research and Development Conference not only shows the goals to be achieved but it also presents the fundamental frameworks of the activities to be carried out. Therefore, according to the outcomes of the conference, the activities performed in each academic semester are documented. In this respect, the documentation of activities is done by first reporting the activities of academic staff to the Chair of the Department. Then, the information is given to the Dean of the Faculty by the Department Chair. Finally, these activities are recorded by the secretary of the department through the control of the chair and are published in an annual report.

Appraisal:

A 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 on success and satisfaction rate. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

However, there is no student survey at the course level, which includes a question regarding the workload. A question whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time and examination) is missing.

Therefore, the panel recommends the following **condition**:

- The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures (see chapter 5.).

In general, evaluation by the students and quality control by the faculty 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. CIU also carries out tracer study for its graduates (see chapter 1.3). There is also external evaluation (e.g., meetings with chamber of commerce and external stakeholder, but not on a regular basis and in a differentiated manner). Therefore, the panel recommends establishing tracer studies for the employers of the graduates and other external stakeholders in order to receive constant feedback on the study programme. The panel welcomes that the quality assurance system of the University is currently in the process of installing a respective system.

What is more, the study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). The University 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: Cyprus International University

Bachelor programme: Bachelor of Business Administration

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)		X			
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					
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					
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			X		
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		
5	Quality assurance and documentation					
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		