Decision of the FIBAA Accreditation and Certification Committee

14th Meeting on June 14, 2024

PROGRAMME ACCREDITATION

Project Number:	23/014 Cluster 2
Higher Education Institution:	Cyprus International University
Location:	North Cyprus
Study programme:	Bachelor of Tourism and Hotel Management
	Bachelor of Public Relations and Advertising
	Bachelor of Visual Communication Design
	Bachelor of Gastronomy and Culinary Arts (EN/TR)
Type of accreditation:	For Bachelor of Tourism and Hotel Management: re-accreditation
	For all other programmes: initial accreditation

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

Bachelor of Tourism and Hotel Management

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 Bachelor of Tourism and Hotel Management is re-accredited with four conditions.

Conditions:

The FIBAA Accreditation and Certification Committee reviewed the expert panel's recommended condition 1 (see chapter 3.1). The FIBAA Accreditation and Certification Committee discussed that the University does not necessarily have to integrate one of the two - mandatory final thesis or capstone project - into the curriculum, as there are many different ways of demonstrating students' ability to work academically at Bachelor level and the University should be given the freedom envisaged in the European Standards and Guidelines as to how it verifies these abilities. For this reason, the FIBAA Accreditation and Certification Committee decided to broaden and thus adapt condition 1 as follows:

Condition 1: The University ensures that some form of final project leads to a sufficient assessment of the skills targeted in the programme so that all students can demonstrate that they have an equivalent academic competence profile at Bachelor level.

Condition 2: The University updates the course descriptions with regard to the contents and literature for all courses.

Condition 3: The University communicates the evaluation results to the students.

Condition 4: The University aligns the information on the study programme in the documentation and on the website.

Proof of meeting these conditions is to be submitted by March 13, 2025.

Period of Accreditation: June 27, 2023 and finishing on June 26, 2030.

The FIBAA Quality Seal is awarded.

For Bachelor of Public Relations and Advertising and
Bachelor of Visual Communication Design

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 Bachelor of Public Relations and Advertising and Bachelor of Visual Communication Design is accredited with three conditions.

Condition 1: The University updates the course descriptions with regard to the contents and literature for all courses.

Condition 2: The University communicates the evaluation results to the students.

Condition 3: The University aligns the information on the study programme in the documentation and on the website.

Proof of meeting these conditions is to be submitted by March 13, 2025.

Period of Accreditation: June 14, 2024 and finishing on June 13, 2029.

The FIBAA Quality Seal is awarded.

For Bachelor of Gastronomy and Culinary Arts (EN/TR)

According to § 7 (6) in conjunction with § 9 (3) 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 accreditation is refused.

The FIBAA Accreditation and Certification Committee reviewed the panel's assessments of the Bachelor of Gastronomy and Culinary Arts and discussed the academic orientation of the programme. The FIBAA Accreditation and Certification Committee came to the conclusion that the programme is not sufficiently geared towards the acquisition of academic qualifications and that the academic component is therefore too low to satisfactorily achieve the required academic Bachelor level. The FIBAA Accreditation and Certification Committee therefore decides that the Bachelor of Gastronomy and Culinary Arts (EN/TR) does not fulfil the essential quality requirement for study programmes - namely criterion 1.1 Objectives of the study programme, which states that the subject-specific and extra-curricular qualification objectives and skills to be acquired must correspond with the aspired level at graduation - and therefore refuses accreditation.

Reasons for refusal:

Reason 1: The qualification objectives and skills to be acquired do not correspond with the aspired Bachelor level at graduation.

Reason 2: Students do not acquire sufficient methodological competences and thus are not enabled to do scientific work on the required Bachelor level.

Reason 3: The University does not ensure that a graduation project leads to a sufficient assessment of competences and skills aimed for in the study programme, so that all graduates have an equivalent competence profile at Bachelor level.

Reason 4: The information in the course descriptions and the information on content and literature given during the interview does not align.

Reason 5: The University does not communicate the evaluation results to the students.

Assessment Report

Higher Education Institution:

Cyprus International University, Cyprus

Bachelor programme:

1. Bachelor of Tourism and Hotel Management
2. Bachelor of Gastronomy and Culinary Arts (EN/TR)
3. Bachelor of Public Relations and Advertising
4. Bachelor of Visual Communication Design

Qualification awarded on completion:

1. Bachelor of Tourism and Hotel Management, Bachelor Diploma
2. Bachelor of Gastronomy and Culinary Arts, Bachelor of Arts (EN/TR)
3. Bachelor of Public Relations and Advertising, Bachelor of Arts
4. Bachelor of Visual Communication Design, Bachelor of Arts

General information on the study programmes

Brief description of the study programmes:
The **Bachelor of Tourism and Hotel Management** (THM) is a four-year programme that aims to educate students who are participative and aware of the international and national developments, technological advancements in the tourism and hospitality industry with acquired practical experiences. As well as generic business courses, specialised tourism and hospitality courses are also offered throughout the programme.

The **Bachelor of Gastronomy and Culinary Arts** (GACA) is a four-year programme that is offered in an English and a Turkish programme. Both study programmes aim to educate students who are participative and aware of the international and national developments, technological advancements and new trends in the food and beverage industry with required practical experiences. The programme aims to provide successful entrepreneurs, managers, employees and academicians for academic and industrial fields.

The **Bachelor of Public Relations and Advertising** (PRAD) is a four-year programme that is designed to provide its students with necessary skills and proficiency in the professions of Public Relations and Advertising who are competent in English language and as individuals who have ethical, social and responsibility towards the society and the environment. The medium of instruction is English and the curriculum is designed to teach students both theoretical and practical oriented courses.

The **Bachelor of Visual Communication Design** (VICD) is a four-year programme that aims to educate students in different fields, such as photography and video, advertising design, as well as game and newspaper design. Students are expected to be able to define problems related to communication and finds possible solutions for these problems, as well as have skills to manage a project/work related to Visual Communication Design independently.

Type of study programme:
For all programmes: Bachelor programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:
THM: 240 ECTS credits, 8 semesters/ 4 years
GACA: 240 ECTS credits, 8 semesters/ 4 years
PRAD: 240 ECTS credits, 8 semesters/ 4 years
VICD: 240 ECTS credits, 8 semesters/ 4 years

Mode of study:
For all programmes: full-time

Didactic approach:
For all programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

For all programmes: no

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

THM: 168 study places
GACA: 135 study places in Turkish track and 42 study places in English track
PRAD: 209 study places
VICD: 165 study places

Programme cycle starts in:

For all programmes: Fall and spring semester

Initial start of the programme:

THM: 2007
GACA EN: 2018
GACA TR: 2016
PRAD: 1997
VICD: 2008

Type of accreditation:

THM: re-accreditation
GACA: initial accreditation
PRAD: initial accreditation
VICD: initial accreditation

For re-accreditation: last accreditation period:

THM: September 14, 2018 until the end of spring semester 2023 (provisionally extended until end of spring semester 2024)

Procedure

A contract for the initial accreditation of the Bachelor of Gastronomy and Culinary Arts (Bachelor of Arts), Bachelor of Public Relations and Advertising (Bachelor of Arts) and Bachelor of Visual Communication Design (Bachelor of Arts) and re-accreditation of the Bachelor of Tourism and Hotel Management (Bachelor Diploma) was made between FIBAA and Cyprus International University on February 24, 2023. On October 12, 2023, 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 panel[1]. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Stephan Bingemer
Heilbronn University of Applied Sciences, Germany
Professor of Travel Technology & E-Business in Tourism & Hotel and Restaurant Management
(Digitization of Service Processes in Tourism, Hotel and Restaurant Management, Service Management, Customer Satisfaction, IT & Processes in Tourism, Digital Technologies of the Future: Gastronomy & Wine, Hospitality, Artificial Intelligence in Tourism, Service Robots, Metaverse)

Katja Borowski
Bremen University of Applied Sciences, Germany
Student of Tourism Management (B.A.)

Prof. Dr. Tibor Kliment
Rhenish University of Applied Sciences, Germany
Professor for Media and Cultural Management & Director of the Institute for Empirical Media and Cultural Marketing
(Communication Sciences, Market/Media Research, Communication and Impact Research, Media Management, Cultural Management, Art and Design, Business Administration, Marketing)

Prof. Dr. Ali Ozturen
Eastern Mediterranean University, Faculty of Tourism, North Cyprus
Vice-Rector of Eastern Mediterranean University
(Tourism, Tourism Management, Hospitality, Gastronomy & Culinary Arts, Business Administration, Management)

Prof. Dr. Peter Schneckenleitner
University of Applied Sciences Kufstein Tyrol, Austria
Professor of Communication Management
(Public Relations, Communication Science, Media Science, Digital Marketing, Communication Management, Corporate Communications, Public Relations)

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[1] The panel is presented in alphabetical order.

Prof. Dr. Raija Seppälä-Esser
Kempten University of Applied Sciences, Germany
Professor of Tourism Management
(Tourism Management, Marketing, Marketing and Management of Tourism Destinations, Customer Relationship Management, Quality Management, Experience Staging, Experience Design)

Christoph Sodemann
Constructify.media e.V., Germany
Alumni of the University of Bremen e.V.
Managing Director und Co-Founder, Corporate Communication Manager
(Digital Media Management, Moderation, Corporate Communications, Public Relations, Journalism, Social Sciences, Literary and Cultural Studies, German Studies, History, Business Administration, Digital Business Management)

FIBAA project manager:
Friderike Uphoff

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 February 28, 29 and March 1, 2024 at the HEI's premises in Nicosia, Northern Cyprus. At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 21, 2024. The statement on the report was given up on May 27, 2024. It has been taken into account in the report at hand.

Summary

The **Bachelor of Tourism and Hotel Management** offered by Cyprus International University fulfils with few exceptions 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 June 27, 2023, and finishing on June 26, 2030, under conditions. 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 aspects[2]: examination and final thesis, modular structure of the study programme, quality assurance and quality development, as well as programme description. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.1): The University includes a final thesis or capstone project into the curriculum.

- **Condition 2** (see chapter 3.2): The University updates the course descriptions with regard to the contents and literature for all courses.

- **Condition 3** (see chapter 5.): The University communicates the evaluation results to the students.

- **Condition 4** (see chapter 5.): The University aligns the information on the study programme in the documentation and on the website.

Proof of meeting these conditions is to be submitted by March 13, 2025.

Furthermore, the quality requirements that have not been fulfilled –

- Positioning on the education market (see chapter 1.3.1),
- Positioning on the job market for graduates (see chapter 1.3.2),
- Evaluation by students (see chapter 5.),

are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

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

- sharpening the objectives to ensure a cutting-edge programme with precise qualification objectives (see chapter 1.1),

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

- improving their standing and defining Unique Selling Points that distinct their offers programme-wise (see chapter 1.3),
- revising the target jobs and align them with the website (see chapter 1.3),
- including new topics, such as digitalisation and sustainability, as well as data analytics into the programme (see chapter 3.1),
- including bigger concepts on ethics and sustainability into the curricula and shift the course from the last semester to an earlier semester (see chapter 3.1),
- including more e-Learning elements into the courses (see chapter 3.3),
- updating the literature lists and integrating more current scientific papers (see chapter 3.3),
- offering courses on intercultural management (see chapter 3.4),
- offering more training for teaching staff in order to get more diversity in teaching methods (see chapter 4.1),
- integrating faculty members who have substantial practical experience in the industry, ensuring that the curriculum meets the real-world demands of the intended professions of the graduates (see chapter 4.1),
- fostering its international cooperation with other HEI and promoting it more to the students (see chapter 4.3),
- considering to offer more support for students for their internships (see chapter 4.5),
- reviewing the quality management system with regard to updating process of course descriptions (see chapter 5.),
- considering a two-time evaluation during the semester to better take into account students' feedback (see chapter 5.),
- establishing a long-term register and analysis of graduates' activities (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 criteria in which the programme exceeds the quality requirements:

- Internationality of faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Student support by the faculty (see chapter 4.1).

There is also one criterion, in which the study programme is exceptional:

- Internationality of the student body (see chapter 3.4).

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

Summary

The **Bachelor of Gastronomy and Culinary Arts** (English and Turkish) offered by Cyprus International University fulfils with few exceptions the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 14, 2024, and finishing on June 13, 2029, under conditions. 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 aspects[3]: methods and scientific practice, examination and final thesis, modular structure of the study programme, as well as quality assurance and quality development. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.1): The University integrates research methods and scientific practice in the curriculum.

- **Condition 2** (see chapter 3.1): The University includes a final thesis or capstone project into the curriculum.

- **Condition 3** (see chapter 3.2): The University updates the course descriptions with regard to the contents and literature for all courses.

- **Condition 4** (see chapter 5.): The University communicates the evaluation results to the students.

Proof of meeting these conditions is to be submitted by March 13, 2025.

Furthermore, the quality requirements that have not been fulfilled –

- Positioning on the education market (see chapter 1.3.1),
- Positioning on the job market for graduates (see chapter 1.3.2),
- Evaluation by students (see chapter 5.),

are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed:
- to target higher positions for the study programme (see chapter 1.1),
- improving their standing and defining Unique Selling Points that distinct their offers programme-wise (see chapter 1.3),

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[3] These aspects are asterisk criteria which means that they are essential for the study programme.

- revising the target jobs and sharpen the qualification objectives in this regard (see chapter 1.3),
- formulating a module on entrepreneurship (see chapter 3.1),
- including social media capabilities into the programme (see chapter 3.1),
- including bigger concepts on ethics and sustainability into the curricula and shift the course from the last semester to an earlier semester (see chapter 3.1),
- including more e-Learning elements into the courses (see chapter 3.3),
- updating the literature lists and integrating more current scientific papers (see chapter 3.3),
- offering courses on intercultural management (see chapter 3.4),
- increasing research activities of staff (see chapter 4.1),
- offering more training for teaching staff in order to get more diversity in teaching methods (see chapter 4.1),
- fostering its international cooperation with other HEI and promoting it more to the students (see chapter 4.3),
- considering to offer more support for students for their internships (see chapter 4.5),
- reviewing the quality management system with regard to updating process of course descriptions (see chapter 5.),
- considering a two-time evaluation during the semester to better take into account students' feedback (see chapter 5.),
- establishing a long-term register and analysis of graduates' activities (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 criteria in which the programme exceeds the quality requirements:

- Internationality of faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Practical business experience of faculty (see chapter 4.1),
- Student support by the faculty (see chapter 4.1).

There is also one criterion, in which the study programme is exceptional:

- Internationality of the student body (see chapter 3.4).

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

Summary

The **Bachelor of Public Relations and Advertising** offered by Cyprus International University offered by Cyprus International University fulfils with few exceptions the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 14, 2024 and finishing on June 13, 2029 under conditions. 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 aspects[4]: modular structure of the study programme, quality assurance and quality development, as well as programme description. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.2): The University updates the course descriptions with regard to the contents and literature for all courses.

- **Condition 2** (see chapter 5.): The University communicates the evaluation results to the students.

- **Condition 3** (see chapter 5.): The University aligns the information on the study programme in the documentation and on the website.

Proof of meeting these conditions is to be submitted by March 13, 2025.

Furthermore, the quality requirements that have not been fulfilled –

- Positioning on the education market (see chapter 1.3.1),
- Positioning on the job market for graduates (see chapter 1.3.2),
- Evaluation by students (see chapter 5.),

are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed:
- sharpening the objectives to ensure a cutting-edge programme with precise qualification objectives (see chapter 1.1),
- improving their standing and defining Unique Selling Points that distinct their offers programme-wise (see chapter 1.3),
- sharpening the very generally formulated objectives and fields of employment (see chapter 1.3),

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[4] These aspects are asterisk criteria which means that they are essential for the study programme.

- including an up-to-date approach to digitalisation on current (digital) challenges (see chapter 3.1),
- including more Advertising content in the curriculum (see chapter 3.1),
- including more e-Learning elements into the courses (see chapter 3.3),
- updating the literature lists and integrating more current scientific papers (see chapter 3.3),
- offering courses on intercultural management (see chapter 3.4),
- offering more training for teaching staff in order to get more diversity in teaching methods (see chapter 4.1),
- fostering its international cooperation with other HEI and promoting it more to the students (see chapter 4.3),
- considering to offer more support for students for their internships (see chapter 4.5),
- reviewing the quality management system with regard to updating process of course descriptions (see chapter 5.),
- considering a two-time evaluation during the semester to better take into account students' feedback (see chapter 5.),
- establishing a long-term register and analysis of graduates' activities (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 criteria in which the programme exceeds the quality requirements:

- Internationality of faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Student support by the faculty (see chapter 4.1).

There is also one criterion, in which the study programme is exceptional:

- Internationality of the student body (see chapter 3.4).

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

Summary

The **Bachelor of Visual Communication Design** offered by Cyprus International University offered by Cyprus International University fulfils with few exceptions the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 14, 2024, and finishing on June 13, 2029, under conditions. 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 aspects[5]: modular structure of the study programme, quality assurance and quality development, as well as programme description. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.2): The University updates the course descriptions with regard to the contents and literature for all courses.

- **Condition 2** (see chapter 5.): The University communicates the evaluation results to the students.

- **Condition 3** (see chapter 5.): The University aligns the information on the study programme in the documentation and on the website.

Proof of meeting these conditions is to be submitted by March 13, 2025.

Furthermore, the quality requirements that have not been fulfilled –

- Positioning on the education market (see chapter 1.3.1),
- Positioning on the job market for graduates (see chapter 1.3.2),
- Evaluation by students (see chapter 5.),

are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed:
- improving their standing and defining Unique Selling Points that distinct their offers programme-wise (see chapter 1.3),
- sharpening the very generally formulated objectives and fields of employment (see chapter 1.3),
- including an up-to-date approach to digitalisation on current (digital) challenges (see chapter 3.1),

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[5] These aspects are asterisk criteria which means that they are essential for the study programme.

- including more e-Learning elements into the courses (see chapter 3.3),
- updating the literature lists and integrating more current scientific papers (see chapter 3.3),
- offering courses on intercultural management (see chapter 3.4),
- offering more training for teaching staff in order to get more diversity in teaching methods (see chapter 4.1),
- fostering its international cooperation with other HEI and promoting it more to the students (see chapter 4.3),
- considering to offer more support for students for their internships (see chapter 4.5),
- reviewing the quality management system with regard to updating process of course descriptions (see chapter 5.),
- considering a two-time evaluation during the semester to better take into account students' feedback (see chapter 5.),
- establishing a long-term register and analysis of graduates' activities (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 criteria in which the programme exceeds the quality requirements:

- Internationality of faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Student support by the faculty (see chapter 4.1).

There is also one criterion, in which the study programme is exceptional:

- Internationality of the student body (see chapter 3.4).

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

List of Tables

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 kilometres 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.

The **Bachelor of Tourism and Hotel Management** was established in 2001 under the Faculty of Economics and Administrative Sciences. In 2007, the programme was separated and established under the School of Tourism and Hotel Management, which has two programmes: Tourism and Hotel Management and **Gastronomy and Culinary Arts**. In this Bachelor programme, there are two tracks: Turkish and English Programme.

In 2007, the curriculum of THM was revised and new courses were added (e.g., faculty electives became school electives). In 2014, extensive changes in the curriculum were implemented (e.g., from 52 courses, including university compulsory courses). The courses that the students were taking, six courses were school electives plus university core courses.

Department of **Public Relations and Advertising** started education in 1997-1998 academic year under the name Advertising and Public Relations. In 2020, the programme name has been updated as Public Relations and Advertising. The programme is accredited by both North Cyprus Higher Education Planning, Evaluation, Accreditation and Coordination Council (YÖDAK) and Higher Education Council (YÖK). The programme has also been accredited by ILAD "The Communication Research Association - Turkey" (2019-2024).

The Department of **Visual Communication Design** started education in 2008 - 2009 academic year. The Faculty of Communication was established with the establishment of Cyprus International University during 1997, since then developed by the revision and introduction of new programmes. The Visual Communication Design programme was established in 2008. To further improve the programme and provide students with additional knowledge and skills in Visual Communication Design courses entitled Basic Design I and Basic Design II (first year), Graphic Design (second year) 2D Animation and 3D Animation (third year), and Graduation Project I and Graduation Project II (final year) were added to the curriculum with several recent elective courses from the programmes of Faculty of Communication.

Further development of the programmes and statistical data, implementation of recommendations from previous accreditation of the Bachelor of Tourism and Hotel Management

Bachelor of Tourism and Hotel Management

The Tourism and Hotel Management programme is designed to develop students who are participative and aware of the international and national developments, technological advancements in the tourism and hospitality industry. As well as generic business courses, specialised and tailor-made tourism and hospitality courses are also offered throughout the programme. Courses such as Events and Conference Management, Tourism Ethics and Social Responsibility, and Revenue Management have been added to the curriculum. As a result, students participating in these courses gain practical experience in organising tours, managing accommodation facilities, planning profit-oriented events and handling profit and marketing management.

In addition, for the first two semesters, sectorial related courses which need practical experience were added to the curriculum thus students have opportunities to be involved also in summer training programmes with better knowledge and skills. Students who are enrolled to the tourism programme actively participate in the practical sessions where students work in the school restaurant of Palm Inn guest house. They are also involved in social responsibility projects such as: SOS kids' village, Kemal Saracöğlu, Leukaemia Charity programmes.

Moreover, language skills are part of the tourism curriculum. Hence, the School of Tourism and Hotel Management offers students the opportunity to learn elective language courses such as German, French, Italian, Russian and Chinese. Summer trainings/internships provide superstructure to the formerly acquired theories in the classrooms. In line with the changes in the curriculum, the summer training periods were increased from 60 to 80 days, based on the requirements of the sector. Additionally, ESP courses - Advanced English for Tourism and Hospitality Industry (TRHM207) and Communication Skills for Tourism Industry (TRHM208) - have been added to the curriculum in regard to the results of the negotiations with the sector representatives.

In the initial accreditation procedure of the Bachelor of Tourism and Hotel Management, the panel recommended providing more detailed information on the internet for students from third countries about the necessary requirements to apply for the programme. Therefore, the University revised the website to inform international students accordingly.[6] Moreover, the panel team encouraged CIU to reflect if a graduation project should be also used in this programme to strengthen the students' ability to do scientific work. During the accreditation period, a graduation project has not been introduced. Also, the panel recommended keeping a certain academic level of the summer internship reports even if the work sometimes is on lower level than the programme. The University prepares the students accordingly. Furthermore, the panel recommended increasing CIU's cooperation activities with partners in the EU. The University has done several activities to increase the number of European partners, however, the focus lies on Turkish universities. With regard to quality assurance, the panel of the initial accreditation procedure recommended providing the students with information on the results of evaluations and quality-assurance measures. This has not been introduced, yet.

Table 1: Statistical data Bachelor of Tourism and Hotel Management

YEAR	REGISTERED NO. OF STUDENTS			SUCCESS RATE	STUDENTS LEFT	DROPOUT RATE
	Female	Male	Total	Total	Total	Total
2018	67	260	327 15T 312F	47%	48%	5%
2019	70	178	248 13T 235F	53%	37%	10%
2020	96	335	431 14T 417F	42%	51%	7%

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[6] see: https://www.ciu.edu.tr/en/become-student/international (last accessed on May 10, 2024)

YEAR						
2021	118	320	438 11T 427F	NA	NA	NA
2022	56	112	168 12T 156F	NA	NA	NA

T= Turkish students; F= Foreign students

The education duration for each graduate student (i.e., 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023) was identified and calculated as 4.62, 4.35, 4.64, 4.76 and 3,71. The average duration of 5 academic years equals to 4.41. However, there are some students who are registered to the programme as transfer students from other local and international universities. The transfer students are usually exempted from courses/modules they have successfully completed in their previous universities. Therefore, their average study duration at Cyprus International University was shortened.

The average grade of the final degree was calculated from the average GPA of the graduated students from 2018-2019 to 2021-2022 academic years. The average grade belonging to each academic year are as 2.74, 2.97, 2.70, 2.82 and 2.92. The average grade of final degree of these academic years are calculated to be 2.83 in total.

<u>Bachelor of Gastronomy and Culinary Arts (English and Turkish)</u>

Table 2: Statistical data Bachelor Gastronomy and Culinary Arts (English track)

YEAR	REGISTERED NO. OF STUDENTS			SUCCESS RATE	STUDENTS LEFT	DROP OUT RATE
	Female	Male	Total	Total	Total	Total
2018	3	0	3 0T 3F	77%	33%	0%
2019	6	8	14 0T 14F	75%	18%	7%
2020	12	11	23 0T 23F	73%	33%	4%
2021	15	13	28 1T 27F	NA	NA	NA
2022	21	21	42 4T 38F	NA	NA	NA

T= Turkish students; F= Foreign students

The average study duration for each graduate is only calculated starting from 2022-2023 academic year as there are no graduates before. The average study for 2022-2023 academic year is calculated as 4.00. The average grade of final degree is calculated to be 3.35.

Table 3: Statistical data Bachelor of Gastronomy and Culinary Arts (Turkish track)

YEAR	REGISTERED NO. OF STUDENTS			SUCCESS RATE	STUDENTS LEFT	DROPOUT RATE
	Female	Male	Total	Total	Total	Total
2018	26	46	72 71T 1F	91%	1%	8%
2019	32	60	92 91T 1F	91%	0%	9%
2020	38	75	113 112T 1F	90%	0%	10%
2021	38	71	109 108T 1F	88%	0%	12%
2022	54	81	135 134T 1F	84%	5%	11%

T= Turkish students; F= Foreign students

The average study duration for each graduate student (i.e., 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023) was identified and calculated as 3.56 years. There are some students who are registered to the programme as transfer students from other local and international universities. The transfer students are usually exempted from courses/modules they have successfully completed in their previous universities. Therefore, their average study duration at Cyprus International University is shorter.

The average grade of the final degree was calculated from the average CGPA of the graduated students from academic years of 2018-2019; 2019-2020; 2020-2021; 2021-2022 and 2022-2023. The average grade was calculated as 3.02 out of 4.00.

Bachelor of Public Relations and Advertising
The curriculum of Public Relations and Advertising programme has been updated in 2018 and further updated lastly in 2020. It was renewed in line with the feedback received from internal and external partners, mainly students, graduates, department and faculty staff, professionals from sector, and ILAD (The Communication Research Association) which accredited the department from 2019 to 2024.

Table 4: Statistical data Bachelor of Public Relations and Advertising

Period	Domestic	Foreign students	Female	Male	Total students	Success Rate	Dropout rate
Academic Year 15-16	63	73	55	81	136	91 %	9 %
Academic Year 16-17	63	88	59	92	151	76.5 %	33.5 %
Academic Year 17-18	54	128	57	125	182	72 %	28 %
Academic Year 18-19	54	185	78	161	239	73 %	27 %
Academic Year 19-20	50	221	92	179	271	79 %	21 %
Academic Year 20-21	6	112	36	82	118	NA	NA
Academic Year 21-22	6	203	50	159	209	NA	NA

Bachelor of Visual Communication Design

The curriculum of Visual Communication Design programme was updated lastly in 2018 where the number of elective courses were increased. Recently a department decision has been made to update the curriculum based on the feedback of students, lecturers, and professionals. It is planned to complete and put the new curriculum into implementation by the beginning of 2023-2024 academic year.

Table 5: Statistical data Bachelor of Visual Communication Design

Period	Domestic	Foreign students	Female	Male	Total students	Success Rate	Dropout rate
Academic Year 15-16	28	21	17	32	49	80 %	20 %
Academic Year 16-17	34	19	16	37	53	85 %	15 %
Academic Year 17-18	30	32	16	46	62	85 %	15 %
Academic Year 18-19	27	46	21	52	73	76 %	24 %
Academic Year 19-20	27	65	30	62	92	66 %	34 %
Academic Year 20-21	21	100	34	87	121	NA	NA

Academic Year 21-22	21	144	52	113	165	NA	NA

Appraisal:

All four study programmes show increasing application rates, especially from international students. The rate of international students is very high in all of the programmes. The number of study places offers is adapted accordingly. There are more male students than female students in all programmes. This especially applies to the incoming international students that study at CIU.

The increasing dropout rate was explained by the University by Covid-19 circumstances. In 2020, students were able to study remotely from their home country. After the pandemic, students were not allowed by government regulation to finish their studies online. Therefore, many students dropped out of the programmes.

Regarding the recommendations of the initial accreditation of the **Bachelor of Tourism and Hotel Management**, the University implemented all recommendations, except for the introduction of a final project and the communication of evaluation results to the students.

Programme Description and Appraisal in Detail

1. Objectives

1.1   Objectives of the study programme (Asterisk Criterion)

North Cyprus Higher Education Planning, Evaluation, Accreditation and Coordination Council (YÖDAK) regulate the Higher Education system. All programmes of higher education are accredited by YÖDAK. The council regulates the activities of higher education institutions with respect to research, governing, planning and organisation. The Council also has auditing and accreditation role on the content of the new and existing academic programmes and on the qualifications of the academic staff. The role of YÖDAK is to adapt and implement norms and standards to raise the quality in universities, to evaluate process against set standards, to develop and uphold the international standards in a higher education system and be an official body for academic governance. Objectives of YÖDAK are the internationalisation of higher education, welfare of society and sustainable development via higher education, bringing together international cultures and rendering quality services, integrating higher education system with the Bologna Process.

The programme objectives of all study programmes are discussed with the students and other stakeholders and prepared based on the requirements of the European Qualification Framework and they are in line with the level 6.

Bachelor of Tourism and Hotel Management
This programme is designed to educate students who are participative and aware of the international and national developments, technological advancements in the tourism and hospitality industry with acquired practical experiences. As well as generic business courses, specialised tourism and hospitality courses are also offered throughout the programme. The objective of CIU School of Tourism and Hotel Management is to provide successful entrepreneurs, managers, employees and academicians for academic and industrial fields by supplying well-educated, conscious, innovative, multi-skilled graduates on the strength of its high-quality education which presents the students the knowledge base that improves their skills and abilities.

In regard to these objectives students will gain the ability to acquaint knowledge about core business information on tourism sector, related sectors and businesses within these fields and also to gain students basic sectorial knowledge through related courses. The programme also aims to increase the capability of students to evaluate tourism-related concepts, ideas and data with scientific methods, to determine and analyse complex problems and topics, to discuss related issues and to offer solutions based on evidence and research. Thus, one of the competences of the students will being aware of the effects of universal and social dimensions related to practices of tourism management. Moreover, another objective of the THM programme is to collaborate with the tourism sector and businesses for gaining practical experience to the students. Thus, students' skills will be improved on getting responsibility, communicating and working effectively within multidisciplinary teams.

Students graduated from THM programme will be able to:

- adopt theoretical and practical knowledge in a challenging work environment.
- guide teamwork in intercultural and various international working environments.
- obtain the communicative, conceptual and analytical skills necessary for conflict environments.
- recognise the importance of basic competence to create a competitive advantage and achieve a success on a global scale.
- encourage ethical and socially responsible practices that are environmentally friendly and applicable in both business and personal life.
- raise awareness about continuous improvement to increase business performance in professional life.
- adopt and apply critical and strategic thinking together with research capabilities for organisational decisions.
- use and manage the information technologies required for the contemporary business world.
- have a knowledge of, at least, one foreign language at basic level in addition to English.
- apply the basic competencies acquired in the field in professional life.
- recognise the importance of interdisciplinary relationships and collaborations and apply them in professional life.
- acquire effective teamwork skills.

Bachelor of Gastronomy and Culinary Arts

The Bachelor of Gastronomy and Culinary Arts in the Turkish and English track is designed to develop students who are participative and aware of the international and national developments, technological advancements and new trends in the food and beverage industry with required practical experiences. The programme aims to provide successful entrepreneurs, managers, employees and academicians for academic and industrial fields by supplying well-educated, conscious, innovative, multi-skilled graduates on the strength of its high-quality education which presents the students the knowledge base that improves their skills and abilities.

In regard to these objectives, students will gain the ability to acquaint knowledge about core business information on related sectors and businesses within these fields and also to gain students basic sectorial knowledge through related courses such as food production, food and beverage management, culinary skills, accounting and cost control in food and beverage. The programme also aims to increase the capability of students to evaluate food and culinary related concepts, to search and determine new trends and topics, to discuss related issues, and to offer solutions based on evidence and research.

The food and beverage industry is a fast-growing industry having large potential for employment of graduates. The programme graduates find employment in several areas at different levels of the food and beverage industry, starting from serving and hosting jobs (such as a line cook, sommelier, brewer or barista, and reaching to a chef or executive chef position (such as a food blogger, a culinary manager, kitchen manager, a sous chef, a restaurant manager, a private chef and restaurant ownership positions). Some graduates may find jobs as a caterer, a wine consultant, a food stylist, food and beverage industry instructor or as a nutritionist.

Students graduated from the English and Turkish track of the Bachelor of Gastronomy and Culinary Arts programme will be able to:

- recognise the Turkish and global cuisine and techniques associated to these cuisines.
- contribute to the exploration and conservation of Turkish cuisine.
- globally promote the recognition of rich Turkish cuisine.
- internalise the health and safety protocols as the focus of their food studies.
- compete at national and international scales.
- pursue the quality and high standards from raw material to the fork.
- organise and manage catering events.
- develop skills to make a team, take on responsibility as well as comply with organisational hierarchy.
- adopt and apply the essential principles of national and international cuisines.
- apply food and beverage cost control methods.
- develop skills to identify and solve the problems within professional practices.
- plan and maintain the professional processes.
- acquire and develop entrepreneurial ability.
- develop skills to recognise and practice social and ethical responsibilities.
- have knowledge of a foreign language at basic level.

Bachelor of Public Relations and Advertising

The Bachelor of Public Relations and Advertising is designed to provide its students with necessary skills and proficiency in the professions of Public Relations and Advertising who are competent in English language and as individuals who have ethical, social and responsibility towards the society and the environment. The medium of instruction is English and the curriculum is designed to teach students both theoretical and practical oriented courses.

The department is in close collaboration with external stakeholders so that experts and from the fields of Public Relations and Advertising are invited to give part-time lectures, presentations or workshops. In this way, Public Relations and Advertising professionals can come together with students and share their knowledge and experience, which makes an important contribution to the professional development of our students.

The Public Relations and Advertising programme aims to graduate its students as qualified professionals who:
- have a basic theoretical knowledge in the fields of public relations, advertising and communication.
- understand that public relations is a function of management.
- understand the importance and role of public relations, publicity and advertising within the scope of integrated marketing communication.
- know organisational communication models and how they operate.
- know how to conduct research, make a plan, execute the plan, assess and evaluate the results.

- know the process of crisis management and how to find solutions to problems within the field of public relations.
- have knowledge of perception and reputation management for institutions and organisations.
- understand media and digital media communications related to the publicity of institutions and organisations.
- know how to make periodic reportage about the activities within the field.
- know effective methods of presentation within the field.
- know how to create advertising messages appropriate for the target audience.
- understand media planning.
- know the advertising and campaign processes carried out within traditional and new media.
- carry out internal and external communication processes within institutions and organisations.
- organise all kinds of events within institutions and organizations.
- determine the appropriate medium, equipment and materials fit for purpose within public relations and advertising works.
- develop solutions fit for strategic purposes in accordance with research results.
- have the ability to think strategically.
- have the ability to use the necessary audio-visual communication tools within the fields of public relations and advertising.
- create advertising messages by taking different characteristics of different communication mediums into consideration.
- plan and execute traditional and new media advertisement campaigns.
- use digital media and social media effectively within the fields of public relations and advertising.
- follow social changes and developments closely, study the changes in consumer behaviour and use the gathered data in advertising messages.

Bachelor of Visual Communication Design

The Bachelor of Visual Communication Design is a field that can extend to different areas from photography to video, from advertising design to game and newspaper design. Because of these characteristics, Visual Communication has its own unique place in the communication faculties and embraces a wide range of areas related to mainly communication such as TV and film production, video and image processing, 2D and 3D animation, photography, package design and corporate identity design. Visual Communication Design education is for the students who like transferring knowledge, ideas, and dreams using photographic images, videos and films, and who want to discover the creative potential in visual elements, and new things deeply affecting them.

The Visual Communication Design programme aims to graduate its students as qualified professionals who:

PO1. Have knowledge which is supported by up-to-date primary and secondary course books and application tools in the field of Visual Communication Design.
PO2. Have technical knowledge necessary for the field of Visual Communication Design.

PO3. Have knowledge about universal human rights, social justice, quality management, environmental protection, and workplace health.
PO4. Visualises imagined things in a coherent structure.
PO5. Defines the problems related to communication and finds possible solutions for these problems.
PO6. Has skills to manage a project/work related to Visual Communication Design independently.
PO7. Is able to develop and apply projects and activities related with his/her social environment with an awareness of social responsibility.
PO8. Designates and manages the requirements and processes of learning.
PO9. Is equipped with advanced knowledge and skills in Visual Communication Design education, who interprets and evaluates data, identifies and analyses problems and finds solutions based on research and facts.
PO10. Can take responsibility as an individual and a team member in complex and unforeseen problems related to Visual Communication Design projects.
PO11. Is able to plan, manage and finish a media content under time restrictions.
PO12. Approaches advanced knowledge and skills from a critical perspective.
PO13. Is aware that the Visual Communication Design Department has close ties with new technological developments and aware of the importance of pursuing these developments which have vital importance for creating new media content.
PO14. Informs and expresses thoughts for possible solutions related with Visual Communication Design contents prepared for related individuals and organisations.
PO15. Shares developments and data related to Visual Communication Design with specialists and non-specialists.
PO16. Acts in Visual Communication Design projects in accordance with social, scientific, cultural and ethical norms.

Appraisal:

The qualification objectives of **all study programmes** 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. For the **Bachelor of Gastronomy and Culinary Arts**, the panel **recommends** to target higher positions for the study programme. The targeted professional field of the programme also includes positions as Barista, which is considered as quite low for a Bachelor graduate by the panel. This might be accompanied by the introduction of more content on entrepreneurship, leadership and management (see chapter 3.1). For the **Bachelor of Tourism and Hotel Management**, as well as **Bachelor of Public Relations and Advertising**, the panel **recommends** sharpening the objectives to ensure a cutting-edge programme with precise qualification objectives.

	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)

Northern Cyprus has become an attractive destination for higher education especially for African and Middle East countries, as well as countries from the Commonwealth of Independent States. With its students coming from many different countries, the University has now acquired a multinational identity. With nearly 16,000 students from 83 different countries and more than 150 academics from twelve different countries, Cyprus International University offers an international study environment in Northern Cyprus.

CIU has also been recognised by the ministries of education of countries such as Pakistan, the United Arab Emirates, Iran, Amman, Libya, Palestine and by many other countries in the region. It has become an institution of learning, equipped with all the latest technological tools that are necessary for the requirements of the 21st century world. Students of CIU are able to continue their studies at any university of their own choice, anywhere in the world. Graduates may also proceed with their studies at the Master and Ph.D. levels.

The faculties have undergone the following accreditation programmes: 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.[7]

In terms of international memberships, Cyprus International University has memberships of a number of European and other institutions and organisations including: The European Consortium for Political Research (ECPR), International Universities Council 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).[8]

The University has experienced a growth in the number of international students. 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 the University. The staff visits a wide range of countries from various regions (mainly Turkey, Africa, and Middle East) to interview potential

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[7] see: self-evaluation report, page 20.
[8] see: https://www.ciu.edu.tr/en/about-us/business-and-partners/international-partnerships (last accessed April 29, 2024)

students, assist them with their application and answer any questions they may have about studying at Cyprus International University.

Furthermore, CIU has bilateral agreements (memorandum of understanding) on education, scholarships and exchange programmes with several international universities and institutes. The University has scholarship opportunities and fellowship opportunities available for foreign students. The dual degree agreement made with the University of Wolverhampton enables **Public Relations and Advertising** students to complete their first three years at Cyprus International University and pursue their studies in their final year at the University of Wolverhampton and receive a double diploma. CIU Communication faculty students, according to this agreement, has the opportunity to study their 4th year of programme at Wolverhampton University's Public Relations, Media and Communication Studies, as well as Broadcasting and Journalism programmes.

In the **Bachelor of Tourism and Hotel Management** and the **Bachelor of Gastronomy and Culinary Arts,** the curricula also include international marketing environment, the multinational competitive challenges of changing market structures, and the impact of rapidly changing information technologies in tourism and food and beverage industry and on the international marketplace. 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.

Along with its curriculum, the educational background and industrial experience of the academic staff have international qualifications. This structure is important to bring the curriculum into action and helps future graduates acquire a global point of view. Both programmes have a multicultural environment within itself. Moreover, the international position of the University orients the management of the programmes.

In the **Bachelor of Public Relations and Advertising**, as well as **Bachelor of Visual Communication Design**, all courses have an international orientation. Academic staff use an international approach to design the content of their courses as well as the teaching methods they use in class. Textbooks and other teaching materials are chosen with a similar international orientation. Examples and cases discussed in the class are also chosen from those that are international. Videos and other visual teaching materials that support teaching are also chosen among English ones to enable all students to follow.

The leading Public Relations and Advertising boards and institutions of different countries as well as the international ones are introduced to the students with a similar approach. Visual Communication and Digital Media is a dynamic field that is heavily influenced by current global trends and technological advancements. Keeping up with these trends and advancements is a focus of the curriculum.

The academic staff of the department is composed of diverse international backgrounds with members who obtained their academic qualifications in different countries such as Cyprus, Turkey, UK, Canada and Iran. The University also provides support for faculty members to develop international experience by attending overseas academic conferences and participating in international research collaborations. The Department's student profile is also highly international

and multicultural with more than 50 % international students consistently during the past ten years.

Appraisal:

The programmes' designs appropriately take into account the required international aspects, with respect, too, to its graduates' employability. Students learn from practice, since there is a highly international student body in all four study programmes. However, there study programmes could include a more theoretical perspective and give students concepts to understand the behaviour of customers from different countries.

		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

Cyprus International University positions its programmes in Higher Education Market, considering the reality of the globalisation of the International Higher Education sector. Considering the fact that Northern Cyprus having the vision of being a Higher Education Island with currently 23 HEIs, contributes to the positioning of the department as well as the University. As in the case with many other programmes offered by the University, the medium of instruction for the programmes is English and the curricula aim to be structured in accordance with the international students' profile. The method of teaching is student centred and supports both individual learning as well as teamwork.

CIU has representation offices in various countries and takes trips to those countries that allow University's academic and administrative personnel to meet the potential students. With the aim of making the programmes leader in higher education market, the curricula are frequently updated as a result of a series of research on employer expectations and graduates' satisfaction with the programmes. Besides, the important aspects such as the ECTS credits, programme objectives and learning outcomes for courses are also evaluated, and then adapted to the programmes by a committee composed of the academic personnel of the school and department.

Moreover, online communication channels, particularly the University's website are tools that help to compete in the international education market. The faculties decided to pursue a marketing strategy that focuses on social media materials, e.g., short video clips and posters in order to promote the programmes and increase international student recruitment.

The main competitors of CIU are Eastern Mediterranean University, Near East University, European University of Lefke and recently Arucad University. CIU being one of the most respected universities in the region, located in the capital city of Lefkoşa, with an international student profile and an well-equipped campus, the programmes distinguish themselves from programmes at other North

Cyprus HEIs. Being in a highly international and multicultural environment is also an advantage for students, who can draw from this experience in making achievement in their professional lives after graduation.

<u>Positioning on the job market for graduates</u>
There are no detailed, reliable and specific reports presenting statistics about this specific area in Northern Cyprus or Turkey. However, CIU uses various market intelligent 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 market sources are as follows:
- European Commission Euro stat, statistics office of the EU
- United Nations Statistics Division, National Accounts, Country Profile
- Euromonitor International
- State planning organisations in Turkey, Middle East, Africa, the Turkic Republics
- Chamber of Industry, Chamber of Commerce in Northern Cyprus, Turkey, Middle East, Africa, the Turkic Republics
- UK National Statistics Publication Hub
- Nomis Official Labor Market Statistics
- Consortium of Northern Cyprus Universities
- Turkish Statistical Institute
- State Planning Organization, Northern Cyprus
- North Cyprus Hoteliers Association (KITOB)
- North Cyprus Travel Agencies Association (KITSAB)
- Ministry of Tourism and Environment
- CHRIE - The Council on Hotel, Restaurant, and Institutional Education
- EURHODIP

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.

Cyprus International University positions its programmes in Higher Education Market, considering the reality of the globalisation of the International Higher Education sector. With regard to **THM** and **GACA/GAMS**, the Tourism and hospitality industry, as well as food and beverage industry have been growing and it is still expanding. Therefore, CIU prepares students to successfully cope and handle any type of customer and service organisation-related issues at all levels. That it is why, the outcomes are achieved by certifying **THM** graduates for job position in hotels, travel agencies, tour operation companies, restaurants, catering firms, airline companies, airports, and government offices (destination management organisations such as tourism organisations or ministry of tourism) and hotels, restaurants, catering firms, airline companies, airports, and other similar facilities for the **GACA/ GAMS**. Examples for job titles include, Front Office Manager, Housekeeping Manager, Executive Housekeeper, Receptionist, Planning Officer, Marketing Manager or Night

Manager, sommelier, Head Waiter or Server. Alternatively, graduates can work in businesses and organisations in a wide variety of sectors, such as banks, food and beverage sector, casinos, leisure and entertainment businesses or wedding organisation companies. They are equipped with analytical thinking abilities and interpersonal communication skills which help them to solve problems or conflicts that they can come across in their real-life experience. In a nutshell, the programme aims to improve the communication capabilities, problem-solving, managerial and teamwork skills of the students that are genuinely needed in the competitive service environment.

The Ministry of Tourism and Environment arranges meetings that take place between sector representatives, academics, public authorities and employees/graduates to see the need of the industry and external parties with the Guidance of European advisors. These meetings provide several opportunities for the university in understanding the drivers and to support the development of the programmes and internship opportunities. The curricula encourage students to develop creativity and problem-solving skills, as well as develop the required intellectual and ethical abilities necessary for professional practice. The curricula have been continuously revised to make of the students near-future professionals for their multi-oriented jobs.

The **PRAD** and **VICD** programmes aim to prepare students for the fast paced and competitive public relations and advertising industries and visual communication design sector. Two internships, Summer Training 1 and Summer Training 2, give students an opportunity to get to know the fields, develop their skills and knowledge, and to build a network of contacts for future potential opportunities. Through these internships, students are able to prove their ability and strengthen employment chances after graduation. The graduates are employed locally and internationally in various areas such as graphic design, advertising, film and video production, social media and web design, corporate identity design.

Positioning in the 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 education, research and community service.

Initially, the overall strategy of Cyprus International University was given a direction on July 5-6, 2008 in the Fact Finding Conference, with the participation of all stakeholders. The aim of the Conference was to identify the common components of the strategies and policies of the University. The overall strategy of CIU was revised in May, 2021 in a formal meeting, with the participation of all stakeholders. The Committee also arrived at a consensus on attributing greater importance to International Accreditations with the perspective of internationalisation, on undertaking International collaborations, on conducting the studies of ECTS, programme objectives and learning outcomes, on improving the quality of the education and increasing the number of the research projects and publications realised by the instructors, on improving the social services activities and projects, and on working more on increasing the recognition of the university.

Furthermore, the director of board of trustee mentioned that the CIU reinforces the infrastructures in different aspects such as renewing or constructing the buildings, library, laboratory. The budget is also assigned to the 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 the stakeholders. The director of the board of trustee also mentioned CIU should target to rank among the top 1000 universities in the World University Ranking of Times Higher Education institution.

The study programme's educational philosophy is to train individuals who possess the universal qualifications of the information age, who can 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 prioritises academic and scientific development as well as it shapes initiatives in this direction according to the needs and expectations of society.
The primary objective of University is to offer students a contemporary and qualified education. The high-grade graduates are bound to universally accepted business values and hold the guidance of science. They have contemporary visions and have the knowledge and qualities allowing them to work in any country and to start their careers in professional institutions and become successful in their fields. CIU continues to offer new developments in social, cultural and scientific areas.

The main aim of the education at CIU is to have alumni, who have amassed the necessary professional knowledge, who are able to use the latest communication and web technologies, who can reach knowledge and who are aware of using it in the best possible way, with a proficient level of English as a medium of education language. Students graduate from CIU, equipped with the necessary skills and knowledge formations to find jobs or start their own business initiatives in the competitive global environment. In order for them to achieve these goals, the University conducts a modern educational policy with maximum usage of computer technology in classes and courses are given in small classrooms, in order for the students to actively participate in the process of teaching and learning.

Appraisal:

There are 23 Higher Education Institutions in the Northern Cyprus region. Many of them also offer Bachelor in Tourism and Hotel Management, Gastronomy and Culinary Arts, as well as Public Relations and Advertising or Visual Communications Design. There are also other programmes conducted in English, except for the **Bachelor of Gastronomy and Culinary Arts** programme, which are mostly in Turkish language. Moreover, according to the panel, not all of the other programmes have the equipment of CIU and five chef instructors. The market for all four study programmes is not only in the Northern Cyprus area, but in the general international market including over 110 countries. The panel is of the view, that all four study programmes offer advantages over other programmes. For the interest of the University, the panel **recommends** improving their standing and defining Unique Selling Points that distinct their offers programme-wise. At the moment, the distinction is made with regard to the University in general and for the infrastructure, which is very attractive and appreciated by the students.

All four study programmes have defined future fields of employment for their graduates. The panel appreciates the examples; however, a long-term follow-up of the graduates is not seen, yet. There is no systematic structure of following up on the graduates' development in either of the programmes. Therefore, the panel identifies a problem, since the fields of employment for graduates are described at a lower level than what would be expected with a Bachelor degree (see also appraisal in chapter 1.1).

For the **Bachelor of Gastronomy and Culinary Arts** programme, the examples of barista and waiter are at level 5, not level 6. Therefore, the panel **recommends** revising the target jobs and sharpen the qualification objectives in this regard (see also chapter 1.1).

For the **Bachelor of Tourism and Hotel Management** programme, the panel **recommends** revising the target jobs and align them with the website.

For the **Bachelor of Public Relations and Advertising** and **Bachelor of Visual Communication Design** programmes, the panel **recommends** sharpening the very generally formulated objectives and fields of employment. For the **Bachelor of Public Relations and Advertising**, this could be reached by including more advertising qualification in the programme.

Moreover, the panel **recommends** addressing the problem that the national market is quite small and all four study programmes therefore aim for the international market.

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

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

2. Admission

Application and admission requirements for Bachelor 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. Student registrations at Cyprus International University are carried out by the Registrar's Office. Student quotas to be admitted to the Cyprus International University (CIU) Bachelor programmes are determined by the proposal of the Senate and the approval of the Board of Trustees. These quotas are notified to the relevant authorities through the Rectorate.

CIU provides an online portal[9] 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 YÖDAK[10], 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) All international students whose native language is not English are required to submit proof of their English proficiency. They can demonstrate this by submitting one of the following exam results: TOEFL iBT (minimum score of 65); IELTS (minimum score of 5.5). Students who arrive without these documents must take the CIU English proficiency test on campus.
  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 enrol 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.

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[9] see: https://www.ciu.edu.tr/en/become-student/international/admission-requirements last accessed April 26, 2024

[10] 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.

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:

- 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 Centre (ÖSYM);
- to be placed in a programme based on the scores of the Student Selection and Placement Centre (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 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 third 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.

Horizontal transfers of students from other institutions is performed in accordance to "CIU Associate and Bachelor Degrees Education, Examination and Assessment Regulation". A person who was a student in any other higher education institution for at least one semester is eligible to apply for transfer to undergraduate programs of CIU.
The applicants should:

- not have failed a course and have a disciplinary penalty.
- apply for transfer before 10 days prior to beginning of semester at the latest.

Students should succeed from all examinations in the former institutions before transferring to the University and the CGPA of the student should be at least 60 % of the required level in 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, including 81 provinces in Turkey, 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 website[11].

Selection procedure

The admission and selection process for all four study programmes is carried out in accordance with the University's admission and selection procedures.

Cyprus International University accepts applications to the Bachelor 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.

ÖSYM (Turkey's Student Selection and Placement Centre) determines the quota for Bachelor programmes of Turkish Universities. Student Selection and Placement Centre was founded in 1974. Currently, it has 273 exam centres within Republic of Turkey, Northern Cyprus and in Kyrgyzstan.

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[11] see: https://www.ciu.edu.tr/en/contact , last accessed April 29, 2024

Within Republic of Turkey, there are 1,251 application centres for examinations. The applicants from Turkey should be selected and placed by Higher Education Examination-Undergraduate Placement Examination in order to enrol in Bachelor programmes of CIU. Currently, a new examination procedure comprised of two stages (first stage in March and second in June) is administered by Student Selection and Placement Centre of Turkey. 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 Bachelor programmes. The applicants who score 150 points and above are entitled to apply to be placed in vocational schools and those who scored 180 points and above have a right to join Undergraduate Placement Examination.

Prospective international students from third countries can submit their applications to CIU by email or through authorised representatives by delivering the necessary documentation. As shown in table below, the selection process for the programmes is based on the admission requirements, international examinations and diplomas, or higher school diplomas.

Table 6: International Examinations and Diplomas or Higher School Certificates

Country	International Examinations and Diplomas
Armenia, Azerbaijan	Higher Secondary Education Certificate
Bahrain	Tawjihi
Bangladesh	Higher Secondary School Certificate
Belarus	Higher Secondary Education Certificate
Cameroon	Baccalaureate Certificate or GCE (2 A'Level or 5 O'Level with Grade C and above)
China	Higher Secondary Certificate, with an average of at least 50%
Democratic Republic of Congo	Diplome d'Etat d'Etudes secondaire du Cycle Long
Egypt	Secondary Education Certificate
Ethiopia	Ethiopian General Education Certificate Examination
Georgia	Higher Secondary Education Certificate
Ghana	West African Senior School Certificate (WASSC) (With C or above in 5 Subjects)
Guinea	Baccalaureate Certificate or GCE (2 A'Level or 5 O'Level with Grade C and above)
India	Higher Secondary Certificate, with an average of at least 45%
Iran, Iraq	Higher Secondary Education Certificate, with an average of at least 50%
Japan	Upper Secondary School Certificate (Grade 3 and above)
Jordan	General Secondary School Certificate or Tawjihi (at least 60%)
Kazakhstan	Higher Secondary Education Certificate
Kenya	GCE (2 A'Level or 5 O'Level with Grade C and above)
Kuwait	Al-Shahada-Al Thanawiyya Al-Amma (155/240 or above)
Kyrgyzstan	Higher Secondary Education Certificate
Lebanon	Baccalariat Libanais, with an average of at least 50%
Libya	West African Examination Council (WAEC) or Tawjihi (at least 60%)
Moldova, Mongolia	Higher Secondary Education Certificate
Morocco	French Baccalaureate

Mozambique	Certificado de Habillitacao es Literarias
Namibia	GCE (2 A'Level or 5 O'Level with Grade C and above)
Nigeria	WAEC, WASSCE, or NECO with C or above
Oman	Al-Shahada-Al Thanawiyya Al-Amma (155/240 or above)
Pakistan	Higher Secondary or Intermidiate Certificate, with an average of at least 45%
Palestine	General Secondary Education Certificate
Russia	Higher Secondary Education Certificate
Rwanda	Diplome de Fin d'Etudes secondaires
Saudi Arabia	General Secondary Education Certificate
South Africa	Senior Certificate (Matriculation)
Sri Lanka	Sri Lankan General Certificate of Education
Sudan	Secondary School Certificate
Syria	Al-Shahada-Al Thanawiyya Al-Amma (155/240 or above)
Tajikistan	Higher Secondary Education Certificate
Tanzanian	National Tanzanian Form IV Examination
Tunisia	Baccalaureat de l'enseignement secondaire (Tunus)
Turkmenistan	Higher Secondary Education Certificate
Uganda	Uganda Advanced Certificate of Education
Ukraine	Higher Secondary Education Certificate
United Arab Emirate	Al-Shahada-Al Thanawiyya Al-Amma (155/240 or above) or Tawjihi (at least 60%)
Uzbekistan	Higher Secondary Education Certificate
Zambia	Zambia School Certificate with minimum 3 score in 5 academic subjects
Zimbabwe	GCE (2 A'Level or 5 O'Level with Grade C and above)

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 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 7: 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-DiL	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 enrol 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.

There are four modules in an academic year, two of which are in the spring semester and two of which are in the fall semester. The level exam is given at the conclusion 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 maximum time period is two years (4 semesters).

When students reach intermediate level in preparatory school, they are allowed to take English courses which are called "English for Specific Purposes". In those courses, students are instructed with specific concepts of their department as well as encouraged to improve their reading and writing skills in their area of speciality.
After completing the English Preparatory School successfully, students are eligible to enrol in faculty courses, but they must pass two English courses in their first year of study in order to advance their academic reading and writing abilities in their departments. The goal of the English course is to help students strengthen their academic speaking, listening, reading and writing skills as well as give them the chance to work on their communication abilities. The students are given the fundamental studying techniques they would require throughout their academic careers. Students can select from a wide range of foreign language courses to pursue as a free elective course beginning in their third year of study. Apart than English, Cyprus International University offers language training in German, French, Italian, Greek, Russian and Persian. Most of these language programs are divided into three levels, from basic to advanced, allowing students to advance in the language of their choice.

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 Bachelor programmes 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 Centre (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 for local, Turkish and international prospective students. The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service at CIU, for clarification of specific questions, of personal aptitude, of career perspectives or visa issues. Personal dialogue between applicants and CIU is provided by defined office hours, by telephone and via e-mail.

The selection procedure is transparent and ensures that qualified students are admitted. For the **Bachelor of Visual Communication Design**, the panel suggests considering a portfolio as part of the admission process.

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses offered by CIU ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). A process is in place.

The admission procedure is described, documented and accessible for interested parties on the website. 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

<u>Bachelor of Tourism and Hotel Management</u>

The courses in the curriculum are organised in a way to combine theoretical and practical knowledge that prepare students for their future careers by adopting and applying critical and strategic thinking together with research capabilities. The design of the curriculum aims to advance and enrich the knowledge of students each year with more challenging subjects. In the last two years students are allowed to take two free elective and fours school elective courses which leads them to specialise on their interested areas. For example, students are provided with real life case studies in Front Office Operations (TRHM102), Housekeeping Operations (TRHM104), Travel and Tour Operations (TRHM106), Food and Beverage Operations (TRHM202), courses which allow students to get familiar about how hospitality and travel businesses are functioning and facilitate the business processes.

Table 8: Curriculum Bachelor of Tourism and Hotel Management

	1st Semester			2nd Semester	
CODE	COURSE NAME	ECTS	CODE	COURSE NAME	ECTS
TRHM101	Introduction to Tourism and Hospitality Industry	8	TRHM102	Front Office Operations	7
TRHM103	World Travel Destinations	7	TRHM104	Housekeeping Operations	7
ITEC101	Information Technology-1	4	TRHM106	Travel and Tourism Operations	7
ENGL141	Reading and Writing Skills-I	4	ENGL142	Reading and Writing Skills-II	4
GERM101/ FREN101	GERMAN I/FRENCH I	4	GERM102/ FREN102	German-II/French-II	4
TREG100/T URK100	Introduction to Turkish/Turkish Language	2	HIST100/T ARH100	History of Modern Turkey/History of Civilization	2
TOTAL		29	TOTAL		31
	3rd Semester			4th Semester	
CODE	COURSE NAME	ECTS	CODE	COURSE NAME	ECTS
TRHM201	Food and Beverage Service	6	TRHM202	Food and Beverage Operation	6
STAT203	Statistics	5	TRHM204	Management for Tourism and Hospitality Industry	5
TRHM205	Hospitality Accounting-I	6	TRHM206	Hospitality Accounting-II	6
TRHM207	Advanced English for Tourism and Hospitality Industry	7	TRHM208	Communication Skills for Tourism Industry	6
GERM201/ FREN201	German III/French III	4	GERM202/ FREN202	German IV/French IV	4
			TRHM200	Summer Training-I - REPORT	5

TOTAL		28	TOTAL		32
	5th Semester			6th Semester	
CODE	COURSE NAME	ECTS	CODE	COURSE NAME	ECTS
TRHM301	Food Preparation-I	6	TRHM302	Food Preparation-II	6
TRHM303	Tourism and Hospitality Research	6	TRHM304	Food and Beverage Cost Control	5
TRHM305	Marketing for Tourism and Hospitality Industry-I	6	TRHM306	Marketing for Tourism and Hospitality Industry-II	6
TRHM307	Information Systems for Tourism and Hospitality Industry	6	TRHM308	Human Resource Management for Tourism Industry	6
UNIEXX1		4	UNIXX2		4
			TRHM300	Summer Training-II - REPORT	5
TOTAL		28	TOTAL		32
	7th Semester			8th Semester	
CODE	COURSE NAME	ECTS	CODE	COURSE NAME	ECTS
TRHM401	Strategic Management for Tourism and Hospitality Industry	6	TRHM402	Financial Management for Tourism and Hospitality Operations	6
TRHM403	Tourism Economics	6	TRHM404	Ethics And Social Responsibility	6
TRHM405	Tourism Business Law	6	TRHM406	Tourism Policy and Planning	6
TRHMXX1	Area Elective I	6	TRHMXX3	Area Elective III	6
TRHMXX2	Area Elective II	6	TRHMXX4	Area Elective IV	6
TOTAL		30	TOTAL		30

Table 9: Area electives courses THM

CODE	COURSE NAME	ECTS	CODE	COURSE NAME	ECTS
TRHM441	Leisure And Recreation Management	6	TRHM448	Entrepreneurship in Tourism and Hospitality Industries	6
TRHM442	Customer Relationship Management for Tourism and Hospitality Industry	6	TRHM449	Information Systems for Tourism and Hospitality Industry II	6
TRHM443	Event Tourism and Conference Management	6	TRHM456	Niche Tourism	6
TRHM444	Sales Management for Tourism and Hospitality Industry Products	6	TRHM458	Crises Management in Tourism Industry	6
TRHM447	Service Quality Management in Tourism, Hospitality and Leisure	6			

Courses taken from other departments

- ITEC101   Information Technology-I
- ENGL141   Reading and Writing Skills-I
- ENGL142   Reading and Writing Skills-II

- TURK101   Introduction to Turkish / TUR 100 Turkish Language
- GERM101/FREN101   German-I/French-I
- GERM102/FREN102   German-II/French-II
- GERM201/FREN201   German-III/French-III
- GER202/FRE202   German-IV/French-IV
- HIST100   History of Civilization
- STAT203   Statistics

Free Electives

The students may select two of free electives both during the seventh and eighth semester according to their interest.

- COMM253 (Intercultural Communication)
- ENVE402 (Environmental Impact Assessment)
- FREN101 (French-I)
- FREN102 (French-II)
- FREN202 (French-IV)
- GACA101 (Introduction to Gastronomy and Culinary Arts)
- GERM101 (German-I)
- GERM102 (German-II)
- GERM202 (German-IV)
- GREK101 (Greek-I)
- INDE232 (Engineering Economy)
- PHIL220 (Scientific Method and Critical Thinking)
- PNGE451 (World Energy Politics)
- PERS101 (Persian-I)
- RUSN101 (Russian-I)
- RDTV461/RTVC361/VICD207 (History of Cinema /History of Film and Animation)
- RTVC302 (Documentary Production)
- TRHM458 (Crises Management in Tourism Industry)

Bachelor of Gastronomy and Culinary Arts (EN and TR)

The curriculum aims to harmonise theoretical and practical knowledge that prepares students for their future careers by adopting and applying critical and strategic thinking together with research capabilities. The design of the curriculum aims to advance and enrich the knowledge of students each year with more challenging subjects. In the last two years students are supposed to take two area electives and fours school elective courses which leads them to specialise on their interested areas.

After an introduction to the field, topics like accounting, food and beverage service, food and beverage management, the principles of marketing, human resources in food and beverage industry, food legislation, ethics and social responsibility, kitchen planning and design are covered. All these advanced courses help students learn about real life cases. Moreover, students develop new ideas and gain experience about real life food and beverage businesses. For example, the course Food Technology (GACA102) teaches how technology changes the structure of unprocessed foods used in food production and how they're prepared and delivered to consumers.

Students will examine the processes companies use to supply our food industry (milk, dairy products, meat, frozen food, spices) and ready-made food. Students learn how to process products to meet international quality standards. By learning about the equipment used in the production, marketing and control of food products, the equipment used in the food industry's technological developments, the products produced and production techniques, and new production designs, students will be able to fill intermediate positions in the gastronomy and food sector.

Table 10: Curriculum Bachelor of Gastronomy and Culinary Arts (EN/ TR)

	1st Semester			2nd Semester	
CODE	COURSE NAME	ECTS	CODE	COURSE NAME	ECTS
GACA 101	Introduction to Gastronomy and Culinary Arts	5	GACA102	Food Technology for Gastronomy and Culinary Arts	6
GACA103	Food Production in Gastronomy-I	6	GACA104	Food Production in Gastronomy–II	6
GACA105	Culinary Techniques-I	5	GACA106	Culinary Techniques–II	5
NURT150	Nutrition, Hygiene and Sanitation	3	GACA108	Kitchen and Food Terminology	6
ENGL141	Reading and Writing Skills–I	4	ENGL142	Reading and Writing Skills-II	4
GACA151	Weekly Job Experience in Gastronomy–I	1	GACA152	Weekly Job Experience in Gastronomy II	1
TURK100	Turkish	2	HIST100	History of Civilization	2
ITEC110	Introduction to Computers	4			
TOTAL		30	TOTAL		30
	3rd Semester			4th Semester	
CODE	COURSE NAME	ECTS	CODE	COURSE NAME	ECTS
GACA201	Food and Beverage Service	6	GACA202	Food and Beverage Management	6
GACA203	Food Production in Gastronomy–III	6	GACA204	Food Production in Gastronomy-IV	6
ACFN205	Principles of Accounting for Food and Beverages	6	GACA206	Purchasing and Cost Control in Food and Beverage Businesses	5
GACA207	Principles of Marketing in Food and Beverage Businesses	5	GACA208	Menu Concept and Planning	5
ENGL209	Professional Culinary Arts English-I	4	ENGL210	Professional Culinary Arts English-II	4
GACA251	Weekly Job Experience In Gastronomy-II	1	GACA252	Weekly Job Experience in Gastronomy-IV	1
			GACA200	Summer Training-I	5
TOTAL		28	TOTAL		32
	5th Semester			6th Semester	
CODE	COURSE NAME	ECTS	CODE	COURSE NAME	ECTS

CODE	COURSE NAME		CODE	COURSE NAME	
GACA301	Turkish Cuisine Culture	6	GACA302	Human Resources Management in Food and Beverage Businesses	5
GACA303	Food Production in Gastronomy-V	6	GACA304	Food Production in Gastronomy-VI	6
ILAW323	Food Legislation	6	GACA306	Desserts and Pastry Arts	5
GACA307	Banquet Management	5	GACA308	Wine Science	6
UNIEXX1	University Elective-I	4	GACA352	Weekly Job Experience in Gastronomy-VI	1
GACA351	Weekly Job Experience in Gastronomy-V	1	UNIEXX2	University Elective II	4
			GACA300	Summer Training-II	5
TOTAL		**28**	**TOTAL**		**32**
	7th Semester			**8th Semester**	
CODE	**COURSE NAME**	**ECTS**	**CODE**	**COURSE NAME**	**ECTS**
GACA401	Kitchen Planning and Design	6	GACA408	Ethics and Social Responsibility in Food and Beverage Businesses	6
GACA403	Food Production in Gastronomy-VII	6	GACA404	Food Production in Gastronomy-VIII	6
GACA405	Bakery Production	5	GACA406	Garde Manger	5
GACAXX1	Area Elective I	6	GACAXX3	Area Elective III	6
GACAXX2	Area Elective II	6	GACAXX4	Area Elective IV	6
GACA451	Weekly Job Experience in Gastronomy-VII	1	GACA452	Weekly Job Experience in Gastronomy-VII	1
TOTAL		**30**	**TOTAL**		**30**

Table 11: Area elective courses GACA/GAMS

CODE	COURSE NAME	ECTS
GACA441	Vegetarian Cuisine	6
GACA 442	Cypriot Cuisine	6
GACA 446	Breakfast Cooking	6
GACA 447	Butchery	6
GACA 449	Boutique Pastry	6

Courses taken from other departments

- NUTR150   Nutrition, Hygiene and Sanitation
- ENGL141   Reading and Writing Skills–I
- TURK100   Turkish
- ITEC110   Introduction to Computers
- ENGL142   Reading and Writing Skills -II
- HIST100   History of Civilization
- ENGL209   Professional Culinary Arts English-I
- ENGL210   Professional Culinary Arts English-II

- ILAW323 Food Legislation
- University Elective - I
- University Elective – II

Free Electives
The students may select two of free electives both during the fifth and sixth semesters based on their interest.
- COMM253 (Intercultural Communication)
- ENVE402 (Environmental Impact Assessment)
- FREN101 (French-I)
- FREN102 (French-II)
- FREN202 (French-IV)
- GACA101 (Introduction to Gastronomy and Culinary Arts)
- GERM101 (German-I)
- GERM102 (German-II)
- GERM202 (German-IV)
- GREK101 (Greek-I)
- INDE232 (Engineering Economy)
- PHIL220 (Scientific Method and Critical Thinking)
- PNGE451 (World Energy Politics)
- PERS101 (Persian-I)
- RUSN101 (Russian-I)
- RDTV461/RTVC361/VICD207 (History of Cinema /History of Film And Animation)
- RTVC302 (Documentary Production)
- TRHM458 (Crises Management in Tourism Industry)

Bachelor of Public Relations and Advertising

The Public Relations and Advertising curriculum is designed to provide students with a comprehensive understanding of the field, including its theoretical foundations and practical applications. The curriculum of the programme aims to develop students' personal skills, entrepreneurship and creativity, as well as making them aware of current and contemporary practices in public relations and advertising. To achieve these goals and prepare the student for a professional career, theoretical and practical knowledge in the fields of communication sciences, public relations and advertising are gradually provided through compulsory and elective courses beginning in the first year of the curriculum. Upon graduation, students will be prepared to enter the workforce as professionals in the industry or pursue further education in related fields.

Table 12: Curriculum Bachelor of Public Relations and Advertising

FIRST SEMESTER			
Course Code	Course Title	Prerequisites	ECTS Crd.
COMM101	INTRODUCTION TO MASS COMMUNICATION		5
COMM133	MEDIA LITERACY		4
PRAD111	INTRODUCTION TO PUBLIC RELATIONS		5
ENGL141	READING AND WRITING SKILLS-I		4

ITEC110	INTRODUCTION TO COMPUTERS		4
SOCY101	SOCIOLOGY		5
TURK100/TREG100	TURKISH/TURKISH LANGAUGE		2
		Total ECTS	29

SECOND SEMESTER

COMM104	INTRODUCTION TO NEW MEDIA		4
COMM112	THEORIES OF MASS COMMUNICATION		5
JOUR102	INTRODUCTION TO JOURNALISM		4
PRAD112	INTRODUCTION TO ADVERTISING		5
ENGL142	READING AND WRITING SKILLS-II	ENGL141	4
PSYC110	PSYCHOLOGY		6
HIST100/ TARH100	HIST100 HISTORY OF CIVILIZATION / HISTORY OF MODERN TURKEY		2
		Total ECTS	31

THIRD SEMESTER

PRAD203	FUNDAMENTALS OF ADVERTISING DESIGN		6
ILAW118	INTRODUCTION TO LAW		4
ECON211	ESSENTIALS OF ECONOMICS		5
COMM261	HISTORY OF COMMUNICATION		6
COMM231	BASIC PHOTOGRAPHY		6
ENGL241	ADVANCED READING AND WRITING SKILLS-I	ENGL142	4
		Total ECTS	31

FOURTH SEMESTER

EASC270	RESEARCH METHODS FOR SOCIAL SCIENCES		5
COMM254	SOCIAL MEDIA IN COMMUNICATION		6
ILAW242	MEDIA LAW & ETHICS		5
ENGL204	ADVANCED ENGLISH FOR PUBLIC RELATIONS AND ADVERTISING	ENGL241	4
UNIEXX1	UNIVERSITY ELECTIVE		4
PRADXX1	AREA ELECTIVE		5
		Total ECTS	29

FIFTH SEMESTER

PRAD311	PRODUCTION TECHNIQUES IN ADVERTISING		4
PRAD313	CAMPAIGN DESIGN IN PUBLIC RELATIONS		6
ENGL351	WRITING FOR PUBLIC RELATIONS AND ADVERTISING		4
BUSN365	MARKETING AND CONSUMER BEHAVIOR		4
PRADXX2	AREA ELECTIVE		5

PRAD200	SUMMER TRAINING-I		3
COMMXX1	FACULTY ELECTIVE		5
		Total ECTS	31

SIXTH SEMESTER

PRAD322	MEDIA PLANNING		4
PRAD332	CAMPAIGN DESIGN IN ADVERTISING		6
PRAD324	CREATIVITY IN ADVERTISING		4
PRADXX3	AREA ELECTIVE		5
PRADXX4	AREA ELECTIVE		5
COMMXX2	FACULTY ELECTIVE		5
		Total ECTS	29

SEVENTH SEMESTER

PRAD411	GRADUATION PROJECT-I		6
VICD401	GRAPHIC PRODUCTION TECHNIQUES		5
PRADXX5	AREA ELECTIVE		5
COMMXX3	FACULTY ELECTIVE		5
UNIEXX2	UNIVERSITY ELECTIVE		4
PRAD300	SUMMER TRAINING-II		3
PRAD453	POLITICAL COMMUNICATION		3
		Total ECTS	31

EIGHTH SEMESTER

PRAD414	GRADUATION PROJECT-II		6
PRAD428	INTEGRATED MARKETING COMMUNICATION		5
VICD416	CORPORATE IDENTITY DESIGN		4
PRADXX6	AREA ELECTIVE		5
COMMXX4	FACULTY ELECTIVE		5
UNIEXX3	UNIVERSITY ELECTIVE		4
		Total ECTS	29

Total credit: 240 ECTS credits

Table 13: Area elective courses PRAD

Fall semester			Spring semester		
CODE	COURSE NAME	ECTS	CODE	COURSE NAME	ECTS
COMM322	Public Address	5	RTVC365	Editing	5
Prad430	Advanced Design Studio	5	Prad442	Case Studies in Marketing Communication	5
Prad461	Social Responsibility Projects Management	5	Prad457	Advertising Photography	5
PRAD350	Public Relations Case Studies	5	PRAD426	Crisis Management	5
PRAD459	Social Media Applications	5	COMM457	Political Economy and Media	5

COMM222	Writing for Mass Communication	5	COMM253	Intercultural Communication	5
COMM383	Propaganda	5	COMM144	Introduction to Cultural Studies	5
RTVC342	Film Analysis	5	RTVC353	Film Production Techniques	5
RTVC466	Film Genres	5	RTVC411	TV Genres	5
RTVC332	Radio-TV News Writing and Reporting	5	RDTV401	Introduction to Directing	5
COMM403	Digital Video Processing	5	JOUR455	Interview Techniques	5
JOUR342	Photojournalism	5	JOUR422	Magazine Writing and Reporting	5
VICD302	Aesthetics	5	VICD406	Information Technology and Design	5

University Elective Courses

- FREN101   French I (T)
- FREN102   French II (T)
- GERM101   German I (T)
- GERM102   German II (T)
- GREK101   Greek I (T)
- RUS101   Russian I (T)
- PERS101   Persian I (T)
- SOWO101   Introduction to Social Work (T)
- SOWO102   Introduction to Philosophy (T)
- SOWO106   Social Anthropology (T)
- INRE104   Introduction to World Politics (T)
- HIST220   History of Modern Cyprus (T)
- GRDE304   Colour Culture (T)
- GRDE306   Video Art and Multimedia (T)

Bachelor of Visual Communication Design

The study programme is designed to provide students with a comprehensive understanding of the principles and practices of visual communication as they intersect with design. It adopts a contemporary and international approach taking into consideration the requirements of rapidly developing field of Visual Communication Design. Students learn to convert ideas into a message and to creatively express their imagination using tools of visual communication. The curriculum is interdisciplinary, drawing on aspects of graphic design, ICT and media studies to create a holistic learning experience for a global student body. The curriculum is designed to be flexible and responsive to emerging trends and technologies, ensuring that students are equipped with the skills and knowledge needed to progress in their careers. Another key aspect of the programme's strategic orientation is its focus on experiential learning. Students have numerous opportunities throughout the programme to work on real-world design challenges, collaborate with industry professionals, and build a professional portfolio of their work. This hands-on approach ensures that students are well-prepared for the demands of the industry. By building a strong and supportive community, the programme aims to empower students to achieve their full potential as visual communication and design professionals. Graduates of the programme will be prepared for careers in a wide range of fields, including advertising, graphic design, web design and user experience design.

Table 14: Curriculum Bachelor of Visual Communication Design

Semester	Ref Code	Course Code	Full Course Title	Course Category	Prereq.	ECTS credits
1		ENGL141	READING AND WRITING SKILLS-I	UC		4
1		ITEC110	INTRODUCTION TO COMPUTERS	UC		4
1		TURK100/ TREG100	TURKISH / TURKISH LANGUAGE	UC		2
1		VICD101	BASIC DESIGN-I	AC		7
1		VICD103	FREEHAND DRAWING-I	AC		4
1		VICD111	VISUAL PERCEPTION AND DESIGN	AC		5
1		VICD115	INFORMATION TO COMMUNICATION SCIENCE	AC		4
				TOTAL		30
2		ENGL142	READING AND WRITING SKILLS-II	UC	ENGL141	4
2		PSYC110	PSYCHOLOGY	UC		6
2		VICD102	BASIC DESIGN-II	AC	VICD101	7
2		VICD104	FREEHAND DRAWING-II	AC	VICD103	4
2		VICD106	HISTORY OF ART AND CULTURE	AC		3
2		VICD114	DESKTOP PUBLISHING	AC		6
				TOTAL		30
3		COMM331	BASIC PHOTOGRAPHY	FC		6
3		VICD201	GRAPHIC DESIGN	AC		6
3		VICD203	TYPOGRAPHY	AC		5
3		VICD207	HISTORY OF FILM AND ANIMATION	AC		4
3		VICD209	HISTORY OF MODERN ART-I	AC		4
3		VICD213	PROPAGANDA	AC		5
				TOTAL		30
4		COMM332	ADVENCED PHOTOGRAPHY	FC	COMM331	6
4		HIST100/ TARH100	HISTORY OF CIVILIZATION// MODERN TURKISH HISTORY	UC		2
4		UNIXX1	UNIVERSITY ELECTIVE	UE		5
4		VICD202	MEDIA LAW AND ETHICS	AC		5
4		VICD204	DIGITAL IMAGE PROCESSING	AC		5
4		VICD208	WEB DESIGN	AC		4
4		VICD214	HISTORY OF MODERN ART-II	AC	VICD209	4
				TOTAL		31

5		COMM341	COMPUTER AIDED VISUAL DESIGN	FC		5
5		COMM403	DIGITAL VIDEO PROCESSING	FC		6
5		VICD200	SUMMER TRAINING-I	AC		5
5		VICD301	GRAPHIC PRODUCTION TECHNIQUES	AC		3
5		VICD305	2D ANIMATION	AC		4
5		VICD307	ADVERTISING DESIGN	AC		4
5		VICD311	INTRODUCTION TO MULTIMEDIA	AC		4
				TOTAL		31
6		VICD306	3D ANIMATION	AC	VICD305	4
6		VICD308	PACKAGE DESIGN	AC		5
6		VICD310	ADVEANCED COMPUTER AIDED 3D DESIGN	AC		5
6		VICD312	WORD AND IMAGE IN MOTION	AC		4
6		VICD314	INFORMATION COMMUNICATION AND TELECONFERENCING	AC		3
6		VICD316	CORPORATE IDENTITY DESIGN	AC		3
6		VICDXX1	AREA ELECTIVE	AE		5
				TOTAL		29
7		COMM457	POLITICAL ECONOMY AND MEDIA	FC		5
7		VICD300	SUMMER TRAINING-II	AC	VICD200	5
7		VICD401	GRADUATION PROJECT-I	AC		6
7		VICD405	CYBER CULTURE	AC		3
7		VICD407	INTERACTIVE ART AND DESIGN	AC		3
7		VICD409	DESIGN ETHICS AND LEGAL ISSUES	AC		3
		VICDXX2	AREA ELECTICE	AE		5
				TOTAL		30
8		VICD402	GRADUATION PROJECT-II	AC	VICD401	7
8		VICD406	INFORMATION TECHNOLOGY AND DESIGN	AC		7
8		VICD408	ESSENTIALS OF 3D MODELLING	AC		7
8		VICD420	AESTHETICS	AC		4
8		VICDXX3	AREA ELECTIVE	AE		5
				TOTAL		30

Total credit: 240 ECTS credits

Table 15: Area elective courses VICD

Fall semester	Spring semester

CODE	COURSE NAME	ECTS	CODE	COURSE NAME	ECTS
RTVC411	TV Genres	5	PRAD324/V ICD415	Creativity in Advertising/Concept Development	5
PRAD459	Social Media Applications	5	RTVC466	Film Genres	5
VICD317	Integrated Marketing Communication	5	RTVC342	Film Analysis	4
VICD411	Advertising Campaign Design	6	RTVC302	Documentary Production	5
PRAD453	Political Communication	3	JOUR456	Online Journalism	4
RTVC365	Editing	5	JOUR342	Photojournalism	5
JOUR433	Global Journalism	5	JOUR454	Journalism Genres	5
PRAD461	Social Responsibility Projects Management	5	VICD320	Fundamentals of TV Production	6
RTVC353	Film Production Techniques	5	JOUR462	Investigative Reporting	5
COMM222	Writing for Mass Communication	5	ADPR350	Public Relations Case Studies	5
VICD410	Lighting Design	5			

University Elective Courses
- FREN101   French I (T)
- GERM101   German I (T)
- GREK101   Greek I (T)
- ITAL101   Italian I (T)
- RUS101   Russian I (T)
- SOWO101   Introduction to Social Work (T)
- SOWO102   Introduction to Philosophy (T)
- SOWO106   Social Anthropology (T)
- INRE104   Introduction to World Politics (T)
- HIST220   History of Modern Cyprus (T)
- GRDE306   Video Art and Multimedia (T)

Rationale of degree and programme name

The graduates of **all study programmes** of Cyprus International University are granted with a Bachelor degree. For THM, it is a **Bachelor of Tourism and Hotel Management**, which is a widespread degree that provides students with the skills and understanding to be successful in many different careers which rely heavily on services industry. The THM programme is devised of courses from both tourism and hospitality spectrum. This approach provides knowledge from tourism and hospitality fields. Hence, the degree name is constructed upon this knowledge basis.

For GACA/ GAMS, students receive a **Bachelor of Gastronomy and Culinary Arts**, which is a widespread degree that provides students with the skills and understanding to be successful in many different careers which rely heavily on services industry. Students are able to demonstrate their expertise in business and food and beverage related areas such as food legislation, human resources management, marketing in food and beverage industry, nutrition, hygiene and

sanitation, ethics and social responsibility. This approach provides knowledge from culinary-related fields. Hence, the degree name is constructed upon this knowledge-based approach.

The programme name **Bachelor of Public Relations and Advertising** reflects the nature of the programme, its combination of courses which relate directly to the academic and professional fields of advertising and public relations, and its focus on preparing students for careers in the public relations and advertising industry. The combination of public relations and advertising into a single programme reflects the increasing convergence of these two fields in the modern communication landscape. Today, many organisations use an integrated approach to communication, utilising both public relations and advertising strategies to achieve their communication goals. A programme with a focus on the integration of public relations and advertising will prepare students for this reality, providing them with a comprehensive understanding of the industry and the skills to succeed in a modern communication environment.

The programme name **Bachelor of Visual Communication Design** was chosen to reflect the programme's interdisciplinary nature and its focus on the use of visual media to communicate ideas and information. It captures the broad scope of the programme while also highlighting its focus on the strategic use of visual media to communicate effectively in a variety of contexts. It encompasses a broad range of practices and techniques, including graphic design, illustration, photography and animation. The term "Design" emphasizes the importance of creativity and problem-solving and signals to prospective students and employers that graduates of the programme will have a strong foundation in both the artistic and strategic aspects of communication.

<u>Integration of theory and practice</u>
In **all four study programmes**, theory and practical application are combined in order to provide students with an education that prepares them for the realities of the industry.

In the first two semesters of **THM**, students are taught the necessary foundations for Tourism and Hotel Management such as introduction to tourism and hospitality industry, world travel destinations, front office operations, housekeeping operations, food and beverage service, management for tourism and hospitality industry, hospitality accounting, food and beverage operations and travel and tour operations. In the third semester they are assigned to succeed with a course called Information Systems for Tourism and Hospitality Industry (Opera). This is a computerised operating system as it applies to the room's division of accommodation enterprises and also the relationship and coordination between front office department and other departments of an accommodation establishment. The course involves practical applications of reservation, reception, cashier, operator, room status simulations related with front office operations. Students can experience and apply theoretical information they learn in classroom in guest house located in campus. Moreover, with this course students learn to communicate with other departments in hotel and implement the theoretical aspects they learned in the course in Palm Inn guest house. This allows the students to start understanding how real business life functions and how theoretical aspects are applied in the workplaces.

Moreover, students are required to complete presentations in World Travel Destinations (TRHM103) course based on real-life case studies. First, students need to select a destination and

then evaluate and analyse the theoretical implications for that destination. So that students can analyse the positive and negative impacts of tourism in the current destination, learn and analyse their tourism products, understand the impact of geographical and climate conditions on a tourism destination. Through the World Tourism Organization (UNWTO) website, professors design assignments using tourism highlights to analyse the geographical development of tourism industry.

In **GACA**, students practise the theoretical knowledge starting from first year through weekly job experience. They are guided to find a place to gain professional skills through the collaborations of the school with tourism and hospitality stakeholders. Particularly, through weekly job experience and internship modules, students obtain the opportunity to gain practice and experience by working in the kitchens of food and beverage businesses such as hotels, restaurants, cafes. In this way, the student will find the opportunity to face the difficulties of the profession, learn to take responsibility and get the opportunity to work in the service and preparation to gain experience. A total of 80-days of internship prepare students for real business life. These compulsory modules enable students to develop skills to find solutions for challenges they faced in a business. In addition, these modules give students a chance to compare various career alternatives and develop interpersonal relations and make new contacts with sector stakeholders. Moreover, these modules lead students to relate changing tourism consumers' interests, raising tourism niches and emerging marketing strategies.

Moreover, students are provided with real life case studies in food production modules, culinary techniques modules, Menu Concept and Planning (GACA208), Desserts and Pastry Arts (GACA306), Wine Science (GACA308) that allow students to get familiar about how hospitability (Food & Beverage) businesses are functioning and facilitate the business processes. Students carry out discussions regarding the given case studies and brainstorming for possible solutions for the problems and have opportunity to gain real life experience to work in guest house and restaurants on campus.

In **PRAD**, the core first year courses Introduction to Public Relations (PRAD112) and Introduction to Advertising (PRAD114) incorporate case studies from real-world campaigns and scenarios to illustrate theoretical concepts and provide students with practical examples of how these concepts can be applied in the industry. In the following semesters, more advanced courses such as Marketing and Consumer Behaviour (BUSN365) and Media Planning (PRAD322) feature practical assignments that require students to apply theoretical concepts to real-world scenarios. For example, students may be tasked with developing a public relations campaign for a real client or creating a social media strategy for a non-profit organisation. Assessed research projects in courses such as Integrated Marketing Communication (PRAD428) and Political Communication (PRAD453) require students to conduct research that apply theoretical concepts to real-world issues. This provides students with the opportunity to apply their theoretical knowledge to practical problems and develop critical thinking skills. The programme also requires students to complete two summer internships (PRAD200, PRAD300) with public relations and advertising firms or organisations. This provides students with hands-on experience in the industry and helps them apply the theoretical concepts they have learned in practical settings. Moreover, students have the opportunity to take part in the CIU News Agency and CIU Radio-Television Studio operating within the Faculty of

Communication, so they have the chance to develop their writing and visual expression skills, which are of great importance in order to be successful in the fields of public relations and advertising.

The **VICD** programme is designed to integrate theory and practice to ensure that students develop both a strong theoretical foundation and practical skills that they can apply in professional contexts. Throughout the programme, students engage in a variety of conceptual discussions that are designed to inform their understanding of the principles and practices of visual communication and design. The core first year courses (VICD101 and VICD102) explore topics such as design theory, colour theory, visual rhetoric, and user experience design, among others. These theoretical discussions are complemented by practical assignments and projects that allow students to apply the concepts they have learned in a hands-on context. Advanced practical courses such as Digital Image Processing (VICD204) and Graphic Production Techniques (VICD304) feature practical assignments that require students to apply theoretical concepts to real-world design scenarios. More theoretical courses such as History of Modern Art I (VICD209), Propaganda (VICD213) and Political Economy of Media (COMM457) encourage students to maintain a theoretical engagement with the wider context of design and communication.

In addition to traditional classroom-based learning, the program also includes a range of experiential learning opportunities that allow students to put theory into practice in real-world contexts. Students have access to modern facilities and equipment, including computer labs, design studios, and print and digital media production facilities, where they can experiment with different techniques and technologies and develop their practical skills. By combining theoretical work with practical assignments and experiential learning opportunities, the program prepares students to apply their knowledge and skills in a variety of contexts and to adapt to new challenges and opportunities as they arise.

Interdisciplinary thinking
The **Tourism and Hotel Management** programme provides an interdisciplinary perspective concerning the courses and the opportunities offered to students. Various courses from a wide range of Cost Control (TRHM304), Hospitality Accounting (TRHM205/206), Financial Management (TRHM402), Food Production, German and French are offered to the students registered in this programme. Area and university elective courses are provided to the students starting from the third year. Thus, tourism is mainly presented and viewed as a comprehensive commercial and community related agency/activity.

Moreover, students learn, comprehend various aspects of tourism with the connections to other disciplines such as psychology (e.g., tourism motivation), sociology (e.g., sociology of tourism), history, marketing, anthropology (e.g., host-guest relationship) and archaeology to be able to grasp, for example, tourists' activities.

Furthermore, the range of facilities and services provided within tourism and hospitality industry include various dimensions that are acknowledged and understood via interconnected disciplines such as: business management, political science, ecology, conservation, planning (e.g., urban and regional planning), wildlife science, architecture, engineering, accounting and marketing. Nonetheless, the economic impact of tourism, its development which is linked with critical issues

such as creation of jobs, income, etc., draws upon and is related to other disciplines such as finance, entrepreneurship, management, economics (e.g., economic impacts of tourism) and political science.

The **Gastronomy and Culinary Arts** programme provides an interdisciplinary perspective in several courses including a range of disciplines. For instance, Cost Control (GACA206), Accounting (ACFN205), Marketing (GACA207), English (ENGL141/142 – ENGL209/210), Food Legislation (ILAW323), Human Resource Management (GACA302), Ethics and Social Responsibility (GACA408) are samples of interdisciplinary courses in the curriculum. Area and university elective courses are provided to the students starting from the third year. Such elective courses are aimed at assisting the students in gaining and broadening diverse knowledge and skills.

The **Public Relations and Advertising** programme incorporates interdisciplinary elements from a range of fields to provide students with a comprehensive understanding of the industry and its broader context. In particular, the programme takes advantage of its place within the Cyprus International University's Faculty of Communication to provide specialised instruction in critical areas such as photography (COMM231), social media (COMM254) and graphic design (VICD403). In this way, students are encouraged to see the academic and professional fields of advertising and public relations as part of a broader, closely integrated media and communication environment. Outside the faculty, students study introductory courses in computer science (ITEC110), psychology (PSYC110) and economics (ECON221). At more advanced levels, they also take related courses taught by specialists in the fields of law (ILAW118, ILAW242) and business (BUSN365). A range of area and University electives allows students to broaden their horizons further still in complementary areas such as TV production (RDTV332), public speaking (COMM322) and foreign languages such as French, German, Greek and Russian.

The **Visual Communication and Design** programme is interdisciplinary in nature, drawing on elements of art, design, technology and media studies disciplines to provide students with a broad and diverse range of skills and knowledge. In particular, the programme to provides specialised instruction in critical areas such as photography (COMM231), political economy of media (COMM457) and the history of film and animation (VICD207). In this way, students are encouraged to see the academic and professional fields of visual communication and design as part of a broader, closely integrated media and communication environment. Outside the faculty, students study introductory courses in computer science (ITEC110) and psychology (PSYC110). A range of area and university electives allows students to broaden their horizons further still in complementary areas such as video art (GRDE306), philosophy (SOWO102) and foreign languages such as French, German, Greek and Russian. This interdisciplinary approach reflects the reality of the contemporary design industry, where professionals are required to work across multiple platforms and media and to collaborate effectively with colleagues from diverse backgrounds.

Ethical aspects
There are several courses in **THM** and **GACA** such as Ethics and Social Responsibility, Tourism Policy and Planning and Tourism Business Law respectively Food Legislation, Nutrition Hygiene and Sanitation which gives student an understanding of business ethics in the industry. Ethics become a crucial element in the organisational environment therefore the courses or a section of a

course aims to help students improve their ability to make ethical decisions in tourism and hospitality businesses by providing them with a framework that they can use to identify, analyse and resolve ethical issues in business decision-making processes. Students organise events and have projects to understand deeply the tourism and hospitality business ethics. For instance, profit oriented events and term projects give them opportunity to help charity institutions. In addition to individual decision-making, business ethics and social responsibility are important parts of a tourism and hospitality business strategy. Issues such as conflicts between personal values and organisational goals, the role of sustainability in business development and the importance of stakeholder relationships, corporate governance and the development of ethics programmes and an ethical culture in an organisation are discussed and covered with case studies.

Education in **PRAD** requires an understanding of ethical issues and that may arise in the field. Students thus learn about professional ethics and codes of conduct in the public relations and advertising industries in courses such as Introduction to Public Relations (PRAD111) and Introduction to Advertising (PRAD112). They are trained to uphold high ethical standards in their work and to act with integrity and professionalism. In professional contexts, students learn about their responsibility to clients and how to maintain client confidentiality. They are trained to provide honest and accurate information to clients and to ensure that their actions are in the best interest of the client. Students also learn about the importance of transparency and disclosure in public relations and advertising and how to communicate honestly and openly with the public.

Ethical considerations are integrated into the **VICD** curriculum to ensure that students understand the importance of ethical practices in the design industry. The programme highlights the importance of social responsibility in design, particularly in relation to issues such as user privacy, environmental sustainability and inclusive/diverse design. Students are encouraged to consider the impact of their work on society and to develop design solutions that are socially responsible. In core courses such as VICD201 and VICD213 students will examine case studies and examples of ethical dilemmas that have arisen in the design industry. These case studies provide students with the opportunity to think critically about ethical issues and to develop their own ethical perspectives.

In Media Law and Ethics (ILAW242) of **PRAD** and **VICD** teaches students about media ethics, including the relationship between the media and public relations and advertising and visual communication and the ethical implications of manipulating or distorting information. Students also learn about the social responsibility of public relations and advertising, including their role in promoting social justice, environmental sustainability and ethical business practices. In advanced campaign-based courses such as Campaign Design in Public Relations (PRAD313) and Campaign Design in Advertising (PRAD332) students learn about the importance of diversity and inclusion in public relations and advertising and how to create campaigns that reflect a diverse range of voices and perspectives. In VICD, Design Ethics and Legal Issues (VICD409) teaches students about the ethical dimensions of design. The course encourages students to consider relevant ethical frameworks and principles, including those related to user privacy, cultural sensitivity, and intellectual property. These courses provide students with a strong understanding of ethical considerations in design and encourages them to navigate the complex ethical issues that may arise in their professional work.

<u>Methods and scientific practice</u>

The teaching methodology of the lecturers in **THM** programme aims to instruct the content of the course to students in a way that they can broaden their analytical thinking and skills together with developing term projects, academic reading, analysing and writing capabilities. Lecturers use case studies, projects or role plays in order to encourage students to practice and understand real-life situations or cases. Students are assigned to read, analyse and present international scientific articles and case studies in order to understand the current literature about the subject. They are encouraged to write down short essays to explore and improve their academic capabilities. For example, for Tourism and Hospitality Research (TRHM303) course each student should present an article and explain the research methods used in that article (such as research design, population and sampling, research gap) related with a title they select (e.g., tourist satisfaction, motivation of hotel employees, sustainable tourism). This leads them to learn and use the library and online databases for academic research and to analyse an article.

All courses in **GACA** programme are given by experienced lecturers in their fields as well as with English proficiency given that the programme only has international students. The teaching methods of the lecturers aim to instruct the content of the course to students in a way that they can enhance their analytical thinking, communication skills, managerial skills, teamwork skills and problem-solving skills together with developing term projects, academic reading, analysing and writing capabilities. Lecturers use case studies, projects or role plays in order to encourage students to practice and understand real-life situations or cases. The students are encouraged to find and read the gastronomy and culinary related essays and/or articles to keep up with the latest developments in the field.

The **PRAD** programme aims to equip students with methodological competences and scientific skills to conduct research in the field. A specialised Research Methods for Social Sciences course (EASC470) teaches students how to conduct research in the field of public relations and advertising, covering topics such as survey research, content analysis and experimental design. Students thus learn how to formulate research questions, design studies and analyse data. Standard statistical software packages such as SPSS may also be used. The programme also offers opportunities for students to conduct independent research projects as part of two graduation project courses (PRAD411, PRAD 414). Through these projects, students gain practical experience in designing and conducting research, analysing data and presenting findings. Faculty supervision stemming from the graduation projects also provides students with opportunities to work closely with academics who are conducting more advanced research in the field. This might include participating in research projects and assisting with data analysis. Through these experiences, students may gain insight into the research process and develop their own research skills. By developing these competences, students can become prepared to pursue graduate studies or careers in research-focused positions in the industry.

The **VICD** programme emphasises the acquisition of methodological competences and the ability to conduct research to equip students with the necessary skills to analyse relevant data in the process of developing effective design solutions. The programme emphasizes the use of design thinking as a method for problem-solving. The programme also offers opportunities for students to conduct independent research projects as part of two graduation project courses (VICD401 and

VICD402). These projects are carried out individually and may focus on a variety of topics within the fields of design and visual communication. Faculty supervision stemming from the graduation projects also provides students with opportunities to work closely with academics who are conducting more advanced research in the field. This might include participating in research projects and assisting with data analysis. Through these experiences, students may gain insight into the research process and develop their own research skills. By developing these competences, students can become prepared to pursue graduate studies or careers in research-focused positions in the industry. In addition, theoretical courses such as History of Film and Animation (VICD207) and Propaganda (VICD213) emphasise the development of strong writing and presentation skills, which are essential for communicating research findings effectively. Students are given opportunities in these courses to write research papers and to present their findings to their peers and instructors.

Examination and final thesis
The learning outcomes are associated with specific questions in the midterm and final exams to ensure comprehensive alignment between learning outcomes and student assessment. Students are typically evaluated through midterm and final exams as well as other methods, such as essay assignments, case studies, presentations, group projects and in-class quizzes. Exams are designed to assess students' compliance with the learning outcomes specified for each course and one midterm and one final exam scheduled each semester. To this end, the relationship between exam questions and individual learning outcomes is stated on the exam paper for each course. Some courses may have two midterm exams if assignments, presentations or quizzes are not deemed applicable as evaluation methods. The numerical contribution of the exams to the final percentage varies depending on the course and other measuring materials, which are detailed in the course syllabuses, with the final exam typically forming 40 % of the overall grade.

The **PRAD** and **VICD** programmes also offer opportunities for students to conduct independent research projects as part of two graduation project courses. These projects are carried out individually and may focus on a variety of topics within the field of public relations and advertising respectively design and visual communication. Through these projects, students gain practical experience in designing and conducting research, analysing data and presenting findings. Faculty supervision stemming from the graduation projects also provides students with opportunities to work closely with academics who are conducting more advanced research in the field. This might include participating in research projects and assisting with data analysis. Through these experiences, students may gain insight into the research process and develop their own research skills. By developing these competences, students can become well-prepared to pursue graduate studies or careers in research-focused positions in the industry.

Appraisal:

The curricula adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or free electives enable students to acquire additional competences and skills.

For the **Bachelor of Tourism and Hotel Management**, the panel is of the opinion that the programme is quite traditional. The panel **recommends** including new topics, such as digitalisation and sustainability, as well as data analytics into the programme.

For the **Bachelor of Gastronomy and Culinary Arts**, the panel **recommends** formulating a module on entrepreneurship (leadership and management) addressing students willing to open an own hospitality enterprise. This would also support the target market that the programme is aiming at for their Bachelor graduates. This should be higher than positions as barista or waiter (see chapter 1.1). Moreover, the panel **recommends** including social media capabilities into the programme.

Furthermore, the panel considers it beneficial for students if the course on ethics and social responsibility in **Bachelor of Tourism and Hotel Management** and **Bachelor of Gastronomy and Culinary Arts** would be renamed to ethics and responsibility. The panel **recommends** including bigger concepts on ethics and sustainability into the curricula and shift the course from the last semester to an earlier semester.

Moreover, for the **Bachelor of Public Relations and Advertising** and **Bachelor of Visual Communication Design**, the panel recommends including an up-to-date approach to digitalisation on current (digital) challenges. This includes, for example, social media, digital advertising, customer relationship management and AI. These topics should especially relate journalistic writing skills by use of AI and in the area of advertising where AI is extensively implemented. Moreover, AI it should be included into the Visual Communication Design programme with reference to create product designs and advertising motifs/texts by using AI.

For the **Bachelor of Public Relations and Advertising**, the panel identified an overweight in Public Relations content and **recommends** including more Advertising content in the curriculum.

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

Theoretical questions are, where possible, explained by means of practical examples. In some courses of the **Bachelor of Gastronomy and Culinary Arts**, there could even be more theory included into the courses regarding the high practice focus of the programme.

There is evidence that all programmes qualify for interdisciplinary thinking.
Ethical implications, including courses on ethics such as business and media ethics are appropriately communicated.

In the **Bachelor of Tourism and Hotel Management**, the **Bachelor of Public Relations and Advertising** and the **Bachelor of Visual Communication Design**, students acquire methodological competences and are enabled to do scientific work on the required level. For the **Bachelor of Gastronomy and Culinary Arts**, a course on research methodology is not included into the curriculum of the programme. However, the panel considers it important that these scientific skills are also included to prepare students for continuing higher education.

Therefore, the panel recommends the following **condition for the Bachelor of Gastronomy and Culinary Arts**:

- The University integrates research methods and scientific practice in the curriculum.

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 wide variety of test formats. For the **Bachelor of Public Relations and Advertising** and the **Bachelor of Visual Communication Design**, the graduation projects are evaluated based on previously published and coherently applied criteria, rules and procedures. The students prove, especially in their graduation project, their ability to do scientific work and the achievement of the study programme's qualification objectives.

For the **Bachelor of Tourism and Hotel Management** and the **Bachelor of Gastronomy and Culinary Arts**, there is no graduation project in the curricula. In the initial accreditation procedure of the Bachelor of Tourism and Hotel Management, the panel team recommended to include a final project. The panel is of the view that this would be necessary to keep up with international competition and to prepare students for a consecutive Master programme and/ or career in the respective research field. At the moment, students do not experience academic writing and research throughout the programmes, which they would have to catch up on this if they were to start a Master's degree programme. According to the objectives of the degree programme and the information in the Diploma Supplement, students should be qualified to start a Master's degree programme after graduating.

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

- The University includes a final thesis or capstone project into the curriculum.

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

3.2 Structure

All four study programmes are four-year Bachelor degrees structured over eight semesters, designed to be studied continuously. The normal duration of study is thus four years, although some students may study English in the University's preparatory school for one or two semesters prior to beginning the main study programme.

All four study programmes have ECTS credits ranging from one to six. The calculation of ECTS credits for in-class activities may involve class hours, final and midterm exams, quizzes and presentations. Out of class activities include assignments, case studies, homework, course internships and independent studies. In each semester there are at least five courses and students have to complete 28/30 ECTS credits. The departmental courses range from one to six ECTS credits while the common courses are in between two to four ECTS credits. Each of the departmental and non-departmental elective courses change between four and six ECTS credits. At CIU, each ECTS credit corresponds to 25 hour of student workload which amounts to an average 750 hours of student workload per semester and 1500 hours for an academic year.

Bachelor of Tourism and Hotel Management

Projected study time	4 years, 8 semesters
Number of credits	240 ECTS credits
Workload per credit	25 hours per ECTS credit
Number of modules/courses	28 departmental and 12 non-departmental courses 4 non-credit courses (Turkish Language, History of Civilization, and summer trainings) 4 area elective courses 2 University elective courses
Time required for processing the final thesis/project and awarded credits	Not applicable
Number of contact hours	1,694 hours

The THM programme is designed to comprise both theoretical and practical aspects. There are 44 compulsory courses in the programme, which are divided as departmental and common courses. There are six elective courses and four of them are departmental, two of them are free electives. The free electives can be taken from different faculties or departments in the university. The foreign language courses are given in four levels for German and French and four for English. If a student takes and succeeds in all levels, he/she can learn the language in an advanced level.

In the first and second semesters of the programme, students are introduced general knowledge about the fields of sector general and theoretical subjects like, introduction to tourism, housekeeping operations, world travel destinations, front office operations, and information technologies. After students are equipped with the basic information, relatively advanced topics like accounting, food and beverage service, food and beverage operations, and hospitality management, statistics, communication skills, in which students can use their basic understanding of tourism management, are given in the second year. Additionally, tourism and hospitality

research, marketing, human resources management, tourism economics, and financial management as advances theoretical courses help students to learn about real life cases with more research-oriented approach. Moreover, students start to have ideas and gain experience about real life tourism and hospitality business cases with the current subjects in the first and second year of their studies like Housekeeping Operations, Front Office Operations, Food and Beverage Service. In this regard students are trained in the guest house and restaurant and located in the University campus.

Bachelor of Gastronomy and Culinary Arts

Projected study time	4 years, 8 semesters
Number of credits	240 ECTS credits
Workload per credit	25 hours per ECTS credit
Number of modules/courses	37 departmental and 11 non-departmental courses 12 non-credit courses (Weekly job experiences (8 in total), summer trainings (GACA200/300), Turkish, Modern Turkey History) 4 area elective courses 2 university elective courses
Time required for processing the final thesis/project and awarded credits	Not applicable
Number of contact hours	1,792 hours

Gastronomy and Culinary Arts programme comprises both theoretical and practical aspects. There are 47 compulsory courses, which are divided as departmental and common courses. There are six elective courses. Four of them are departmental and two of them are university (free) electives. The university electives can be taken from different faculties or departments. English is given as foreign language in the first two years. In the first two academic semesters, students take Reading and Writing Skills–I (ENGL141) and Reading and Writing Skills–II (ENGL142); in the third and fourth semesters, students take Professional Culinary Arts English-I (ENGL209) and Professional Culinary Arts English-II (ENGL210). If the student wishes, s(he) can take another foreign language from university elective slots such as German, French, Russian, Greek.

During the first two semesters of the programme, students are introduced with basic components of Gastronomy and Culinary Arts subjects such as Introduction to Gastronomy and Culinary Arts, Food Production I-II, Culinary Techniques I-II, Nutrition, Hygiene and Sanitation, Kitchen and Food Terminology. In addition to these departmental courses, they also take some common courses like Turkish (TURK100), Introduction to Computers (ITEC110), Modern Turkey History, and English I-II. On the other hand, students are involved in practical aspects of Gastronomy and Culinary Arts starting from the first semester. The modules such as Food Production, Culinary Techniques, Weekly Job Experience provide students with practice starting from first academic semester. Starting from second year, students are involved in more advanced gastronomy-related courses such as food and beverage service, food and beverage management, accounting, marketing, cost control, menu concept and planning, wine science, kitchen planning and design, bakery production.

Bachelor of Public Relations and Advertising

Projected study time	4 years, 8 semesters
Number of credits	240 ECTS credits
Workload per credit	25 hours per ECTS credit
Number of modules/courses	• 24 Area core courses • 15 University core courses • 6 Department elective courses • 4 Faculty elective courses • 3 University elective courses
Time required for processing the final thesis/project and awarded credits	Graduation project I and II, two semesters, 12 ECTS credits
Number of contact hours	2,282 hours

The programme consists of 52 courses, 34 of which are taught within the Public Relations and Advertising Department and the Communication Faculty with the remaining 18 being taught by academic units outside the faculty. Of the 34 courses taught by the Public Relations and Advertising Department and the Communication Faculty, 24 are core courses and ten are electives selected according to the preferences of the student. Of the 24 core there is an even split between theoretical courses (12) and practical courses (12).

The majority of courses are worth three credits each, which is calculated as three hours of theoretical instruction in the case of theoretical courses, or two hours of practical instruction plus two hours of theoretical instruction in the case of practical courses. Theoretical courses are thus based on three hours of classroom/contact time per week, whereas practical courses are based on four hours of classroom/contact time per week. Each semester contains of 30 ECTS credits. This means that students receive at least 18 hours classroom/contact time each week during the teaching semester, excluding exam periods. The practical courses start in the second year and get intensified in the third and fourth year.

<u>Bachelor of Visual Communication Design</u>

Projected study time	4 years, 8 semesters
Number of credits	240 ECTS credits
Workload per credit	25 hours per ECTS credit
Number of modules/courses	• 41 Area core courses • 6 University core courses • 3 Department elective courses • 1 University elective course
Time required for processing the final thesis/project and awarded credits	Graduation project I and II, two semesters, 13 ECTS credits
Number of contact hours	2,688 hours

The programme consists of 51 courses, 44 of which are taught within the Visual Communication and Design Department and the Communication Faculty with the remaining seven being taught by academic units outside the faculty. Of the 44 courses taught by the Visual Communication and Design Department and the Communication Faculty, 41 are core courses and three are electives selected according to the preferences of the student. Of the 41 core courses, 24 are practical and 16 are theoretical courses.

The majority of courses are worth three credits each, which is calculated as three hours of theoretical instruction in the case of theoretical courses, or two hours of practical instruction plus two hours of theoretical instruction in the case of practical courses. Theoretical courses are thus based on three hours of classroom/contact time per week, whereas practical courses are based on four hours of classroom/contact time per week.

The first and second year of our curriculum contains courses that helps students build a solid foundation within areas such as art, design, media and communication, photography, graphic design, media law and ethics. The third and fourth year of the curriculum provides advanced design, advertising, film, and animation production techniques as well as various theory-oriented courses such as integrated marketing communications, political economy and media.

<u>Study and exam regulations</u>

There are fourteen weeks of teaching module in average, exclusive of one week for midterm and two weeks for final exams in each semester. The midterm and final exams are announced in the academic calendar and in the course syllabus of each course. 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) exams and/ or quizzes in each semester. Additionally, the students are given assignments, case studies, homework, presentations and seminars in accordance with the course objectives defined and announced by the lecturers as Evaluation Tools within the Student Information System (SIS). Some courses are graded based on practical performance like in food production module. The course syllabuses are given to the students at the beginning of the semester and uploaded to "Moodle" course site which is an online course management and delivery system. The maximum time limit for the midterm and final exams is 120 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.

YÖDAK approves and ratifies the Lisbon Diploma Recognition Convention (UNESCO-Council of Europe, 11.4.1997) as can be seen from the Council's higher education law's website[12]. Through these by laws, Universities, employers and other Turkish Cypriot institutions have now committed themselves to grant recognition to diplomas given in the European Higher Education Area, and both the YÖDAK and Ministry of Education have been taking all possible steps to encourage the favourable consideration and application of the Lisbon Recognition Convention's provisions. Finally, 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 Council of Higher Education (YÖK) leads HEIs in Turkey and Northern Cyprus in the context of National Qualification Framework. The programme takes into account the requirements of the National Qualification Framework for Higher Education in Turkey.

Feasibility of study workload
The theoretical courses are three hours, while the practical courses are four hours. For practical courses two or three hours are devoted to theoretical while two hours are to practical parts. During the class hours students are instructed with theoretical topics and practical exercises together with case studies from real life situations. There is additional workload for the students as out of class activities like assignments, case studies, presentations, together with preparation for exams, quizzes and final. The students are expected to find solutions to the problems presented in the case studies and should defend their solutions in the class which encourage them to advocate their ideas in front of an audience. On the other hand, 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.

The course syllabuses and objectives are prepared to equip students with the necessary abilities, information and skills that can be benefitted after their graduation in their workplaces. All assignments and the contribution of each component to the final grade is determined by the lecturers and mentioned in the syllabuses. For instance, for the Tourism Policy and Planning course which is a must course in the 8th semester, the contribution of the midterm exam is 20 %, the final exam is 50 % and case reports are 10 %, and term project is 20 %. 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 successfully complete the course with at least a letter grade of D/S in the programme in order to pass that course. The students who got either D- or F grades must repeat the course. It is compulsory for the students to attend 70 % of the class hours. A student who fails to attend 70 % of the classes has been given NA grade which means he/she could not take the final exam and must repeat the course. In order 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.

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[12] see: https://yodak.gov.ct.tr (last access April 25, 2024)

Table 16: Grades and Coefficients

Grade	Coefficient	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

Equality of opportunity

The University has endeavoured to ensure there is a gender equality existing in both the student recruitment arena and in the staff recruitment policy. International students are nurtured both personally and academically in order for them to produce better academic results as that too help to build the University. The University has gained favour with the international community through the scholarship opportunities and fellowship opportunities available for foreign students. There are infrastructural improvements for students with disabilities.

The promotion of gender equality and equality of opportunity requires a concerted effort to support students from diverse backgrounds, to create an inclusive curriculum and campus culture, and to promote equity in all aspects of the programme. In making such efforts, CIU ensures that all students are given the opportunity to succeed and make meaningful contributions to the field.

The admissions department of the University actively recruits students from diverse backgrounds and intends to maintain a gender balance among its students by ensuring that the admissions process is fair and unbiased. The departments also aim to employ a diverse faculty and staff who can serve as role models for students from underrepresented groups. More broadly, the university offers support services that promote the success of all students, including those from underrepresented groups. They also promote a campus culture that values diversity and inclusion. This includes hosting events and activities that celebrate diversity and encouraging dialogue around issues related to gender and diversity.

Appraisal:

The programme structures support the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of modules and assigns credits per module on the basis of the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The panel noticed during the on-site visit, that the information in the course descriptions and the information on content and literature given during the interview, does not align for all four study programmes.

Therefore, the panel recommends the following **condition for all study programmes**:

- The University updates the course descriptions with regard to the contents and literature for all courses.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programmes are 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 recognition of periods of practical work is also clearly defined. The final grade is supplied with an ECTS grading table.

The feasibility of the study programmes' 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 HEI also takes into account evaluation findings, including student feedback and the programme's success rate. However, the panel suggest a better coordination among the courses so that students do not have to come to campus for one course per day.

CIU ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions, the facilities are organised accordingly. Students in special circumstances, such as foreign students, students with a migration background are particularly assisted. Moreover, the University aims for gender-balance.

	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)			condition		
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

The students of the **THM** and **GACA** are evaluated by a variety of instruments especially designed for each course in line with the course outcomes which are mentioned in the syllabuses prepared for each course by their lecturers. The syllabuses are given to the students in the first week of each semester and uploaded to the course modules exist into the "Moodle" system. Diverse and interactive teaching methods are used for theoretical and practical courses. Students can learn more effectively if they are actively engaged in the work of the course as opposed passively absorbing materials presented to them. Some of the interactive teaching methods are class discussions, case studies, 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 the class hours. Students are encouraged to work by their own as well as together with a group. Assignments and projects help them to broaden their knowledge besides giving them opportunity to share their ideas and work with their team members. Moreover, frequently given quizzes generate possibilities to the students to study by their own. Quizzes also let the lecturers to 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, assignment, 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. Additionally, for some courses the students are doing field work to observe and learn a particular subject by taking part on them. Contribution percentages of all these items to final grade are mentioned in the course syllabuses.

In terms of teaching methodology in the **PRAD** and **VICD**, lectures form a key component in many of the courses in the programmes and are designed to introduce students to the foundational concepts and principles. In theoretical courses in PRAD, such as Introduction to Public Relations (PRAD111) and Introduction to Advertising (PRAD112), as well as VICD111 and VICD207 for the Visual Communication Design programme, lectures are delivered by experienced academics in the field as a means to share their expertise and knowledge with the students. Group work and projects also constitute a valuable learning method as they provide an opportunity for students to collaborate and apply what they have learned in practical settings. In practical courses, students work in groups on various projects, preparing campaigns, presentations and case studies, as well as designing posters, websites or magazine covers. The programme also includes regular evaluation and feedback to ensure that students are meeting the learning outcomes for each course and for the programme in general. Students receive constructive feedback from their teachers and peers, which they can use to improve and refine their skills. Internships are another essential part of the programmes, enabling students to gain practical experience and exposure to the industry. The University has partnerships with various organisations and companies in the field, providing students with opportunities to intern and gain valuable experience.

Couse materials

Most instructors use various comprehensive textbooks in their courses. Courses of the programme are instructed during the class and out of class activities. Many of the instructors use online resources, case studies, supplementary materials such as journal articles or case studies. During the delivering of courses, the instructors also aim to direct the students to study by themselves, learn to take responsibility, generate a study timetable and perform analytical thinking in order to solve their problems. Moreover, they are supported by practical hours and field works (if applicable for the course). Continuously, the students are expected to study and practice by themselves with their assignments, homework, group projects and getting ready for class presentations. These are expected to encourage the students with their considerable share in the final grading. Additionally, lecturers introduce the students with the articles, books, case studies and journals in which they are supposed to use them for better understanding of the course. In some courses the students are assigned to prepare essays, in order to refrain plagiarism, the papers are checked in an online

programme called Turnitin. Lecturers are available during their office hours - for each course lecturers have separate office hours - to answer the questions of the students or support them for their academic problems.

The course materials also include textbooks, articles, videos, case studies and other materials intended to support different teaching methods and learning styles. The materials are selected to support the intended learning outcomes for each course by clearly stating the learning objectives and aligning the content, assignments and assessments with these objectives. Course materials are typically uploaded to the Moodle student portal for ease of access and copies are made available in the University library. Textbooks may also be purchased from the bookstore on campus.

Guest lecturers

The study programmes host a variety of guest speakers from different universities, entrepreneurs, GMs and other investors from different parts of the sector and also graduates of the University for seminars, workshops or join to the classes to share their work experiences with the students. Sometimes students visit some hotels, destinations or workplaces (travel agencies) to explore businesses, as well as discuss their ideas with the sector representatives.

The University has collaborations with North Cyprus Hoteliers Association (KITOB) and North Cyprus Travel Agencies Association (KITSAB), Savoy Ottoman Place, Elexus Hotel, Limak Cyprus, Café No.3, Tonic Nicosia (Restaurant).

The guest speakers from the industry of PRAD and VICD speak to students about their experiences and share insights into the practical application of theoretical concepts. This provides students with real-world examples and helps bridge the gap between theory and practice. For example, the Introduction to Public Relations (PRAD111) course features regular guest lecturer contributions from local experts in the field. In Media Planning (PRAD332), sector representatives such as the owners of public relations firms have been invited to attend student presentations and to provide feedback on their work. In Basic Photography (COMM231) professional photographers were invited to present their work to students and to answer their questions.

Lecturing tutors

In **THM**, Master students of Tourism Management participate in undergraduate courses as student assistants. This yields to an environment where graduate students easily share their knowledge as well as experiences with undergraduates.

Graduate student and research assistant of the School of Tourism and Hotel Management participate in undergraduate courses of the **GACA** programme to assist in some practical and theoretical modules. Graduate assistants can involve in teaching activities by helping the students to analyse cases as well as solving in-class exercises. This yields to an environment where graduates can easily share their knowledge as well as experiences with undergraduates. On the other hand, selected student assistants of the programme participate in preparing the kitchen for the class or cleaning after the class, monitoring the stocks and inventories, following the hygiene conditions. These students are paid in return. This helps the students to improve their working and team skills as well as helping to broaden their business knowledge.

A limited number of students from the Communication and Media Studies PhD programme are given the opportunity to teach for undergraduate courses in the **PRAD** and **VICD** programme. This allows graduate students to share their knowledge and experiences with undergraduates.

Because the graduate students for **all four programmes** are of various nationalities, this creates a multicultural environment for undergraduate classes. It helps undergraduate students improve their multicultural communication skills, as well as graduate students broaden their knowledge of the subjects they assist in teaching. Graduate assistants may also participate in teaching activities by assisting students with case study analysis and in-class exercises.

Appraisal:

The didactical concept of the study programmes is described, plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process. However, the panel is of the view that the University should include more innovative teaching and learning methods in class. Therefore, the panel **recommends** including more e-Learning elements (synchronous, asynchronous) into the courses.

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. They are user-friendly and encourage students to engage in further independent studies. However, the panel identified some outdated literature in the literature lists. Therefore, the panel **recommends** updating the literature lists and integrating more current scientific papers.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, especially from professional practice.

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 International outlook

CIU has a multicultural student environment. Students from different countries are staying at the campus and learning together in the classes. Because of English being the medium of education, the students are easily communicating with each other in English. Students are encouraged to study together during the courses which allow 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. Considering that the majority of foreign students coming to CIU are from Africa and Asia, the case studies are chosen also from these countries in addition to examples from Turkey and Cyprus.

The curriculum of **THM** possesses courses that provide students with current issues and trends in tourism industry to make them aware of rivalry global environment. Some of these courses are TRHM 404 Ethics and Social Responsibility, TRHM 405 Tourism Business Law, TRHM 406 Tourism Policy and Planning, TRHM 448 Entrepreneurship in Tourism and Hospitality Industries.

In the **GACA** programme, students of the Turkish and English programmes (TR-EN) are encouraged to come together, interact with each other and strengthen this intercultural atmosphere. In addition, gastronomy programme is in close collaboration with Tourism and Hotel Management programme. Therefore, it can be stated that students are provided with a multicultural environment which enable them to acquire a broad horizon and vision. The School of Tourism and Hotel Management pays attention to providing its students with a global perspective as could be understood from the curriculum of the programmes. The curriculum of GACA/ GAMS possesses courses that provide students with current issues and trends in tourism industry to make them be aware of rivalry global environment. Some of these courses can be listed as follows: Food Production I-II-III-IV-V-VI-VII, Culinary Techniques I-II, Menu Concept and Planning, Ethics and Social Responsibility in Food and Beverage Businesses.

The strong international and intercultural aspects of the **Visual Communication Design** and **Public Relations and Advertising** programmes provide students with the skills and knowledge to effectively design materials and communicate in a globalised and diverse world. International and intercultural elements help students develop cross-cultural competence, more effective communication skills and an understanding of the cultural, linguistic and societal differences that impact design, marketing and communication processes in different regions of the world.

The programmes incorporate a focus on developing cross-cultural competence, emphasising the importance of understanding cultural differences and working effectively in multicultural teams. This helps students to develop effective communication skills in a globalising world and to obtain the skills necessary to succeed in diverse workplaces. Individual courses include assignments or projects that require students to develop international public relations and advertising campaigns or design materials with international users in mind, thus enabling students to apply their knowledge of international and intercultural aspects in a practical setting. This helps students to apply their knowledge of international and intercultural aspects in a practical setting.

The University also offers study abroad opportunities that allow students to gain first-hand experience in international and intercultural communication and marketing.

For **PRAD** students, international aspect of their fields has gained more importance with the growth of social media and developing remote communication tools. This is included into the curriculum. For example, PRAD111 Introduction to Public Relations includes the subject of International Public Relations, PRAD112 Introduction to Advertising includes Global/International Advertising, ILAW242 Media Law and Ethics and PRAD453 Political Communication focus on international cases.

For **VICD** programme, VICD106 History of Art and Culture discusses the developments and concepts related to development of art and culture in an international context, VICD202 Media Law and Ethics includes discussions in media ethics in an international contexts as well as analysis of media law in various countries and VICD316 Corporate Identity Design Political focuses on global companies as examples, while providing discussing and comparing visual expression of an organisation's unique identity.

Internationality of the student body
CIU hosts a great number of international students from different countries. Some of the most prevalent ones are Nigeria, Kenya, Cameroon, Iran and Morocco. This can be seen in **THM** programme, as the majority of students are international students. For instance, the rate of international students is more than 94 % in 2017-2018 academic year. This percentage is followed by 93 % 2018-2019; 96 % in 2019-2020; and 97 % in 2020-201 academic year.

This diversity can also be seen in **GACA** (EN) programme in which the medium of the education is English. All students in English programme of Gastronomy and Culinary Arts are from African countries, Middle East counties, some from Turkish Republic and Iran.

For **PRAD** and **VICD**, the student body has comprised more than 50 % international students for the past seven years, with the proportion of international students increasing year-by-year. Current students have joined the programme from countries such as Nigeria, Cameroon, Zimbabwe, South Africa, the Democratic Republic of Congo, Iran, Pakistan and Afghanistan.

Internationality of faculty
Currently, CIU employs lecturers from different countries and cultures. This provides an advantage in terms of diverse cultural structure of the University. Lecturers with different insights provides a broad knowledge to the students by involving their experiences from different countries. Besides, the majority of the Turkish lecturers have completed their education (Master and/or Ph.D.) in foreign countries like United Kingdom, Turkey and Iran. Besides, some of the Turkish lecturers, both full-time and part-time, in **GACA** programme have international experience and have proficiency in English. Therefore, they can give lecture both in Turkish and English programme. Moreover, lecturers are encouraged and supported by the University to participate in international conferences, seminar or workshops, as well as participating in international research collaborations. Continuously, lecturers have international academic publications as articles, books or case studies.

In **PRAD**, a majority of the department members are Turkish or Turkish Cypriot nationality and studied either in Turkey or North Cyprus, or both. A significant proportion have also obtained academic qualifications overseas, such as at University of British Columbia (Canada), University of East Anglia (UK), University of East London (UK), University of Middlesex (UK) or Soore Art University (Iran). In addition, one Professor has experience teaching at universities in the UK and Canada. Another Assistant Professor was awarded a Fulbright Visiting Scholar scholarship in 2013 (Columbia University, New York, US).

In **VICD**, a majority of the teaching staff of the department are Turkish or Turkish Cypriot nationality and studied either in Turkey or North Cyprus, or both, but several department members have obtained academic qualifications overseas. This includes Master or PhD degrees from New York University (US), Ohio University (US), Arizona State University (US), Moscow State University (Russia), University of Edinburgh (UK) and Soore Art University (Iran). Moreover, the staff also has international working experience as employees in TV production, election campaigning or design interns in the US and Czech Republic.

Foreign language contents

The **THM** programme is entirely taught in English language. Students are required to succeed the English exam given by the English Preparatory School in order to prove their proficiency in oral and written forms. After completing the Preparatory School, the students are allowed to take faculty courses. During first and second years while taking the faculty courses, students are required to succeed with four English courses where they improve their academic reading and writing. Two of those English courses are equipped students to improve their communication skills (TRHM207-Advanced English for Tourism and Hospitality Industry and TRHM208- Communication Skills for Tourism Industry). Starting from the first year, the students are taking second foreign language courses base on their own choice (German or French).

The language of teaching in **GACA** (EN) programme is English. Those students who don't have a sufficient level of English in speaking, writing and reading are obliged to complete the Preparatory School before the students start faculty courses. On the other hand, after successfully having passed Preparatory School, students continue to take English during first and second years while taking the faculty courses as part of their core courses and are required to succeed with four English courses where they improve their academic reading and writing. In the first two semesters, students take basic English (ENGL141 and ENGL142). Two of those English courses are equipped students to improve their communication skills (ENGL209 Professional Culinary Arts English-I and ENGL210 Professional Culinary Arts English-II).

The **GAMS** programme (TR) is entirely taught in Turkish language. Students are not obliged to complete the Preparatory School, they directly start faculty courses. During first and second years while taking the faculty courses, students are required to succeed with four English courses where they improve their academic reading and writing. In the first two semesters, students take basic English (INGL123 and INGL124). Two of those English courses are equipped students to improve their communication skills (INGL209 Professional Culinary Arts English-I and INGL210 Professional Culinary Arts English-II).

Moreover, the University provides different language courses for **both study programmes** – GACA and GAMS – other than English, German, and French, such as Greek, Italian, Latin, Persian and Russian. Most of these language courses are offered on three different levels, from basic to advanced, so the students can learn the language of their interest up to advanced level. The ability to write and speak an additional foreign language together with English provides a great opportunity for students after graduation. Besides, this allows them to work at international hotels, communicate with clients, or represent their companies in the international market. On the other hand, the Lifelong Learning Centre of the University offers language course certificate programmes to the students apart from their compulsory curriculum. Students who want to specialise on the languages can take the free elective course in the curriculum and also register for a language certificate programme during the semester.

PRAD and **VICD** courses are taught entirely in English, using English language course materials. Students must pass the English exam administered by the English Preparatory School in order to demonstrate proficiency in both oral and written English. After passing the Preparatory School exams, students are allowed to take faculty courses. During their years, students are required to complete two Reading and Writing Skills I (ENGL141) and Reading and Writing Skills II (ENGL142) – English language instruction courses designed to improve their level of academic English in reading and writing. In **PRAD**, two further English language courses are studied in their second year – Advanced Reading and Writing Skills (ENGL241) and English for Public Relations and Advertising (ENGL204). These courses provide more advanced instruction specific to the field of Public Relations and Advertising.

Additionally, students of **both programmes** may also study additional foreign languages based on their own preferences, including German, French, Greek and Russian.

Appraisal:

International contents are an integral part of the curricula of **all four study programmes**. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. However, the panel is of the view that the students might benefit from a course on intercultural management. With regard to the future employment opportunities of students, the panel **recommends** offering courses on intercultural management to make the concepts clear.

A significant proportion of the students come from various language areas and cultural backgrounds, particularly African countries and Middle East. Thus, discussions in the classroom and group work constantly reflect international aspects. The measures taken to ensure an international composition and promote internationality of the student body show a clear and sustainable effect. The panel is of the view that CIU created a unique international environment on their campus that trains students in their international and intercultural competences and skills, while promoting knowledge about other countries at the same time.

The international composition of the faculty is a fundamental element shaping the profile of the study programme and is promoted by CIU. There are lecturers from different countries teaching in

the study programmes, as well as international academic and professional experiences of lectures that are integrated into teaching and further development of the programmes. The measures taken are goal-oriented.

Lectures and course materials in foreign languages predominate in all four study programmes. Internationality is clearly a key element of the study programme's profile. Except for the Turkish track in the Gastronomy and Culinary Arts programme, all courses in the study programmes are taught in a foreign language. Moreover, the study programmes include courses on other foreign languages (such as German, French, Greek or Russian) that students acquire as an advantage for their future careers.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The graduates of the **Tourism and Hotel Management** programme are equipped with theoretical basics of tourism systems and management. After having completed necessary basic courses, introduction to tourism and hospitality industry, information technology, housekeeping operations, front office operations. The graduates of **Gastronomy and Culinary Arts** programme (EN and TR) are equipped with theoretical basics of food and beverage industry as well as gastronomy and culinary knowledge after having completed necessary basic courses such as introduction to gastronomy and culinary arts, culinary techniques, the series of food production, food and beverage service, food and beverage management, cost control, marketing and accounting in food and beverage businesses.

During the first two years and at the end of third year, students of **both programmes** are expected to do summer training. They need to choose an appropriate hotel/ travel agency/ food and beverage facilities and get an approval from summer training committee before they start. During their 80 working days (40 days for each summer training) they can observe the tourism business, the business processes they are conducting and how they cope with problems. This allows the students to compare and check the practices of what they learned in the courses in their real business environments. Moreover, the summer training equips the students with the knowledge to solve real life business problems. All these helps the students to establish links and contact with companies which may possibly lead them to find future work possibilities in these and other companies.

The **THM** and **GACA/ GAMS** programmes aim to equip the students with academic knowledge as well as additional skills they will need after graduation. Both in-class and out of class activities

encourage the students to take responsibility, perform analytical thinking, problem solving, good interpersonal communication and teamwork as well as ethical conducts. The students are reinforced to work in teams by assigning them group projects. Those projects help the students to improve their management skills to meet the deadlines, communication skills 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 to the ideas of the others.

Furthermore, there are several 32 student clubs in the University. Some of the popular clubs are tourism or gastronomy club, cinema, cultural activities, music, social responsibility and sports clubs. Tourism club is established to keep solidarity, togetherness and to give aid. Each semester, several off-campus activities are organised including visiting touristic/historical places, destination site visits, tour organisations with accommodation facilities and seminars besides they also interested in environmental problems. By participating in the activities of these clubs, the students may develop their generic interpersonal, communication, conflict resolution and ethical capacities towards the society and environment. Moreover, they can benefit from them in their future workplaces.

Moreover, THM and GACA/ GAMS programmes comprise of various courses which contributes to the communication and public speaking skills of the students. Starting from the first year, the students are required to succeed with courses which have a direct influence on their communication skills. For instance, in the third and fourth semesters in **THM** the students are instructed courses called Advanced English for Tourism and Hospitality Industry and Communication Skills for Tourism Industry which provides the basics of communication in tourism and hospitality business environments. In **GACA/ GAMS**, students have courses such as Professional Culinary Arts English-I and Professional Culinary Arts English-II, each of which aims to provide students with the basics of communication in business environments. In these courses, students are expected to improve their oral and written communication skills. They are instructed about the types of communication and multicultural aspects of communication.
Coming from diverse cultures also provides an advantage for learning and practicing about multicultural communication during the class. On the other hand, these courses also encourage students to improve their speaking skills in front of a public by assigning them a number of presentations which will be done in front of an audience. Moreover, courses like Event and Conference Management also contributes to the knowledge and skills of the students for managing teamwork and because of the course requirements in the form of group works. The presentation assignments are also used in other courses and sometimes assignments are handled as a group project which helps students to improve their communication skills within a group as well as develop their skills related with conflict resolution.

Communication and public speaking skills, as well as cooperation and conflict handling skills, are essential competencies for professionals in the field of **Public Relations and Advertising**. They are integrated into the curriculum through courses that focus specifically on developing communication and public speaking skills. This includes training in effective presentation

techniques, public speaking and media relations. Students are given opportunities to practice their communication skills through class presentations and group projects.

Moreover, cooperative learning strategies are incorporated throughout the curriculum, which encourages students to work together and learn from each other. This includes group projects, case studies and simulations, which provide opportunities for students to collaborate and develop. The programme also provides opportunities for experiential learning, such as internships or work-study programmes, which allow students to apply their skills in real-world settings. In addition, the programme provides regular feedback and assessment to students on their communication and teamwork skills, which can help them identify areas for improvement and practice their skills. By incorporating courses, workshops and experiential learning opportunities that emphasise public speaking skills, as well as cooperation and conflict handling skills, the Public Relations and Advertising programme aims to prepare students to be effective and collaborative professionals in the modern workplace.

The **Visual Communication Design** programme incorporates a range of methods to ensure that students develop communication and public speaking skills, as well as skills that promote cooperation and conflict handling. The programme emphasises the importance of professional communication skills in the design industry. In critiques and feedback sessions, students learn how to give and receive constructive criticism and develop skills in providing constructive feedback to their peers and learn how to accept feedback from others.

The programme also includes courses that are assessed partially through student presentations. Students are thus encouraged to create engaging presentations, deliver them effectively and handle questions from the audience. The programme also offers workshops and seminars that focus on communication and collaboration skills. These sessions provide students with the opportunity to practice their communication skills in a supportive environment and to receive feedback from experienced professionals. By emphasising presentation skills, group projects, professional communication, workshops and seminars, as well as critiques and feedback, the programme prepares students to be effective communicators and collaborators in the design industry.

Appraisal:

The students of **all four study programmes** 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 presentations and group work. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

	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 **THM** programme are well equipped with theoretical basics of tourism and hotel management as well as IT, and they are able to apply the theory into practice. The curriculum of the programme with variety of courses, allows the students to gain insights of all dimensions of tourism business and management, IT for tourism and hospitality. The graduates of the programme mainly will have the opportunity to work in hotels, travel agencies, tour operation companies, restaurants, catering firms, airline companies, airports and government offices (destination management organisations such as tourism organisations or ministry of tourism). Examples for job titles include, Front Office Manager, Housekeeping Manager, Executive Housekeeper, Receptionist, Planning Officer, Marketing Manager, Night Manager, and ground handling services, sommelier, Head Waiter, Server). Alternatively, they can work in businesses and organisations in a wide variety of sectors, such as banks, food and beverage sector, casinos, leisure and entertainment businesses, wedding organisation companies. They equipped with analytical thinking abilities and interpersonal communication skills which help them to solve problems or conflicts that they can come across in their real-life experience. The programme aims to improve the communication capabilities, problem-solving, managerial and teamwork skills of the students, too. The graduates also have experiences on working and studying in a multicultural environment which is an advantage for their future 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 chain companies. During Summer Trainings, students have the chance to work in a tourism and hotel organisation 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.

The graduates of **GACA/ GAMS** programme are well equipped with theoretical basics of gastronomy and culinary knowledge, and they are able to apply the theoretical knowledge into practice. The curriculum of the programme with variety of courses, allows the students to gain insights of all dimensions of gastronomy and culinary business. Therefore, the graduates of the programme mainly will have the opportunity to work in hotels, restaurants, catering firms, airline companies, airports and government offices as chef, research chef, bakery or pastry chef, restaurant managers, service staff, beverage professionals or nutritionist. They are equipped with analytical thinking abilities and interpersonal communication skills which help them to solve problems or conflicts that they can come across in their real-life experience. The programme aims to improve the communication capabilities, problem-solving, managerial and teamwork skills of the students, too. Furthermore, this programme aims the students to compete at national and international scales as well as developing skills to make a team, take on responsibility and comply with organisational hierarchy. The graduates also have experiences on working and studying in a multicultural environment which is an advantage for their future 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 chain companies. During Summer Trainings, students have the chance to practise and/or observe business applications and also 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.

The following employment skills are regarded as key outcomes for graduates of the **Bachelor of Public Relations and Advertising**:

- Communication Skills: Graduates will possess strong verbal and written communication skills, including the ability to communicate effectively with diverse audiences, write compelling copy, and give persuasive presentations.
- Strategic Planning: Graduates will be able to develop and implement effective communication strategies and campaigns, including the ability to identify target audiences, define campaign goals and objectives, and develop messages that resonate with stakeholders.
- Digital and Social Media Skills: Graduates will be proficient in using digital and social media platforms to engage with audiences, create content and measure the effectiveness of campaigns.
- Creative Thinking: Graduates will be able to think creatively and come up with innovative solutions to complex problems, including the ability to develop unique campaign ideas and think outside of the box.
- Project Management: Graduates will possess strong project management skills, including the ability to plan and execute complex campaigns, manage budgets and resources and work effectively in teams.
- Analytical Skills: Graduates will be able to analyse and interpret data to make informed decisions, including the ability to measure the effectiveness of campaigns, identify areas for improvement and optimise strategies to achieve better results.
- Ethics and Professionalism: Graduates will possess strong ethics and professionalism, including the ability to act with integrity, maintain confidentiality and adhere to industry standards and best practices.

To ensure that the programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market, faculty continually assess and evaluate the programme and adjust as needed. This is done through consultancy with industry organisations and employers in North Cyprus and Turkey to gain insights into the changing demands of the job market. This provides opportunities for guest lectures, internships and mentorship programmes, as well as access to job postings and networking opportunities. In addition, the department regularly reviews the curriculum and adjust to ensure that it is aligned with the latest developments and practices in the field. This includes incorporating emerging technologies, adding new courses, or updating existing courses to reflect changes in the industry. Finally, the department regularly evaluates the performance of its graduates in the job market and uses this feedback to adjust the curriculum and teaching methods. This includes conducting surveys of graduates, tracking their employment outcomes, and gathering feedback from employers.

The **Bachelor of Visual Communication and Design** is designed to equip graduates with a range of skills that are highly valued by employers in the creative industries. The following employment skills are regarded as key outcomes for graduates:

- Design thinking: Graduates of the programme should be able to use design thinking methodologies to approach complex problems and develop innovative solutions. They should be able to empathize with users, define problems, ideate solutions, prototype and test their designs.
- Visual communication: Graduates should be skilled in various aspects of visual communication, including graphic design, typography, photography, video, and other forms of visual media. They should be able to use a range of tools and software to create compelling visual messages and tell stories through visual media.
- Technical proficiency: Graduates should have a high level of technical proficiency in a range of software and tools commonly used in the creative industries, including Adobe Creative Suite, Sketch, InVision, and others. They should be able to use these tools to create high-quality design work and visual communications.
- Collaboration and teamwork: Graduates should be able to work collaboratively and effectively in teams, contributing their skills and expertise to achieve common goals. They should be able to communicate clearly, resolve conflicts, and work towards shared objectives.
- Critical thinking: Graduates should be able to think critically and analyse complex information, making informed decisions and developing effective solutions to problems.
- Professionalism: Graduates should have a strong sense of professionalism, including a strong work ethic, attention to detail and the ability to work to deadlines. They should be able to communicate effectively with clients and stakeholders and to work in a professional environment.

To ensure that the programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market, faculty continually assess and evaluate the program and makes alterations as needed. This is done through consultancy with industry organizations and employers in Cyprus to gain insights into the changing demands of the job market. This provides opportunities for guest lectures, internships, and mentorship programs, as well as access to job postings and networking opportunities. In addition, the department regularly reviews the curriculum to ensure that it is aligned with the latest developments and practices in the field. This includes incorporating emerging technologies, adding new courses, or updating existing courses to reflect changes in the industry. Finally, the department regularly evaluates the performance of its graduates in the job market and uses this feedback to adjust the curriculum and teaching methods. This includes conducting surveys of graduates, tracking their employment outcomes, and gathering feedback from employers.

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 programmes through all their courses. For the **Bachelor of Gastronomy and Culinary Arts** and **Bachelor of Tourism and Hotel Management**, there seems to be a lower level of job entry than expected with a Bachelor degree (e.g., as waiter), but there is good employability at the time

of graduation. However, the panel remarks that it is difficult to forecast a ten-year development. Therefore, the panel suggests more focus on collecting and analysing the data of graduates.

		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 programmes are rooted in the number of students, the need for specific expertise based on the curriculum and desired 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. The criteria employed for evaluating applications, appointments, and promotions of academic staff positions are in accordance with the regulations presented by the Turkish Republic Higher Education Board (YÖK) and The Turkish Republic of Northern Cyprus Board of Higher Education Planning, Accreditation, and Coordination Board (YÖDAK), which align with the guidelines of the Ministry of Education in North Cyprus.

The instructional faculty for the programmes is composed of individuals with demonstrated expertise in their respective fields, a deep knowledge of their subjects, a strong commitment to teaching and the ability to meet the needs of a diverse student population. This environment fosters a culture of collaboration and sharing of best practices, where formal professional development is encouraged and opportunities for attending relevant workshops, training sessions and conferences are available.

Both senior and junior faculty members work in tandem to ensure that all teaching staff engage in collaborative reviews of student work, assessment of student performance data and deliberation over their implications for effective teaching practices. A flexible staffing model has been instituted to guarantee that an adequate number of highly qualified teaching personnel are available to support the academic objectives of the programme. The principal has discretion over staff allocation and budget and the teaching staff and administrators work collaboratively to optimise teacher-student ratios and relationships.

In **THM,** there are four full-time and three part-time teaching staff. The teaching load shared by these staff are given in table below.

Table 17: Staff Bachelor of Tourism and Hotel Management

THM programme Overview	Compulsory Courses Taught (in percentages)	Compulsory Courses Taught (in ECTS)
Core Staff	57 %	136
Complementary Staff	43 %	64

In the **GACA/ GAMS** programme, there are four full-time and three part-time teaching staff. The teaching load shared by these staff are given in the table below.

Table 18: Staff Bachelor of Gastronomy and Culinary Arts

Gastronomy and Culinary Arts programme Overview	Compulsory Courses Taught (in percentages)	Compulsory Courses Taught (in ECTS)
Core Staff	67.5 %	119
Complementary Staff	32.5 %	98

In **PRAD**, the programme's faculty consists of 21 individuals, of whom 13 are full-time, seven are part-time, and one serves as research assistant.

Table 19: Staff Bachelor of Public Relations and Advertising

BA Faculty Overview	Compulsory Courses Taught (in percentages)	Compulsory Courses Taught (in ECTS)
Core Faculty	80 %	181
Complementary Staffs	20 %	53

For the **VICD** programme, the faculty of 21 individuals, with 13 full-time, seven part-time and one research assistant is distributed as follows:

Table 20: Staff of Bachelor of Visual Communication Design

BA Faculty Overview	Compulsory Courses Taught (in percentages)	Compulsory Courses Taught (in ECTS)
Core Faculty	66 %	225
Complementary Staffs	34 %	12

Academic qualification of faculty

All full-time teaching staff in the department of **Tourism and Hotel Management** hold a doctorate degree. The teaching staff continuously updates their skills and competencies academically in their field of specialisation. Changes in economic, society and politics have a high impact on tourism industry. In addition, as part of their career development, to gain the titles of associate professorship and professorship, the teaching staff is required to attend and present papers in national and international conferences and/or workshops and seminars and publish in articles in academic journals. CIU analyses the research performance of academic staff by considering their research papers and articles to be published in international journals. It encourages academic staff by using the effectiveness of both financial and non-financial rewards to participate conferences and symposiums. In addition, CIU also increases the number of devices needed by the research laboratories.

The education level of full-time teaching staff in the **Gastronomy and Culinary Arts** programme varies from Bachelor Degree to Master Degree. The teaching staff updates their skills and competencies both academically and in consistent with their field of specialisation. Teaching staff

in the programme are required to follow trends and update developments through following up to date field-related academic publications, contests and gastronomy events both at national and international level. In addition, as part of their career development, full-time teaching staff are encouraged to get their Master and/or Ph.D. degree and to upgrade their academic titles. The teaching staff is required to attend and present papers in national and international conferences and/or workshops and seminars and publish articles in academic journals.

The faculty that includes the Department of **Public Relations and Advertising** and Department of **Visual Communication Design** has a faculty almost entirely composed of doctorate holders. Of the two faculty members who hold a Master's degree, both are currently enrolled in the Ph.D. Communication Programme.

The faculty members pursue ongoing professional development in their areas of expertise. Given the profound influence of changing economic, social, and political factors on the field of Public Relations and Advertising, as well as Visual Communication Design, the faculty members are obliged to remain abreast of new developments by regularly consulting current academic and policy publications. Furthermore, as a part of their career advancement, the faculty members are required to attend and present their research at national and international conferences, workshops and seminars, as well as publish their findings in academic journals.

Pedagogical qualification of faculty
The qualifications of teaching staff are mainly obtained through traditional pedagogical methodologies. These methodologies involve serving as a teaching assistant to senior staff, attending and observing their lectures, assisting with course learning outcomes, devising weekly lecture topics, and making decisions regarding the course's materials and equipment. This approach facilitates the transfer of knowledge and expertise from senior to junior faculty members, allowing the latter to build upon their practical experience and develop their own teaching abilities.

In addition to these conventional methods, junior teaching staff members can acquire valuable teaching preparation and experience by co-teaching a course under the guidance of senior staff. This provides them with exposure to diverse teaching activities, including the development of course syllabi, learning outcomes, and evaluation tools, as well as the preparation of lecture materials. The opportunity to co-teach also allows junior staff to receive feedback from their more experienced colleagues, further refining their teaching skills and enhancing their professional development.

Furthermore, during regular department and faculty board meetings, teaching staff members share their teaching experiences, discussing effective teaching methods and strategies. Those who have participated in international professional development courses share their learning experiences, providing valuable insights into innovative teaching practices from around the world.

Finally, some teaching staff members have completed pedagogy courses during their undergraduate or postgraduate studies, further enhancing their teaching credentials. These courses cover topics such as teaching methodologies, assessment strategies and classroom management techniques, providing a solid foundation for effective teaching practices.

<u>Practical business experience of faculty</u>

The business experience of the teaching staff in the THM supports the teaching of courses outlined in the programme curriculum. Most of the teaching staff has obtained some professional practical business experience by working in either the public sector and/or private organisations, as administrators, managers, reservation expert, tour guide, front desk officer. The practical business experience of the teaching staff facilitates and contributes to their teaching facilities, i.e. they relate to their practical business experience.

The business experience of the teaching staff in the **GACA/ GAMS** programme supports them in teaching the courses outlined in the programme curriculum. The majority of the teaching staff have obtained professional practical business experience by working in either the public sector and/or private organisations, particularly as chef, administrator, managers, menu consultant, restaurant director, consultant or operation manager. The practical business experience of the teaching staff highly facilitates and contributes to their teaching facilities, i.e. they provide lively examples to the application of business concepts or theories.

The practical expertise of faculty members plays a pivotal role in delivering the programme curriculum of **PRAD** and **VICD**. A substantial proportion of the teaching staff has attained practical experience by as news reporter, video editor, TV supervisor, graphic designer, purchasing specialist in the public and/or private sector, as well as in management, consultancy, subject matter expertise, project coordination and training in the public and/or private sector.

Such practical experience is instrumental in enhancing the quality of instruction as it enables educators to draw upon their first-hand knowledge of business practices and furnish students with pertinent examples that highlight the real-world applicability of Visual Communication, respectively Public Relations and Advertising, concepts, theories and practices.

<u>Internal cooperation</u>

The faculty members and chairs engage in a collective effort to enhance the existing course modules and develop new ones. Each professor contributes their expertise to the improvement and/or creation of specialised fields, while making joint decisions. Moreover, faculty members with prior international university experience share their insights with their peers and regular meetings are held to review and refine the curriculum. These meetings involve examining other universities' curricula, assessing their strengths and weaknesses and leveraging their own learning experiences.

Furthermore, the department organises conferences, seminars, exhibitions and training programmes for students, with the support of all faculty members. At the outset of each academic year, the department chair conducts a meeting with the teaching staff to plan activities for the year, including joint events with other departments in the faculty.

At the beginning of each academic year, the programme director of the respective department organises a meeting with the teaching staff and plans activities (conferences, seminars and training programmes) to be taken place during the year. During the past few academic semesters,

seminars/trainings in various topics have been delivered to students, followed with seminars/trainings in related fields provided to other departments' students.

<u>Student support by the faculty</u>

The departments offer a range of student support programmes that aim to ensure a positive and successful academic experience. These programmes comprise pre-scheduled teaching events and workshops that cater to the specific needs of the students. First-year students receive an orientation that provides them with essential information to welcome them into the academic community. Additionally, each department student is assigned an academic course advisor who not only assists with course selection but also provides guidance on career planning and prospects.

The teaching staff plays an instrumental role in facilitating students' skill development by organising educational field trips that provide practical insights into how theoretical knowledge can be applied in practice. These field trips offer a valuable opportunity for students to observe real-world business operations and gain first-hand experience of the challenges and opportunities involved. Furthermore, the department regularly conducts seminars, training programs, conference and workshops that involve instructors and specialists from both within and outside the university. These programs enable students to further improve their skills by providing them with opportunities to engage with leading experts in the field.

Moreover, the teaching staff encourages students to engage in applied class works, such as projects that involve visiting local businesses and conducting interviews with owners and managers. This approach is intended to enhance students' understanding of practical operations and to foster their critical thinking and problem-solving abilities. By applying the concepts and theories learned in class to real-world situations, students can develop a more comprehensive understanding of the complexities and nuances of their field, thus preparing them for future success.

Moreover, CIU pay attention to its students and enable them to verbalise their demands and challenges. Cyprus International University Charter for the Student Ombudsman has gone into effect and students can easily access this charter over the Student Information System (SIS). In cases when students believe they have not received proper treatment, the office has been established to act as a bridge between the University administration and students to help them fully exercise their rights and to enable them to benefit from a modern education and training process.

There is also the Student Union, where students can come together and work on projects organised by their clubs. The CIU student council, as another service, is constituted of student representatives from all academic units. School representatives are chosen in the beginning of each academic year according to the council election results. The main duty of SC is to build bridge between the students and the academic/administrative units. With the help of the SC, university authorities become aware of the students' demands and/or problems, and thus, can better respond to the needs of the student body. Also, all student clubs work in cooperation with the student council.

In addition, CIU provides the students with psychological counselling service. The Psychological Counselling and Guidance Centre intends to help students reach their academic, social and

psychological potential, to help students make independent decisions and take responsibility for these decisions, to enhance their altruistic behaviour, to help students become open to change, to teach students accepting their and others' strength and weaknesses, to nurture themselves as productive individuals, and to help students become mature, independent and ethic individuals. Through the framework of counselling on a confidential basis, individual (one-to-one) therapy is offered to students who may be in need of psychological support to solve their academic and/or personal problems.

The International Office (IO) was 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 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:

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 programmes. 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. For the **Bachelor of Gastronomy and Culinary Arts,** the panel identified a high focus on practical education and experience. In order to increase the research part in the study programme, the panel **recommends** increasing research activities of staff. Moreover, the panel suggests monitoring the workload of lecturers with regard to research activities **for all study programmes**, since publication is set as a precondition for promotion.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. 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. However, with regard to the teaching methods, the panel is of the view that there is room for improvement regarding the introduction of more e-Learning elements or methods, such as flipped classrooms. Therefore, the panel **recommends for all four study programmes** offering more training for teaching staff in order to get more diversity in teaching methods.

The practical business experience of the facuties for **all four study programmes** correspond to the requirement of the programmes to integrate theory and practice. However, in evaluating the **Bachelor of Tourism and Hotel Management** programme, it is observed that while the programme is solidly designed with a practical orientation, there appears to be a gap between the intended industry applicability and the current expertise of the teaching staff. Many faculty members possess commendable academic credentials, yet there is a notable scarcity of direct practical experience within the industry, particularly at management level. To enhance the programme's relevance and effectiveness, the panel strongly **recommends** integrating faculty members who have substantial practical experience in the industry, ensuring that the curriculum meets the real-world demands of the intended professions of the graduates.

In the **Bachelor of Gastronomy and Culinary Arts**, the faculty members have above-average business experience and use them in their teaching activities.

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 (official and informal meeting). There is close contact among the staff, they work together, also with joint publications.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well via several channels. The students are "fully content" with the support they receive.

		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		GACA	PRAD, VICD, THM		
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

School Directors are members of the University Senate and University Executive Council and as members of the senior management team of the University are expected to work with the Rector's Office in developing, implementing and evaluating University strategy and policy within the framework of the CIU Quality Vision. Within their schools, directors similarly work within the framework of the CIU Quality Vision and University policies, strategies, rules and regulations to develop, implement and evaluate school policies and strategies. In addition, directors play a key role in the enhancement of both student-centred learning and the quality of student experience in their school and are expected to ensure close contact between school staff and the student body as a whole.

As for quality policy and strategy, directors are required to ensure that the school makes the strongest possible contribution to University policy with regard to national and international accreditations and ranking systems. School Directors are also supposed to contribute to development of the institutional Quality Assurance Policy and Strategy as well as Quality Assurance System. On the other hand, they supervise development and monitor implementation of a published School Strategic Plan.

Other responsibilities of directors can be counted as leading and supporting the pursuit of excellence in teaching both nationally and internationally, identifying and following up opportunities for collaborations and partnerships, including, but not limited to student and staff exchanges, overseeing the development of alumni networks and involve alumni in school activities as well as Career Days, supporting development through internal and external conference, seminar and workshop organisation, participation and attendance.

School Directors are also responsible of some governance duties such as identifying staffing needs and participating in the recruitment of new staff according to University Quality policies and guidelines, and in line with the University's commitment to multiculturalism and diversity. Directors are also required to coordinating with the Rector's Office in terms of setting and monitoring expenditure and income, including consideration of physical space, resources and equipment as well as exemplifying commitment to equal opportunity and fair treatment.

The programme director responds to student needs and concerns, manages budgets with the faculty budget coordinator, prepares class schedules (in conjunction with the faculty course coordinator), serves as coordinator for the internship programmes to update student orientation data and organises department functions. Duties also include maintenance of facilities and equipment and supervision of departmental staff. To be aware of student needs and concerns, the director meets regularly with student representatives in the department. Moreover, the programme director regularly meets with department staff to discuss conferences (dates, venue), seminars, the list of individuals invited to the department, organise certificate programmes, focus on the department's weaknesses and strengths and identify academic advisor supervisors. The director also meets with faculty to discuss issues and needs of students in order to maintain a well-designed, forward-looking curriculum that meets the needs of the programme.

The overall responsibilities of the director are discussed with the dean at the beginning of each semester.

CIU's Advisory Board consists of the Rector, Vice-Rector, Deans, and three elected professors from various fields. The goal of the Advisory Board is to assist the University in achieving its vision of becoming a nationally and internationally recognised higher education institution.
The purpose of the University Advisory Council is to:
- understand and advocate for the mission and vision of the College and its needs,
- provide an academic perspective on all College,
- activities,
- identify issues of importance to the future of the College,
- provide guidance and advice and offer critical and supportive advice,
- provide assistance and support in any form,
- review the College's plans and provide insight into the concepts of competing institutions.

The Advisory Council shall report all of its activities to the Board of Trustees. The Faculty Advisory Council, on the other hand, consists of the Dean of the Faculty, the department chairs, a professor, an associate professor and an assistant Professor.

The goals of the Advisory Board are:
- Promote and support the quality, educational facilities and programme for students,
- bridge the gap between industry and the programmes,
- develop and implement innovative programmes that benefit the programmes and better serve industry,
- provide advice and vision for the programmes.

The committee shall report all activities to the Rector.

Process organisation and administrative support for students and faculty
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: Admissions Department, Student Development and Counselling Centre, Human Resources Department, Computer Centre, Campus Department, Library, Dormitories Department, Public Relations and Corporate Communications, International Office, Accounting Department and Marketing Department.

The *Admissions Department* is in charge of receiving the applications of students, doing their first registrations, providing the students any document they need and helping students and the advising instructors in solving problems they confront during the registration and admission processes. The department works in cooperation with the International Office.

Student Development and Counselling 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.

The *Information Technology Centre* is responsible for carrying out the electronic service-support activities for both academic and administrative units. It serves the students, and the academic and administrative personnel. It does not only enable the communication within the University, but it also contributes to the 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 to 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, that are used during the lectures.

International Centre ensures that a strong level of social togetherness is achieved among the students. Centre facilitates the publicity of the University through carefully selected student retention programs and activities. Staff plans and organises social activities that help students enjoy their study period at CIU. They also provide counselling to international students who may have challenges with their studies or any aspect of their lives while at CIU. In addition, intervening when students need assistance of any sort especially when it has to do with the law, police, hospital, immigration.

Public Relations and Corporate Communications Department, on one hand, informs the academic and administrative departments, personnel and the students of the services, news and the events outside the university, and on the other hand, it conducts informative projects and studies in North Cyprus and in 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 trainings, 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 and after they have left the job.

Accounting Department 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.

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

The personnel of these departments explained above are given institutional support by the on-the-job trainings they can benefit from 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.

Additionally, the Information Technology Centre, together with its expert staff, provides the support to the administrative and academic personnel and to the students in order for the electronic services which are the most important requirements of this age to be carried out in an uninterrupted way. Students can renew their registrations and can contact their advisors and other administrative departments electronically from wherever they are found.

Appraisal:

The programme directors coordinate the activities of everyone involved in the programme and ensure that the programmes run smoothly.

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. CIU offers the administrative staff opportunities for continuous professional development.

		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

Cyprus International University (CIU) is a YOK and YODAK-recognized institution, and these bodies play an important role in maintaining and improving the quality of higher education in Turkey. CIU is also a full member of several institutions and organisations, including the Federation of Universities of the Islamic World (FUIW), and the National Recognition Information Centre for the United Kingdom (UK NARIC), the European Association for International Education (EAIE) and the International Association of Universities (IAU). These memberships provide CIU with opportunities to strengthen its international position, enhance research and teaching activities and develop international policies and strategies.

The CIU has cooperations with other universities and signed collaboration protocols:

- Paris School of Business, France
- EU Business School, Spain
- Robert Morris University, USA

- University of Sunderland, UK
- University of Wolverhampton, UK
- Michigan State University, USA
- Griffith College, Ireland
- Universita Degli Studi Di Messina, Italia
- University of Tartu, Estonia
- Dnipropetrovsk State Financial and Economic Institute, Ukraine
- China University of Geosciences, China
- University of Mazandaran, Iran
- Shiraz University, Iran
- University of Tabriz, Iran
- Isra University, Jordan
- Misurata University, Indonesia
- University of Jordan, Jordan
- The Applied Sciences University, Jordan
- Metallurgical Institute, Bosnia-Herzegovina
- The International University of Sarajevo, Bosnia-Herzegovina
- International Azerbaijan University, Azerbaijan
- Kafkas University, Azerbaijan
- Hazar University, Azerbaijan
- Solbridge International School of Business – Woosong University, South Korea
- Türk Kırgız Manas University, Kirghizstan
- Prishtina University, Kosovo
- Belarus State University, Belarus
- Egypt International University, Egypt
- Almetyevsk State Institute of Municipal Service, Tataristan
- Kazan State University of Architecture and Engineering, Tataristan
- Institute of Economics, Management and Law, Tataristan
- Azerbaycan State Oil Academy, Azerbaijan
- University of International Business, Kazakhstan

With the academic collaborations, the students find the opportunity to gain a wide international business perspectives 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 public, business sector, and environment, utilise and manage suitable information technologies in the international context.

CIU has established partnerships and collaborations with various academic institutions, including Michigan State University, the University of Jordan, and Griffith University, among others. For the **Bachelor of Public Relations and Advertising**, as well as the **Bachelor of Visual Communication Design**, these partnerships allow for academic collaboration and student mobility, offering students the opportunity to gain international design perspectives and improve communication, creative thinking, and adaptability skills. Moreover, students learn about core competencies for

success, develop global ethical perspectives and acquire the ability to use and manage appropriate information technologies in an international context.

Furthermore, a formal agreement between CIU and the University of Sunderland enables students to transfer from CIU to the University of Sunderland and earn degrees from both institutions. This collaborative effort further strengthens the academic offerings available to students and broadens their educational opportunities.

<u>Cooperation with business enterprises</u>
CIU operates within the framework of the Levent Group of Companies. As The Levent Group is active in sectors including industry, commerce, food, automotive and construction with its many companies; CIU can provide its students with many opportunities for internship respective of their departments. As a result, students are able to gain knowledge and practical experience.

The Department of Tourism and Hotel Management has a number of cooperation with enterprises and organisations. Close contacts with local associations and local businesses help to improve performance of students. The **Bachelor of Tourism and Hotel Management** and the **Bachelor of Gastronomy and Culinary Arts** have a number of cooperation with local and international hotels, agencies and enterprises that include Tonic Nicosia, Café No.3, Andiake Beach Club Hotel, Salamis Bay Conti Resort Hotel, Fairmont Riyadh, Savoy Ottama Palace, Hotel Pia Bella, Arkın Palm Beach Hotel, The Arkın Colony Hotel, The Arkın İskele Hotel, Puzzle Travel, Elexus Hotel and North Cyprus Hotelier Association, North Cyprus Travel Agency Association, Directorate of Vocational Technical Education Department – Ministry of Education. Joint seminars and training programmes are organised and these help students to gain information on practical aspects of using information technologies and systems in business.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks, business enterprises and other institutions relevant for the programmes 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. The panel **recommends** fostering its international cooperation with other HEI and promoting it more to the students.

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. There are many business cooperations for the **Bachelor of Tourism and Hotel Management** and **Bachelor of Gastronomy and Culinary Arts** but limited for the **Bachelor of Visual Communication Design** and **Bachelor of Public Relations and Advertising**. Therefore, the panel encourages CIU to expand the business network for students of the Bachelor of Visual Communication Design and Bachelor of Public Relations and Advertising.

	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 kilometres 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 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 climatised. Wireless network access has been established at many points and covers all the buildings and cafeterias. For the **Bachelor of Gastronomy and Culinary Arts**, there are kitchen and laboratories for practical sessions available.

The infrastructure is improved according to the needs of disabled students. These improvements may include the installation of ramps, elevators, and other mobility aids, as well as adjustments to classroom seating arrangements and other accommodations that allow for greater accessibility and ease of use. By prioritizing the needs of disabled students in its infrastructure planning, the institution demonstrates its commitment to ensuring that all students have equal opportunities to succeed and thrive within the academic community.

Table 21: Classrooms and lab facilities with their size and normal seat capacities

Çevik Uraz Building							
Ground Floor Description				**First Floor Description**			
Class room	**Area [m²]**	**Type**	**Student Capacity**	**Class room**	**Area [m²]**	**Type**	**Student capacity**
CU101	58	Medical laboratory	11	CU 216	70	Class	35
CU 102	74	Medical laboratory	14	CU 217	60	Class	24
CU 103	76,5	Medical laboratory	15	CU 218	70	Class	35
CU 104	59,5	Medical laboratory	11	CU 221	70,3	Class	35
CU 105	25	Medical laboratory	5	CU 223	70	Class	35
CU 106	28,4	Medical laboratory	5	CU 224	70	Class	35

Class room	Area [m²]	Type	Student Capacity	Class room	Area [m²]	Type	Student capacity
CU 107	62,3	Class	31	CU 225	70	Class	35
CU 109	65	Class	32	CU226	70	Class	35
CU 110	102	Class	51	AMFI3	307,3		200
CU 111	103,3	Class	51				
CU 112	63,3	Class	33				
CU 113	66	Class	60				
CU 113	44	Computer Lab.	12				
CU 125	18,4	Medical laboratory	3				
CU 126	13,3	Medical laboratory	2				
CU127	56	Medical laboratory	11				
CU128	48	Medical laboratory	9				
ANFI1	159	Class	105				
ANFI2	159	Class	105				
Class room	**Area [m²]**	**Type**	**Student Capacity**	**Class room**	**Area [m²]**	**Type**	**Student capacity**
CL104	75,0	Drawing	30	CL201	134,0	Drawing	53
CL 105	75,0	Drawing	30	CL202	157,0	Drawing	62
CL 108	70,0	Drawing	28	CL203	70,0	Class	35
CL 109	118,0	Computer Lab.	33	CL204	120,0	Com. Lab	34
CL 112	141,0	Chemistry Lab.	28	CL205	71,0	Class	35
CL 113	75,0	Drawing	30	CL206	142,0	Class	94
CL 114	75,0	Drawing	30	CL207	157,0	Class	104
CL 115	51,0	Medical Lab.	10	CL208	135,0	Class	90

Educational Center

Ground Floor Description				**First Floor Description**			
Class room	**Area [m²]**	**Type**	**Student Capacity**	**Class room**	**Area [m²]**	**Type**	**Student capacity**
EC101	65,7	Class	40	EC201	96,1	Class	64

EC103	120,4	Drawing	48	EC203	119,8	Class	80
EC104	166,7	Med. Lab.	40	EC204	120,3	Class	80
EC105	91,0	Class	48	EC205	121,3	Class	80
EC106	64,3	Chemistry Lab.	31	EC206	90,4	Med. Lab	30
EC107	74,8	Court Hall	34	EC207	90,0	Med. Lab	30
EC108	74,4	Class	56	EC208	90,0	Class	64
EC109	122,1	Drawing	48	EC209	122,1	Class	80

Graduate Studies and Education Building							
Ground Floor Description				First Floor Description			
Class room	Area [m²]	Type	Student Capacity	Class room	Area [m²]	Type	Student capacity
GE101	84,4	Class	50	GE201	149,0	Class	119
GE102	78,9	Class	48	GE202	72,5	Class	49
GE120	65,5	Computer Lab	31	GE211	68,6	Class	47
GE121	76,3	Computer Lab	36	GE212	110,3	Class	108
GE122	60,8	Class	42	GE233	81,3	Class	70
GE134	78,0	Class	50	GE234	58,1	Class	40
GE135	51,0	Class	36	GE235	53,1	Class	36
GE138	66,4	Class	65	GE236	57,0	Class	41
GE139	75,0	Computer Lab	35	GE237	38,6	Lab	8
				GE238	41,5	Lab	20

Education and Humanities Building											
Ground Floor Description				First Floor Description				Second Floor Description			
Class room	Area [m²]	Type	Student Capacity	Class room	Area [m²]	Type	Student capacity	Class Room	Area [m²]	Type	Student Capacity

EH 101	49,1	Class	20	EH 201	49,1	Class	20	EH 301	253	Class	169
EH 102	49,1	Class	20	EH 202	49,1	Class	20	EH 308	72,3	Class	36
EH 103	49,1	Class	20	EH 203	49,1	Class	20	EH 309	98,1	Class	49
EH 104	49,1	Class	20	EH 204	49,1	Class	20	EH 310	98,1	Class	49
EH 105	49,1	Class	20	EH 205	49,1	Class	20	EH 311	98,1	Class	49
EH 106	49,1	Class	20	EH 206	49,1	Class	20	EH 312	91,7	Class	45
EH 107	72,3	Class	36	EH 207	49,1	Class	20	EH 313	78,8	Drawing	16
EH 110	49,1	Lab	20	EH 208	49,1	Class	20	EH 314	78,8	Class	39
EH 111	98,1	Class	49	EH 210	98,1	Com. Lab.	28	EH 316	34,9	Class	14
EH 114	28,4	Medical Lab.	5	EH 211	98,1	Com. Lab.	28	EH 317	77,5	Music Lab.	10
EH116	49,1	Class	20	EH220	49,1	Class	20	EH 325	49,1	Class	20
EH 117	49,1	Class	20	EH 221	49,1	Class	20	EH 326	38	Com. Lab.	20
EH 118	49,1	Class	20	EH 222	49,1	Class	20	AMFI4	353,7	Class	210
EH 119	49,1	Class	20	EH 223	49,1	Class	20				
EH 120	49,1	Class	20	EH 224	49,1	Class	20				
EH 121	87,8	Com. Lab.	28	EH 225	49,1	Class	20				
EH122	21,8	Meeting Hall	8								

Science and Technology Building – ST Building							
Ground Floor				First Floor			
Classroom	Area [m2]	Type	Student Capacity	Classroom	Area [m2]	Type	Student Capacity
ST101	114,6	Class	57	ST230	86,4	Com. Lab	25
ST102	112,5	Class	56	ST231	121,4	Com. Lab	35
ST103	112,1	Class	56	ST232	122,3	Com. Lab	35
ST104	112,5	Class	56	ST233	163,9	Class	109
ST105	112,5	Class	56	ST234	120,8	Com. Lab	35
ST106	81,2	Class	40	ST235	122,0	Com. Lab	35
ST107	84,3	Class	42	ST236	205,0	Class	137
ST108	86,5	Class	43	ST237	259,5	Class	173
ST109	86,8	Class	43	ST262	86,6	Com. Lab	25
ST110	172,5	Class	115	ST263	290,5	Class	194
ST111	110,4	Class	55	STB20	159,9	Eng. Lab	30
ST112	86,0	Class	43	STB21	35,3	Eng. Lab	7
ST113	85,9	Class	42	STB22	54,6	Med. Lab	10
ST114	30,2	Med. Lab	6	STB23	41,4	Med. Lab	8
ST115	85,9	Class	42	STB24	103,8	Med. Lab	20
ST116	85,3	Class	42	STB25	102,6	Med. Lab	20
ST117	112,1	Class	56	STB26	104,5	Med. Lab	21
ST118	112,5	Class	56	STB28	12,7	Med. Lab	1
ST119	112,1	Class	56	STB29	27,7	Med. Lab	3
ST120	112,5	Class	56	STB30	116	Eng. Lab	23
ST121	112,5	Class	56	STB30B	71,0	Eng. Lab	14
ST122	81,5	Class	40	STB31	181,1	Eng. Lab	36
STB01	58,6	Eng. Lab.	11	STB32	131,4	Eng. Lab	26
STB02	74,4	Eng. Lab	14	STB33	47,2	Eng. Lab	9
STB03	50,8	Eng. Lab	10	STB33C	17,9	Eng. Lab	3
STB04	88,2	Eng. Lab	17	STB33D	15,7	Eng. Lab	3
STB05	19,0	Eng. Lab	18	STB34	142,0	Eng. Lab	28
STB06	93,9	Med. Lab	12	STB34A	17,7	Eng. Lab	3

STB06A	61,9	Med. Lab	2	STB07A	106,0	Med. Lab	4
STB06B	13,8	Med. Lab	1	STB07D	22,8	Med. Lab	2
STB06C	9,2	Med. Lab	2	STB07E	13,4	Med. Lab	2
STB06D	13,2	Med. Lab	1	STB09			10
STB07	9,0	Med. Lab	21	STB09-10	14,8	Med. Lab	2
STB10	52,4	Eng. Lab	36	STB14	40,2	Eng. Lab	20
STB11	12,0	Eng. Lab	21	STB15	117,4	Eng. Lab	10
STB11-12A	180,0	Eng. Lab	2	STB16	104,2	Eng. Lab	26
STB11-12B	106,6	Eng. Lab	8	STB17	109,0	Eng. Lab	22
STB12	11,8	Eng. Lab	23	STB18	105,6	Eng. Lab	21

The Health Centre (HC), as another service, offers first aid service in case of emergency as well as full-time in-patient service when needed. CIU has an ambulance in order to transfer the patient to the Public Hospital. Shuttle Service, as a welfare service, 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, one of the services considered, is the most advanced sports complex in North Cyprus. It 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 centre, 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 have a superior status as the highest capacity ratio in proportion to the total number of the students at the University and social facilities.

Access to literature
CIU Library, in line with the mission of university and library, aims to acquire, register and put into service all kinds of materials that will meet the information needs of academicians, students and staff, arising from both academic and special interest areas and provide suitable useful media. The library is continuously updated according to the needs of the departments and with the increase in the number of the students and staff, the resources are improved in each year.

CIU Library goal is to be at the centre of the academic and social life of the University. For this purpose, CIU library collection is able to serve different learning types and the material needs of users that may arise from their special interests.

At CIU, 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 consisting of books (75.619), e-books (coming from 297.366 databases of 3.556 libraries), e-journals (35.933 coming from data base of 15 libraries), conference proceedings (37.037), daily newspapers (4) and databases (10 subscription and 51 equal databases).

Cyprus International University Library offers its users up-to-date and scientific information resources in different formats and environments. It pays a high degree of attention to the use, protection and development of these resources. All information sources, especially printed or electronic books and journals, can only be used within the framework of copyright and information services based on these sources can be maintained. These rights are protected by relevant regulations and laws within national and international borders. All copyright regulations and laws limit the use of copyrighted publications outside of copyright holders to some extent. Unauthorised copying, reproduction of copyrighted publications, automatic downloads means violating the legal rights of the copyright holder or affiliated rights holders. All copyright violations, whether intentional or unintentional, may be subject to sanctions by the copyright owner and/or intermediary institutions (publishers, content providers) on an individual and University basis.

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

The CIU Library is a member of ANKOS, KİTS, TÜBİTAK EKUAL, TÜBESS, Ulusal Toplu Katalog, Kıbrıs Üniversiteler Birliği (KÜB) and GETEM. It is also 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.

Databases in the Electronic Sources of International Academic Certificate (ESIAC) Taylor and Francis: students and academic staff can read full text material from the journals covering fields including Physics, Mathematics, Technology, Pharmacy, Biology, Psychology, Business, Chemistry and Human Sciences.

Here is the list of subscribed databases by CIU Library:

Citation Indexes and Networks
- Scopus
- Web of Science
- TR Dizin
- Mendeley

Interdisciplinary & Multidisciplinary
- CAB Direct
- EBSCO (Academic Search Ultimate)
- EBSCO - Applied Science & Business Periodicals Retrospective
- EBSCO - eBook Academic Collection
- EBSCO – GreenFile
- EBSCO - Central & Eastern European Academic Source
- EBSCO - The Belt and Road Initiative Reference Source
- Elgaronline
- Emerald Premier eJournal
- JSTOR Archive Journal Content

- ProQuest Dissertations & Theses
- Springer Nature - Springer Link
- Taylor & Francis
- Wiley Online Library

Business and Economics
- EBSCO - Business Source Ultimate
- EBSCO - Business Periodicals Index Retrospective
- EBSCO - Regional Business News
- EIKON
- The Case Journal

Other Subject Areas (History, Art, Periodicals)
- EBSCO - Applied Science & Technology Index Retrospective
- EBSCO - Art Index Retrospective
- EBSCO - European Views of the Americas: 1493 to 1750
- EBSCO - Humanities & Social Sciences Index Retrospective
- EBSCO - Library Information Science & Technology Abstracts (LISTA)
- EBSCO - MasterFILE Complete
- EBSCO - MasterFILE Reference eBook Collection
- EBSCO - Newspaper Source Plus
- EBSCO – OpenDissertations
- EBSCO - Web News
- GETEM
- Springer Nature - Palgrave Macmillan Journals

Open Access Databases

Open-access databases provide open information to all researchers. Open Access Databases include reference resources (dictionaries, encyclopedias, atlases, biographies), course resources (Open Textbook Library), e-books (Open Library, Directory of Open Access Books (doab)), e-journals (Directory of Open Access Journals (DOAJ), Dergi Park, Science Direct, IGI Global, Journal of Turkish Science Education (TUSED)), theses (Dart Europe, YOK Thesis Center, PQDTOpen), plagiarism (Dupli Checker, Search Engine Reports, Plagium) and freetime (Classic Cinema Online, Open Culture, Pera Museum Publications).

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

The library is open seven days a week and it provides a total of 101 hour of service to its users. The library is open between 08:30 to 24:00 (during weekdays), 10:00 to 22:00 (weekends) during the semester, and between 09:00 to 17:00 (weekdays) and it is closed in the weekends during the summer semester.

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 13 hours per day where students can access to internet facilities and access to electronic databases.

The relevant international databases for the teaching-learning curriculum are present. Access to e-books, e-magazines, conference proceedings and standard and full-text articles are available to users with library's membership. IP controlled access to all electronic sources in the campus is possible. Access addresses to present and new databases and user manuals are e-emailed regularly to users of the library. Wired LAN and Wireless internet access is available in the library building.

Appraisal:

During the on-site visit, the panel could visit the facilities of CIU. The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, 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 via wireless LAN and to software required for the programmes is provided free of charge. A sufficient number of group rooms is available for students.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programmes are available in the library and also kept up to date.

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

4.5   Additional services

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

Furthermore, the Career Centre organises 'CIU Career Days' every academic year, one in December and the other 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 in academic careers after graduating from the undergraduate programme, gets relevant information about post–graduate educational programmes domestically and internationally, by applying to the Academic Career Centre. Students are also informed about scholarship programmes, overseas summer working camps and newly opened Master programmes.

There are different centres to support counselling and welfare services for students. Student Development and Counselling Centre (SDCC), which is one of the services, intends to create a bridge between the students and their families and CIU. This centre deals with all kinds of social, cultural, psychological and/or academic problems faced by the student body. Accordingly, the SDCC informs the students' families about the academic, social and cultural activities, and works with CIU students' clubs and the student council to arrange activities according to students' interest. 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.

An orientation programme is organised at the beginning of every academic semester for newly arrived international students, during which various excursions accompanied by guides are made to different spots in North Cyprus, enabling the students to learn more about and start enjoying in North Cyprus.

Alumni Activities
The Alumni Organisation exists to keep CIU community together and to maintain links with students after graduation. All study programmes maintain communication with its alumni through the CIU alumni platform[13] as well as through personal communication and via different social media such as LinkedIn and Facebook and via email. On the website, there are sections that 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.

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[13] see: https://www.ciu.edu.tr/en/alumni (last access April 26, 2024)

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. With regard to the internships that are essential in **all four study programmes**, the panel **recommends** considering to offer more support for students.

An alumni organisation has been set up with the aim of developing 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 aims to increase its market share, to provide more job opportunities and to carry the customer satisfaction to the maximum level possible. The study programmes are 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 study 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.

The University also offers scholarships for students with reduction of tuition up to 100 %. The number of students that get a 100 % scholarship is currently 2630. If a student is accepted with a full scholarship, CIU does not decrease the amount of the scholarship until the end of the education duration of the student's department, but it is decreased it if the student cannot graduate at the end of the duration, partially. CIU looks for both GPA and CGPA in order to give a partial academic achievement scholarship to the student at the end of the first year at the department and this is checked every semester until graduation.

Appraisal:

The income related to the programmes ensures that each cohort of students starting within the accreditation period can complete the respective study programme.

	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.

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-centred Education and Learning
> C – Research and Development
> D – Contribution to Society

Therefore, the Quality Board has the following duties and responsibilities[14]:

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,
6) to prepare a report on the improvement of the deficiencies identified in the results of the surveys and submit it to the Rectorate,

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[14] see: Working Procedures and Principles Directive of the Quality Assurance Board, Article 7

7) to prepare a report on the improvement of the defects determined in the results of the surveys and submit them to the Rectorate,

8) 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,

9) 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
- Outcome based teaching and learning, assessment and evaluation.

Moreover, CIU ensures that its academic programmes are accredited by international accrediting bodies. In this respect, The Academic Board has responsibility for the quality management of academic programmes. It approves the programmes and the table of contents of courses with an ongoing review process.

CIU also follows a curriculum proposal and update process to design or update curriculums. The process starts with the proposed curriculums offered by the academic staff. Then, the Academic Board discusses the proposed curriculum and gives feedback to the department. At the end of each academic semester, the success of the curriculum in achieving both the intended learning outcomes and the proposed teaching techniques is analysed. If there are some issues to be added, these issues such as an additional learning outcome or a new teaching technique are discussed in the academic board meetings to address the contemporary needs of the curriculum. However, during the interviews, the panel noted slight differences between the contents in the documentation and the contents presented.

<u>Instruments of Quality Assurance</u>

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. These forms and surveys typically include a range of questions that assess different aspects of the programme, such as course content, teaching methods, resources, assessment methods, and overall learning experience. The questions are designed to be specific, measurable, and relevant to obtain meaningful insights from students. To encourage honest and open feedback, student evaluations are conducted anonymously and kept confidential. This confidentiality assures students that their opinions will not be attributed to them individually and eliminates any potential biases that could arise from fear of repercussions. Anonymity ensures that students feel able to express their views and provide constructive criticism. The results of student evaluations of courses are shared with the instructors.

CIU regularly evaluates the working conditions of teaching staff at the end of each term. Feedback collected from teaching staff are analysed by the head of departments and then results are submitted to the respective head of school who is primarily responsible for solving problems that may arise within the schools and the university.

CIU staff use 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 need a new topic to be added to learning outcomes, or new reading list which will increase the total workload can be added. Thus, CIU academic staff always get feedback from students and use it to redesign course outline.

Evaluations by the alumni, industry representatives and/or partners are performed regularly during academic semesters through meetings or interviews. Collected feedback are used to increase the quality performance of the school.

CIU also obtains feedback from graduates regarding the structure of academic programmes. CIU works closely with employers especially regional ones to diversify education so as to meet their needs. As a result, it can be said that evaluations play a critical role in the quality development of the department.

The departments have also prepared their own survey in order to gather data regarding the graduates' satisfaction as well as to assess the level of achievement of programme outcomes. The last graduate survey was conducted digitally in July 2020.

<u>Programme documentation</u>

General information about the study programmes, 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 documentation covers important programme policies and procedures, such as course content, grading criteria, attendance requirements which take place on syllabuses and vary from lecture to

lecture. All these procedures are announced to the students at the beginning of each academic semester verbally and via Moodle (student course portal). The study programmes also have internship regulation which involve all requirements that the students are supposed to fulfill as well as internship documents, which were prepared in accordance with the regulation.

For the **Bachelor Tourism and Hotel Management**, **Bachelor of Public Relations and Advertising**, as well as **Bachelor of Visual Communication Design**, the panel noticed that there are differences in the information on qualification objectives and contents in the documentation and the information on the website.

Regarding activities, which take place in the academic year, documentation is first done by filling in Public Relations and Corporate Communication Directorate Event Request Form and send it to the Head of the School for approval. Then, the forms are sent to department of public relations and publicity through rectorate. The announcement of the activities is done on memorandums on CIU website and CIU official social media accounts. Finally, these activities are recorded by the secretary of the department after having been controlled by department head. It is also important to emphasise that these activities are published in an annual report.

Appraisal:

The panel had insights into the quality assurance and development procedure, which is set up and systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes and outcomes. It takes into account the evaluation results and the analysis on student workload, success rate and graduate employment. However, the evaluation results are not communicated to the students.

Therefore, the panel recommends the following **condition for all study programmes**:

- The University communicates the evaluation results to the students.

Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. The responsibilities are clearly defined. Since the panel identified slight discrepancies between the documentation and the content that was mentioned during the interviews, the panel **recommends** reviewing the quality management system with regard to updating process of course descriptions (see also the condition in chapter 3.2).

Evaluation by the students, quality control by the faculty and external evaluation is carried out on a regular basis and in accordance with a prescribed procedure. The outcomes provide input for the quality development process, but are communicated to the staff, but not to the students (see condition above). Moreover, the panel **recommends** considering a two-time evaluation during the semester to better take into account students' feedback.

With regard to the external evaluation, the panel sees that there is a graduate evaluation at the time of graduation to evaluate the whole study programme. However, there is no long-term

evaluation of the programmes, yet. Therefore, the panel **recommends** establishing a long-term register and analysis of graduates' activities.

With regard to the **Bachelor of Gastronomy and Culinary Arts** (Turkish and English), the study programme's content, curriculum and examination scheme have been suitably documented and published. For the **Bachelor of Tourism and Hotel Management**, **Bachelor of Public Relations and Advertising**, as well as **Bachelor of Visual Communication Design**, the panel found differences in the information regarding programme objectives and course descriptions in the documentation and on the website.

Therefore, the panel recommends the following **condition for Bachelor of Tourism and Hotel Management**, **Bachelor of Public Relations and Advertising**, and **Bachelor of Visual Communication Design**:

- The University aligns the information on the study programmes in the documentation and on the website.

CIU regularly publishes current news and information 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)				condition	
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)		GACA		THM, VICD, PRAD: condition	
5.3.2	Information on activities during the academic year			X		

Quality profile

HEI: Cyprus International University

Bachelor programme: Bachelor of Tourism and Hotel Management (THM), Bachelor of Gastronomy and Culinary Arts (GACA), Bachelor of Public Relations and Advertising (PRAD), Bachelor of Visual Communication Design (VICD)

		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)			THM, PRAD, VICD	GACA: condition	
3.1.7*	Examination and final thesis (Asterisk Criterion)			PRAD, VICD	THM, GACA: condition	
3.2	Structure					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			condition		
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		GACA	PRAD, VICD, THM		
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					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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**					
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)				condition	
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)			GACA	THM, PRAD, VICD: condition	
5.3.2	Information on activities during the academic year			X		