

Decision of the FIBAA Accreditation Committee for Programmes



104th Meeting on 15 September 2017

Project Number:	16/064
Higher Education Institution:	European University of Lefke
Location	Gemikonage, Lefke, North Cyprus
Study Programme:	International Relations (B.A. in International Relations)
Type of Accreditation	initial Accreditation

The FIBAA Accreditation Committee for Programmes has taken the following decisions:

According to § 12 (2) in conjunction with § 16 (1) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programme is accredited.

Period of Accreditation: 15 September 2017 until 14 September 2022

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

European University of Lefke (EUL), Gemikonagi,
Lefke, North Cyprus

Bachelor study programme:

International Relations

Qualification awarded on completion:

Bachelor of Arts in International Relations

General Information on the Study Programme

Brief description of the study programme:

The programme aims

- to equip students with intellectual depth and with the necessary tools to think independently, develop critical and unbiased understanding and be open-minded about alternative points of view
 - to encourage them to take part in collaborative projects and works.
 - to prepare well-educated students to pursue their career opportunities in public institutions including various branches of the ministries of the state, academia, media and private sector as well as in non-governmental and multinational corporations.
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Type of study programme:

Bachelor programme

Projected study time and number of ECTS points assigned to the study programme:

4 years, 240 ECTS points

Mode of study:

full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

1; 64

Programme cycle starts in:

both Fall and Spring semester

Initial start of the programme:

1995/96

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the programme “International Relations” (Bachelor of Arts in International Relations) was made between FIBAA and the European University of Lefke, Gemikonagi, Lefke, North Cyprus, on 14th of September, 2016. On 5th of April, 2017, 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 were met.

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

Prof. Dr. Dr. Christian Werner

IUNworld GmbH

Hochschule für Gesundheit & Sport, Technik & Kunst Berlin und FHAM Erding

Professor of Economic Psychology (General business administration, organisational psychology, market and advertising psychology, marketing and sponsorship, public and political management, corporate consulting)

Prof. Dr. Dr. h.c. Andreas Knorr

German University of Administrative Sciences

Professor of economics, especially economics and transport policy (Transport policy, competition policy, international relations, tourism economics, European integration, environmental economics, country comparisons)

Assoc. Prof. Dr. Ali Muhtaroglu

Middle East Technical University, Northern Cyprus Campus

Assoc. Prof. of Electrical Engineering

Assistant to the President, responsible for Strategic Planning, Research and Accreditation
Coordinator of Sustainable Environment and Energy Systems MS Programme, METU NCC (2010-2016)

Dr. Olaf Neitzsch, General Director

Dr. Olaf Neitzsch Consulting (Banking & Automotive Executive, Automotive Banking (Retail and Corporate), Financial Services, Start-up & Company, Business Development, Restructuring, Risk Management, Human Resource & Executive Search, Consulting)

Andreas Bonacina

HAM Erding

Student of International Management (extraoccupational M.A.)

Division Manager at NORMA

Lebensmittelfilialbetrieb Stiftung & Co. KG

(completed: dual B.A. programme Trade Management)

FIBAA project manager:

Dr. Heinz-Ulrich Schmidt

The assessment is based on the self-evaluation report, amended by further documents requested by the panel, and a site visit. The site visit took place on 29th and 30th of June, 2017, at HEI's premises in Lefke. The same cluster included an appraisal of “Business Administration” (Bachelor of Arts in Business Administration). At the end of the on-site visit the panel gave 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 17th of August, 2017. The statement on the report was given on 23rd of August, 2017. It has been taken into account in the report on hand.

Summary

The Bachelor programme “International Relations”, offered by the European University of Lefke, fulfils 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 15th of September, 2017, and finishing on 14th of September, 2022. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure and with the Bologna declaration.

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

- Contents (see Chapter 3.1),
- Quality assurance (see chapter 5.2).

The measures that the HEI takes in order to implement the recommendations are to be considered during the re-accreditation.

There are several criteria in which the programme exceeds the quality requirements:

- Counselling for prospective students (see Chapter 2.2),
- Interdisciplinary thinking (see chapter 3.1)
- Internationality of the student body (see chapter 3.2),
- Foreign language contents (see chapter 3.4),
- Student support by the faculty (see chapter 4.1),
- Process organisation and administrative support for students and faculty (see chapter 4.2)
- Access to literature (see chapter 4.4)
- Quality assurance (see chapter 5.1).

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

Information

Information on the Institution

The European University of Lefke (EUL), founded by the Cyprus Science Foundation, officially started its academic activities in 1990 as a State Foundation University. The university offers education activities with its 9 faculties, 6 vocational schools (Associate Degrees) and 1 graduate school. These faculties and schools offer 32 Associate, 57 Undergraduate, 23 Masters and 15 PhD Degree Programmes (totally 127 Programmes) in English and/or Turkish.

EUL is an international university with a population of students over 9200 as of February 2017 from 66 different countries and distinguished and experienced academic staff from around the World. The proportion of international students (excluded Turkish Republic students) is close to 17% with a remarkable increase of it in the last four years

The university and all its respective departments are accredited by the Turkish Republic's Higher Education Council since its first day of establishment. EUL has educated around 1,500 graduates from many different countries with diverse cultural backgrounds.

The European University of Lefke is generally supervised by the Ministry of Education of North Cyprus. In North Cyprus, higher education institutions are further supervised and audited by YODAK, the Higher Education Planning, Evaluation and Accreditation Council, which oversees the standards and quality of higher education in North Cyprus. All the programmes of the European University of Lefke have been approved by YODAK as well as YOK, the Higher Education Council of Turkey. Other accreditations received by the other faculties of the University are MUDEK, the Accreditation Council of Turkey for Evaluating and Accrediting the Engineering Educational Programme, which was received by the Faculty of Engineering last year, and PEARSON Accreditation, which was received by the English Language Programme two years ago.

EUL has some relevant international memberships like American Council on Education, International Association of Universities, International Universities' Council, Federation of the Universities of the Islamic World and the UK National Academic Recognition Information Centre.

Further development of the programme, statistical data

The International Relations programme is offered in the Faculty of Economics and Administrative Sciences (FEAS) under the management and control of the International Relations Department. The programme started admitting students for the first time in 1995/96 academic year and has had 506 graduates since that year. The programme had 96 students enrolled prior to the graduation of Summer 2016 and currently 44 new students were enrolled as of the beginning of the academic year 2016/17. The programme has developed since its establishment steadily both quantitatively and qualitatively (see chapter 5.1).

The Percentage of Undergraduate Students Distribution according to Gender and Nationality in the Department of International Relations

	% Male	% Local	% Turkey	% International
2011-2012	43	0	14	86
2012-2013	58	0	18	82
2013-2014	70	2	16	82
2014-2015	92	7	14	79
2015-2016	56	2	25	73

Rate of realised enrolments: 88%
 Success rate: 89% (average)
 Average study duration: 9.9 semesters (excluding 1-year English Preparatory School)
 Percentage of foreign students: 72.9% int.'l relations

Appraisal

The statistical data show a serious quantitative development of intakes. Taking into account the existing competitive programmes (see chapter 1.2) the realisation rate of enrolments is rather good. On average, there is a longer duration of the study time. On the other hand, there is indeed no high dropout rate. The proportion of international students (excluded students from Turkey) is really high. Thus, the quantitative and the qualitative development of the programme so far is convincing.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

According to the EUL, the intended learning outcomes of the programme are that after graduation the alumni will be able to

- enhance effective decision-making, critical thinking skills and analytic techniques,
- demonstrate ability for teamwork, collaboration and leadership,
- understand social and legal issues, both within local and global environments,
- speak and talk English for professional purposes,
- understand and evaluate ethical issues and situations,
- know the political and economic features of the major countries and of at least one world region,
- follow major contemporary events of global relevance,
- define the major terms used in IR,
- evaluate the major norms relevant for IR,
- understand the different theoretical and methodological approaches to IR and choose between them,
- interpret factual knowledge in the light of specific IR theories and methodologies.

Appraisal:

The intended learning outcomes and objectives meet the subject specific as well as the generic requirements of the targeted professional field like various branches of the ministries of the state, banking and finance sectors, multinational corporations, non-governmental organisations and different media platforms. Fitness of purpose has been substantively demonstrated. The qualification objectives of the programme are explained and convincingly presented in relation to the target group and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and generic qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the European qualifications framework for higher education.

		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)

It is mentioned in the mission and vision statement of the EUL, creating a multicultural and international student body as well as providing an education that meets the requirements of the globalised world are very important for the University. For this reason, internationality is built into the International Relations mission statement (see chapter 1.3.) and also into the

programme's curriculum. The International Relations curriculum offers courses such as International Organisations I, International Organisations II, International Law I, International Law II, International Dispute Settlement and International Relations I and II.

Appraisal:

The international orientation of the study programme is obvious and in line with the vision and mission of the EUL and the faculty (see chapter 1.3). The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

		Exceptional quality requirements	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

There are three competitive comparable programmes offered by other Higher Institutions in North Cyprus. They all differ from EUL programme by grade of internationality and tuition fees, which are lower at EUL.

As evidenced during the on-site visit, the International Relations programme is positioned in the job market as a programme providing an education to equip students with an international and inter-disciplinary perspective as well as conceptual, intellectual and analytical skills to manage emerging political, social, cultural and economic issues of the globalised world.

According to the results of the on-site visit, graduates of the programme are equipped with communication skills, research-based skills and skills essential for collaborative work in multicultural environment as well as independent and critical thinking abilities. Well-educated and well-prepared graduates can find positions in public institutions including various branches of the ministries of the state, academia, media, local and global private corporations as well as non-governmental organisations.

The Faculty of Economics and Administrative Sciences (FEAS) mission is as follows: To

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

Appraisal:

The positioning of the programme in the educational and in the jobmarket as well as its positioning in the EUL's strategy have clearly been explained by the Rector and the faculty during the on-site visit in different interviews. The reasons given for the positioning in the educational market of this study programme are plausible.

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

The profile of the programme is in line with the faculty's and the university's overall strategic objectives. The study programme is 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

The university admits students into the programme from different countries with diverse educational systems:

- North Cyprus
- Turkey and
- Foreign Nationals

Categorised regulations with respect to admissions for different nationalities are as follows:

North Cyprus Nationals:

Nationals of North Cyprus who have successfully completed high school are admitted based upon the provision of excellent and suitable performance at entrance examinations conducted and administered by European University of Lefke. North Cypriot students, who possess equivalent results of UK-Based 'O' Levels examinations, are also admitted provided they have a minimum grade of 'C' or above in 5 different subjects, of which one must include Mathematics.

Turkish Nationals:

The university admits students from mainland Turkey via central Turkish University Entrance Examination (LYS) which is conducted by the Office of Student Selection and Placements (OSYM). The Turkish Authorities coordinate this examination with the aim of managing Turkish student placements into Turkish Universities in Turkey as well as North Cypriot universities. Students who are successful in this examination and have selected a programme at the European University of Lefke in their preference list are placed into EUL programme depending on their examinations scores.

Foreign Nationals:

European University of Lefke admits international students alongside North Cyprus/Turkish nationals. The students must have a high-school diploma/certificate or its equivalent with good academic performance in order to be accepted. An international student with a minimum average diploma grade of 'C' is admitted to the programme. International students, who possess equivalent results of UK-based 'O' Levels examinations, are also admitted provided they have a minimum grade of 'C' or above in 5 different subjects, of which one must include Mathematics.

The admission process is based on credits, where previous studies at other universities or jurisdictions having equivalent academic status to the University courses and programmes are recognised according to Lisbon Convention (see further information regarding credit transfer in chapter 3.2). The administration of admissions with credits is carried out by the programme's Head of Department and the Faculty Dean, and is also assisted by the International Affairs Office in case of foreign applications. Upon the assessment of prior study based on Regulations for Recognition of Prior Learning, admission may be granted with credit transfer in line with the procedures set by the departments. Transfer of credits causes a reduction in the number of courses required for a student to complete a programme or simply exempts such students from specific courses.

It's required for every student to participate in the English Language Proficiency Test and attain the minimum English language requirements. However, there is waiver for students who can provide internationally accepted English language proficiency certificates. All students who have achieved a minimum IELTS score of 5.5 and TOEFL score of 537/203/75 (paper based/computerised/Internet based) are exempted from the English Language Proficiency

Test. International General Certificate of Secondary Education and equivalent certificates with English subject score of minimum grade 'C' can also be considered for the English Language Proficiency Test exemption. Upon approval of exemption from the English Language Proficiency test, students will be admitted directly into the first year of their programme.

Admission policies are published in the University's promotion materials, on the University website and in publications supporting individual programs. They are supported by admission advice provided by representatives employed in Promotion Offices of EUL located in different countries. Among eligible applicants there is a first come first serve policy, which is transparent for the applicants.

For admission, there are student-quotas from Turkey, North Cyprus and international (as three segments). EUL checks the quotas of Turkey and North Cyprus and if those are not full EUL would increase the quota for international students accordingly by using the spaces of not enrolling Turkish and North Cypriot students. Even if EUL gets more applicants from this on the enrolling procedure, EUL would select the higher grade students. As explained by EUL, so far in none of the programmes EUL reached to a point where EUL had more applicants than number of available spaces. Therefore, no selection procedure is needed.

Upon receiving applications and meeting all requirements for admission, the decision is communicated to the student in writing.

Appraisal:

The different admission requirements for different nationalities seem to be both carefully and appropriate in particular, since Turkish students are admitted based on central examination in Turkey. No decision is involved there. For local students, university has its own local examination the students take. For the international students, the university analyses their background, including high school grades, the different educational systems and the respective inhomogeneity of levels, which is obviously facilitated by the fact that EUL is a member of the UK National Academic Recognition Information Centre.

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

The HEI ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs.

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

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

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

Curriculum overview:

Module No.	Title of Module / Course Unit
M1 Module 1: (1st Semester)	
M 1.1	POLS 101: POLITICAL SCIENCE I
M 1.2	ECON 101: PRINCIPLES OF MICROECONOMICS
M 1.3	ENG 121: ENGLISH I
M 1.4	TURK 100/200: TURKISH
M 1.5	COMP 113: INTRODUCTION TO COMPUTERS
M 1.6	SCI 101: INTRODUCTION TO SOCIAL SCIENCES
M2 Module 2: (2nd Semester)	
M 2.1	POLS 102: POLITICAL SCIENCE II
M 2.2	ECON 102: PRINCIPLES OF MACROECONOMICS
M 2.3	ENG 122: ENGLISH II
M 2.4	PSYC 102: PSYCHOLOGY
M 2.5	POLS 104: INTRODUCTION TO LAW
M 2.6	HIST 100/200: HISTORY OF TURKISH REFORMS/ HISTORY OF TURKEY & CYPRUS
M3 Module 3: (3rd Semester)	
M 3.1	IR 201: INTERNATIONAL RELATIONS I
M 3.2	IR 203: POLITICAL HISTORY I
M 3.3	HIST 201: HISTORY OF CIVILIZATIONS
M 3.4	SOCY 211: SOCIOLOGY
M 3.5	POLS 201: NATIONAL GOVERNMENT AND POLITICAL INSTITUTIONS
M 3.6	POLS 207: POLITICAL ECONOMY
M4 Module 4: (4th Semester)	
M 4.1	IR 202: INTERNATIONAL RELATIONS II
M 4.2	IR 204: POLITICAL HISTORY II
M 4.3	POLS 208: EUROPEAN STUDIES
M 4.4	POLS 204: CONSTITUTIONAL LAW
M 4.5	POLS 210 LAW AND POLITICS
M 4.6	STAT 210: SOCIAL STATISTICS
M5 Module 5: (5th Semester)	
M 5.1	IR 301: INTERNATIONAL ORGANIZATIONS I
M 5.2	IR303: INTERNATIONAL LAW I
M 5.3	IR 305: DIPLOMACY
M 5.4	POLS 315 POLITICAL COMMUNICATION
M 5.5	POLS 301: (ELECTIVE I) MODERN STATE AND BUREAUCRACY
M 5.6	POLS 309: (ELECTIVE II) PUBLIC POLICY
M6 Module 6: (6th Semester)	

M 6.1	IR 302 INTERNATIONAL ORGANIZATIONS II
M 6.2	IR304: INTERNATIONAL LAW II
M 6.3	POLS 304: COMPERATIVE POLITICAL SYSTEMS
M 6.4	RES 302: RESEARCH METHODS
M 6.5	IR 308: (ELECTIVE III) MIDDLE EAST POLITICS
M 6.6	POLS 302: (ELECTIVE IV) ENVIRONMENTAL POLITICS
M7	Module 7: (7th Semester)
M 7.1	IR 409: WORLS AFFAIRS I
M 7.2	POLS 417: HISTORY OF POLITICAL THOUGHT I
M 7.3	POLS 409: POLITICAL STRUCTURE AND ANALYSIS
M 7.4	IR 403: (ELECTIVE V) TURKISH FOREIGN POLICY
M 7.5	GOV 401: (ELECTIVE VI) GOVERNANCE
M 7.6	POLS 411: (ELECTIVE VII) ORGANIZATIONAL THEORY IN PUBLIC CONTEXT
M8	Module 8: (8th Semester)
M 8.1	IR 410: WORLS AFFAIRS II
M 8.2	POLS 418: HISTORY OF POLITICAL THOUGHT II
M 8.3	IR 404: INTERNATIONAL DISPUTE SETTLEMENT
M 8.4	IR 402: (ELECTIVE VIII) THEORY AND PRACTICE OF IR
M 8.5	IR 414: (ELECTIVE IX) THE CYPRUS PROBLEM
M 8.6	POLS 402: (ELECTIVE X) HUMAN RİGHTS IN WORLD POLITICS

The International Relations programme aims, as already mentioned earlier, to equip the students with an international as well as inter-disciplinary perspective and conceptual, intellectual and analytical skills to manage emerging political, social, cultural and economic issues of the globalised world. Upon suggestion of the experts, the International Relations programme management agreed that History of Political Thought courses will come much earlier in the curriculum (currently in semester 7 and 8). They took a note and fixed it since they have already had similar opinion during a recent review.

Referring to the content and intended learning outcomes of this programme, it was called International Relations as the most widely used and accepted name, since the programme deals with different subjects and topics not only at the national level, but also at the global level e.g. various continents, regions, countries and areas as well as multi-dimensional and interdependent relations among all of them. The degree awarded takes it into account.

International Relations programme aims to integrate theory and practice in evaluating and criticising global developments. The programme offers various courses on the mainstream and newly emerging alternative theories as well as the courses about the contemporary global issues in the world agenda. The programme provides students with a theoretical background and opportunities to apply theories and concepts through interactive learning tools and the theories and practices of International Relations.

Course descriptions are prepared together across different departments to make sure interdisciplinary issues are addressed in different courses. The programme's interdisciplinary approach equips the student with the needed theoretical and analytical tools in overcoming the challenges of the rapidly changing dynamics of world politics. A wide variety of courses ranging from economics to sociology, from law to statistics, as well as the core courses of International Relations, is offered by the full-time as well as part-time staff members having their own research and distinct academic backgrounds.

The EUL emphasised that the curriculum of the International Relations programme is enriched by the courses taken from other faculties including Faculty of Arts and Sciences (Department of History), Faculty of Education and Faculty of Communication Sciences among many others. Interdisciplinary approaches within the faculty as well as mutual interactions with other faculties would be an asset for the students in extending their horizons and discussing the global developments from broader perspectives.

International Relations programme is also aware of the importance of ethics from all perspectives. The EUL stated that the courses are taught in accordance with scientific and ethical norms without any prejudices or political indoctrination. The importance of ethic is also discussed with a specific reference to plagiarism. Starting from the first year of the programme, the students are discouraged from any type of plagiarism in their works and studies.

IR programme has research methods courses where students are asked to choose a topic, do research, and present in class their results. The students are expected to conduct their studies through different methods and practices including in-class exams, projects, terms papers and presentations among many others. Those various research practices shall enable the students to interpret all current and historical developments from theoretical and conceptual frameworks. Therefore, mostly through the examinations and other assignments, the faculty members are also encouraged to motivate the students in improving their research and analytical abilities in an integrative way.

Each lecturer determines the course requirements in alignment with the respective learning outcomes and follows the guidelines established by EUL and Faculty of Economics and Administrative Sciences. Accordingly, the lecturers may apply different types of examinations in their courses including in-class examinations with either essay type questions or multiple choice questions (depending on the course), quizzes, presentations and even individual and/or group projects and term papers, defined in the respective EUL documents. According to EUL, all types of examinations test the students' achievements of the intended learning outcomes. Every effort is spent to ensure that learning assignment methods are based on course and programme learning outcomes.

In the International Relations programme, the students are not expected to write a final thesis to graduate from their programme. By successfully completing the compulsory and the chosen elective courses, the students are entitled to achieve their Bachelor degree.

Appraisal:

The course contents and learning outcomes of the International Relations programme of EUL are in line with conventional programmes in the study field. The programme offers both compulsory and elective courses which are complementary to each other (see chapter 3.2). Students were able to get all the electives they were interested in, as evidenced during the on-site visit.

The experts recommend to give some relevant topics (e.g. public relations, communication, lobbying) stronger presence in the curriculum. They noted that it is already on the agenda of the programme management to expand the number of electives they offer.

The experts appreciate that the learning outcomes are assessed in each course with the aid of learning outcomes vs. programme outcomes matrices, which are all audited and controlled by the Faculty's Assurance of Learning Quality Committee chaired by the Dean of the Faculty.

They further noticed:

- The curriculum adequately reflects the qualification objectives of the study programme. The contents of the course units are well-balanced, logically connected and oriented towards the intended learning outcomes.
- The degree and programme name correspond to the contents of the curriculum and the programme objectives.
- Theoretical questions are explained by means of practical examples.
- The study programme puts an emphasis on preparing the students for an occupation requiring interdisciplinary knowledge.
- Ethical implications are appropriately communicated.
- Students acquire methodological competences and are enabled to do scientific work on the required level, as evidenced during the on-site visit.
- All exams, as they are defined in the course unit descriptions, 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 an appropriate variety of test formats.

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

3.2 Structure

Projected study time	4 years
Number of Credit Points (CP)	240
Workload per CP	30 hours
Number of course units	38 compulsories, 10 electives
Time required for processing the final thesis and awarded CP	Not applicable
Number of contact hours	4921

The International Relations programme consists of 38 compulsory course units and in addition of 6 compulsory electives, to be chosen out of possible 10 electives. Students' workloads are calculated (and re-calculated according to experience and need) by the programme management on a regular basis.

Students' course performances are evaluated by using various mechanisms including mid-terms and final examination, quizzes, presentations, assignments, in-class activities/exercises

and course projects used to assess students' capacity and ability in meeting programme and learning outcomes. Regarding the examinations, each instructor determines the course requirements in alignment with the respective programme and learning outcomes and follows the Regulations for Associate and Undergraduate Degree Education and Examinations prepared by the EUL. Accordingly, the students are given a mark over 100. At the end of each semester the average mark of the student is converted into a letter grade in accordance with the Regulation mentioned above. In the first two years, the students take 6 courses in a semester. In the third and fourth year, they take 5 courses in a semester.

At EUL a semester has regularly 16 weeks, 13 for lectures and 2-3 weeks for midterm and final exams. Addition to the regular semesters, a summer semester can be added upon the Senate's decision and is optional for the students. The duration of this semester cannot extend beyond 8 weeks. Fall Semester is between October and February and Spring Semester is between March and June. Summer School is optional and is between July and August.

EUL Rules & Regulations for Associate/Undergraduate Education recommends that university courses be 3 credits (on some courses there might be 2 credits). This means that the course will have 3 hours of classroom contact duration.

All of the requirements for the courses are shown on the course unit descriptions, which include all necessary information (e.g. intended learning outcomes, teaching methods, ECTS-points, content).

EUL applies the Lisbon Recognition Convention. In the case that the programme outcomes and the course learning outcomes of the applicant from the other university are very different and the course units do not match, in those cases according to the regulations EUL has to demonstrate that the learning outcomes of the applicant do not meet EUL requirements of the respective curriculum.

The final grade is supplied by a relative grade in the diploma supplement, based on the last three years statistics for the graduates of each respective department.

There is a re-calculation of the allocation of ECTS on a regular basis. Actually, EUL updated recalculated ECTS several times. According to EUL, experience also shows that this is necessary because of the feedback that EUL gets from students and faculty and this causes the need for re-calculation of ECTS credits for each course.

The EUL and FEAS are committed to promoting diversity and equality of opportunity in its learning, teaching, research and working environments, and to ensuring these environments support positive relations among people and a culture of respect. This commitment is a promise to create an environment where the faculty members and students are treated fairly, irrespective of their disability, gender, race, religion and belief. Students with disabilities are welcome and are provided assistance by the university in all relevant aspects. The office of Student's Dean gives assistance to every student for accommodation, fees or scholarship. The International Office of the university assists the foreign students in various aspects of their lives on a continuous basis.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course on the basis of the necessary student workload. As evidenced by EUL, students' workloads are calculated (and re-calculated according to experience and need) by the programme management on a regular basis. When reviewing the

workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

The course unit descriptions provide detailed descriptions of intended learning outcomes and all the necessary information. Practical aspects are designed and integrated in the course units. Nevertheless, the experts encourage to strengthen the practical skills relevant to the objectives.

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

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling, as confirmed in different interviews during the on-site visit.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances are particularly assisted. Thus, they would be able to develop their potential and achieve their personal, professional and educational aims. In such an environment all would feel welcomed, valued as individuals and confident that they will be regarded equally.

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

3.3 Didactical concept

The didactical concept includes multiple forms i.e. class discussions, presentations, case studies and group or individual projects. Although the methods may change depending on the course, all of them aim to motivate students to concentrate on the subject and to enable them to understand the topic comprehensively. All material is posted online (moodle) per week. Each student can find all of their courses online. Course descriptions and main course announcements have to be online by university policy. TurnItIn is integrated into courses. Typically, essays are passed through TurnItIn before getting evaluated. In addition to the compulsory materials, the instructors may provide supplementary materials and digital media sources on the related topic through the Moodle system of the EUL.

Class sizes are usually held small (less than 35), and this promotes interactive learning. The teaching staff shares web links to articles, news reports and case studies relevant to class discussions in the FEAS Moodle system. The students can easily reach lecturers for their inquiries through the Moodle system in addition to visiting them during office hours in the Faculty.

Each course in International Relations programme has a mandatory textbook which is mostly supported by additional study materials, lecture notes and hand-outs to support students in their learning process. The books can be found either in the library or at the bookstore of the EUL. The supplementary materials are mostly provided by the lecturers through the Moodle system of the university.

Both the FEAS and International Relations programme have been hosting guest speakers from other national and international universities, governmental and related non-governmental organisations as well as from media in various platforms including seminars, conferences, panels or workshops.

There are no lecturing tutors involved in the study programme.

Appraisal:

The expert panel appreciates that the EUL emphasizes the importance of different teaching and learning methods designed and accepted for the achievement of teaching and learning outcomes.

The courses of the programme are taught in an integrative didactical way, which makes the students of the programme more competent and informed in the field.

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

Courses and course information materials are also provided and supported by the online Moodle system, which also promotes lecturer-student communication and makes exchange very easy and efficient. The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. Students agreed that they can easily access course materials during lectures and through websites the lecturers provide.

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

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

3.4 Internationality

Various courses of the programme are designed from a global perspective in which different localities and cultural perspectives are also covered and studied, e.g. international relations I and II, European studies, political communication).

Due to its internationally oriented courses International Relations programme attracts students not only from Cyprus and Turkey, but also from many other third countries. The percentages of undergraduate students according to their gender and nationality in International Relations programme can be found in the following table:

	% Local	% Turkey	% International
2011-2012	0	14	86
2012-2013	0	18	82
2013-2014	2	16	82
2014-2015	7	14	79
2015-2016	2	25	73

The International Relations programme administration has studied student profiles. Since they have many African students, they are considering introduction of African Studies into the programme, or similar specific courses and visiting lecturers from other countries. They are planning to add Central Asian oriented material, for example as elective courses, to the curriculum.

Faculty members are well-qualified academics with their Ph.D. degrees according to their CVs from reputable universities in different countries (see chapter 4.1). They share their global experience they have through their international researches, publications and collaborations with colleagues in various countries.

The language of instruction of all courses is English. Before starting the programme, the students are required to demonstrate their capability of following the courses and meeting the requirements of the International Relations curriculum.

Appraisal:

Internationality is a convincing key dimension in the whole implementation of the programme objectives and learning outcomes, including intercultural issues. It includes international background of the faculty, international course units and composition of the students' cohorts as well as teaching language.

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practically trained intercultural teamwork students are enabled to act in an intercultural environment.

An outstanding proportion of the students comes from various language areas and cultural backgrounds. Thus, discussions in the classroom and group work constantly reflect

international aspects. The measures taken to ensure an international composition of the student body show a clear and sustainable effect. They are successful, convincing and examples of best practice.

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

Lectures and course materials are totally in English. Internationality is clearly a successful key element of the study programme's profile and example of best practice.

	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 International Relations programme provides the students with multi-dimensional and multi-disciplinary skills, which enable them to confront with the political, social, cultural and economic issues of the challenging and dynamic world, not only in their area. The courses in a wide-ranging spectrum, i.e. Political Structure and Analysis, Political Communication, History of Political Thought, Social Statistics, Political Economy, International Dispute Settlement among many others enrich the intellectual capacity and power of the students and provide them a comprehensive perspective by touching on different disciplines and study areas and additionally generic soft skills, e.g. leadership.

Appraisal:

Since employers as well as graduates confirmed during the on-site visit, the expert panel noticed that the students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course unit descriptions. This is supported by means of suitable didactical and methodological measures.

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 European University of Lefke claims to train the students in becoming honest, innovative and professionally responsible individuals with distinct personalities who are capable of critical thinking and able to contribute to the society on scientific matters, to develop cultural diversity, intercultural competence, and empathy within the University and in the society, to contribute to the welfare of the society and peace in the region and the world, to assume a pioneering role in the economic, social and cultural development of the country by giving highest priority to quality in areas of academic freedom, education and to accelerate the scientific and technological innovations and developments.

According to EUL, students graduating from the International Relations programme have a wide variety of career opportunities in public and private sectors, including various branches of the ministries of the state, banking and finance sectors, multinational corporations, non-governmental organisations and different media platforms. Still some other graduates pursue academic careers and prefer working in universities.

Appraisal:

As evidenced by graduates and employers during the on-site visit, the alumni have been provided with all necessary skills and qualifications needed for starting a professional career. Within 6 months after graduation they used to be employed. The promotion of employability through the integration of theory and practice and through the promotion of multidisciplinary competences and skills runs as a common thread of the study programme through all its course units.

		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 faculty in general and the programme in particular have faculty members most of whom already hold their PhD degrees. Staff members from all levels of the academic spectrum are working to provide an enriched educational experience for the students. There are International Relations faculty members who acted as advisor to the president in political science or worked at EU contact office in North Cyprus. Half of the faculty members have practical background, two of them international.

The faculty currently employs 22 full-time members, 1 part-time member and 2 administrative faculty assistants. Almost all teaching is undertaken by full-time faculty members who are expected to participate actively in the process of curriculum design and development as well as continuous improvement efforts. This is supplemented by part-time faculty who are hired for only lecturing responsibilities. The FEAS also employs faculty assistants who are usually postgraduate students employed on short-term contract basis to support administrative activities of the faculty. These faculty assistants operate under the supervision of academic staff members.

The faculty numerates 20 recent (2012/16) publications. International Relations programme provides rewards for faculty publications (monetary), and this is an incentive for others to do research and publish as well. They hope this keeps the faculty motivated about keeping course materials updated with recent research topics. They also consider reducing the workload of faculty members, but this depends on the number of students in the programme and if they can increase the number of faculty members with financial viability.

The EUL is primarily a teaching institution, one of the priorities of the EUL and FEAS is teaching effectiveness. The previous teaching experiences of the faculty members, both at the EUL and in other institutions, sufficiently prove their teaching skills and assets.

Teaching loads are rather high. For PhDs the teaching hours are 15 as standard workload per week. For non-PhDs the teaching workload is 18 hours per week.

Most of the full-time faculty members also participate in independent research projects and share these kinds of experiences both with their colleagues and their students. This is an important attempt to provide students with holistic approaches by combining theory and practice of the field. Moreover, transferring theory to the field would contribute to the intellectual capacity of the instructors and improve their teaching effectiveness at the same time.

In addition, further qualification for the staff will be offered from September/October 2017 by a special EUL programme, which consists of six modules: departmental psychology, effective communication, education principles and methods, assessment and evaluation, classroom management, preparing teaching materials. The staff who attends these modules will be assessed and evaluated at the end and they will be provided with a certificate.

Faculty members cooperate among themselves for the improvements in reaching the qualification objectives by exchanging their expertise and knowledge through different occasions i.e. conferences, seminars, round table discussions and panels. The cooperation is institutionalised through the departmental meetings, joint committees or workgroups on a specific topic.

Student advice is provided by faculty members, department chair, the programme director and staff. International students are picked up from airport, brought to the university, greeted by

student assistants to make them feel comfortable. There are 15 assistants in Spring to welcome new students. EUL provides students a handbook.

The students are supported regularly at all levels of their education. The support is provided by all faculty members ranging from the Dean to the research assistants of the faculty. Each student is assigned an advisor from the full-time faculty members. Advisors are responsible for helping students in all kinds of difficulties with their programme of study. The advisor-student relationship continues throughout the whole programme. Besides the advisors, all faculty members are available for the students not only in their office hours but also at other times. Further support is also provided by the Student Office staff, programme director, course coordinator and other staff in the faculty.

All lecturers and administrators within the programme have strong relationships with their students and are available on the basis of “open-door policy”. Each lecturer offers 4-5 office hours per week at designated times to discuss and solve students’ academic problems.

Students are supported academically through different ways. Course descriptions are provided for each course with the general outline of the course for the whole semester as well as with the required reading materials. The reading materials are also supplemented by the extensive web-based materials. All those materials are provided through the Moodle System of the EUL. Moreover, the students are also free to meet their advisors and instructors in their office to evaluate their progress/performances and to discuss their problems. Moreover, the faculty members also try to quickly reply the e-mails sent by students. Overall, students are supported and advised both academically and personally, when they need it.

Appraisal:

The experts noticed that all faculty members are well-qualified with PhD degrees from reputable and accredited universities. Even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty’s composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic, pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are going to be implemented.

The practical business experience of the faculty corresponds sufficiently to the requirement of the programme to integrate theory and practice.

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

The faculty members are available for the students outside the specified office hours as well. 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			X		
4.1.5* Internal cooperation (Asterisk Criterion)					
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

The Chair of the International Relations programme is responsible for coordinating all activities of the programme including the curriculum, courses and lecturers, registration checks among many others, for the smooth, successful and efficient functioning of the programme. When it is needed, the director is supported by other faculty and department members in performing these activities. The administrative staff are offered opportunities for continuous professional development (e.g. IT, language).

The students and faculty members are supported by the administration of the EUL:

- The students are provided with the academic assistance and counselling by the faculty members. They also have the opportunities to use library and computer centre for their academic works and researches. If needed, the health centre of the university is in the service of the students. Moreover, the EUL also provides some facilities for the students' free time. They are free to use sport complex, attend various students' clubs or participate in different social and cultural activities. EUL committees welcome new students already on arrival at the airport.
- The faculty members are also supported by the EUL. They have individual offices with computer facilities. They are encouraged to attend seminars, conferences and also other types of academic and professional meetings. They are also encouraged and awarded for their publications. Moreover, EUL Research Fund was set up to finance the independent researches of the faculty members.
- EUL also provides free counseling services conducted by professional psychotherapist/psychiatrists to all students, faculty members and staff. The Psychological Counseling Centre accepts appointments and walk-in patients.

Appraisal:

The Chair of the International Relations programme coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. The EUL offers the administrative staff opportunities for continuous professional development.

Faculty members and students are supported by the administration in the organisation of the study programme. The administrative staff acts as a service provider for students and faculty.

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

4.3 Cooperation and partnerships

According to the explanation during the on-site visit and based on an additionally provided list IR programme is linked to 16 higher education institutions (national as well as international), partly based on cooperation agreements and actively lived.

As part of its academic curriculum, International Relations programme is also trying to build partnership with other related organisations. In this framework, the International relations programme signed a Cooperation Protocol on Educational, Research and Mutual Exchanges with the Ministry of Foreign Affairs and the Prime Minister's Office European Union Coordination Centre. Within the bounds of the protocols signed with the Cyprus Turkish Chamber of Industry, Cyprus Turkish Chamber of Commerce, Turkish Cypriot Chamber of Shopkeepers & Artisans, North Cypriot Ministry of Foreign Affairs and Prime Minister's Office, EU Coordination Center (North Cyprus) the faculty members are encouraged to deliver training sessions to these bodies and these bodies are invited to deliver seminars for the students of International Relations programme in reciprocity and on a mutually beneficial basis.

Appraisal:

There is a lot of convincing operations with HEIs and with business enterprises and other institutions, which are in favour of the IR programme. They are not only signed, but lived, since internationality is the most impressive profile element of EUL and IR programme.

The scope and nature of cooperation are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. Agreements with the Chamber of Commerce and the Chamber of Industry, encourage students and connects students with these industry partners.

	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

All lectures take place in EUL buildings. The buildings contain 48 classrooms and 4 computer labs for students that have a total of 112 computers. These labs are reserved for courses that utilise computer software as part of teaching methodology. Wireless network access has been established at many points and covers all of the FEAS buildings and cafeterias. All of the courses offered by FEAS are supplemented with Moodle Course Management System. The system allows faculty members to provide course materials as well as utilise online quizzes, and discussion forums.

The respective lecture building has 9 classrooms and the faculty building contains 2 large seminar rooms and a meeting room. In addition, there are lecture theatres and numerous smaller seminar rooms, which are available for the programme at hand.

Audio-visual equipment is a standard fitting in most classrooms and seminar rooms as well as the meeting room.

IR students use the main university library. The library offers the EUL faculty members, students and personnel the opportunity to borrow books and other information resources. Users can access all kinds of information through the variety of materials available in the library whether they are related to their own field of the study or their special interest areas.

The service model is to maintain as much journal and database content as possible online, with highly-demanded books and recent issues of journals kept physically on site at the main university library. The main library collections can be accessed in person or by using the online access. Information specialists are available to assist students and faculty in library research. The library has student-friendly opening hours (Monday-Friday, 08:30-23:00 and Saturday-Sunday, 09:30-23:00), and 7/24 working hours during midterm and final examination periods.

The library houses a collection of more than 48,500 printed publications, 161.000 electronic digital books or sources, and thousands of audiovisuals and periodical subscriptions. The library has membership in more than 15 online databases that allow access to full-text journals, reports, abstracts, E-books, reviews, statistical data, working papers as well as bibliographical information resources. The library collection is classified in accordance with internationally accepted standards. Direct access to catalog terminals is available on the library premises and users can reach information through the online catalog.

The library has 2500 square meters of space. The place has a sitting capacity of 503 seats. Readers can use the scanning as well as the photocopying facilities.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The IT is updated with the most recent requirements for hardware and software. Students and lecturers agreed that EUL constantly enlarges the capacity of the network and invests in new equipment. An impressive list of library databases has been presented during the on-site visit.

The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The library is accessible during most of the day. Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students. Students are really satisfied, not to say happy with access to library and literature.

		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

Faculty academic advisors provide career advice to the students who have been assigned to them. Additionally, the Career Center of EUL helps students identify career opportunities, organises job fairs on campus and assists students in job search activities as well as CV writing and interview skills improvement. This office also reaches out to students using social networking sites and leaflets.

Students agreed during the on-site visit that lecturers do career counselling. If there is a request from students, EUL evaluates what to do about it. There is a manager and 3 staff to respond to such requests. There are typically 75-100 student petitions per school year. EUL has agreements with Vodafone to provide seminars on preparing CVs.

There is an university contact office for alumni. In the last few years the university has been trying to stay in touch with graduating students more systematically through email lists, etc.

In addition to the university's Alumni Centre, FEAS Alumni unit tries to raise awareness and understanding of the benefits university provides to the society and to maximise that benefit through the involvement, advocacy and philanthropic support of alumni, other individuals and organisations. FEAS Alumni unit also has its own Facebook group aimed at communicating with its graduates.

Appraisal:

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

The IR programme has had graduates for many years, but has only started to get in touch with them in the last few years through social networks. It works well according to the information given by graduates and employers during the on-site visit. 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)

EUL is a university that is funded by a mix of public education funding from the country's government, domestic and international student fees, contract research and grant income. The body which oversees the government funding is the Ministry of Education.

Appraisal:

The programme finances itself through tuition fees, which cover the running costs. In addition, the University guarantees to stand in for a potential financial deficit, which endangers the continuation of the programme. Within the limits of a review process and with regard to financial stability of EUL in recent years, the panel concludes that financial stability is ensured for the current programme cycle and the entire accreditation period.

		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

All the programmes in European University of Lefke are subject to semi-annual internal quality assessment procedures aiming at continuous improvement under the auspices of the Quality Assurance Office (QAO) of the Rectorate. All responsibilities and mechanisms are defined for the purpose of continued development. Rectorate, faculty and departments have a shared responsibility in assessment. Systematical and periodic evaluation of programmes with regards to their contents, processes and outcomes is introduced and carried out by a relevant committee of the faculty, departmental boards of faculty, Faculty Advisory Board, students, alumni and their employers. Internally, quality issues are discussed in almost each departmental meeting with the participation of all members of departments and in the Assurance of Learning Quality Committee (ALQC) of the faculty. Externally, feedback from students, the Faculty Advisory Board, alumni and employers of alumni is received for curriculum development, development and upgrading of teaching methods, teaching materials and equipment. Inputs from all these different sources are put together and analysed in the Faculty Executive Board meetings and recommendations are made to the Rectorate for a final decision to be made by the University Senate.

Commencing as of 2015 spring semester, course evaluations by students are applied regularly for every semester whereby course content, workload and quality were evaluated by students and results for the past four semesters have already been accumulated and documented in semester reports.

Regarding evaluation by lecturers EUL does interviews with lecturers to see how happy they are with administration, etc. The interviews include all lecturers every year. When they also evaluate the dean, the dean is not invited to such meetings. The dean is separately interviewed about head of the department.

Since Cyprus is a small place, EUL regularly talks with employers. In addition, EUL talks to the employers irregularly and randomly (which happens to occur 2-3 times a year) about the performance of their students at workplace.

Faculty departments hold periodic meetings for assessing the content and quality issues in education. They exchange views and make recommendations to the ALQC of the Faculty on necessary amendments regarding the course contents, design of lectures and other quality related issues.

For quality assurance and development purposes, the ALQC is established, consisting of the dean of the Faculty and four other members of the faculty, each member representing their departments within the faculty. The committee's role and responsibilities are:

- introducing the necessary quality contents and procedures and monitoring their implementations on a continuous basis,
- contributing to the development of quality considerations according to the feedbacks and future needs,
- reaching out to the students, alumni, employers and the Faculty Advisory Board to encourage and solicit their evaluation on the effectiveness of the ongoing programmes,
- coordinating and promoting the communication processes amongst the relevant parties.

ALQC members are:

- the Dean of the Faculty (president)
- the Chair of the Business Department (member)

- the Chair of the Banking & Finance or Economics Departments on a rotational basis (member)
- the Chair of the International Relations Department (member)
- the Chair of the Political Science and Public Administration Department (member).

Alumni are reached out using social networks and/or students' e-mail information and asked to complete data sheets with respect to their past experience at EUL and specifically about their professional life after graduation. Alumni Unit of the faculty contacts employers of the alumni on a periodical basis to receive their critics and suggestions and passes any relevant information to the ALQC which also shares this information with the Faculty Executive Board for evaluation and future processing. Starting with 2017 onwards, students will be required to fill out alumni data sheets online soon before graduation and thereafter. The accumulated results are analysed.

The Faculty Advisory Board which consists of four external members is contacted twice a year by ALQC to obtain suggestions and recommendations about content and structure of programmes in general and the study programme at hand in specific. The members of this Board are as follows:

- the President of Cyprus Turkish Chamber of Industry,
- the President of Cyprus Turkish Chamber of Commerce,
- the President of Cyprus Turkish Shopkeepers & Artisans,
- the Under-Secretary of the Ministry of Foreign Affairs (North Cyprus),
- the President of the Prime Minister's Office: EU Coordination Centre (North Cyprus).

All suggestions and recommendations are again passed on to the Faculty Executive Board for evaluation and future processing.

There are external accreditation procedures on a regular basis by The Council of Higher Education of Turkey (YÖK) and the North Cyprus Higher Education Planning, Evaluation, Accreditation and Coordination Council (YÖDAK).

In general, all programmes of the university are printed in the University Catalogue and made available to students and all other interested parties. These programmes can also be reached on the web (www.eul.edu.tr) under the academic's menu selection. In both of these sources detailed information on faculties, departments, programmes structure, course content, core versus elective course requirements, ECTS, course descriptions, full-time and part-time academic staff, staff holding administrative duties and their contact details.

Every registered student of EUL is provided with a password to enter the a system called "oibs", where students can have an access to their own curriculum, course programme, transcript as well as rules and examinations' regulations.

Furthermore, every registered student is also provided a password for the EUL Moodle System where students can access course descriptions, course materials, course memoranda, information on assignments, quizzes and examination schedules.

Students of EUL can also obtain information about faculties, departments and programmes from various printed academic and promotional publications issued by the Office of Student Affairs, Office of International Students, Public Relations Office and Secretariat of Faculties.

FEAS in collaboration with all interested parties (internal and external) organises and announces both within the university and in media all types of activities and events such as seminars, workshops, panels, conferences and symposiums.

Appraisal:

As evidenced during the on-site visit, EUL continuously applies the Plan-Do-Check-Act Quality circle. A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students, quality control by the faculty and external evaluations are carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the relevant groups and provide input for the quality development process. With regard to the students the feedback could be strengthened. Therefore, the experts recommend to formalise the feedback given to students.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

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

Quality profile

HEI: European University Lefke, North Cyprus

Bachelor programme: International Relations

		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)					
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)					
3.	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking		X			
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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)					
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)					
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)					
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion)			X		

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