

Decision of the FIBAA Accreditation Committee for Programmes



114th Meeting on 20 March 2020

Project Number:	19/046
Higher Education Institution:	Eastern Mediterranean University (EMU)
Location	Famagusta, North Cyprus
Study Programme:	Business Administration (BBA) Human Resource Management (B.S.) International Trade and Business (B.S.) Management Information Systems (B.S.) Marketing (B.S.)
Type of Accreditation	re-accreditation

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

According to § 12 (2) in conjunction with § 16 (1) in conjunction with § 16 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programmes are re-accredited with three conditions.

Period of Accreditation: from fall semester 2019/20 until spring semester 2026

Conditions:

- Condition 1:
The University ensures that the written admission decision contains a transparent explanation of rejecting reasons.
- Condition 2:
The University revises the ECTS credit points and the contact hours for consistency in the curricula and course descriptions.
- Condition 3:
The University
 - a) implements a Quality Assurance Handbook, which clearly defines the responsibilities and embraces all internal quality assurance and development processes with regard to European Standards and Guidelines.
 - b) ensures that the evaluation results of student surveys are communicated to the students.

Proof of meeting these conditions is to be supplied by December 19th, 2020.

The conditions are fulfilled.

FIBAA Accreditation and Certification Committee on September 3rd, 2021.

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

Eastern Mediterranean University (EMU)
Famagusta, North Cyprus

Bachelor programmes:

Cluster 1:
Business Administration
Human Resource Management
International Trade and Business
Management Information Systems
Marketing

Qualification awarded on completion:

Business Administration (BBA)
Human Resource Management (B.S.)¹
International Trade and Business (B.S.)
Management Information Systems (B.S.)
Marketing (B.S.)

¹ Bachelor of Science; The abbreviation (B.S.) is used by Eastern Mediterranean University (EMU)

General Information on the study programme

Brief description of the study programme Business Administration (BBA):

The Business Administration programme aims to produce graduates who are able to use and integrate various tools, techniques, and theories to solve business problems. The programme hosts an internationally diverse student body, which follows a curriculum that is based on international orientation. It provides students with contemporary knowledge of the functional fields of business facing contemporary challenges and assists them in developing their communication, teamwork and analytical skills. Students shall develop an overarching understanding of organisations and their parts and be able to develop strategic solution approaches.

Brief description of the study programme Human Resource Management (B.S.):

The Human Resource Management programme aims to produce graduates who possess in-depth knowledge and skills in human resources as well as a solid foundation in business and management. The students shall gain an understanding of both theoretical and practical perspectives in Human Resource Management (HRM) and apply these perspectives in the context of workplace issues.

Brief description of the study programme International Trade and Business (B.S.):

The International Trade and Business programme aims to produce graduates who can understand and assess the far-reaching effects of globalisation on organisations. Students learn to focus on and analyse how the international dimensions of trade, business, and investment influence institutions at different levels. The programme therefore emphasises the various international dimensions that companies face. Students are expected to recognise the importance of cultural diversity and to develop an understanding of different cultures and perspectives and how these issues influence decision-making in companies.

Brief description of the study programme Management Information Systems (B.S.):

The programme aims to produce graduates who have both business and information technology skills and can apply this knowledge to improve businesses and organisations. Students shall be able to bring contemporary application of information technology from different contexts around the globe and find ways to apply such solutions in the local contexts in which they work. Graduates shall understand and analyse business problems and be able to recommend information technology solutions in the environment in which they are embedded.

Brief description of the study programme Marketing (B.S.):

The Marketing programme is designed to prepare students for entry-level and later management positions in marketing management, marketing strategy, and marketing research and related professional fields. The programme aims to produce graduates who possess in-depth knowledge and skills in marketing and business. The programme has a strong focus on necessary skills for successful implementation of marketing strategies both in traditional and electronic markets.

Type of study programmes:

Bachelor programmes

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

For all study programmes: 4 years (8 semesters) – 240 ECTS credit points

Mode of study:

full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

no

Programme cycle starts in:

both fall and spring semester

Initial start of the programmes:

Business Administration (BBA) – 1986

Human Resource Management (B.S.) – 2007

International Trade and Business (B.S.) – 2007

Management Information Systems (B.S.) – 2007

Marketing (B.S.) – 2007

Type of accreditation:

Re-accreditation

For re-accreditation: last accreditation period:

For all study programmes: 21st March 2014 – spring semester 2019
(one year extension granted until spring semester 2020)

Procedure

A contract for the re-accreditation of the study programmes Business Administration (BBA), Human Resource Management (B.S.), International Trade and Business (B.S.), Management Information Systems (B.S.) and Marketing (B.S.) was made between FIBAA and the Eastern Mediterranean University (EMU) on April 10th, 2019. On September 24th, 2019, EMU submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation were met.

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

Prof. Dr. Wolfgang Renninger

University of Applied Sciences, Amberg-Weiden, Germany
Professor for Organisation and Business Informatics

Prof. Dr. Gerd Hofmeister

Fachhochschule Erfurt
Professor for Business Administration with a focus on Human Resources Management

Prof. Dr. Susanne Czech-Winkelmann

Hochschule RheinMain
Professor for Sales Management

Assoc. Prof. Armağan Erdoğan

Social Sciences University of Ankara
Center for Higher Education
Director / Advisor at Council of Higher Education

Dr. Terence Alfred Clifford-Amos

London, United Kingdom
International Consultant
(Consulting, Human Resource Management, Management, Administration)

Tobias Burk

University Hohenheim, Stuttgart, Germany
Student of Business Administration (B.S.), focus on Supply Chain Management, Service Management

FIBAA project manager:

Viktoria Tischanski

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 November 27th/ 28th, 2019 at the HEI's premises in Famagusta, North Cyprus. 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 February 7th, 2020. The statement on the report was given up on February 19th, 2020; it has been taken into account in the report on hand.

Summary

The Bachelor programmes Business Administration (BBA), Human Resource Management (B.S.), International Trade and Business (B.S.), Management Information Systems (B.S.) and Marketing (B.S.) offered by Eastern Mediterranean University (EMU), fulfil 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 from fall semester 2019/20 and finishing in spring semester 2026, under three conditions. The programmes are 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 need for improvement regarding the quality assurance and quality development with respect to processes and outcomes as well as regarding the transparency of admission decisions, and information consistency in all study documents.²

- Condition 1:
The University ensures that the written admission decision contains a transparent explanation of rejecting reasons (see Chapter 2).
- Condition 2:
The University revises the ECTS credit points and the contact hours for consistency in the curricula and course descriptions.
- Condition 3:
The University
 - a) implements a Quality Assurance Handbook, which clearly defines the responsibilities and embraces all internal quality assurance and development processes with regard to European Standards and Guidelines.
 - b) ensures that the evaluation results of student surveys are communicated to the students.

Proof of meeting these conditions is to be supplied by December 19th, 2020.

Furthermore, the quality requirements that have not been fulfilled – Practical business experience of faculty (4.1.4); Evaluation by students (5.2.1); Information on activities during the academic year (5.3.2) – 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 identified several areas where the programmes could be further developed:

- Objectives of the study programme with regard to a National Qualification Framework (see 1.1)
- Positioning of the study programme in the educational market (see 1.3.1)
- Contents with regard to up-to-dateness (see 3.1.)
- Rationale for degree and programme name (see 3.1.2)
- Ethical aspects (see 3.1.5)
- Course materials (see 3.3.2)
- Guest lecturers (see 3.3.3)

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

- Pedagogical / didactical qualification of faculty (see 4.1.3)
- Practical business experience of faculty (see 4.1.4)

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

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

- Counselling for prospective students (see 2.2)
- Internationality of the student body (see 3.4.2)
- Student support by the faculty (see 4.1.6)

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

Information on the Institution

Eastern Mediterranean University (EMU) was established in 1979 as former Higher Technological Institute with the Departments of Electrical and Electronic Engineering and Mechanical Engineering. In 1985, the Government of the Turkish Republic of Northern Cyprus (TRNC) decided to establish a university in North Cyprus, and the Higher Technology Institute was transformed into a university named Eastern Mediterranean University. EMU was established as a State University, which was to be funded and governed by a foundation appointed by the Government of TRNC. Since then, EMU has produced more than 59,000 graduates from different countries and cultures. As a State University, EMU is supervised by the Ministry of Education. Besides, all study programmes have been approved by the Higher Education Council of Turkey.

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

EMU has been offering education through 100 undergraduate and school programmes and 81 postgraduate and doctoral degree programs provided by 12 faculties (among them the Faculty of Business and Economics), 5 schools, and Foreign Languages and English Preparatory School.

With students coming from 106 countries and faculty members from 35 different nations, a multicultural environment is created by the University.

It is EMU's mission to offer contemporary, sustainable and quality education according to international standards, to conduct research, to contribute to the needs of the society, to meet the needs of stakeholders and graduate students in a multicultural environment having international knowledge and competencies. Except for some study programmes being taught in Turkish, classes are mainly conducted in English. Among others, EMU is a member of The World Association for Hospitality and Tourism Education and Training (AMFORTH), American Society for Engineering Education, Community of Mediterranean University (CMU), European Communication Research and Education Association (ECREA), European University Association (EUA) and International Association of Universities (IAU).

The campus spreads over 2,200 acres; around 18,000 students from 106 countries are studying and 1,100 academics from 35 different countries are lecturing at EMU.

The Faculty of Business and Economics (FBE), began enrolling students in the two undergraduate programmes of Business Administration and Economics in 1986. The student numbers have since grown from 40 to more than 2,500 with 14 Undergraduate, 16 Masters and 4 Doctoral programmes offered directly by FBE, or by the School of Business and Finance division of FBE. As of November 2019, FBE employs over 50 full-time and 30 part-time faculty and 35 research assistants.

The School of Business and Finance was established in 2007 under the administrative umbrella of the Faculty of Business and Economics. The School is administered and is supported academically by the two Departments of FBE, namely, Department of Business Administration and Department of Banking and Finance. The programmes Human Resource Management (B.S.), International Trade and Business (B.S.), Management Information Systems (B.S.) and Marketing (B.S.) are offered by the School of Business and Finance,

whereas the study programme Business Administration (BBA) is offered by FBE's Department of Business Administration.³

³ In the following, no distinction is made between the Faculty of Business and Economics and the School of Business and Finance. For better legibility, "FBE" is used as a general term for both institutions.

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

For all Programmes:

In the Assessment Report drawn up by FIBAA after the initial accreditation, the panel members drafted a few conditions. EMU has followed up on these conditions and developed the programmes further.

EMU has worked on consistent use of ECTS credit points in the Faculty of Business and Economics. The University used online forms to gather faculty member feedback on the time required for the courses they have taught. Furthermore, data from students on how much time is necessary for the courses was collected, using the 'Student Survey for ECTS Workload Definition'. On this basis, the amount of ECTS credit points given for each course has been adjusted.

Standardised examination regulations, and regulations on recognition of academic performance within the European Higher Education Area have been established for all programmes. The 'ECTS Grading Table' was inserted into student transcripts. In addition, in the transcript an extra column was added to show where the student's grade falls within all the grades in the last two years in the programme.

Furthermore, the learning outcomes have been revised and added to all course outlines. The University ensured that graduates are empowered to conduct academic work and that there is a defined process of examining academic and methodological competences. Concerning students with disabilities, the HEI has developed and approved a policy, which regulates measures in order to eliminate study and examination disadvantages. In addition to that, the University has taken measures to introduce a greater variety of examination forms.

[...]

Appraisal

According to the panel, the changes that EMU made in the last accreditation period led to the positive development of the programmes. The conditions from the last accreditation have been implemented. However, the panel identified that there is again lack of transparency in the admission procedure (see condition in Chapter 2). The initial accreditation was granted on condition that the rejection letters contain information on the reasons for rejection. In 2015, the University fulfilled the condition by submitting revised rejection decisions, where the reasons for rejection were transparently documented. But obviously, the University changed its practice during the last accreditation period.

The statistical data of the programmes confirms that the concept of the programmes is attractive to students. The panel members consider the development of the programmes to be positive.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programmes (Asterisk-Criterion)

Business Administration:

The Business Administration programme aims to produce graduates who are able to use and integrate various tools, techniques, and theories to solve business problems. The programme provides students with contemporary knowledge of the functional fields of business and assists them in developing their communication, teamwork building and analytical skills. Students shall develop an overarching understanding of organisations and their parts and be able to develop strategic solution approaches.

Human Resource Management:

The Human Resource Management programme aims to produce graduates who possess in-depth knowledge and skills in human resources as well as a solid foundation in business and management. The students shall gain an understanding of both theoretical and practical perspectives in Human Resource Management (HRM) and apply these perspectives in the context of workplace issues. The focus of the programme is to encourage students to develop an innovative approach to identifying opportunities and risks, to acquire analytical and information technology skills for swift decision-making, and to strengthen communication skills for effective implementation of human resource strategies. Graduates shall be capable of advanced abstract thinking necessary to effectively solve human resource problems related to planning, organisation and control in all areas of human resource management.

International Trade and Business:

The International Trade and Business programme aims to produce graduates who can understand and assess the far-reaching effects of globalisation on organisations. The programme therefore emphasises the various international dimensions that companies face, be it of an economic, financial, political, social or legal nature. Students are expected to recognise the importance of cultural diversity and to develop an understanding of different cultures and perspectives and how these issues influence decision-making in companies.

Management Information Systems:

The programme aims to produce graduates who have both business and information technology skills and can apply this knowledge to improve businesses and organisations. Such challenges can arise when trying to find new ways to use information technology to improve business processes in marketing, production, accounting and finance, human resources and strategic planning. Students shall be able to bring contemporary application of information technology from different contexts around the globe and find ways to apply such solutions in the local contexts in which they work, taking into account the political, social and cultural environment. Graduates shall understand and analyse business problems and be able to recommend information technology solutions in the environment in which they are embedded.

Marketing:

The Marketing programme is designed to prepare students for entry-level and later management positions in marketing and related professional fields. The programme aims to produce graduates who possess in-depth knowledge and skills in marketing and business.

Career opportunities include such areas as advertising/promotion, business/industrial marketing, direct marketing, international marketing, marketing research, retailing, professional selling, sales management, transportation, and logistics.

Appraisal:

The qualification objectives of the 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 students' personality.

During the on-site visit, the panel learned that North Cyprus does not follow a National Qualification Framework in the Higher Education Area. By studying the module descriptions as well as the teaching and learning materials, the panel was convinced that the Bachelor programmes correspond with the aspired Bachelor level at graduation. Nevertheless, the panel recommends to define a clear process of benchmarking in respect to the learning outcomes of the graduation level. The University should reconsider taking into account a normative qualification framework. From panel's view a national qualification framework should be implemented. But the Turkish or the European Qualification Framework would also be a suitable orientation.

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

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

According to the University's own mission statement, internationality is one of EMU's core values. The University and each faculty serve an internationally diverse student body.

FALL 2019	TRNC			TURKEY			INTERNATIONAL			TOTAL		
	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL
FACULTY OF BUSINESS AND ECONOMICS	70	116	186	40	67	107	165	463	628	275	646	921
BUSINESS ADMINISTRATION	17	30	47	5	12	17	79	283	362	101	325	426
INTERNATIONAL TRADE AND BUSINESS	7	5	12		16	16	24	79	103	31	100	131
MANAGEMENT INFORMATION SYSTEMS	1	3	4	2	7	9	11	82	93	14	92	106
MARKETING		1	1		2	2	12	41	53	12	44	56
HUMAN RESOURCE MANAGEMENT	1	1	2	3	1	4	10	28	38	14	30	44

Additionally, EMU further promotes internationality by hiring faculty members with diverse cultural backgrounds and experiences.

Internationality is also built into the curriculum of the five programmes, combining local and global focus. Students can take elective courses with an international focus that is offered in the programme as well as elective courses from different departments. Examples of such courses are Business Communication, International Business, International Human Resource Management or International Marketing Strategy.

The students also have the opportunity to take courses in other countries through student exchange programmes. EMU has signed student exchange agreements with different HEIs in such countries as Austria, Canada, China, France, Germany, India, Italy, Korea, UK, and the USA.

Appraisal:

During the on-site visit, the panel could be convinced that international outlook is important to the University as it serves an internationally diverse student body. The interview rounds with the programme management, the lecturers and the students have shown that international aspects are taken into account. For example, the lecturers use international literature and international-oriented case examples in lectures. The opportunity to take elective courses from different departments strengthens the provision of international aspects in teaching and enables students to increase their employability at international level. Overall, the panel came to the conclusion that the programmes enable students to competently master international tasks in their future work.

		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 programmes

The study programmes host a highly internationally diverse student body, who follow a curriculum that is based on international orientation. In the educational market, the study programmes position themselves as a provider of student-centered and student-friendly education to an international student body that supports students' academic and career development.

The programmes are taught in English, and also allow students to take some courses outside their own discipline, thus tailoring the educational experience according to individual interests. Thus, the programmes allow for free selection rather than limiting students to predetermined elective sequences, allowing students to develop further specialised competencies according to their individual needs.

The programmes provide opportunities to acquire cultural and language skills and to learn various economic, social, psychological, and political processes that impact organisations around the globe. The programmes also create a balance between theory and practice and provide students with skills for entering professions that require a global orientation.

According to EMU, the programmes utilise interactive teaching methods and follow the latest practical and theoretical trends. Therefore, the programmes allow for application of theory to real-life situations with the help of case studies and industrial visits.

The Business Administration programme is positioned on the job market as a programme that provides employers with individuals who have a balanced socioeconomic perspective on the challenges which are faced by contemporary organisations. Graduates are employable in both the private and public sectors. The sectors that employ the Business Administration programme's graduates include banking and financial services, tourism, real estate, business services. Many graduates also set up their own businesses.

The Human Resource Management programme is positioned on the job market as a programme that prepares its graduates to be successful in private sector businesses as well as public sector and nongovernmental organisations, both in national and multinational companies.

The International Trade and Business programme is positioned on the job market as a programme that provides employers with individuals who have been exposed to the practical and theoretical issues that face organisations today. According to EMU, international trade and business expands, and firms require young people with international business skills and know-how. Thus, EMU states, that the graduates of the programme are in great demand in the job market.

The Management Information Systems programme is positioned on the job market as a programme that prepares its graduates to be successful in environments where extensive knowledge of both business and information technology is needed. The programme shall prepare its students to work effectively both in national and multinational companies. According to EMU, this is an increasingly important feature for the Middle-East job market.

The Marketing programme is positioned on the job market as a programme with a global perspective that prepares its students to work effectively at marketing and sales units in private sector businesses and in national and multinational companies, national and international banks, and insurance companies as a managerial director.

EMU is the only public University located to the North of the Mediterranean island of Cyprus. According to the University, the educational market has been analysed with regard to the neighbouring countries. The University states that the offered study programmes are particularly interesting for applicants from the surrounding countries.

EMU works closely with the Faculty of Business and Economics Advisory Board. The Board includes the president of the Cyprus Turkish Chamber of Industry, a communication expert of a NGO, the CEO of the Dagli Insurance Company, a retired diplomat, the president of the national Central Bank, and the president of the Cyprus Turkish Chamber of Commerce. The Board should offer invaluable expertise and provide support to the Faculty by advising on strategies and programmes. The Board plays also a key role in the collaboration strategy with businesses, non-governmental organisations and government institutions.

The FBE mission is as follows: "The Faculty of Business and Economics is primarily dedicated to offering high-quality education and learning experience to a diverse student body in an international setting, complemented by research on business, economic and social affairs, and the fostering of collaborative ties with the stakeholders." In its vision statement, EMU emphasises its main objectives, which are becoming a leading University preferred by students and academics that provides high-quality education based on scientific production and technology in a multicultural environment.

As stated in its Strategic Plan 2017-2022, EMU aims to ensure the availability of the necessary environment for the enrichment and the diversification of the students' University experience. The University focuses on providing a student-centered education to an international student body that would support students' academic and career development. In order to strengthen the culture of science, research, creativity and innovation, EMU is adopting policies to increase research capacity and education quality. The University is also adopting quality-assurance principles and guidelines to improve quality in education and administrative affairs parallel to European Standards and Guidelines for Internal Quality Assurance in Higher Education. Although the universities of Northern Cyprus do not officially

take part in the Bologna Process, EMU has dedicated itself to follow the principles set by Leuven Communiqué of 2009. These are reflected in the objectives and principles of EMU.

The study programmes fit into EMU's strategy due to its diverse student population, English language curriculum, student-centered education, interactive teaching methods, and focus on closing the gap between theory and practice. Faculty members are encouraged to work with external stakeholders to analyse organisational problems and participate in training and advisory activities.

Appraisal:

The reasons given for the positioning in the educational market of these study programmes are plausible. Nevertheless, the panel recommends a more detailed analysis of its current position on the educational market in order to derive potential opportunities from it.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The University has analysed the job market for their students and has comprehensively incorporated the results in their study programmes. The future fields of employment for graduates are plausibly set forth.

In general, the study programmes are convincingly integrated into the HEI's overall strategic concept. The study programmes' qualification goals are in line with the HEI's mission. Nevertheless, the expert team has the expression that the HEI has no concrete elaborated strategy for the future of the study programmes. Therefore, the panel recommends a more analytical approach in order to define and to monitor the strategic development of the study programmes.

		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's Registrar's Office manages undergraduate admissions. Regulations regarding student admissions are categorised for different nationalities as follows:

a) Nationals of Turkish Republic of Northern Cyprus (TRNC):

TRNC Nationals who are high school graduates are admitted if they show a satisfactory performance at the University entrance examination administered by Eastern Mediterranean University (EMU). Alternatively, TRNC students are admitted if they hold UK-Based GCE/IGCSE/GCFE Ordinary Level (or equivalent) examination results in 5 different subjects, of which one must be Mathematics with minimum grade of 'C' or above. As a third option, TRNC Nationals can take the central Turkish exam (YKS) described further in (b) below. The score required from the national TRNC students goes up with a rising demand for the programmes. If the demand declines the score goes down. Student admission numbers are set by the University administration in consultation with the Faculties and academic departments. Then these numbers are approved by the University Executive Council and the University Senate.

b) Turkish Nationals:

Students from mainland Turkey are admitted to the University through a central Turkish University Entrance Examination (YKS) administered by the Office of Student Selection and Placement (ÖSYM). This examination is organised by Turkish Higher-Education Council for the placement of the Turkish students into Turkish Universities in Turkey and the Turkish Cypriot Universities in TRNC. Successful students who include the programmes in their list of preferences are placed in the programme based on their scores. Student admission numbers are set by Turkish Higher-Education Council because these students take an entrance exam administered by this institution.

c) Foreign Nationals

International students other than Turkish/TRNC nationals who have a high school diploma/certificate or equivalent obtain acceptance according to their academic performance. An international student with a minimum average diploma grade of 'C' is admitted to the programmes. Alternatively, international students are admitted, if they hold GCE/IGCSE/GCFE Ordinary Level (or equivalent) examination results in 5 different subjects, of which one must be Mathematics with minimum grade 'C' or above. Student admission numbers are set by the University administration in consultation with the Faculties and academic departments. These numbers are then approved by the University Executive Council and the University Senate. The University maintains a list of minimum acceptable criteria for different countries, which are published at official University website.

All applicants are required to take the English Language Proficiency Test at EMU and achieve the minimum English Language requirements. This requirement is waived for students with internationally accepted English Language certificates. Students with a minimum IELTS score of 6.0 and a TOEFL score of 537/203/75 (paper-based/computerised/Internet-based) are exempted from the English Language Proficiency Test. GCE/IGCSE/GCFE English subject score of minimum grade 'C' can also be used for the English Language Proficiency Test exemption. The exempted students are directly admitted to the Bachelor programmes.

Admission policies are published in the University promotion materials, on the University website and in publications supporting individual programmes. Country specific admission criteria information is also available on the website. Applicants are supported by admission

advice provided by representatives employed in Promotion Offices of the University located in different countries. Students can also use 'Chat Live' links on programme homepages to ask EMU staff questions about admission. The final admission decision is communicated to the students in written form.

For international students, information on traveling to Cyprus, visa procedures, accommodation both on and off-campus, emergency phone numbers and e-mail addresses are also provided on the website.

Appraisal:

The University has clearly regulated the admission requirements. The admission standards for nationals, Turkish and international students are explained in a logical and transparent manner and are accessible online for the general public. The national requirements such as the Central Turkish University Entrance Examination are taken into account.

Applicants can directly turn to a student counselling service, or to other helpdesk at the University for clarification of specific questions, of personal aptitude and/or career perspectives. 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 panel appreciates that besides national applicants, especially foreign applicants, receive a very good support and advice, which will make it easier for prospective students to enter the University. The panel recommends to implement additionally quality-assurance and quality-development regulations in the area of admission and counselling services in order to enhance the quality of the processes.

The admission and selection procedure is transparently presented on the website and ensures that qualified students are admitted. The admission requirements such as the need to proof certain language proficiency ensure that students are able to complete successfully the study programmes.

Although the admission criteria are transparently presented on the website and the applicants receive the admission decision in written form, the decision is not announced in a transparent way. It is related to the fact that in case of a rejection the applicants do not receive a concrete explanation which of the admission criteria has not been met. Therefore, the panel recommends the following **condition**:

The University ensures that the written admission decision contains a transparent explanation of rejecting reasons.

		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)				condition	

3 Contents, structure and didactical concept of the programme

3.1 Contents

For all programmes:

Faculty members are encouraged to cover ethical issues and principles relevant to the concepts covered in their course. EMU also offers Ethics and Corporate Social Responsibility courses. The Corporate Social Responsibility course is currently being offered as an elective course. The Ethics course is planned to be offered as an elective course in Spring 2020 until the completion of the bureaucratic process.

Research assignments and projects should enable students not only to improve their research skills but apply theories and concepts as well. Faculty members are encouraged to prepare examinations that require students to apply theories and concepts that have been covered in class. In the examinations, students demonstrate their understanding of the concepts, models, and theories by successfully applying them in different situations. In addition to the skills needed to apply the theories they learn in practice, students also develop further necessary skills through their regular course work. For example, they learn teamwork, develop communication skills, and improve presentation skills through individual and group activities and presentations.

Each instructor determines the course requirements for their courses in alignment with the respective learning outcomes and follows the guidelines established by the University and FBE. For multiple-section courses, course coordinators carry out this task to ensure consistency among different groups taught by different instructors. Accordingly, examinations given in each course are based on the content covered in the course. Faculty members are strongly encouraged to prepare exams that will test students' ability to apply theories and concepts covered in the course, not their ability to memorise these.

The study programmes provide students with a strong theoretical background and opportunities to apply theories and concepts through interactive learning tools. Students are expected to carry out different types of course work such as exercises, individual and/or group projects, term papers, presentations, cases, and other examinations. Students develop their research competencies by completing research assignments and individual or group projects in their courses. These research assignments and projects enable them not only to improve their research skills but apply theories and concepts as well. Students learn teamwork, develop communication skills, and improve learn presentation skills through individual and group activities and presentations.

In the final year, each student must take the capstone Business Policy course, where students integrate and synthesise the material and competencies taught till then. This capstone course includes a project with a local company and a final report and presentation.

At EMU, the undergraduate students do not write a Bachelor thesis. EMU introduced exit exams in 2012 that cover the defined learning outcomes for the entire programme. FBE also initiated a process in Spring 2019 to introduce Graduation Projects in every programme. The implementation of this initiative will start as soon as the bureaucratic process is completed and Faculty Council approval is obtained.

Curriculum of the study programme Business Administration (BBA):

Semester	Ref Code	Course Code	Full Course Title	ECTS NEW	TOTAL ECTS
1	11711	MGMT101	Introduction to Business- I	6	30
1	11712	ENGL181*	Academic English I (P1)	4	
		ENGL191**	Communication in English – I		
1	11713	MATH103	Mathematics for Business and Economics - I	6	
1	11714	ECON101	Introduction to Economics – I	7	
1	11715	MGMT171	Introduction to Information Technology - I	5	
1	11716	HIST280 /	Atatürk's Principles and History of Turkish Reforms	2	
		TUSL181	Turkish as a Second Language		
2	11721	MGMT102	Introduction to Business – II	7	30
2	11722	ENGL182*	Academic English II (P1)	4	
		ENGL192**	Communication in English – II		
2	11723	MATH104	Mathematics for Business and Economics – II (MATH103)	6	
2	11724	ECON102	Introduction to Economics- II	7	
2	11725	PSIR101	Introduction to Global Politics	6	
3	11731	ECON203	Microeconomics for Business	7	30
3	11732	MGMT211	Business Communication	6	
3	11733	STAT201	Statistics – I (MATH103)	6	

3	11734	ACCT201	Principles of Accounting – I	7	
3	11735	UE01	University Elective – I	4	
4	11741	MGMT260	Business Law	7	30
4	11742	MGMT202	Organizational Behavior	6	
4	11743	ACCT202	Principles of Accounting – II (ACCT201)	7	
4	11744	UE02	University Elective – II	4	
4	11745	AE01	Area Elective – I	6	
5	11751	MRKT301	Marketing	6	31
5	11752	FINA301	Financial Management	6	
5	11753	MGMT305	Developing Management Skills	6	
5	11754	ACCT203	Cost Acct. for Managerial Decision Making	7	
5	11755	AE02	Area Elective – II	6	
6	11761	MGMT322	Quantitative Analysis (MATH104)	7	29
6	11762	MGMT303	Human Resource Management	6	
6	11763	MGMT308	International Business – I	6	
6	11764	FINA302	Money and Banking	6	
6	11765	UE03	University Elective – III	4	
7	11771	ECON441	Managerial Economics	6	30
7	11772	MGMT401	Management Information Systems	6	
7	11773	MGMT405	Production Management	6	
7	11774	AE03	Area Elective – III	6	

7	11775	AE04	Area Elective – IV	6	
8	11781	MGMT424	Business Policy	6	30
8	11782	AE05	Area Elective – V	6	
8	11783	AE06	Area Elective – VI	6	
8	11784	AE07	Area Elective – VII	6	
8	11785	MGMT472	Applied Research Methods for Business	6	
					240

Business Administration (BBA):

Students in the Business Administration programme first take courses that will provide them with a general framework that can be used to understand the business environment. This introductory phase is followed by more advanced business courses. The elective courses, which students choose in consultation with their academic advisors, aim to equip students with the tools and techniques needed to solve business problems and challenges. The future career plans of students are an important decisive factor in determining the effective combination of compulsory and elective courses.

According to EMU, the curriculum structure, course contents, and programme learning outcomes are in line with conventional Business programmes found in many universities. Students are provided with main theories and approaches in foundation courses (economics, management, statistics), which are later complemented by 3 out of 181 University electives of the student's choice and 8 business elective courses. Mathematics, computer skills, and English language courses are all mandatory, as are courses on political science.

The degree title for the Business Administration programme is BBA.

At the earlier stages in the programme, a general framework focusing on business theories and concepts accompanied by simple applications of theories and concepts covered in different courses are established. After ensuring that students have a solid foundation in business, the theoretical part is supported by practical application of theories and use of tools and techniques required to have successful organisations. FBE also strongly supports internships, where students have the opportunity to apply their theoretical knowledge, improve their managerial skills, and gain work experience in organisations.

FBE offers a number of interdisciplinary courses in the Business Administration programme. Examples of such courses include Introduction to Global Politics, Financial Management, and International Business. FBE also offers courses on information technology (e.g., Introduction to Information Technology, Management Information Systems). Courses that focus on skill development such as Business Communication are also part of the programme. In addition to these courses, FBE offers a number of interdisciplinary electives, which are identified in collaboration with academic advisor. The student's progress and his/her career plans are taken into consideration.

Curriculum of the study programme Human Resources Management (B.S.):

Semester	Ref Code	Course Code	Full Course Title	ECTS NEW	TOTAL ECTS
1	C4711	MGMT101	Introduction to Business - I	6	30
1	C4712	ENGL181*	Academic English I (P1)	4	
		ENGL191**	Communication in English – I		
1	C4713	MATH103	Mathematics for Business and Economics - I	6	
1	C4714	ECON101	Introduction to Economics - I	7	
1	C4715	MGMT171	Introduction to Information Technology - I	5	
1	C4716	HIST280 /	Atatürk's Principles and History of Turkish Reforms/	2	30
		TUSL181	Turkish as a Second Language		
2	C4721	MGMT102	Introduction to Business – II	7	
2	C4722	ENGL182*	Academic English II (P1)	4	
		ENGL192**	Communication in English – II		
2	C4723	MATH104	Mathematics for Business and Economics - II	6	
2	C4724	ECON102	Introduction to Economics - II	7	
2	C4725	PSIR101	Introduction to Global Politics	6	
3	C4731	ECON203	Microeconomics for Business	7	30
3	C4732	MGMT211	Business Communication	6	

3	C4733	STAT201	Statistics – I	6	
3	C4734	ACCT201	Principles of Accounting - I	7	
3	C4735	UE01	University Elective – I	4	
4	C4741	MGMT202	Organizational Behavior	6	30
4	C4742	MGMT260	Business Law	7	
4	C4743	ACCT202	Principles of Accounting - II	7	
4	C4744	UE02	University Elective – II	4	
4	C4745	AE01	Area Elective I	6	
5	C4751	MRKT301	Marketing	6	29
5	C4752	FINA301	Financial Management	6	
5	C4753	MGMT339	Industrial and Organizational Psychology	7	
5	C4754	UE03	University Elective – III	4	
5	C4755	AE02	Area Elective II	6	
6	C4761	MGMT322	Quantitative Analysis	7	31
6	C4762	MGMT303	Human Resource Management	6	
6	C4763	MGMT308	International Business - I	6	
6	C4764	FINA302	Money and Banking	6	
6	C4765	MGMT329	Labour Relations	6	
7	C4771	AE03	Area Elective - III	6	30

7	C4772	MGMT401	Management Information Systems	6	
7	C4773	MGMT405	Production Management	6	
7	C4774	MGMT414	International Human Resource Management	6	
7	C4775	AE04	Area Elective IV	6	
8	C4781	MGMT478	Training and Development	6	30
8	C4782	AE05	Area Elective V	6	
8	C4783	AE06	Area Elective - VI	6	
8	C4784	MGMT472	Applied Research Methods for Business	6	
8	C4785	MGMT424	Business Policy	6	
					240

Human Resources Management (B.S.):

The Human Resource Management programme covers both primary areas of business in general and human resource management as a specialisation area. The curriculum aims to combine general business courses and specialised human resource management courses. The programme first offers introductory courses that shall help to understand the business environment and foundation courses (economics, management, statistics), followed by more advanced business courses and specialised human resource management courses. Additionally, the students take 4 specialised human resource management courses and 6 area elective courses. Students can also take 3 out of 181 University elective courses from different departments to strengthen their interdisciplinary and global focus. The qualification title for the programme is "Bachelor of Science".

In line with the programme-specific learning outcomes and generic learning outcomes identified for all the programmes in the faculty, the emphasis throughout the Human Resource Management programme is to encourage students to develop an innovative approach to recognising opportunities and risks, to acquire analytic and information technology skills for swift decision-making, and to strengthen communication skills for effectively executing human resource strategies. Mathematics, computer skills, and English language courses are all mandatory, as are courses on political science.

According to EMU, the main theories and approaches of human resource management are included in the curriculum. Students should be able to understand the importance of human resource planning and develop staffing plans, define and carry out the process of job analysis, and compare and prepare job descriptions and specifications. In addition, they should be able to distinguish between recruitment and selection, develop recruitment and selection plans, explain recruitment and selection processes and recognise the effectiveness of recruitment methods and selection devices. Students learn to discuss employee orientation, training, performance appraisal, development and career management processes.

A variety of interactive methods such as in-class exercises, case studies, discussions provide students with the opportunity to apply theoretical concepts to real business and human resource management problems. EMU and FBE also strongly support internships, where students have the opportunity to apply their theoretical knowledge, improve their human resource management skills, and gain work experience in organisations.

FBE offers a number of interdisciplinary courses in the Human Resource Management programme. Examples of such courses include Introduction to Global Politics, Financial Management, and International Business. FBE also offers courses on information technology (e.g., Introduction to Information Technology, Management Information Systems). Courses that focus on skill development such as Business Communication are also part of the programme. In addition to these courses, FBE offers a number of interdisciplinary electives, which are identified in collaboration with academic advisors whereas the student's progress and his/her career plans are taken into consideration.

Structure of the study programme International Trade and Business (B.S.):

Semester	Ref Code	Course Code	Full Course Title	ECTS NEW	TOTAL ECTS
1	C1711	MGMT101	Introduction to Business- I	6	30
1	C1712	ENGL181*	Academic English I (P1)	4	
		ENGL191**	Communication in English – I		
1	C1713	MATH103	Mathematics for Business and Economics - I	6	
1	C1714	ECON101	Introduction to Economics – I	7	
1	C1715	MGMT171	Introduction to Information Technology - I	5	
1	C1716	HIST280 /	Atatürk's Principles and History of Turkish Reforms	2	
		TUSL181	Turkish as a Second Language		
2	C1721	MGMT102	Introduction to Business – II	7	30
2	C1722	ENGL182*	Academic English II (P1)	4	
		ENGL192**	Communication in English – II		
2	C1723	MATH104	Mathematics for Business and Economics - II	6	
2	C1724	ECON102	Introduction to Economics- II	7	
2	C1725	PSIR101	Introduction to Global Politics	6	
3	C1731	ECON203	Microeconomics for Business	7	
3	C1732	MGMT211	Business Communication	6	
3	C1733	UE01	University Elective – I	4	

3	C1734	ACCT201	Principles of Accounting – I	7	30
3	C1735	STAT201	Statistics – I	6	
4	C1741	MGMT260	Business Law	7	30
4	C1742	AE01	Area Elective – I	6	
4	C1743	MGMT202	Organizational Behavior	6	
4	C1744	ACCT202	Principles of Accounting – II	7	
4	C1745	UE02	University Elective – II	4	
5	C1751	MRKT301	Marketing	6	31
5	C1752	FINA301	Financial Management	6	
5	C1753	ACCT203	Cost Acct. for Managerial Decision Making	7	
5	C1754	ECON331	International Trade and Economics	6	
5	C1755	MGMT303	Human Resource Management	6	
6	C1761	FINA308	International Finance	6	31
6	C1762	MGMT322	Quantitative Analysis	7	
6	C1763	MGMT308	International Business – I	6	
6	C1764	FINA302	Money and Banking	6	
6	C1765	AE02	Area Elective – II	6	
7	C1771	MGMT416	International Business – II	6	30
7	C1772	MRKT409	International Marketing	6	
7	C1773	MGMT405	Production Management	6	
7	C1774	MGMT414	International Human Resource Management	6	

7	C1775	ACCT421	International Accounting	6	
8	C1781	MGMT472	Applied Research Methods for Business	6	28
8	C1782	MGMT424	Business Policy	6	
8	C1783	AE03	Area Elective – IV	6	
8	C1784	AE04	Area Elective – IV	6	
8	C1785	UE03	University Elective – III	4	
					240

International Trade and Business (B.S.):

The International Trade and Business programme covers both primary areas of business in general and international trade and business as a specialisation area. The programme aims to produce graduates who possess in-depth knowledge and skills in international trade as well as a solid foundation in business and management. Therefore, the curriculum combines general business courses and specialised international management and trade courses. Students first take courses that will provide them with a general framework that can be used to understand business environment. This introductory phase is followed by more advanced business courses and 5 specialised international trade and business courses. Additionally, the students take 6 area elective courses and 3 out of 181 University elective courses from different departments to strengthen their interdisciplinary and global focus. The qualification title for the programme is “Bachelor of Science”.

Elective courses, which students choose after consulting with their academic advisors, are aimed at further equipping students with the tools and techniques needed to solve business and international trade-related problems and issues. Students’ future career plans are an important decisive factor in mapping out the combination of mandatory and elective courses.

The curriculum covers the main fields of international trade and business but also enables students to broaden their outlook by exposing them to divergent academic areas. According to EMU, the curriculum structure, course contents, and programme learning outcomes are in line with conventional International Trade and Business programmes found in many universities.

Upon graduation the students shall apply appropriate decision-making tools and techniques when facing a business-related problem in a global context and fully understand the pivotal role of managers in an international setting and recognise the difficulties that arise in managing multinational enterprises. The students shall have a deep knowledge of the options businesses face when deciding to extend their operations or products to new national or international marketplaces. In line with the programme-specific learning outcomes and generic learning outcomes, the aim of the programme is to encourage students to develop an innovative approach to recognising opportunities and risks, to acquire analytic and information technology skills for swift decision-making, and to strengthen communication skills for effectively executing strategies in their field.

FBE offers a number of interdisciplinary courses in the International Trade and Business programme. Examples of such courses include Introduction to Global Politics, Financial Management, and International Business. FBE also offers courses on information technology (e.g., Introduction to Information Technology, Management Information Systems). Courses that focus on skill development such as Business Communication are also part of the programme.

At the earlier stages in the programme, a general framework focusing on business theories and concepts accompanied by simple applications of theories and concepts covered in different courses are established. After ensuring that students have a solid foundation, the theoretical part is supported by practical application of theories and use of tools and techniques.

Curriculum of the study programme Management Information Systems (B.S.):

Semester	Ref Code	Course Code	Full Course Title	ECTS NEW	TOTAL ECTS
1	C2711	MGMT101	Introduction to Business- I	6	30
1	C2712	ENGL181*	Academic English I (P1)	4	
		ENGL191**	Communication in English – I		
1	C2713	MATH103	Mathematics for Business and Economics - I	6	
1	C2714	ECON101	Introduction to Economics – I	7	
1	C2715	MGMT171	Introduction to Information Technology - I	5	
1	C2716	HIST280 /	Atatürk's Principles and History of Turkish Reforms	2	
		TUSL181	Turkish as a Second Language		
2	C2721	MGMT102	Introduction to Business- II	7	30
2	C2722	ENGL182*	Academic English II (P1)	4	
		ENGL192**	Communication in English – II		
2	C2723	MATH104	Mathematics for Business and Economics - II	6	
2	C2724	ECON102	Introduction to Economics- II	7	
2	C2725	MGMT172	Introduction to Information Technology - II	6	
3	C2731	MGMT202	Organizational Behavior	6	
3	C2732	UE01	University Elective – I	4	

3	C2733	STAT201	Statistics – I	6	31
3	C2734	ACCT201	Principles of Accounting – I	7	
3	C2735	ITEC113	Algorithms and Programming Techniques	8	
4	C2741	ITEC114	Structured Programming	8	32
4	C2742	AE01	Area Elective I	6	
4	C2743	ACCT202	Principles of Accounting – II	7	
4	C2744	STAT202	Statistics II	7	
4	C2745	UE02	University Elective – II	4	
5	C2751	MRKT301	Marketing	6	30
5	C2752	FINA301	Financial Management	6	
5	C2753	AE02	Area Elective II	6	
5	C2754	ITEC229	Client-Side Internet and Web Programming	6	
5	C2755	ITEC243	Object-Oriented Programming	6	
6	C2761	ACCT203	Cost Acc. for Managerial Decision Making	7	29
6	C2762	MGMT303	Human Resource Management	6	
6	C2763	UE03	University Elective – III	4	
6	C2764	ITEC202	Operating Systems	6	
6	C2765	ITEC212	Database Management Systems	6	
7	C2771	ITEC309	Computer Networks	7	33
7	C2772	MGMT405	Production Management	6	
7	C2773	ITEC315	Systems Analysis and Design	8	

7	C2774	AE03	Area Elective III	6	
7	C2775	AE04	Area Elective IV	6	
8	C2781	MGMT470	Strategy, Structure and Systems	6	30
8	C2782	AE05	Area Elective – V	6	
8	C2783	AE06	Area Elective – VI	6	
8	C2784	AE07	Area Elective – VII	6	
8	C2785	AE08	Area Elective – VIII	6	
					245

Management Information Systems (B.S.):

The Management Information Systems programme combines general business courses and specialised information technology courses. First, students take courses that will provide them with a general framework that can be used to understand business environment. This introductory phase is followed by more advanced business courses and specialised information technology courses.

The programme allows students to take a number of elective courses either to deepen their knowledge of certain specialisations within MIS or to broaden their knowledge of related disciplines (e.g. economics, business administration, international trade and business, human resources, banking). Elective courses, which students choose after consulting with their academic advisors, are aimed at further equipping students with the tools and techniques needed to solve business and MIS related problems and issues. Students' future career plans are an important decisive factor in mapping out the combination of mandatory and elective courses. The students take 8 area elective courses and 3 out of 181 University elective courses from different departments to strengthen their interdisciplinary and global focus. The qualification title for the programme is "Bachelor of Science".

The courses shall provide knowledge and exercise to: e.g. demonstrate command of the technical aspects of information systems and articulate and/or explain how managerial and organisational issues and external environmental factors affect the use of information systems in organisations. The students learn how to integrate IT capabilities into strategic, managerial, and operational level capabilities of the enterprise to improve various business processes and functions. They evaluate the costs and benefits of information technology investments and their contributions towards leveraging business competitiveness. The courses included in the programme shall enable students to achieve learning outcomes and to acquire knowledge and skills that will increase their employability.

FBE offers a number of interdisciplinary courses in the Management of Information Systems programme. Examples of such courses include Organizational Behavior, Financial Management, Marketing and Human Resource management. In addition to these courses, a number of interdisciplinary electives is regularly offered.

The MIS programme provides students with a strong theoretical background and opportunities to apply theories and concepts through interactive learning tools. The focus of the programme is on skills critical for the successful implementation of MIS and application of theories to technology-based practices in organisations. By focusing on the application of theories to practice, students gain both the knowledge of theoretical aspects as well as the skills needed to apply them in practice. Furthermore, interactive teaching and learning methods provide students with the opportunity to apply theoretical concepts to real business and MIS problems. According to EMU, internships are strongly supported and recommended.

Curriculum of the study programme Marketing (B.S.):

Semester	Ref Code	Course Code	Full Course Title	ECTS NEW	TOTAL ECTS	
1	C3711	MGMT101	Introduction to Business- I	6	30	
1	C3712	ENGL181*	Academic English I (P1)	4		
		ENGL191**	Communication in English – I			
1	C3713	MATH103	Mathematics for Business and Economics – I	6		
1	C3714	ECON101	Introduction to Economics – I	7		
1	C3715	MGMT171	Introduction to Information Technology - I	5		
1	C3716	HIST280 /	Atatürk's Principles and History of Turkish Reforms	2	30	
		TUSL181	Turkish as a Second Language			
2	C3721	MGMT102	Introduction to Business – II	7		30
2	C3722	ENGL182*	Academic English II (P1)	4		
		ENGL192**	Communication in English – II			
2	C3723	MATH104	Mathematics for Business and Economics – II	6		
2	C3724	ECON102	Introduction to Economics- II	7		
2	C3725	PSIR101	Introduction to Global Politics	6		
3	C3731	ECON203	Microeconomics for Business	7	30	
3	C3732	MGMT211	Business Communication	6		
3	C3733	STAT201	Statistics – I	6		

3	C3734	UE01	University Elective – I	4	
3	C3735	ACCT201	Principles of Accounting – I	7	
4	C3741	MGMT202	Organizational Behavior	6	30
4	C3742	MGMT260	Business Law	7	
4	C3743	ACCT202	Principles of Accounting – II	7	
4	C3744	UE02	University Elective – II	4	
4	C3745	AE01	Area Elective – I	6	
5	C3751	MRKT301	Marketing	6	28
5	C3752	FINA301	Financial Management	6	
5	C3753	MGMT303	Human Resource Management	6	
5	C3754	UE03	University Elective – III	4	
5	C3755	AE02	Area Elective – II	6	
6	C3761	MGMT322	Quantitative Analysis	7	32
6	C3762	MRKT318	Sales Management	7	
6	C3763	MGMT308	International Business – I	6	
6	C3764	FINA302	Money and Banking	6	
6	C3765	AE03	Area Elective – III	6	
7	C3771	MRKT435	Advertising	6	30
7	C3772	MRKT409	International Marketing Strategy	6	
7	C3773	MGMT405	Production Management	6	
7	C3774	MRKT405	Consumer Behavior	6	

7	C3775	AE04	Area Elective – IV	6	
8	C3781	MRKT402	Marketing Research	6	30
8	C3782	AE05	Area Elective – V	6	
8	C3783	AE06	Area Elective – VI	6	
8	C3784	MGMT472	Applied Research Methods for Business	6	
8	C3785	MGMT424	Business Policy	6	
					240

Marketing (B.S.):

The Marketing program covers both primary areas of business in general and marketing as a specialization area. Students in the program first take courses that will provide them with a general framework that can be used to understand the business environment. The required courses in the curriculum cover the primary functional areas of marketing and business. This introductory phase is followed by more advanced business courses and specialised marketing courses including Marketing, Sales Management, Marketing Research, Consumer Behavior, International Marketing Strategy, and Advertising. The area elective courses deepen students' knowledge of certain specialisations within marketing (e.g. logistics, consumer behavior) and broaden their knowledge of related disciplines (e.g. economics, business administration, international trade and business, human resources, banking). The students take 7 area elective courses and 3 out of 181 university elective courses from different departments to strengthen their interdisciplinary and global focus. The qualification title for the programme is "Bachelor of Science".

Upon graduation students shall be able to effectively apply marketing concepts as utilised in today's business environment. The courses provide the necessary knowledge to understand how consumer value is created, sustained and advanced by an organisation through integrated production and distribution of goods and services. Furthermore, students learn to design market research and to collect marketing data to provide solutions based on a critical examination of collected marketing information. They learn how to identify the costs and benefits of marketing and communication channels and how to assess tradeoffs in various marketing strategies. The Marketing programme shall encourage students to develop an innovative approach to recognising opportunities and risks, to acquire analytic and information technology skills for swift decision-making, and to strengthen communication skills for effectively executing strategies in their field. The courses included in the programme shall enable students to achieve learning outcomes and acquire knowledge and skills that will increase their employability.

The Marketing programme provides students with a strong theoretical background and opportunities to apply theories and concepts through interactive learning tools. The focus of the programme is on skills critical for the successful implementation of the marketing strategies and application of theories to marketing practices in organisations. By focusing on the application of theories to practice, students gain both the knowledge of theoretical aspects as well as the skills needed to apply them in practice

FBE offers a number of interdisciplinary courses in the Marketing programme. Examples of such courses include Introduction to Global Politics, Financial Management, and International Business. FBE also offers courses on information technology (e.g., Introduction to Information Technology I, Management Information Systems). Courses that focus on skill development such as Business Communication are also part of the programme. At the same time, it is also expected that many Marketing students will choose elective courses that are offered by other degree programmes. Students can take a number of general education courses that also help them appreciate the wider cultural, social, economic, philosophical, and technological contexts in which marketing takes place.

Appraisal:

The panel observed that according to the curriculum, the main content part of the study programmes is elaborated from the Business Administration programme, whereas the specialisation part is partly small. For students, it simplifies to change the specialisation more easily during the first years of Bachelor. Although, the panel appreciates this flexibility, it

recommends to deepen the specialisation part of the study programmes. Furthermore, for the study programmes Marketing and Human Resource Management, the panel sees room for improvement with regard to updated study content. The panel recommends to reconsider the up-to-dateness in terms of present science and knowledge. Furthermore, the connection between the research field of the lecturers and the modules they teach could be increased. A structured approach should be defined on how faculty staff can be kept up to date on the latest scientific developments.

The panel learned during the interview with the programme management that there are some formal difficulties to change the structure and the names of mandatory subjects. The change requires approval by different national authorities and University bodies. This procedure takes up to one year and longer. In addition, there is a lack of clear communicated duties and responsibilities of University bodies. The programmes' management expressed their wish to have quicker decisions and clear and effective procedures in terms of mandatory subjects change. Their current solution is that programme management and teaching staff often change the elective courses in order to provide updated and current issues and topics in lectures, as the change process is easier there. Therefore the panel recommends the University management to reconsider their internal procedures and to elaborate an effective and transparent way how mandatory subjects can be changed in order to increase flexibility for programme development.

In general, the panel considers that the programme names are consistent with the content of the curriculum and the objectives of the programmes. But the panel recommends that the programme-specific content should be expanded in order to justify the programme names more explicitly.

According to the panel's interview rounds with lecturers and students, theoretical questions are, where possible, explained by means of practical examples. The students confirmed that the lecturers use examples of international companies, especially. Furthermore, the integration of theory and practice is supported by internships.

There is evidence that the programmes qualify for interdisciplinary thinking. The Faculty uses capstone courses and overarching projects, where students can have exchange with students from other programmes and promote their interdisciplinary thinking.

During the on-site visit, the panel observed that ethical implications (for example those of economical ways of thinking and acting) are communicated during the lectures. The interview with the lecturers confirmed that this issue is part of the teaching. Nevertheless, the panel had the impression that this implication is more of a spontaneous manner and not formalised and integrated into the curriculum. The panel could not observe any concrete ethics' strategy. Therefore, the panel recommends to formalise the ethical implications by the lecturers and to integrate them into the curriculum. Furthermore, the panel recommends to develop an ethical strategy and to establish an ethics' group at the Faculty level.

Students acquire methodological competences and are enabled to do scientific work on the required level. The panel especially appreciates the Research methods course, which helps students to develop methodological skills already during the Bachelor studies.

The panel observed that the examination works in a systemised and smooth way. The students confirmed that the examination is well organised. At EMU, the undergraduate students do not need to write a Bachelor thesis. This phenomenon is widely spread in the North Cyprian Higher Education Area. However, the panel recommends EMU to establish a

National Qualification Framework in order to have a clear benchmarking in respect to the learning outcomes of the graduation level. (see Chapter 1.1).

	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)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

Business Administration (BBA)

Projected study time	8 semesters
Number of National Credit Points (CP) / ECTS credit points	122 CP / 240 ECTS
Workload per CP / ECTS	42.70 / 30
Number of modules	41
Time required for processing the final thesis and awarded CP	N/A
Number of contact hours	Lecture hour: 3 hours/week Class Hours: 1 hour/week

Human Resources Management (B.S.)

Projected study time	8 semesters
Number of National Credit Points (CP) / ECTS credit points	122 CP / 240 ECTS
Workload per CP / ECTS	42.89 / 30
Number of modules	41
Time required for processing the final thesis and awarded CP	N/A
Number of contact hours	Lecture hour: 3 hours/week Class Hours: 1 hour/week

International Trade and Business (B.S.)

Projected study time	8 semesters
----------------------	-------------

Number of National Credit Points (CP) / ECTS credit points	122 CP / 240 ECTS
Workload per CP / ECTS	41.66 / 30
Number of modules	41
Time required for processing the final thesis and awarded CP	N/A
Number of contact hours	Lecture hour: 3 hours/week Class Hours: 1 hour/week

Management Information Systems (B.S.)

Projected study time	8 semesters
Number of National Credit Points (CP) / ECTS credit points	122 CP / 245 ECTS
Workload per CP / ECTS	39.58 / 30
Number of modules	41
Time required for processing the final thesis and awarded CP	N/A
Number of contact hours	Lecture hour: 3 hours/week Class Hours: 1 hour/week

Marketing (B.S.)

Projected study time	8 semesters
Number of National Credit Points (CP) / ECTS credit points	122 CP / 240 ECTS
Workload per CP / ECTS	42.89 / 30
Number of modules	41
Time required for processing the final thesis and awarded CP	N/A
Number of contact hours	Lecture hour: 3 hours/week Class Hours: 1 hour/week

Each academic year consists of two academic semesters. 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. Each regular semester lasts about 17 weeks and 2-3 weeks are taken up by midterm and final exams.

Every student in the Bachelor Administration programme is required to take 89 national credit points (CP) for mandatory classes and 33 CP for elective courses, of which 24 CP are for area electives with programme-specific learning components and 9 CP for University electives (subjects can be taken from any programme offered at EMU).

The Human Resources Management programme requires 92 national CP for mandatory courses and 30 CP for elective courses, of which 21 CP are area electives and 9 CP for University electives.

The International Trade and Business programme requires 98 national CP for mandatory courses and 24 CP for elective courses, of which 15 CP are area electives and 9 CP for University electives.

The Marketing programme requires 92 national CP for mandatory courses and 30 CP for elective courses, of which 21 CP are area electives and 9 CP for University electives.

The Management Information Systems programme requires 89 national CP for mandatory courses and 33 CP for elective courses, of which 24 CP are area electives and 9 CP for University electives.

EMU Curriculum Principles and Guidelines recommend that each University course has 3 national credit points. This means that the course will have 3 hours of classroom contact duration. Courses with laboratory or tutorial work can have one hour extra class time. The course “Atatürk's Principles and History of Turkish Reforms” has 2 national credit points.

As per feedback provided by FIBAA during the initial accreditation process, FBE took steps to improve the application of the ECTS system in the Faculty. The ECTS calculation is based on the workload. For each course, FBE calculated lecture and tutorial hours as well as the time necessary to complete assignments and other course-related activities.

In the following some examples for ECTS calculation according to the workload is provided:

	In class	Outside class
EMU Credits (Classroom contact hours weekly)	3	
Tutorial and Lab hours (weekly)	1	
Review time for quizzes		50
Time needed for assignments/ projects		20
Preparation for presentations		
Reading assignments		20
Group project meetings		
General revision		34
Total in 14 weeks	56	124
Overall	180	
ECTS recommendation	6	

	In class	Outside class
EMU Credits (Classroom contact hours weekly)	3	
Tutorial and Lab hours (weekly)	1	
Review time for quizzes		34
Time needed for assignments/ projects		35
Preparation for presentations		
Reading assignments		60
Group project meetings		
General revision		25
Total in 14 weeks	56	154
Overall	210	
ECTS recommendation	7	

	In class	Outside class
EMU Credits (Classroom contact hours weekly)	3	
Tutorial and Lab hours (weekly)		
Review time for quizzes		30
Time needed for assignments/ projects		12
Preparation for presentations		
Reading assignments		30
Group project meetings		10
General revision		25
Total in 14 weeks	42	107
Overall	150	
ECTS recommendation	5	

FBE used the online form “ECTS Faculty Recommendations” to gather faculty member feedback on the time required for the courses they have taught. FBE also collected data from students on how much time is necessary for the courses they have taken using the “Student Survey for ECTS Workload Definition”. Each departmental Board has made sure that the curricula they are responsible for would comply with the ECTS yearly loads. The Faculty Board then ratified the ECTS for all programmes.

FBE asks students in the course evaluation forms, which are conducted online for every course at the end of every semester, how much time they spent on the course work. Review of student input through course evaluations provides the opportunity to confirm that the course load is manageable. Whenever problems/discrepancies are detected/reported, steps to make adjustments are taken in collaboration with course instructors.

Furthermore, FBE has taken steps regarding the implementation of relative grading according to ECTS Users Guide. The following table is inserted into student transcripts:

Relative Distribution of letter grades of Business Administration Students for the last two semesters (2018-19 Fall and Spring)

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Percentage of students who have received this grade in the last two years in the academic program	14%	6%	8%	8%	7%	6%	7%	5%	5%	10%	5%	19%
Number of students who have received this grade in the last two years in the academic program	1093	522	583	627	521	541	460	387	402	707	349	1474
A student receiving this grade has scored in this top percentile group.	14%	20%	28%	36%	43%	49%	56%	61%	66%	76%	81%	100%

This ECTS grading table is also inserted in diploma supplements.

All the course requirements identified by the instructors must adhere to the rules and regulations of FBE and EMU. Examinations are regulated by the Study and Examination Regulations. The rules and regulations contain, amongst other things, the credit system, regulations for repeating courses, student status, horizontal and vertical student transfers as well as graduation and diploma fees. The module descriptions contain, amongst others, the learning outcomes.

Student course performance is evaluated by using continuous assessment mechanisms that include midterm and final examination(s), quizzes, assignments, in-class activities/exercises, and course projects. Average mark of the student is converted to a letter grade by the course instructor. These mechanisms are organised in order to check the students' abilities in meeting the course and programme outcomes. During the evaluation process, the students are given a mark which is typically out of 100 and then at the end of the semester the cumulative average mark of the student is converted to a letter grade by the course instructor. The letter grades are organised on a 4.00 point grading scale. The letter grades, their grade point equivalence and respective descriptions are given in the following table:

Grade	Grade Point Equivalent	Description
A	4.0	Superior Pass in a credit-course
A-	3.7	Superior Pass in a credit-course
B+	3.3	Very Good Pass in a credit-course
B	3.0	Very Good Pass in a credit-course
B-	2.7	Very Good Pass in a credit-course
C+	2.3	Pass in a credit-course
C	2.0	Pass in a credit-course
C-	1.7	Conditional Pass in a credit-course
D+	1.3	Conditional Pass in a credit-course
D	1.0	Conditional Pass in a credit-course
D-	0.7	Failure in a credit-course
F	0.0	Failure in a credit-course
NG	0.0	Failure in a credit-course due to disinterest of the student
S	-	Satisfactory (Pass in a non-credit-course)
U	-	Unsatisfactory (Failure in a non-credit-course)
I	-	Incomplete (work with excuse, grade to be given later)
W	-	Withdrawal from a course

Grades A, A-, B+, B, B-, C+, and C are issued to indicate varying levels of unconditional "Pass" status for the successful scores. Grades C-, D+, and D indicate the "Conditional Pass" status, where the students with these grades are regarded as successful given that the Cumulative Grade Point Average (CGPA) is above or equal to 2.00. Grades D- and F

indicate “Failure” and the students with these grades have to repeat the course in the proceeding semester. Students who do not comply with the required level of attendance and/or do not fulfil the requirements for the evaluation of the course are given the “NG” grade by the instructor of the course. The grades “S” or “U” are given to students who are registered to non-credit courses. “S” indicates satisfactory and “U” indicates unsatisfactory completion of the course. “I” grade is given to students who have not written the end of semester examination and/or have not completed some of the components of the course, which contributes to the end-of-semester grade. Such students are obliged to write a make-up examination and/or submit the missing component at least one week before the registration period of the following semester. The grade “W” is given to students who were allowed to withdraw from a registered course between the 3rd and 11th weeks of the semester.

Since the initial accreditation EMU took steps to ensure that all University regulations are in line with the Lisbon Convention. The Turkish Republic of Northern Cyprus passed a law on 10 May 2007 recognising the “Recognition of Documents within the European Higher Education Area.” The EMU Senate approved a proposal in 2015 that made the required changes regarding the recognition of academic performance in the regulations for education, examinations, and equivalencies.

According to EMU, the drop-outs are mostly due to non-academic reasons such as financial problems, family problems or health problems. These non-academic reasons have been identified through phone interviews conducted with the students. Because “financial problems” was stated as the number one reason, the University administration, in collaboration with faculty deans and school directors, created resources to provide more financial assistance to students.

According to its policy, EMU with its international students and staff is committed to providing equal opportunities to its students and teaching staff. This commitment is reflected in EMU’s official list of institutional values (Justice and Equality). In line with these principles it is, as EMU states, the policy of the programmes to treat all students equally irrespective of age, gender, disability, nationality, religion, language, or culture. The programme is committed to equal support and assistance to all students and gives equal opportunities in working practice in terms of both treatment and in their academic life.

Appraisal:

The programmes structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of modules and assigns credit points (CP) per module on the basis of the necessary student workload. Although the average workload of 42 hours per national Credit Point is quite high, the interview rounds have shown that 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 examination, by appropriate support services as well as academic and general student counselling.

The calculation of ECTS credit points based on students’ workload is convincingly presented. However, the panel noted that the ECTS credit points are not consistently presented in all study documents and on all communication channels. There are e.g. some inconsistencies between the credit points in the curriculum and in the module descriptions. For example, the course ACCT201 “Principles Of Accounting I” of the programme International Trade and Business has 6 ECTS according to the course description but 7 ECTS according to the curriculum. Therefore, the panel recommends the following **condition**:

The University revises the ECTS credit points and the contact hours for consistency in the curricula and course descriptions.

The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programmes are designed in a way 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 HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programmes and examinations. Students in special circumstances are particularly assisted.

		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

EMU encourages faculty members to use such interactive teaching methods as projects, case studies, exercises, group work, and class discussions. The determination of specific teaching methods to use in a course depends on the subject matter. FBE promotes the philosophy that students must become active learners. EMU believes that the students learn much more when they actively participate in interactive methods rather than passively listening to lectures in a classroom environment. Therefore, instructors utilise different interactive teaching methods. Instead of passive learning FBE encourages students to actively participate in class discussions and express their views and opinions. The course structure introduced in the module descriptions gives students a clear understanding of the courses' learning outcomes.

According to the University, EMU avoids the use of large lecture halls and place students in classes that typically have no more than 40 students. Teaching can occur in different venues, ranging from a lecture hall to a computer laboratory, to a more problem-solving tutorial oriented session. The FBE Moodle system allows instructors to establish links to websites on issues that have a direct relevance to the topics covered in class. Furthermore, students are encouraged to visit their instructors or teaching assistants if they have any issues requiring further clarification.

The FBE employs student assistants and allocates them to programmes on a need basis. There are Research Assistants consisting of students in the master's and doctorate

programmes. In addition, there are Computer Lab Assistants who provide help to IT staff, provide technical support to students in the computer labs, monitor computers, projectors and other equipment used in classrooms. Finally, Student Assistants who are employed by individual departments on a need basis. Their primary duty is to provide administrative support to department chairs, programme coordinators and department secretaries.

Most instructors teaching in the programmes use international editions of American textbooks. These textbooks and other accompanying materials are available in the University Bookstore on campus. Many instructors also use case studies, journals, newspaper or magazine articles. These materials are either distributed to students or made available in the course web site or on the Moodle Course Management System.

The FBE encourages instructors to invite guest lecturers to their classes. The Faculty and student clubs also invite managers and leaders from businesses, public institutions, and non-governmental institutions.

Appraisal:

The didactical concept of the study programmes is described, plausible, and oriented towards the programmes objectives. The panel appreciates that EMU emphasises the importance of different teaching and learning methods for the achievement of the learning outcomes. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the bachelor level. Nevertheless, the panel recommends to define a clear process of benchmarking in respect to the learning outcomes of the graduation level. The University should reconsider taking into account a normative qualification framework.

The course materials are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. With regard to the module descriptions, the panel identified that only one literature reference per module or partly no literature reference is available. Therefore, the panel sees need for improvement and recommends that literature references should be indicated in each module description and that these should be regularly updated.

The participation of guest lecturers in the study programmes is planned in some modules. The guest lecturers bring special experience to the teaching, either from practice or intercultural context. However, the panel recommends to invite more guest lectures with contributions to specific contents of the programmes.

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

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

3.4 Internationality

Internationality is one of the core values of EMU and it is built into the curriculum of the programmes. The University and FBE serve an internationally diverse student body (see the figures in 1.2).

The curricula combine both regional and global focus. Additionally, students can choose electives with an international focus or from different departments. The International Centre also provides students with opportunities to practice such skills as management, negotiation, communication and conflict management in order to equip them with skills required in an international and cross-cultural environment. EMU has signed collaboration agreements with HEIs in different parts of the world. These exchange programmes help students to improve their skills in terms of international tasks. Although the programmes of the Faculty of Business and Environment mainly attract students from Cyprus and Turkey, EMU and FBE also serve a growing internationally diverse student body. For example, students come from Cameroon, Jordan, Congo, Palestine, Kazakhstan and Morocco.

The faculty members are qualified academics with PhD degrees from universities in different countries. English is the programme's medium of instruction; therefore all courses are taught in English. Additionally, students have the possibility of taking foreign language courses as electives.

Appraisal:

Internationality is a permanent dimension in all of EMU's study programmes. It includes the international background of the faculty, international course units and composition of the student body. Students are thus prepared for the challenges in an international working environment. Through practical examples with an international focus, and the International Centre where students can practice their communication and negotiation skills, students are enabled to act in an intercultural environment.

The international composition of EMUs student body is remarkable and has a clear impact on the University's international profile and the quality of studies. Students create a truly international and intercultural atmosphere, which benefits all University members. Lectures and course materials are all in English language. The fact that more than half of the students come from abroad, makes the students benefit from intercultural communication. They learn to deal with different cultures and different horizons of experience in their everyday study life. Internationality is clearly a key element of the study programmes profiles.

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.

	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 FBE Assurance of Learning Committee identified generic learning outcomes for all the programmes in FBE. Amongst others, these are written and oral communication, competence in discipline-specific subjects, analytical and problem solving skills, understanding ethical dimensions of problems, knowledge about information technology applications and having an understanding of global issues. Management courses as recommended elective courses aims to improve the managerial skills of graduates. MGMT 329, Labor Relations course, includes a collective bargaining simulation that gives the students an opportunity to practise their negotiation and conflict resolution skills. The generic learning outcomes are assessed in selected courses e.g. Business Communication, International Law, Introduction to Information Technology – I/II and Introduction to Global Politics.

In addition to the above mentioned generic learning outcomes, other types of generic skills that would help the graduates to improve their employability in the job market are also incorporated into the curriculum. Students can develop their communication and social skills through project work in teams, which is common in many courses. Courses focus on international aspects of management such as International Business and International Human Resource Management which should help students to improve their cross-cultural skills.

In line with FBE's emphasis on ethical behaviour in organisations, ethical aspects of each subject and organisation, increasing future managers' sensitivity to and understanding of ethical issues have been a priority. Accordingly, consideration of ethical aspects is taught in every course. Furthermore two courses, Communication in English I and II are designed to improve students' communication skills in English.

Appraisal:

Content and learning outcomes of the curriculum and the didactical and methodological measures show that the students can acquire multidisciplinary competences and skills. 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. As confirmed by graduates during the on-site visit, the students acquire communication and language skills as well as cooperation and conflict management skills.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

According to EMU, the five study programmes have a global focus and combine theory with practice in an effort to increase students' employability in both national and international job markets. The internationality of the programmes and the intercultural environment equip students to be employed by organisations in both the private and public sectors.

EMU continues to monitor the professional and personal development of its students after graduation by an exit survey. This survey is about the students' education experience in each faculty. EMU uses this data set to improve the learning environment at FBE. This survey aims to gather data about their post-graduation experience in the job market. Business owners are another source of information. In periodic meetings with business people and the Advisory Board, EMU discusses the performance of graduates, identifies skills or knowledge students may be lacking and brainstorm about what can be done to improve students' employability.

Additionally, EMU conducts surveys to gather feedback from employers about the graduates. In addition to the faculty-based efforts, MIKA (Directorate of Alumni Communication and Career Development), a centre serving the University, monitors the career development of the graduates.

Appraisal:

The programmes are oriented towards developing working skills for students to strengthen employability for graduates. The integration of theory and practice and the promotion of multidisciplinary competences and skills are central aspects of the study programmes. The promotion of employability runs as a central theme through all modules and the elements of the study programmes.

		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

As of the academic year 2018/19, 14 full-time, 20 part-time and 11 research assistants are involved in the study programmes. All of the full-time faculty members are PhD holders.

According to the University, the FBE aims to recruit and retain academically and professionally qualified faculty. The Search & Selection Committee (SSC) is a standing committee established by each Department with the additional membership of the Dean and a suitable member of the Faculty appointed by the Dean on an ad hoc basis.

Initial Applications are shortlisted, ideally to between 3-5 candidates based upon the list of written criteria pre-ascertained by the SSC and, where applicable, to the criteria given in the Applicant Evaluation Form. Criteria used to assess applicants should include potential for academic research and teaching capacity, as well as for service to the University and wider community. Educational background, record of teaching, scholarly record and evidence of administrative and other relevant skills are also sought.

A compulsory interview and presentation must be conducted for all shortlisted applicants. The SSC's final choice of candidate, made in accordance with the Applicant Evaluation Form is forwarded by the Dean to the Provost.

Teaching performance is undertaken by full-time faculty who are expected to participate actively in the process of curriculum development and design as well as continuous improvement efforts. This is supplemented by part-time faculty who are hired for teaching responsibilities only.

The FBE also employs teaching assistants to run tutorials and mark related undergraduate work. These are usually postgraduate students employed on short-term contracts to support specified courses. These teaching assistants operate under the supervision of academic staff members.

Faculty members in the programme cooperate with each other in their areas of research and other academic events such as conferences and discussion panels. Cooperation is institutionalised through departmental councils, joint committee work, and multi-group coordination.

In terms of provision of student support and coaching by teaching staff, EMU claims to recognise the fact that the first step in ensuring academic progress is appropriate course advice. Student advice is provided by faculty members, department chairs and programme directors. Every student is assigned a faculty advisor who helps students with the organisation of the study programme. The advisors invite students to their offices to discuss various problems that might occur and advise them on the ways in which they can follow to resolve them. Additionally, the advisors inform the students about possible career prospects. New students meet their advisor in the orientation week. This advisor-student relationship continues through all four years of the programmes. Faculty members maintain regular office hours and an open door policy with students. All faculty members are available to receive students in their offices and help them with course materials and assignments. Students are encouraged to meet their advisors regularly to review their academic performance and progress, to discuss problems and/or to receive scholarly and career advice. Faculty

members also are encouraged to give prompt feedback to e-mails sent by students. According to EMU, measures for the personal development of the teaching staff are available in terms of funding seminars or regarding support for research.

A student portal service is provided by the University Registrar's Office to help students track their letter grades for the respective courses, grade point average (GPA) of the respective semester and cumulative GPA (CGPA) for all of the completed semesters. The portal provides a solid foundation for students and their advisors in following students' progress through the duration of their degree enrolment.

Appraisal:

The structure and number of teaching staff correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. A presented list of the University's full-time and part-time staff and of all lecturers at present showed the available teaching capacity to implement the programmes. 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 satisfied. Nevertheless, the panel considers that there could be a further extension of teaching staff with professional experience in the specific area of the five study programmes.

During the on-site visit, the panel was able to talk to the lecturers of the five programmes. The discussions with teaching staff revealed that they have a very high workload. According to some interviewed lecturers, in the last years the number of students increased and the classrooms became crowded in some introductory classes. The panel recommends EMU and FBE to reconsider the quantity of the teaching staff and to have a more close exchange in terms of faculty's needs.

The academic, pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programmes. During the on-site visit, it could not be confirmed that further qualification measures are offered to the faculty members. There is also no systematised performance evaluation of teaching staff by the faculty. The panel recommends that the University takes measures for further development of the faculty members. EMU should offer an internal pedagogical qualification and reconsider whether an implementation of an appraisal system would be helpful for further qualification.

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Internal meetings take place regularly.

Due to the open door policy and the tutor-system, students are able to receive intensive counselling and help during their studies. The faculty members are available for the students outside the specified office hours as well. The help desk acts as a first-level-support and offers help. During the on-site visit, the interviewed students confirmed that they are fully satisfied 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)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

The head of the Business Administration Department is responsible for the implementation of the study programmes.

The Department head has programme coordinators for each programme. According to EMU the following tasks fall in his/her area of competence:

- Participation in the Orientation Day(s) to welcome new students and provide information about the programme
- Providing academic and career support to students in the programme
- Coordination of the activities of faculty members teaching courses in the programme
- Reviewing students feedback in cooperation with the department chairs and make necessary changes
- Overseeing the curriculum change process in their programmes. Faculty members can bring proposals to the Department Board agenda after consulting with the Programme Coordinator. Each department has curriculum committees and the Programme Coordinators work closely with the curriculum committee in case of any changes to the curriculum.
- Participation in the faculty hiring process in the Recruitment Committee and providing consultation to department chairs.

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

- Academic Assistance: EMU offers Moodle discussion groups, access to academic staff by e-mail or in person and access to a tutor (teaching assistant). Faculty members maintain regular office hours and an “open-door policy” with students. Faculty members are also encouraged to give prompt responses to e-mails sent by

students. Each student has an assigned faculty advisor, who is a full-time faculty member.

- **Academic Advising:** Every student is assigned a faculty advisor who helps students with the organisation of their study programmes. Academic advice commences when the student is enrolled in a programme in the Faculty and this advisor-student relationship continues through all years of a student’s programme. Further advice is offered on an individual basis by the Registrar’s Office staff, programme directors, course coordinators in the faculty and other relevant staff. The students can also see department administrators or other faculty members for further advice.

Administrative staff members have individual offices. According to EMU, measures for the personal development of the administrative staff is provided. Eight staff members are located in the Faculty building dealing with student inquiries, course advice, enrolments, examinations, course grades, and other related functions. In addition, the Faculty members are supported by Human Resources, Accounting and Finance, Promotion and Central Library personnel who are funded by the University central administration rather than the FBE.

Academic staff members are supported by research and/or teaching assistants assigned to them. These master’s and PhD students assist faculty members in their academic and teaching activities. Academic staff members are supported by the department secretaries and student assistants.

Research grants are available from the Central Research Office. There are two funds: the University Research Fund and a separate Researchers Grant provided by the government through the Ministry of Education.

Appraisal:

As confirmed during the on-site visit, the head of each study programme coordinates the processes of all participants in the study programmes and ensures that the study programmes run smoothly. The organisational as well as all decision-making processes are defined and implemented correspondingly.

Faculty members and students are supported by the faculty administration in the organisation of the study programmes. The administration acts as a service institution for students and teachers, and they are involved in the decision-making processes concerning their fields of activity. The opportunities of electronic service-support are used. EMU submitted a list of workshops and professional development opportunities for administrative staff. The main topics are personal development, technical qualifications, and health and safety at work.

		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

EMU has signed student exchange agreements with different HEIs in such countries as Austria, Canada, China, France, Germany, India, Italy, Korea, UK, and the USA. The University has also faculty exchange agreements with different universities in countries such as Albania, Austria, Denmark, Germany, Iran, Korea, Macedonia, Mexico, and Romania. Academic, educational and cultural collaboration and cooperation agreements have been signed with HEIs in countries like Albania, Azerbaijan, Belgium, Canada, Chile, Denmark, France, India, Iran, Korea, and the UK. The FBE recently established an Institutional Membership Office to manage Faculty’s relationships with other HEIs and professional organisations.

EMU works closely with the Faculty of Business and Economics Advisory Board. The Board should offer invaluable expertise and provide support to the Faculty by advising on strategies and programmes. The Board plays also a key role in the collaboration strategy with businesses, non–governmental organisations and government institutions.

Students receive support in finding internships and potential job offers through the cooperation of FBE and business partners and the University’s Career Centre.

Through its Career Centre, EMU keeps contact with enterprises and businesses by organising job fairs or by involving guest lecturers.

Appraisal:

The scope and nature of cooperation with HEIs, other academic institutions and business networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students’ qualification and skills.

	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 the Faculty buildings. The facilities consist of two main buildings containing an overall amount of 20 classrooms, four computer labs and three large seminar rooms. In addition, the EMU’s Central Lecture Hall has lecture theatres and numerous smaller seminar rooms available for FBE’s use. All classrooms are equipped with the full-range of modern audio-visual facilities. Wireless network access has been established at many points and covers all of the FBE buildings and cafeterias.

Students receive a University e-mail address as part of their enrolment. All of the courses offered by FBE are supplemented with the Moodle Course Management System. The system allows faculty members to provide course materials as well as utilise online quizzes and discussion forums. The students use the system with around 19,000 transactions per day.

The FBE students use the main University Library. Users can access all kind of information through the variety of materials available in the library. The library's resources are supplemented by an Interlibrary Loan Service. The library tries to maintain as much journal and database content as possible online, whereas high-demand books and recent issues of journals are kept physically on-site at the main University library. The main library collections can be accessed in person or by using Online Access. Information specialists are available to assist students and faculty in library research. These specialists also provide group instruction on the effective use of library resources. The library opening hours are Monday-Friday, 09:00-22:30 and Saturday-Sunday 10:00-20:00 with extended opening hours during midterm and final exam periods.

The library houses a collection of more than 160,000 print books, more than 20,000 e-books, thousands of audio-visu-als and thousands of online journal subscriptions. The Library has memberships in more than 50 Online Databases such as Springer, Scopus, Science Direct that allow access to full-text Journals, Reports, Abstracts, E-Books, Reviews, Indicators, Statistical Data, Working Papers, Standards as well as bibliographical information resources. Direct access to catalogue terminals is available at the library premises and users can receive information through the online catalogue. The library has 6,600 m² of space with a sitting capacity of 900 seats. Additionally, in the library there is a multi-purpose auditorium with 240 seats, an audio-visual room with a 60-seat capacity and a special exhibition hall to serve different needs ranging from art exhibitions to book shows. The facilities can be reached by elevators without barrier.

Appraisal:

The quantity and quality of 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 mostly barrier-free access. Furthermore, the buildings are equipped with elevators. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms are available.

During the on-site visit, the panel had the opportunity to visit the library and came to the conclusion that the library resources reflect the needs of the programmes. Access to literature, journals and digital media through databases is fully ensured and up to date. 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 is 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		

4.4 Additional services

The FBE Career Development Office helps students to identify career opportunities and EMU’s central Career Centre organises job fairs on campus and assists students in job search activities (including CV writing, improving interview skills). The Career Development Office has an open-door policy that accommodates individual student needs. Academic staff and academic advisors are also available to provide individual career assistance to students.

MIKA (Alumni Communication and Career Centre) aims to create a network among EMU graduates. It utilises such social media instruments as WhatsApp, LinkedIn, and Facebook for that purpose. FBE also has its own Facebook group aimed at communicating with its graduates. It has also recently created a WhatsApp account to foster more effective communication with students and graduates.

EMU provides free counselling services conducted by professional psychotherapists/psychiatrists to all students, faculty members and staff. The Psychological Counselling Centre accepts appointments and walk-in patients.

Appraisal:

EMU takes care about its students and offers additional service like a Career Development Office, Psychological Counselling Centre and activities such as job fairs, which are offered to students and graduates to promote their employability. The University provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni network. The experience of alumni is used to help shape the future of the programmes. Platforms like Facebook, WhatsApp and LinkedIn are used to stay in contact with alumni.

	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 programmes (Asterisk Criterion)

EMU is a University that is funded by public education funding from country’s government, domestic and international student fees as well as contractual research and grant income. EMU has a centralised financial structure. FBE’s operating budget is allocated by the university central administration. Many operational aspects of the Faculty’s business are centralised and funded at the University level.

According to the FBE, much of the budget is expended on salaries. Financial support for new initiatives comes from a number of sources. On the one hand, the University provides budget plans and maintains a capital budget for major infrastructure activities. On the other hand, the Faculty also tries to secure funding from different sources such as tuition fees for students, donations from private entities or individuals for different initiatives such as renovation of the Faculty building.

Appraisal:

The study programmes are funded for the entire accreditation period so that students are able to complete their studies. The panel formed the view that tuition fees are the main financial source for the faculty. Therefore the panel recommends to develop a more precise strategy for the future development of the study programmes. External funding and cooperation should be more promoted and developed further. Diverse sources of funding would eliminate any risks.

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

5 Quality assurance and documentation

For the purpose of quality assurance, the utilised quality control mechanisms of EMU and FBE are curriculum review, course evaluation, and academic assessment processes. According to FBE, the faculty uses systematic processes to develop, monitor, evaluate and revise the content and delivery of curricula and to assess the impact of curricula on learning. Curriculum management includes inputs from all appropriate levels which may include faculty staff, administration staff, students, alumni, and the business community.

Each programme has a Programme Coordinator who closely monitors the programme's needs. The Department Boards are in charge of proposing curricular changes to the Faculty Board. Generally, each faculty member can bring proposals to the Department Board after consulting with the Programme Coordinator. Each department also has Curriculum Committees that collaborate closely with the Programme Coordinators in case of any curriculum changes. Department Boards continuously monitor the curricula for the programmes they manage. They seek feedback from students, alumni and employers.

A standing Assurance of Learning Committee including representatives from all departments has been established in 2006. According to FBE, the Assurance of Learning Committee works with the Department Boards to clarify the learning outcomes and make sure that they are assessable, to align the curriculum with the goals, to set the acceptable standards, to choose methods, to gather data, to evaluate, report and share data and to propose actions for improvement. The Committee considers how direct measures (such as course embedded measures) and how indirect measures (such as surveys of students, alumni and employers) can be used.

Regarding the instruments of quality assurance, one of the primary mechanisms used for monitoring and controlling the quality of instruction at FBE is the systematic evaluation of courses by students. The evaluation is carried out for each course at the end of semester and contains questions on the workload, the instructor's performance, the course materials and examinations. The evaluation is done online, which ensures anonymity and confidentiality. The printed results are provided to the instructors after they have submitted the course grades. According to FBE, evaluations by instructors are carried out, too. At the end of semester, the instructors fill out a survey about the course they teach and the services provided to them. Moreover, FBE conducts an online survey to solicit alumni evaluation. According to FBE, this alumni evaluation provides valuable feedback about the courses, missing topics and what can be done to improve the programme. The Programme Coordinators as well as the Department Heads have close relationships with the business community. This network enables FBE to receive informal feedback on the skills needed to succeed in working life and on the skills that students may lack.

A programme description for the programmes is provided in the EMU Catalogue, which provides information on the curriculum of the programme, admission requirements, fees, examinations and scholarships. In addition to the programme-specific information, general information about campus life (e.g. student activities, dormitories, campus services) and information about Famagusta are also provided in the catalogue. All the information is available on the University's website and on the Faculty website, too. University rules and regulations are available both in print and on EMU's website. Moodle Course Management System is used to provide specific information about each course offered in the programme, such as course materials.

Each Department reports activities informally to the Dean's Office during regular Faculty Executive Council meetings.

Appraisal:

A quality assurance performance, which monitors and develops the quality of the programmes with respect to their contents, processes, and outcomes, has been set up. Faculty members participate in the respective committees and boards to plan and assess the quality assurance and development procedures. Informal exchange and feedback also take place.

The panel formed the impression that EMU is aware of quality assurance and development procedures according to the European Standards and Guidelines (ESG) and tries to implement them in its processes. Nevertheless, EMU should revise their procedures with regard to the ESG and make sure that all standards are covered in their quality-assurance and development procedures and documented accordingly. For example, although the student evaluation is carried out for each course at the end of each semester and contains questions on the workload, the instructor's performance, the course materials and examinations, the outcomes of the surveys are not communicated to the students. Thus, there is no closed quality assurance and development loop. In the course evaluations, students are asked whether the materials provided were relevant, not, however, whether they fully covered the topics of the course and whether they reflected different approaches and views. Therefore, the panel recommends to revise the course evaluation forms. Furthermore, although quality control by the faculty and an external evaluation by alumni, employers and third parties take place, there is no prescribed procedure and no systematised and formal documentation. During the on-site visit the panel was informed that in 2018, EMU started creating a Quality Assurance Handbook to contain all quality assurance and development procedures and prescribe the processes. During the on-site visit, the panel had the opportunity to read this unfinished handbook and identified a lack of a systematised, continuous and formalised documentation of EMU's quality-assurance processes and instruments such as student and faculty surveys. Therefore, the panel recommends the following **condition**:

The University

- a) implements a Quality Assurance Handbook, which clearly defines the responsibilities and embraces all internal quality assurance and development processes with regard to European Standards and Guidelines.
- b) ensures that the evaluation results of student surveys are communicated to the students.

The study programmes' content, curriculum and examination scheme have been suitably documented and published. All information is available online as well as in print. The activities which take place during the academic year are informally reported. EMU and FBE regularly publish current news and information about the study programmes on its website. However, qualitative information on the study programmes is – as mentioned above – not regularly published.

		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)			X		
5.3.2	Information on activities during the academic year				X	

Quality profile

HEI: Eastern Mediterranean University (EMU), North Cyprus

Bachelor programmes:

Business Administration (BBA)
 Human Resource Management (B.S.)
 International Trade and Business (B.S.)
 Management Information Systems (B.S.)
 Marketing (B.S.)

		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)				condition	
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		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.7* Examination and final thesis (Asterisk Criterion)			X		
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					
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			X		
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body		X			
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents			X		
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6* Skills for employment / Employability (Asterisk Criterion)			X		
4. Academic environment and framework conditions					
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty			X		
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(Student support in distance learning *) (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			X		
4.2.2 Process organisation and administrative support for students and			X		

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