

Akkreditierungsagentur
im Bereich Gesundheit und Soziales
Accreditation Agency in Health and Social Sciences



Assessment Report

**for the Application of
Cyprus International University (CIU), Northern Cyprus
Faculty of Law,
for the Accreditation of the Bachelor Study Programs “Law (English)”
and “Law (Turkish)”
Bachelor of Law (LLB)**

AHPGS Akkreditierung gGmbH
Sedanstr. 22
79098 Freiburg
Telefon: +49 (0) 761/208533-0
E-Mail: ahpgs@ahpgs.de

Expert group

Prof. Dr. Anna Flögel
Neubrandenburg University of Applied
Sciences, Germany

Prof. Dr. Ursula Fasselt¹
Frankfurt University of Applied Sciences,
Germany

Mr. Arno Luis Fischer
Medical School Berlin – University of Applied
Sciences for Health and Medicine, Germany

Prof. Dr. Christian Grüneberg
Bochum University of Applied Sciences,
Germany

Dr. Clemens Paul Klingler
MoleQlar GmbH, Berlin, Germany

Prof. Dr. Stephan Lehnart
University Medical Center Göttingen, Germany

Prof. Dr. Regina Nolte¹
ISBA – International University of Cooperative
Education, Stuttgart & Saarbruecken, Germany

Prof. Dr. Michaela Noreik
Niederrhein University of Applied Sciences,
Germany

Dr. Ülkü Sezgi Sözen. LL.M.
University of Hamburg, Germany

Prof. Dr. Carolin Sutter
SRH University of Applied Sciences Heidelberg,
Germany

Decision

July 22, 2025

¹ The experts in italics did not participate in the site visit but evaluated the study program on paper beforehand

Table of contents

1	Introduction	4
2	Overview	7
2.1	Procedure-related documents	7
2.2	Information about the University	9
2.3	Structural data of the study program.....	10
3	Expert Report.....	12
3.1	Program aims and their implementation	13
3.2	Structure of the study program	16
3.3	Admission and Feasibility.....	24
3.4	Examination system and transparency	27
3.5	Teaching staff and material equipment	30
3.6	Quality assurance	35
3.7	Gender equality and equal opportunities	38
4	Conclusion.....	40
5	Decision of the accreditation commission	42

1 Introduction

The Accreditation Agency in Health and Social Sciences (AHPGS) is an interdisciplinary and multi-professional organization. Its mission is to evaluate Bachelor and Master programs in the fields of health and social sciences, as well as in related domains such as medicine or psychology. By conducting accreditation and recommendation procedures, the AHPGS contributes to the improvement of the overall quality of teaching and learning. However, the higher education institutions remain responsible for implementing the quality assurance recommendations made by the AHPGS.

The AHPGS is listed in the European Quality Assurance Register (EQAR) since 2009. Since 2004, the AHPGS has been a member of the European Consortium for Accreditation (ECA). In 2006, the AHPGS joined the European Association for Quality Assurance in Higher Education (ENQA). In 2009, the AHPGS also became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and since 2012 a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). In 2023, the World Federation of Medical Education (WFME) recognized the AHPGS as an agency with recognition status for 10 years.

In carrying out accreditation procedures, the AHPGS follows the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In the present case, the decision regarding the accreditation of the study program is carried out by the AHPGS Accreditation Commission based on the following accreditation criteria:

1. Program aims and their implementation
2. Structure of the study program
3. Admission and Feasibility
4. Examination System and Transparency
5. Teaching Staff and Material Equipment
6. Quality Assurance
7. Gender equality and equal opportunities

I. The University's application

The AHPGS verifies the sufficiency of the documents submitted by the University, namely the Self-Evaluation Report and its corresponding annexes. These are to fulfil the assessment spheres as well as the AHPGS standards. With this information, the AHPGS produces a summary, which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

II. Written review

The main documents are reviewed by the expert group assigned by the Accreditation Commission of AHPGS. This is done in order to verify the compliance of the study program with the applicable accreditation criteria. Consequently, the experts comprise a short summary regarding the study programs.

III. On-site visit (peer-review)

The experts carry out a site visit at the University. During this visit, discussions are held with members of the University, which include University and department administration, degree program management, teachers, and students. These discussions provide the expert group with details about the study program beyond the written documents. The task of the experts during the site visit is to verify and evaluate the objectives of the program and its projected study results, its structure, staff, material resources, course of studies, methods of assessment (selection of students, assessment of achievements, students' support), as well as the program management (program administration, external assurance of study quality).

Following the site visit, the expert group evaluates the fulfilment of the criteria based on the results of the visit and the documents submitted by the HEI. This Assessment Report is based on the results of the visit, the written review of the study programs, and the documents submitted by the University. Finally, the Assessment Report is made available to the University for the opportunity to issue a response opinion.

The Assessment Report as well as the University's response opinion – together with the provided documents – is submitted to the Accreditation Commission of the AHPGS.

IV. The AHPGS accreditation decision

The Accreditation Commission of the AHPGS examines the documentation made available in the process of application, namely the University's self-evaluation report, its annexes, the Assessment Report, as well as the University's response opinion. These documents lay basis for the decision of the Accreditation Commission of the AHPGS regarding the accreditation of the study program.

2 Overview

2.1 Procedure-related documents

The University delegated the task of accrediting the following Bachelor study programs to AHPGS: “Nutrition and Dietetics (English)”, “Nutrition and Dietetics (Turkish)”, “Law (English)”, “Law (Turkish)”, “Physiotherapy (English)”, “Physiotherapy (Turkish)” and “Molecular Biology and Genetics”.

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Cyprus International University (hereinafter the University or CIU) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on December 03, 2024. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the CIU and the AHPGS was signed on the November 08, 2023.

On March 26, 2025 the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the application for accreditation for the study programs to the University. On April 14, 2025 the University submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The application documentation submitted by the CIU follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program “Law (English)” and “Law (Turkish)”, the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the study programs “Law (English)” and “Law (Turkish)”

Annex	Description
1	Module Description (TR & EN)
2	CV (TR & EN)
3	Teaching Matrix (TR & EN)
4	Statistics
5	Legal Clinics
6	Competences

7	Old vs. New Curriculum
8	Protocol Law Office
9	Students Numbers
10	Graduate Evaluation Survey
11	Drama Workshop

Alongside the study-program-specific documents, the following documents pertain to all study program submitted for external evaluation:

Annex	Description
A	Student Admission Regulations
B	Student Advisory Services Regulations
C	Staff Employment Regulations
D	Staff Workload Regulations
E	Staff Workplace Survey
F	Scientific Incentive and Reward Principles
G	Academic and Administrative Staff Development Centre Directive
H	Quality Assurance Handbook
I	Quality and Assurance Board Directive
J	Exam Procedures Regulations
K	Exam Evaluation Principles
L	Project Proposal Form
M	Distance Learning Regulations
N	Disabled Student Regulation
O	Barrier-Free Campus Buildings
P	Psychological Counseling Directive
Q	Center of Excellence in Education and Teaching Regulations
R	Library Regulations
S	Turkish Higher Education Quality Council Document

The application, the open questions (OQ) and the answers to the open questions (AOQ) as well as the additional documents build the basis for the present summary. The layout bears no significance, as it solely reflects the agreed standard between the AHPGS and the University.

2.2 Information about the University

Cyprus International University (CIU) is a private university in Nicosia in Northern Cyprus. It functions under the auspices of the Levent Group of Companies. Due to the Levent Group's involvement in various sectors such as industry, commerce, food, automotive, construction, livestock production, and agriculture through its multiple companies, CIU offers valuable internship opportunities to its students based on their respective departments.

CIU was established in 1997 in response to the growing demand for English higher education and the need for institutions offering education in foreign languages in Türkiye, Northern Cyprus, and the broader region. The University emphasizes that it has obtained all necessary equivalency certifications and is officially listed in the catalogue of The Turkish Centre of Student Selection and Placement (OSYM) by The Turkish Higher Education Board (YOK). According to the University, the primary educational objective is to cultivate graduates with advanced proficiency in the English language and with the necessary professional skills to excel in their future careers. The University's teaching approach incorporates a student-centered model that leverages cutting-edge information and communication technologies, cross-disciplinary learning, and a strong focus on independent learning. As the University explains, this method aims to enable students to effectively acquire and utilize knowledge for optimal purposes. The University has established collaboration agreements with international universities and institutions. These agreements include reciprocal arrangements and contribute to the recognition of the University's diploma on a global scale. Such collaborations are seen as an important means to broaden educational opportunities and provide students with international perspectives. The University's mission is to help students attain the knowledge, skills, and progressive values that promote career opportunities, ensure sustainable living, and contribute to social development. As the University explains, its student-centered approach, which combines cross-disciplinary learning and advanced technology, is designed to support these goals. Furthermore, the University notes its placement in global rankings, such as the UK-based Times Higher

Education (THE) rankings and the UI GreenMetric evaluation, as evidence of its commitment to educational excellence, research, and innovation (SER 1.1).

In total, 46 undergraduate programs are provided across its 12 Faculties and 6 Vocational Schools. Furthermore, the Institute of Graduate Studies and Research is responsible for the postgraduate education and offers 21 PhD programs, 2 Professional Doctorate programs, and 41 Master programs (SER 1.2).

The Faculty of Law was established in 2010 and initially offered a 4-year undergraduate program in Turkish. In the 2015–2016 academic year, the Faculty expanded to include an English undergraduate program. As of June 2024, the Faculty offers both the “Law (Turkish)” and “Law (English)” program, with 530 students enrolled in the Turkish Law program and 547 in the English Law program.

The Faculty of Law is accredited by YODAK and is a member of ELFA. An evaluation conducted by the Turkish Bar Association ranked the Faculty 37th in Türkiye and 1st in Northern Cyprus. The Faculty has also established collaboration agreements with various non-governmental organizations, enhancing opportunities for internships and practical training. Additionally, the “Law (English)” program is recognized by the Nigerian Law School, enabling Nigerian graduates to continue their professional education seamlessly in Nigeria (SER 1.3).

2.3 Structural data of the study program

University	Cyprus International University
Faculty/Department	Faculty of Law
Cooperation partner	YÖDAK
Title of the study program	“Law (English)” “Law (Turkish)”
Degree awarded	Bachelor of Law
Organizational structure	Full-time, on-campus from Monday to Friday between 08:30 am and 06:30 pm
Language of Studies	Law (English): English

	Law (Turkish): Turkish
Period of education	Eight semesters
Credit Hours (CH) according to the internal credit hour system	Law (English): 134 credit hours (equals 240 ECTS CP) Law (Turkish): 144 credit hours (equals 240 ECTS CP)
Hours per Credit	1 theory credit hour = 1 hour
Workload	Law (English): Total: 6.000 hours Contact hours: 1.904 hours Individual work: 4.096 hours Law (Turkish) Total: 6.000 hours Contact hours: 2.016 hours Individual work: 3.984 hours
Launch date of the study program	Law (English): 2012/2013 Law (Turkish): 2010/2011
Time of admission	Fall and spring semester
Number of available places on the program	Law (English): 600 Law (Turkish): 600
Number of currently enrolled students	Law (English): 547 Law (Turkish): 530
Number of graduates since launch date of the study program	Law (English): 178 Law (Turkish): 2.860
Particular enrollment conditions	Law English: - Higher Education / Secondary Certificate - Evidence of English Language Competence Law Turkish: - High School Graduation Diploma - CIU Student Placement and Scholarship Ranking Examination

3 Expert Report

The site visit was carried out on May 07-08 2025, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on May 06, 2025 for preliminary talks prior to the site visit. They discussed the submitted application documents and the results of the written evaluation as well as questions that had been raised prior. Furthermore, they prepared the plan of the site visit at the University.

During the site visit, experts conducted discussions with the University management, representatives of the Faculty of Law, the chair, vice chair and the teaching staff of the program “Law (English)” and “Law (Turkish)” as well as with students currently studying in the two programs and alumni. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, library, and computer classes. Moreover, experts had the opportunity to examine the equipment and the capacity of the laboratories.

In the course of the site visit, the University submitted the following additional documents at the request of the experts:

- Diploma Supplements,
- list of graduation projects,
- student registration statistics,
- graduation semesters,
- dropout rates,
- publication list 2023-2025.

The Assessment Report is structured in compliance with the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA). The study program will be described and analyzed in a comprehensive manner below. The documents submitted by the University, the experts’ feedback to the documents, the observations made during the site visit, the results of discussions with the representatives of the University and the Faculty of Law serve as the foundation for the statements made in the Assessment Report.

3.1 Program aims and their implementation

In accordance with ESG 1.2 Design and Approval of Programs

The study program focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic or artistic competences, competences necessary for a qualified employment, skills of social commitment and personal development.

Summary

Both the “Law (English)” and “Law (Turkish)” program at Cyprus International University (CIU) share the same fundamental objectives. According to the University, the Faculty of Law aims to train well-rounded legal professionals with strong foundational knowledge, ethical judgment, critical thinking skills, and the ability to work collaboratively in a multidisciplinary context. The programs emphasize upholding justice and legal integrity, preparing graduates to address legal issues in society and to continue their professional development throughout their careers. These aims are in line with CIU’s mission to cultivate lawyers who can contribute effectively in both national and international legal environments. The general vision is to produce graduates who not only possess comprehensive legal knowledge but also demonstrate social responsibility and adherence to democratic and egalitarian principles in practice.

The vision is to become a pioneering department that supports lifelong learning and development in a multicultural environment, thereby leading society through both national and international legal education models and impactful research. Accordingly, the Law programs aim to develop graduates who (SER 3.1.1):

1. Possess the necessary knowledge and skills, grounded in evidence and critical analysis, to build legal competencies within a multicultural community.
2. Promote justice, prevent legal disputes, identify legal issues, and apply appropriate legal remedies to enhance the well-being of individuals and society.
3. Make informed, ethical legal decisions through research and critical thinking, preparing them for careers in an ever-evolving legal landscape.

4. Work effectively as part of a multidisciplinary legal team within a framework of ethical codes, integrity, and professionalism.
5. Demonstrate social awareness, personal motivation, and a commitment to continuous personal and professional development throughout their careers.

The outcome of the graduate evaluation survey of 2024 indicated that these program outcomes were succinctly achieved, as the University states.

According to the University, the outcomes, overarching skills, and competencies for both Law programs are structured in line with the National Qualifications Framework for Higher Education in Türkiye (NQF-HETR) and are aligned with the European Qualifications Framework and Lifelong Learning (EQF-LLL). Developed within the context of the Bologna Process, this framework ensures that program outcomes meet international standards, thereby enhancing transparency, recognition, and mobility in higher education.

The integration of both program outcomes is organized as follows:

- Knowledge (PO1): Students gain the ability to understand, use, compare, interpret, draw conclusions, and apply the basic concepts of law.
- Skill (PO2): The program ensures that legal knowledge is continuously aligned with technological developments.
- Competence (PO3): Students learn to identify and define legal problems using current knowledge and to plan and evaluate solutions.
- Learning Competence (PO4): Students acquire the ability to analyze legal norms within the context of legal theories, taking historical developments into account.
- Communication and Social Competence (PO5): The program equips students with the ability to follow, comprehend, and apply both domestic and international laws, as well as interpret court decisions.
- Field Specific Competence (PO6): Students develop the ability to solve and comment on legal problem questions and, in addition to their personal skills, enhance their teamwork abilities through in-class activities, moot courts, courtroom visits, and other professional or academic engagements.

For the “Law (English)” program, it is stated that graduates are prepared for careers as lawyers, judges, public prosecutors, and may also specialize in areas

such as human rights, international law, intellectual property, or environmental law. In addition, their strong analytical, research, and critical thinking skills open opportunities in academia, policy-making, and diplomacy. The program highlights the advantage of quick employment, with many graduates finding work either shortly after or even before graduation (SER 3.2.1).

For the “Law (Turkish)” program, it is explained that graduates can be employed in various units, including law firms, corporate legal departments, public prosecution offices, judicial courts, and notary offices, both domestically and internationally. In response to new regulations, opportunities also exist in arbitration, mediation, and legal advisory roles. Furthermore, there is a strong focus on academic career paths: graduates can become research assistants, lecturers, or administrative staff in law departments, and may continue their academic journey through master's and doctoral studies to eventually attain professorships, contributing to legal scholarship and evidence-based practices (SER 3.2.1).

According to the University, both Law programs are designed to prepare graduates for the increasing challenges of today's global legal environment. With the complexity of legal systems rising alongside globalization, there is a significant need for well-trained legal professionals across the globe.

The University notes that, according to 2019 data from the Turkish Ministry of Justice, Türkiye has over 100,000 registered lawyers (approximately 125 per 100,000 people). Despite this, the demand continues to rise—particularly in sectors such as corporate law, intellectual property law, and human rights law—and there is a recognized need for qualified professionals in various sectors in Northern Cyprus, including public administration, legal consultancy, and advocacy (SER 3.2.2).

According to the University, legal practice may vary according to domestic legal systems. In the case of Northern Cyprus nationals who wish to become lawyers, they are required to complete a one-year internship immediately after graduation. After the first four months of this internship, these students are allowed to begin taking the bar exam. If a student fails the bar exam, they may retake it as many times as necessary to eventually qualify for legal practice.

Students of Turkish nationality must take an entry exam for legal professions starting in September 2024. All law school graduates who wish to continue as legal professionals (e.g., lawyers, judges, prosecutors) are required to first pass

this entry exam and subsequently take the relevant vocational exams, such as the bar exam for lawyers or other specific exams for judges and prosecutors.

Judgment

Under its strategic plan, CIU aims to improve its global rankings by securing international accreditation for all programs and achieving full institutional accreditation. Key investment priorities include recruiting additional academic staff, expanding campus capacity, and launching new programs such as Veterinary Medicine. To bolster research impact, CIU aims to steadily increase publication and citation rates by offering rewards for faculty research output.

According to the experts, the Bachelor study program “Law (English)” as well as “Law (Turkish)” focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic competences, competences necessary for a qualified employment, skills of social commitment and personal development.

The stakeholders of the program confirmed during the visit that the competences necessary for qualified teaching are fulfilled, concerning both the Turkish and English program, which need to be served. Both the students and the University leadership are credibly striving to increase internationalization of the program through strategic recruitments. The experts positively acknowledge this growth vision as well as the clear description of the program aims and implementation.

Decision

From the experts’ point of view, the requirements of this criterion are fulfilled.

3.2 Structure of the study program

In accordance with ESG 1.3 Student-centered Learning, Teaching and Assessment

The study program aims to provide students with specialized and interdisciplinary knowledge as well as professional, methodological and general competences. The study program has a modular structure that is closely linked to the

European Credit Transfer System (ECTS)² and a course-related examination system. Descriptions of the modules contain all necessary information, as required in the ECTS User's Guide (particularly with regard to the details about learning content and outcomes, methods of learning, prerequisites for the allocation of ECTS credits, workload).

The combination and succession of the modules of the study program are consistent with the specified qualification objectives (described earlier).

It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

The arrangement of internships in the study program allows acquisition of ECTS credits. Provided that the program offers exchange mobility gaps, they will be integrated into students' curriculum.

Study programs with special profile requirements (e.g. dual, part-time, occupational or distance learning study programs) comply with particular aspects that are considered as appropriate and proportionate. These particular aspects are continuously observed in the study program.

Summary

The "Law (English)" program comprises 42 modules, out of which 6 are University core courses and 36 are Faculty core courses. There are between 5 and 6 modules in total provided for each semester. All modules have to be completed within one semester.

The "Law (Turkish)" program comprises 48 modules, out of which 6 are University core courses and 42 are Faculty core courses. There are between 5 and 6 modules in total provided for each semester. All modules have to be completed within one semester.

The list of modules offered are:

Courses specific for the "Law (English)" program

Nr.	Title	Sem.	CH
-----	-------	------	----

² http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf

1	Legal system and study-I	1	3
2	Constitutional and administrative law-I	1	4
3	Legal system and study-II	2	3
4	Constitutional and administrative law-II	2	4
5	Legal debate	2	3
6	Criminal law-I	3	4
7	Contract law-I	3	4
8	European Union law-I	3	3
9	Western legal thought-I	3	4
10	Criminal law-II	4	4
11	Contract law-II	4	4
12	European Union law-II	4	3
13	Western legal thought-II	4	4
14	Tort law-I	5	4
15	Public international law-I	5	3
16	Commercial and company law-I	5	4
17	Land law-I	5	3
18	Tort law-II	6	4
19	Public international law-II	6	3
20	Commercial law-II	6	4
21	Land law-II	6	3
22	Equity and trusts-I	7	4
23	Law of evidence-I	7	3
24	Equity and trusts-II	8	4
25	Law of evidence-II	8	3
	Total: 25		

Courses specific for the "Law (Turkish)" program

Nr.	Title	Sem.	CH
-----	-------	------	----

1	Civil law (Introduction and law of persons)	1	3
2	Constitutional law-I	1	3
3	Roman law	1	3
4	Introduction to law	1	3
5	Philosophy of law	1	2
6	Civil law (Family law)	2	3
7	Constitutional law-II	2	3
8	History of Turkish law	2	3
9	Sociology of law	2	2
10	Law of obligations-I (General provisions)	3	3
11	Criminal law-I (General provisions)	3	3
12	Administrative law-I	3	3
13	Public law I (Human rights and freedoms)	3	2
14	Public international law-I	3	2
15	Public Finance	3	2
16	Law of obligations-II (General provisions)	4	3
17	Criminal law-I (General provisions)	4	3
18	Administrative law-II	4	3
19	Public law-II (The concept of state)	4	2
20	Public international law-II	4	2
21	Tax Law	4	2
22	Property law-I	5	3
23	Civil procedure law-I	5	3
24	Commercial law-I (Commercial enterprise)	5	3
25	Administrative jurisdiction	5	2
26	Property law-II	6	3
27	Civil procedure law-II	6	3
28	Commercial law (Company Law)	6	3
29	Private international law-I	7	3
30	Criminal procedure law-I	7	2
31	Law of execution and insolvency-I	7	3

32	Labor law	7	3
33	Private international law-II	8	3
34	Criminal procedure law-II	8	2
35	Social security law	8	2
36	Law of execution and insolvency-II	8	3
37	Maritime and Insurance Law	8	3
	Total: 37		

The module descriptions for both programs cover the following aspects: course code, level, course title, credit hours (divided in lecture hours, practical hours, self-study hours), language, learning outcomes/goals/skills, content of the module, examination methods (see Annex 1).

The “Law (Turkish)” program is based on the Turkish legal system and aligns with the standard curriculum followed in Türkiye. In contrast, the “Law (English)” program is structured around the Anglo-Saxon legal system. In the first year of both programs, initial courses focus on building foundational skills, including language proficiency and introductory legal concepts. In the second year, the curriculum for the “Law (Turkish)” program introduces basic legal sciences such as constitutional law, criminal law, and civil law, whereas the “Law (English)” program covers constitutional law, criminal law, and contract law to ensure a strong legal foundation. In the third year, the “Law (Turkish)” program emphasizes advanced legal topics like intellectual property law, arbitration, and international law, while the “Law (English)” program concentrates on land law, commercial law, and international law, preparing students for complex legal challenges. In the final year of both programs, students take specialized courses that address practical legal interventions, case assessments, and advanced legal problem-solving techniques. Surveys of graduates indicate that the program objectives are effective in helping students achieve their professional goals (SER 3.1.3).

Neither the “Law (English)” program nor the “Law (Turkish)” program includes a mandatory internship within the curriculum. In the “Law (Turkish)” program, students who wish to gain firsthand professional experience can voluntarily work at law firms during the summer break or apply for internship programs offered

by various institutions. For these students, the University provides student internship insurance; for example, during the summer term of the 2023-24 academic year, one student was accepted into an internship program at the Constitutional Court of Türkiye (Appendix 12). According to the University, a specific theme is determined each year for the legal clinic studies. Students receive training on topics such as women's rights and children's rights, and they are informed about how to provide legal support. As part of their training, students work on solving cases in virtual courts. Additionally, various initiatives are undertaken—often in collaboration with civil society organizations—to enable students to offer legal services and support to the local community on these issues. Law clinic meetings are held for two hours per week.

According to the University, both the "Law (Turkish)" program and the "Law (English)" program employ various instructional methods, including lectures, seminars, practical studies, role-playing, project work, study groups, and presentations. Both programs make use of electronic and media teaching aids—such as PowerPoint presentations, videos, and practical sessions in simulated moot court environments—and all laboratories and classrooms are equipped with a computer connected to a projector and free wireless internet. In addition, the "Law (English)" program provides advisory sessions during faculty office hours, giving students the opportunity to explore topics and address questions directly related to their assignments (SER 4.1.6).

As the University states, both the "Law (English)" program and the "Law (Turkish)" program require students to complete all core and elective courses to graduate, rather than undertaking a specific graduation project. In the final semesters, students focus on advanced coursework designed to deepen their expertise in various areas of law while gaining both foundational and specialized legal knowledge. Students choose electives based on their interests to tailor their education and develop critical legal reasoning as well as professional readiness. Throughout the academic year, performance is continuously evaluated through written exams, presentations, legal drafting exercises, coursework, essays, and case studies. All submitted work must adhere to academic integrity standards—using proper citation and maintaining a similarity report of 20% or less via Turnitin—to ensure that students uphold the highest standards of academic honesty and integrity (SER 4.1.7).

The Legal Methodology course has recently been introduced as a compulsory part of the curriculum and focuses on the methodological examination of law, the analysis of legal problems, and techniques for the formal and contextual analysis of legal norms. The course equips students with the ability to analyze and solve legal issues, as well as to access and effectively use legal sources. At the end of the course, students prepare a graduation project that reinforces the legal research and data collection skills they have developed over their four-year law education. This project is considered part of their graduation requirements, and each student's presentation is evaluated by a jury.

As the University states, Northern Cyprus faces substantial political and legal challenges that hinder its integration into international systems and restrict its participation in global agreements and treaties, which are vital for student mobility programs. However, academic staff and students from the Turkish Cypriot community who meet residency requirements and have at least one parent born in Cyprus are eligible for European mobility programs through EU funding. In addition, the University accepts self-funded study mobility for all CIU students for up to 25% of their program duration, allowing them to participate in summer school visits or enroll in one to two semesters of courses at other universities, with the possibility of having these courses recognized in their CIU programs.

Judgment

The Bachelor study programs “Law (Turkish)” as well as “Law (English)” have a course-based structure and a course-related examination system. The combination and succession of the courses of the study programs are consistent with the specified qualification objectives (described earlier). It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

Both “Law” programs currently offer limited interdisciplinary integration in its core curriculum, with most shared courses confined to electives, e.g. some debating courses taught in collaboration with the “International Relation” program. The experts recommend extending this model by embedding more shared content into mandatory courses across all disciplines.

As the University describes, emerging plans to integrate digitalization into the curriculum include using generative AI tools in moot-court simulations and

piloting a 'Digitalization Law Clinic' where students tackle real-world tech-law issues. The experts appreciate these plans, as embedding these innovations within existing modules (e.g. Legal Technology, Intellectual Property) would equip graduates with critical skills for the evolving legal market.

As the University states, starting in 2025, the Republic of Turkey has introduced a national internship program for students of Turkish nationality. Through this program, eligible students can apply via the e-government application webpage and participate in a paid internship within the "Law (Turkish)" program, which the experts appreciate. In the "Law (English)" program, students intending to pursue a legal career are required to register for an official internship with the Bar Association in their respective home countries. However, like in the "Law (Turkish)" program, students may also choose to gain experience by voluntarily working in law firms during the summer or by applying for available internship programs. As a whole, it was ascertained that both students, within the "Law (English)" and the "Law (Turkish)" programs are well supported during their internships.

The University maintains mobility agreements with several international partners, including the University of Rome. Under its bylaws, students may transfer a specified percentage of their coursework to these partner institutions, with each transfer request reviewed individually by the head of the relevant department. The Vice Dean closely oversees all mobility activities to ensure compliance and quality. While the University actively encourages student participation in exchange programs, due to visa issues and financial considerations it is sometimes difficult for the students to take part in student exchange. From the experts' point of view, the University should extent international collaborations to elevate research quality and expand opportunities for students and staff alike.

The experts acknowledge the very detailed course files with its contents and aims, which allows a high level of transparency. In the experts' opinion, the structure of the curricula seems to make the workload manageable.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.3 Admission and Feasibility

In accordance with ESG 1.4 Student Admission, Progression, Recognition and Certification

The admission requirements and, if applied, student selection procedures are specified. They correspond to the standards of the study program.

Feasibility of the study program is guaranteed. The amount of student workload is appropriate.

Student support services, as well as specialized and general consultations, are provided by the University in a sufficient and appropriate manner.

As a whole, the organization of the education process ensures the successful implementation of the study program.

Summary

According to the University, admission to CIU undergraduate programs requires that students be graduates of a high school or an equivalent secondary school (SER 5.1.2). Only Northern Cyprus students and international students (i.e., students who are not Turkish nationals) can enroll in the "Law (English)" program. The quota for these students is determined by the University Senate. Students who pass the entrance exam conducted by the University and choose the Faculty of Law are eligible for enrollment, and international students meeting the Faculty of Law's entrance criteria are also admitted within this quota. For students of Turkish nationality, the quota for the "Law (Turkish)" program is determined annually by YÖK (the Council of Higher Education). For the 2024-2025 academic year, YÖK set the quota at 60 students. For Turkish Republic of Northern Cyprus (TRNC) nationals, the quota is determined by the CIU Senate. Students who pass the university's entrance exam and choose to enroll in a program at the Faculty of Law are entitled to register according to these quotas.

To be admitted to the "Law (English)" program, applicants can apply directly online via the Student Recruitment System (SRS). They must complete the application form correctly and upload the required documents. For students who are citizens of the TRNC, the required documents include a high school graduation diploma and the CIU Student Placement and Scholarship Ranking Examination results. For international students, required documents include a completed

application form, a higher/secondary certificate or equivalent (e.g., O/A'Level, WAEC/NECO), evidence of English language competence (either a TOEFL score of 65 IBT or an IELTS score of 5.5; otherwise, the CIU English proficiency exam is taken on campus), and a scanned copy of an international passport or birth certificate.

To be admitted to the “Law (Turkish)” program. TRNC citizens and Turkish citizen candidates who have completed their entire high school education in TRNC are placed in undergraduate programs based on their performance in the CIU student placement and scholarship ranking examination and their program preferences. For Turkish students, required documents include a photocopy of their identity card, an original high school diploma (or an official exit certificate or graduation certificate if the diploma is unavailable), a fully completed and signed Student Registration Undertaking (filled out by the Turkish Registration and Liaison Offices or Publicity Directorate), a military service status certificate, a bank receipt, three passport-size photographs, and medical documents (such as a lung x-ray or radiography for tuberculosis and a health certificate including HIV tests). For TRNC students, the required documents are a high school graduation diploma, results of the CIU Student Placement and Scholarship Ranking Examination, and a fully completed and signed CIU Rules and Regulations document (available for download during the online application).

Regarding the recognition and conversion of credits, rules outlined in the CIU exemption and adjustment procedures directive (Annex Q) apply to students transferring from another university. Courses completed successfully at other institutions are evaluated by the exemption commission of the faculty based on their credit value and subject matter, and course exemptions are granted accordingly (SER 5.1.3).

The Student Development and Counselling Center was established to support students in acquiring contemporary knowledge and skills, as well as to assist with their psychological, educational, and social development. According to the University, the center comprises offices for student affairs and social activities, along with a Psychological Counselling and Guidance Center. Its services include coordinating immigration procedures for postal and international students, promoting personal development and psychological well-being, and providing leisure, creative, and social activities that complement academic programs. In addition, faculty staff offer advisory support to law students. Appointed advisors,

following the Regulations on Student Advisory Services, introduce students to University and Faculty facilities, assist with course selection, help resolve personal issues, provide career guidance, and monitor student progress (SER 5.2.1).

According to the University, CIU senate has established regulations on education, training, and examination practices for students with disabilities (Annex N) to ensure equal educational conditions. In the "Law (English)" program, there are currently no students with disabilities, while in the "Law (Turkish)" program, there is one student with a visual disability. Special arrangements, such as assigning invigilators to read exam questions aloud, are made to accommodate the needs of disabled students. The University is also working on a barrier-free campus project and provides additional health, social, psychological, and academic support through training, cultural activities, and environmental improvements in key campus facilities.

According to the University, admissions scholarships are awarded to students. Sixty percent of students within the "Law (English)" program receive a 50% scholarship, which amounts to approximately 3,753 euros per annum, 18% receive a 75% scholarship, and 14% receive a 100% scholarship.

Tuition for the "Law (Turkish)" program is set at 270,000 Turkish Lira per annum. Various scholarships are available: 1.5% of students receive a sports scholarship, 3% receive an academic success scholarship, and 45% receive an admission scholarship.

Judgment

The admission policies and procedures along with the requirements for both programs are properly documented and made publicly available. The experts determine the admission procedures and requirements to be appropriate, as they correspond to the standards of each study program.

The experts draw attention to the relatively high number of exams to be passed during both of the study programs. The University states that the system of mid-term and final exams is determined by the government. In order to prepare students for the level of difficulty and volume of exams, the type as well as the time of the different examinations is defined and communicated to the students transparently through the course syllabus at the beginning of each course. The experts confirm that the University takes good measures to guarantee the feasibility of

the study programs despite the high workload. The organization of the education process ensures the successful implementation of the study programs. The experts appreciate the fact that students with disabilities or chronic illness are offered compensatory measures when writing exams, such as extra time or writing the exam in another room.

On site, it became obvious that the teaching staff follows an “open-door-policy”. In the first week of each year, students undergo an orientation which familiarizes them with available support services and where the colleges and departments are introduced.

As another support mechanism, an academic advisor is responsible for a group of students from the beginning of each semester. Students are supported through advisors, course coordinators or personal tutors with their registration process, selecting a study program, financial and personal issues and their performance during the semester. Self-study hours are formally evaluated, and continuous assessment methods—such as quizzes, assignments, and in-course activities—guide students throughout each semester. Academic advisors review each student’s GPA every term and provide targeted support when needed.

If the students have problems besides academic issue, a social support unit is installed at the University. The experts find the support services at the University to be exemplary and conducive to the health and success of the student body. On-site, students reports that prospective students are drawn to CIU by generous scholarship opportunities (with many receiving awards covering up to 100% of fees and flexible payment options) as well as a culturally diverse campus, which the experts positively acknowledge.

Decision

From the experts’ point of view, the requirements of this criterion are fulfilled.

3.4 Examination system and transparency

In accordance with ESG 1.8 Public Information

Examinations serve to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students’ knowledge and competences. The requirements to students’ performance in examinations

are regulated and published. The frequency of examinations, as well as their organization, is appropriate.

The University guarantees that students with disabilities or chronic illnesses receive compensation with regard to time limits and formal requirements of the study process, as well as all final and course-related performance records.

Information concerning the study program, process of education, admission requirements and the compensation regulations for students with disabilities are documented and published.

Summary

The assessment measures are designed to evaluate the effectiveness of teaching methods and ensure that the intended program outcomes are achieved. At the beginning of each semester, instructors plan a range of assessment strategies—including quizzes, exams, projects, presentations, and homework—that align with each course's learning objectives and overall program outcomes. Each course syllabus clearly details these objectives and the corresponding assessment percentages using the CIU-SIS and moodle systems. Each semester typically features one midterm exam (in the 7th or 8th week) and one final exam (in the 15th or 16th week), with a minimum attendance requirement of 70% for theoretical courses. Students can appeal exam evaluations within three workdays, and those unable to take an exam for acceptable reasons (such as health issues) may register for a make-up exam, while students who fail or miss the final exam must take a resit (SER 6.1.1).

The academic grading system, which is uniformly used by all instructors, records course codes, credit hours, grades, and both the GPA and cumulative GPA, demonstrating compliance with national and institutional examination regulations. All examination processes are regulated according to the CIU regulation on the principles of examination and evaluation of the associate and undergraduate degree programs (Annex J).

All documents related to the study plan, educational process, admission requirements, and examination regulations are published on the CIU website and are accessible to all students and staff. Measurement and evaluation scales for courses in the CIU Faculty of Law are announced along with the course syllabus via the moodle system at the beginning of each academic semester. Instructors

define and publish the assessment tool percentages using the student information system (SIS system), ensuring that every student has access to this information (SER 1.6.2).

Judgment

The University uses a continuous assessment process to ensure the quality of education for its students. The study programs have a course-related examination system. Its implementation, including the grading system, course load regulations, repetition of courses and exams is regulated and transparent for the students. From the experts' point of view, the examination serves to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. Nevertheless, in the experts' opinion, the study programs include a very high number of exams which causes a high workload not only for students but also for the teaching staff. The transparent information of examination methods and of the examination schedule at the beginning of each term makes the high number of assessments during and at the end of each semester manageable. An examination can be repeated once. Students who cannot attend the test due to health issues or other unforeseen circumstances are allowed to take the test on another agreed day. If the examination is failed twice, students must redo the course in the following semester. Thus, the experts conclude that the examinations, although numerous, serve to determine whether the envisaged qualification objectives have been achieved or not and are focused on students' knowledge.

The requirements to students' performance in examinations are regulated and published in the course syllabus. The frequency of examinations, as well as their organizations, is appropriate. The University guarantees that students with disabilities or chronic illnesses receive compensation regarding time limits and formal requirements of the study process, as well as all final and course-related performance records.

From the experts' point of view, the relevant information concerning the study program, the process of education, the admission requirements and compensation regulations are documented and published. A Diploma Supplement, developed by the Council of Europe, European Commission and UNESCO, is provided in addition to the graduation certificate.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.5 Teaching staff and material equipment

In accordance with ESG 1.5 Teaching Staff and in line with ESG 1.6 Learning Resources and student support

Professionalism and a sufficient number of human resources assure the successful implementation of the study program. Qualifications of the teaching personnel correspond to the requirements of the study program. Recruitment and appointment of teaching positions are appropriate. Interdisciplinary links to other study programs are taken into consideration.

Measures for the professional and personal development of the teaching personnel are provided.

Qualitative and quantitative sufficiency of the equipment and space resources assures the successful implementation of the study program.

Summary

The teaching load within the "Law (English)" program was divided between 22 full-time staffs for the academic year 2023/2024 (3 professors, 2 associate professors, 6 assistant professors, 2 doctors, 5 senior instructors and 3 assistants. The faculty-to-student ratio is 1:61.

The teaching load within the "Law (Turkish)" program was divided between 22 full-time staffs for the academic year 2023/2024 (3 professors, 2 associate professors, 6 assistant professors, 2 doctors, 5 senior instructors and 3 assistants. The faculty-to-student ratio is 1:41.

Number of teaching staff that teaches in "Law (Turkish)" program: 11

Number of teaching staff that teaches in "Law (English)" program: 7

Number of teaching staff that teaches in both "Law (Turkish)" and "Law (English)" programs: 4

Full-time lecturers are responsible for teaching, student advising, and performing administrative and academic tasks assigned by the Rectorate and Dean's Office. Weekly teaching loads vary by academic title, ranging from 12 hours for

professors to 25 hours for research assistants. Lecturers holding administrative roles such as faculty dean, coordinator, or head of department receive a teaching load reduction of 6, 3, and 3 credits respectively.

The Faculty of Law implements comprehensive measures for human resource development and enhancing teaching qualifications. According to the University, regular professional development programs focus on the latest legal practices, research methodologies, and effective teaching strategies, providing opportunities for continuing education in university didactics. Courses cover interactive teaching techniques, innovative assessment methods, and the integration of technological tools to create an engaging learning environment. Cross-disciplinary collaborations are encouraged, allowing faculty to incorporate diverse perspectives into their curriculum. A structured mentorship and peer review system supports junior faculty through guidance from experienced academics and constructive feedback from colleagues. Faculty research and scholarship are actively supported through funding opportunities and research grants, which help faculty present at conferences and publish their work. Additionally, technological training workshops ensure proficiency in legal research tools and online teaching platforms. Ongoing evaluation and feedback mechanisms, including student feedback and self-assessment, are used to update development plans and maintain high teaching standards (SER 7.1.1).

As the University explains, one faculty coordinator is responsible for coordinating lecture programs and exam schedules across all departments. Additionally, three research assistants are available to support lecturers as needed. Before each academic year, the head of department creates workload schedules and submits a needs analysis report to the rectorate via the dean of faculty. Based on the analysis, vacancy announcements are issued, and the necessary personnel needs are met through evaluations within human resources (SER 7.2.1).

The Faculty of Law is equipped with well-maintained premises designed to meet diverse teaching and learning needs. Lecture halls are spacious and fitted with modern audio-visual equipment to facilitate effective presentations and interactive sessions. The faculty has four large classrooms/amphitheaters that accommodate 100 to 200 students each, and four middle-sized classrooms for 40 to 50 students, totaling an area of 300m². Seminar rooms, with flexible seating arrangements, foster discussion-based classes and collaboration. Student workstations, strategically located throughout the building (or campus), provide

spaces for individual or group study, complete with high-speed internet access and charging points. Additionally, the faculty includes specialized facilities, such as moot courtrooms that simulate real-life legal proceedings and provide hands-on practice in trial advocacy (SER 7.3.1).

The CIU central library offers students and academics a diverse collection of resources, including books, journals, newspapers, e-books, e-journals, audio cassettes, CD-DVDs, video cassettes, floppy disks, and academic internet resources. The collection covers subjects such as law, political science, public administration, economics, criminology, human rights, environmental studies, healthcare law, media studies, gender studies, education, ethics, and interdisciplinary research. It holds a total of 61,548 resources in key fields like law and legislation, political science, economics and public policy, criminology, human rights and social justice, media and communication, environmental studies, and gender and cultural studies. The library's collection includes both printed and electronic books and provides an open law database for students (SER 7.3.2).

The University library has been operating in the 'information centre' building since 1997 and offers both wired and wireless internet access. Its aim is to provide the resources needed by students, academic, and administrative staff for their educational and research activities. Library facilities are accessible to both the public and University members according to the 'CIU library regulations' (Annex R). The library is open from 08:00 to 24:00 on working days and from 08:00 to 20:00 on weekends. Requests for books, periodicals, and databases are collected by the dean's office, submitted to the rectorate for approval, and then processed by the library staff.

An electronic catalogue browsing system is available online, allowing users to search for resources, check circulation information, and reserve items. An orientation program is held at the beginning of each academic year to introduce new students to library services. To borrow materials, students must have a student id card; master's and doctoral students may borrow up to 5 books for 15 days, while associate and undergraduate students may borrow up to 3 books for the same period. Publications not available in the CIU library are obtained through interlibrary loan arrangements with other university libraries and electronic databases are accessible via the library web page (SER 7.3.2).

Each classroom is equipped with computers, , and a projector and a free wi-fi connection is available on campus for all staff and students (SER 7.3.3).

The academic and administrative staff development center was established in 2014. Each academic year, the center meets with administrative and academic units to organize training based on identified staff development needs. Additionally, CIU provides increasing support for both students and academic staff by ensuring access to research laboratories, equipment, and consumable expenses. The University also promotes academic progress by supporting faculty research, participation in conferences, and by awarding scientific publications (SER 7.3.4).

Judgment

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff at the Cyprus International University shows a very high level of commitment and potential for the execution as well as further development of the study programs they are responsible for. The experts conclude that there is a strong corporate identity and positive group dynamics among the University and the faculty administration. As motivations to teach at the CIU, the faculty cites transparent and accessible working regulations, a vibrant campus life, the solid reputation of their academic colleagues, and a loyal, family-like community that continues to support graduates well beyond their time on campus.

The experts find the number of human resources allocated to both of the study programs to be sufficient to carry out its functions. The teaching staff is well qualified and in possession of academic and technical credentials and experience adequate to their tasks. The University informs its employees about opportunities for personal and professional development transparently, and actively encourages their participation in workshops, training courses and conferences intended to improve their abilities, which is confirmed during the talks with the staff on site. The Centre for Excellence in Education and Training, overseen by the Vice Rector of Academic Affairs and led by the Dean of the Faculty of Education, brings together members from across all disciplines to support teaching and learning. It receives regular feedback from the University's quality committees, reviews student evaluations, and organizes seminars and workshops in response—covering topics from time management and learning strategies for students to research-capability training for academic staff. Participation is voluntary,

but the Centre actively works to engage all faculty members. As the University explains, the Centre for Excellence in Education and Training has begun digitizing its professional-development offerings to broaden faculty participation. In addition to traditional in-person seminars, the Centre now delivers key workshops—on topics such as assessment design, teaching with technology, and research methods—via online platforms. This hybrid approach ensures that all staff, regardless of campus or schedule constraints, can engage in continuous learning.

Each department at CIU meets the Higher Education Council's minimum KPIs for teaching staff. Annual needs assessments determine new hires, with applications handled online. Faculty benefit from transparent working conditions, research incentives, and competitive salaries, making CIU an attractive employer. Class sizes are capped at 30–40 students for theoretical courses and 15–20 for laboratories, ensuring effective delivery and supervision. As the experts note, currently, three staff members often share a single office, which limits confidential mentoring and individual study. Allocating private workspaces for each faculty member and protecting blocks of research time would better support scholarly output and enhance the department's research profile.

To teach in the English-medium program, staff must pass an English proficiency exam offered three times yearly. Workloads for the Turkish and English tracks are carefully balanced and monitored by a dedicated education center, which also supports additional voluntary internships. All staff and students have access to extensive online resources, including PubMed and ResearchGate.

The experts visited the premises of the Faculty of Law, where the moot court room of the two study programs "Law (English)" and "Law (Turkish)" are located. This moot court is equipped with all relevant devices. As a whole, it was ascertained by the experts that the Bachelor study program "Law (English)" and "Law (Turkish)" has ample teaching facilities at its disposals.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.6 Quality assurance

In accordance with ESG 1.1. Policy for Quality Assurance and ESG 1.10 Cyclical External Quality Assurance.

In line with ESG 1.7 Information Management and taking into consideration ESG 1.9 On-going Monitoring and periodic review of programs

The University has developed and documented a concept of quality assurance in education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program.

The results of the internal quality assurance management are applied for the continuous development of the study program. In doing so, the University takes into close consideration the quality evaluation results as well as the analyses of students' workload, their academic accomplishments and feedback from graduates.

Summary

The CIU quality commission, chaired by the rector, includes the general secretary, student affairs director, information technology manager, academic evaluation and advisory commission president, international office manager, five senate-appointed members, and two student representatives (one being an international student). This commission works through its quality committee to directly collaborate with academic and administrative units using PDCA cycles. Each faculty and school has its own academic unit quality commission, which monitors and reports on evaluations at the program level. These reports are reviewed by quality committee auditors, who then provide recommendations. All academic and administrative units are required to adhere to this structured quality assurance system as defined by the CIU quality commission (SER 8.2).

According to the University, the department accreditation and quality committee conducts annual surveys to collect feedback from students, graduates, employers, and supervisors. The data are regularly analyzed and used to update both of the program outcomes.

The University's quality mission is to provide students with the knowledge, skills, and values needed for career success and societal contribution. This is achieved through a student-centered approach that emphasizes interdisciplinary learning, the use of advanced technology, and independent study. The University aims to

support continuous improvement and collaboration, ensuring that both students and staff benefit from a progressive and inclusive learning environment (SER 8.1.1).

According to the University, the quality assurance process for the Law programs is built on key performance indicators such as the student profile, progression and success rates, graduate employability, student satisfaction, teacher effectiveness, and the availability of learning resources. To ensure the quality of studies, CIU has adopted the “Directives of Quality Assurance Board” (see Annex I), which establish basic principles for evaluating and improving educational, research, and administrative services, as well as for external quality assessments. At the end of each academic year, the University surveys both academic and administrative staff regarding the quality of education, research activities, and student services. The survey results are shared with all faculties, and the Board of Trustees takes appropriate steps based on this feedback. The University emphasizes that its quality assurance system is implemented through the collective involvement of both instructors and students (SER 8.1.1).

CIU is dedicated to providing quality education and supporting research. Its education policies are developed in line with CIU legislation, Board of Trustees provisions, Senate and University Executive Board decisions, and longstanding academic practices. The University values student evaluations of lecturers and courses; therefore, an online evaluation questionnaire is administered via the CIU-SIS system at the end of each academic semester. Academic staff review the evaluations and take appropriate measures to address any issues, ensuring continuous improvement in teaching and course quality (SER 8.1.2).

According to the University, the practical relevance of the Law (English) program and the Law (Turkish) program is assessed through structured measures designed to bridge theoretical knowledge with real-world application. Feedback from key stakeholders—including students, alumni, and legal professionals—is regularly collected to ensure that the curriculum aligns with current legal practices and industry standards. The programs incorporate moot court sessions and workshops that simulate real-world legal experiences. Collaborations with legal institutions, such as law firms and public agencies, provide students with hands-on training and exposure to professional environments. Additionally, continuous assessment mechanisms—such as performance evaluations during practical placements, case studies, and project-based learning—are in place to monitor

and enhance student performance. The integration of guest lectures by practitioners and experts further strengthens the connection between academic study and practical legal application, while regular curriculum reviews help maintain course relevance in preparing graduates for their future careers (SER 8.1.3).

The student statistics can be found in Annex 4.

Judgment

From the experts' point of view, the University has a well-structured quality assurance system that spans all units and underpins the development and implementation of the "Law (English)" and "Law (Turkish)" programs. A documented concept for quality assurance in education, teaching, and research serves as the foundation for regular, systematic reviews, conducted in accordance with a PDCA cycle. These reviews examine program content against the latest disciplinary research, assess student workload, progression, and completion rates, evaluate assessment procedures, and collect anonymous feedback on expectations, needs, and satisfaction with courses and support services.

The University employs a robust data collection system that captures key performance indicators—such as progression, success, and dropout rates—alongside tracer studies conducted by an alumni office in cooperation with academic units. Student satisfaction surveys, integrated into the Student Information System and timed between mid-terms and finals, achieve high response rates despite voluntary participation. Each department appoints student representatives who work alongside faculty and external stakeholders on various committees to ensure that all perspectives are considered in the decision-making process. Establishing formal roles for bar-association members, practicing attorneys, and alumni employers on QA committees would strengthen external validation of curriculum relevance and graduate outcomes. A dedicated questionnaire committee follows up on every survey, and evaluation results are discussed within academic teams.

Evidence-based action plans then guide targeted improvements, from adjustments to laboratory facilities and teaching assistant support to revised exam schedules, curriculum updates (including AI courses), and new offerings such as the moot court. Mandatory evaluations within the SIS drive these changes, and any actions taken are communicated to stakeholders through published program specifications. This comprehensive, transparent process demonstrates the

University's commitment to continuous program enhancement and a supportive learning environment.

Decision

From the experts' point of view, the requirements of this criterion are fulfilled.

3.7 Gender equality and equal opportunities

The University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

Summary

CIU and its Faculty of Law are committed to providing an equitable environment for all genders and ensuring equal opportunities for students from various backgrounds. According to the University, gender equality is a cross-cutting objective and an integral part of its institutional values. CIU explicitly aligns itself with the United Nations Sustainable Development Goals, including Goal 5: Gender Equality, as part of its mission. In practical terms, this means the University strives to remove any systemic barriers that could disadvantage students or staff based on gender. In the Law programs, male and female students have equal access to all courses, resources, and activities. The SER notes that all students participate together in lectures, practical trainings, and moot courts with no segregation or differences in academic experience by gender. The curriculum and classroom interactions are designed to be inclusive; for example, content and case studies used in teaching consider diverse perspectives and do not reinforce gender bias. CIU also emphasizes respect for personal privacy and dignity – for instance, if any accommodation or special consideration is needed (such as maternity leave for a student, or privacy in dorms and facilities), the University addresses these with sensitivity (SER 9.1.1).

To further promote gender equality, the University has established a dedicated Women and Gender Studies Research Center, which conducts research, seminars, and awareness programs. This center engages faculty and students from various departments and provides opportunities for Law students to participate in gender-focused projects and events (SER 9.1.2).

Additionally, CIU implements robust support systems for students with special needs. The Student Development and Counseling Center works closely with academic and administrative units to provide tailored accommodations—for example, accessible classrooms, exam arrangements with dedicated invigilators, and alternative formats for course materials—to ensure that students with disabilities or chronic illnesses can fully participate in their studies. CIU’s policy, as outlined in its Regulation on Education, Training and Examination Practices for Students with Disabilities, aims to create a barrier-free campus and offers financial or social support when necessary (SER 9.1.3).

Judgment

The University demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social development. Overall, the experts conclude that the University’s actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner. As the University explains, it includes a female empowerment center that provides mentoring, leadership workshops, and career-development resources. Approximately 65 percent of the program’s deans are women, reflecting significant female representation in leadership roles. Student committee membership is evenly divided between genders, and feedback during on-site indicates that female students feel both supported and secure within the programs.

Decision

From the experts’ point of view, the requirements of this criterion are fulfilled.

4 Conclusion

Both of the program aims are clearly defined and consistently implemented. Efforts toward internationalization were presented credibly and are viewed positively by the expert group. The structure of the study programs is of high quality, as confirmed by the students. Electives could further integrate interdisciplinary topics relevant across programs. The admission process is transparent and meets required standards. Students confirmed the workload is appropriate and manageable.

The examination system is transparent and appropriately focused on student knowledge and competencies. Faculty and equipment were assessed positively overall. Students appreciate the accessible support from teaching staff. A quality assurance system is in place and regularly applied. Student feedback is collected, results are communicated, and improvements are made accordingly. Supervision during practical phases is ensured. Policies on gender equality and equal opportunities are well implemented across the campus.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study programs “Law (English)” and “Law (Turkish)” offered at the Cyprus International University fulfil the above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the study programs.

For the continuous development of the study programs, the experts have outlined the following recommendations:

- The University should increase interdisciplinarity in both programs by embedding more shared content into mandatory and elective courses across all disciplines.
- The University should intensify its plans to integrate digitalization into the curriculum include using generative AI tools in moot-court simulations and piloting a ‘Digitalization Law Clinic’.

- The University should extent international collaborations to elevate research quality and expand opportunities for students and staff alike in both programs.
- The University should allocate private workspaces for each faculty member and protect blocks of research as this would better support scholarly output and enhance the department's research profile.

5 Decision of the Accreditation Commission

Decision of the Accreditation Commission July 22, 2025

Bachelor study program “Law (English)”

This resolution of the Accreditation Commission of the AHPGS is based on the University’s application, as well as the expert review and the site visit covered in the Assessment Report.

The site visit of the University took place on May 07-08, 2025, according to the previously agreed-upon schedule.

The accreditation procedure is structured according to the Accreditation Criteria developed by the AHPGS. The Accreditation Criteria are developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA).

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group regarding the Assessment Report.

The Bachelor study program requires the obtainment of 134 credit hours according to the internal credit hour system. The regulated study period in the program “Law (English)” is four years (eight semesters). The study program comprises 42 modules, out of which 6 are University core courses and 36 are Faculty core courses. The language of instruction is English. The Bachelor study program “Law (English)” is completed with awarding of the academic degree “Bachelor of Law”. Admission takes place every fall and spring semester. The first cohort of students was admitted to the study program in the academic year 2012/2013.

The Accreditation Commission of the AHPGS considers that all Accreditation Criteria are fulfilled and adopts the following decision:

The Bachelor study program “Law (English)” is accredited for the duration of five years until September 30, 2030.

For further development and enhancement of the study program, as well as of the University as a whole, the Accreditation Commission of the AHPGS supports the recommendation articulated in the Assessment Report.

An appeal against this decision may be filed within two weeks of its notification. The appeal must be submitted in writing or recorded at the office of AHPGS Akkreditierung gGmbH, Sedanstraße 22, 79098 Freiburg, and must include a statement of reasons.

Bachelor study program “Law (Turkish)”

This resolution of the Accreditation Commission of the AHPGS is based on the University’s application, as well as the expert review and the site visit covered in the Assessment Report.

The site visit of the University took place on May 07-08, 2025, according to the previously agreed-upon schedule.

The accreditation procedure is structured according to the Accreditation Criteria developed by the AHPGS. The Accreditation Criteria are developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA).

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group regarding the Assessment Report.

The Bachelor study program requires the obtainment of 144 credit hours according to the internal credit hour system. The regulated study period in the program “Law (Turkish)” is four years (eight semesters). The study program comprises 48 modules, out of which 6 are University core courses and 42 are Faculty core courses. The language of instruction is Turkish. The Bachelor study program “Law (Turkish)” is completed with awarding of the academic degree “Bachelor of Law”. Admission takes place every fall and spring semester. The first cohort of students was admitted to the study program in the academic year 2010/2011.

The Accreditation Commission of the AHPGS considers that all Accreditation Criteria are fulfilled and adopts the following decision:

The Bachelor study program “Law (Turkish)” is accredited for the duration of five years until September 30, 2030.

For further development and enhancement of the study program, as well as of the University as a whole, the Accreditation Commission of the AHPGS supports the recommendation articulated in the Assessment Report.

An appeal against this decision may be filed within two weeks of its notification. The appeal must be submitted in writing or recorded at the office of AHPGS Akkreditierung gGmbH, Sedanstraße 22, 79098 Freiburg, and must include a statement of reasons.