



Assessment Report

**for the Application of
Cyprus International University (CIU),
Faculty of Health Sciences,
for the Accreditation of the Bachelor Study Programs
“Nutrition and Dietetics (English)” and “Nutrition and Dietetics (Turkish)”
Bachelor of Science (B.Sc.)**

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 Content

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.....	11
3	Expert Report.....	13
3.1	Program aims and their implementation	14
3.2	Structure of the study program	17
3.3	Admission and Feasibility.....	28
3.4	Examination system and transparency	32
3.5	Teaching staff and material equipment	34
3.6	Quality assurance	40
3.7	Gender equality and equal opportunities	43
4	Conclusion.....	45
5	Decision of the accreditation commission	47

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 “Nutrition and Dietetics (English)” and “Nutrition and Dietetics (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 “Nutrition and Dietetics (English)” and “Nutrition and Dietetics (Turkish)”

Annex	Description
1	Module Description (TR & EN)
2	CV (TR & EN)
3	Teaching Matrix (TR & EN)
4	Career Development Events

5	Competencies
6	Curriculum
7	Old vs. New Curriculum
8	Elective Course List
9	Internship Book
10	Statistics
11	Internship Work Chart
12	Internship Evaluation Form
13	Course Evaluation Form Results
14	Internship Agreement
15	Internship Instructors Evaluation Form
16	Case Presentation Evaluation Form
17	Internship Notebook Evaluation Form
18	National Core Education Program
19	Sample Graduation Project
20	Report Draft
21	Thesis Review and Evaluation Form
22	Undergraduate Seminar Evaluation Form
23	Undergraduate Thesis
24	Student Quota
25	Registration Form
26	Student Outcome and Program Outcome
27	Classroom no. and capacity
28	Course Evaluation Form Results
29	International Students
30	Module Grade Reports

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-medium 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, as explained in the section on Strategy and Objectives. 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 societal development. As the University explains, its innovative, 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).

According to the University, both the "Nutrition and Dietetics (Turkish)" program and the "Nutrition and Dietetics (English)" program are 4-year undergraduate programs that form the foundation for advanced academic pathways. Master's degree education in nutrition and dietetics began in 2016-2017, and doctoral education started in 2019-2020. As of September 2024, the "Nutrition and Dietetics (Turkish)" program has 140 undergraduate students, the "Nutrition and Dietetics (English)" program has 32 undergraduate students, there are 2 students

in the "Nutrition and Dietetics (Turkish)" graduate program, and 11 in the doctoral program. Practical study is a key component of the programs. The department provides 5 laboratories equipped for hands-on sessions and a healthy living centre (sayam) that treats patients while enhancing student research and clinical experience. There are summer internships in the 3rd year and additional clinical work in the 4th year, supported by partnerships with various hospitals and private clinics. (SER 1.3).

2.3 Structural data of the study program

University	Cyprus International University
Faculty/Department	Faculty of Health Sciences / Department of Nutrition and Dietetics
Cooperation partner	– The Ministry of Health Turkish Republic of North Cyprus State hospitals administered by Ministry of Health TRNC – Private hospitals in TRNC – State hospitals administered by Ministry of Health Türkiye Private hospitals in Türkiye – YÖDAK – YÖK – Relevant state and private hospitals in student's home country – Turkish Cypriot Dietitians Association – Turkish Dietitians Association
Title of the study program	"Nutrition and Dietetics (English)" "Nutrition and Dietetics (Turkish)"
Degree awarded	Bachelor of Science (B.Sc.)
Organizational structure	Full-time, on-campus from Monday to Friday between 08:30 am and 06:30 pm
Language of Studies	Nutrition and Dietetics (English): English Nutrition and Dietetics (Turkish): Turkish
Period of education	Eight semesters

Credit Hours (CH) according to the internal credit hour system	Nutrition and Dietetics (English): 151 credit hours (equals 240 ECTS CP) Nutrition and Dietetics (Turkish): 154 credit hours (equals 240 ECTS CP)
Hours per Credit	1 theory credit hour = 1 hour 1 lab/practical credit hour = 2 hours 1 clinical credit hour = 8 hours
Workload	Nutrition (EN): Total: 6.000 hours Contact hours: 3.094 hours Individual work: 2.906 hours Nutrition (TR) Total: 6.000 hours Contact hours: 2.898 hours Individual work: 3.102 hours
Launch date of the study program	Nutrition (English): 2020/2021 Nutrition (Turkish): 2012-2013
Time of admission	Fall and spring semester
Number of available places on the program	Nutrition (English): 50 Nutrition (Turkish): 84
Credits for the graduation project	Graduation Project (I): 2 credits Graduation Project (II): 2 credits
Number of currently enrolled students	Nutrition (English): 32 Nutrition (Turkish): 140
Number of graduates since launch date of the study program	Nutrition (English): 5 Nutrition (Turkish): 268
Particular enrollment conditions	Nutrition English: - Higher Education / Secondary Certificate - Evidence of English Language Competence Nutrition 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 Health Sciences, the chair, vice chair and the teaching staff of the program “Nutrition and Dietetics (English)” and “Nutrition and Dietetics (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

Health Sciences 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

According to the University, the mission and vision statements for both the "Nutrition and Dietetics (Turkish)" program and the "Nutrition and Dietetics (English)" program reflect the general objectives of the programs. The mission of the programs is to train dietitians in accordance with internationally determined standards. They are designed to equip graduates with lifelong knowledge, skills, and innovative values that are essential for protecting, improving, and enhancing public health and quality of life through adequate and balanced nutrition. This goal is achieved through a student-centered, multidisciplinary approach that integrates education, research, and consultancy services based on science and technology. The vision of the programs is to be recognized both nationally and internationally as a department that contributes to the improvement of public health through scientific research and by educating highly qualified dietitian graduates. These graduates are expected to be well-equipped and ethically committed, in line with the contemporary education provided by the University (SER 3.1.1).

The programs aim to accumulate knowledge in nutrition by training students to assume responsibilities in nutritional assessment, patient education, monitoring, and, when needed, nutritional support planning. They develop creative and flexible educational approaches so that graduates become responsible dietitians who adhere to ethical codes and safety standards while appreciating the social, political, and economic aspects of health. In both programs, specific courses—offered in the 5th and 6th semesters—focus on the determination of nutritional status in society and on nutritional problems and epidemiology in society.

Additionally, students participate in public health awareness campaigns and public service activities, such as BMI and blood pressure measurements and postural analysis. Both programs also emphasize the development of leadership, professionalism, and lifelong learning habits through engagement in professional development forums, orientation programs, and community interdisciplinary collaborations. Students gain experience through seminars, project presentations, and clinical internships, which help reduce anxiety and promote personal growth while preparing them for successful careers in nutrition and dietetics (SER 3.1.2).

According to the University, both the "Nutrition and Dietetics (Turkish)" program and the "Nutrition and Dietetics (English)" program have their outcomes, overarching skills, and competencies structured in line with the National Qualifications Framework for Higher Education in Türkiye (NQF-HETR). This framework, which is based on the European Qualifications Framework, guarantees the intended lifelong learning (EQF-LLL) objectives as promoted by the Bologna Process in accordance with the Lisbon Strategy. Integration of the program outcomes is as follows (SER 3.1.3):

- Acquiring theoretical and practical knowledge in dietetics.
- Using acquired knowledge and skills to protect and improve public health and to prevent and treat diseases.
- Providing education and consultancy based on scientific evidence to enhance health and quality of life.
- Developing learning-to-learn skills, critical thinking, problem-solving, and decision-making abilities in nutrition and dietetics.
- Effectively using relevant information technologies and specialized equipment.
- Continuing personal and professional development with a lifelong learning mindset.
- Practicing according to legal frameworks, ethical principles, and standards.
- Utilizing professional skills at national and international levels in line with societal values.
- Following quality management processes.
- Participating in research, projects, and interdisciplinary collaborations with healthcare teams.

According to the University, both the "Nutrition and Dietetics (English)" program and the "Nutrition and Dietetics (Turkish)" program are designed to respond to the growing global need for dietitians amid rising obesity and obesity-related chronic diseases, as well as malnutrition in underdeveloped regions. The programs emphasize that, with the advancement of technology, there is an increasing demand for well-equipped dietitians both in Türkiye and worldwide. Data from 2021 by the International Confederation of Dietetic Association indicate a varying density of dietitians across different countries—1.42 per 100,000 in Türkiye, 0.12 in Nigeria, 3.22 in France, and 4.05 in Germany—highlighting the need for qualified professionals.

Students in both the "Nutrition and Dietetics (English)" program and the "Nutrition and Dietetics (Turkish)" program are informed about all areas of dietetic sciences and practice and are encouraged to consider careers in academia, regulatory authorities, and other related fields (SER 3.2.2). Graduates generally find employment opportunities in a variety of sectors, including inpatient and outpatient treatment institutions, collective nutrition systems, public health services, and the food industry. Positions are available in hospitals, health centers, food factories, schools, and other public institutions

In the "Nutrition and Dietetics (English)" program only 5 students have graduated from the program so far, with the first cohort completing their studies in the spring semester of the 23-24 academic year. Consequently, the number of graduates is currently too low for comprehensive statistical analysis.

In the Nutrition and Dietetics (Turkish) program, the statistics for graduates is given in Table 3.2.1 within the SER.

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.

Regarding graduate prospects, holders of the English-medium Bachelor in Nutrition and Dietetics should note that, by local law, they cannot register as practicing

nutritionists in Northern Cyprus without citizenship. But, as the University explains, their qualification enjoys broad recognition elsewhere, supporting employability in numerous international contexts. However, from the experts' point of view, the Bachelor study program "Nutrition and Dietetics (English)" program must clearly and prominently communicate to prospective students that, without TRNC citizenship, they cannot register as dietitians in Northern Cyprus, as many current students were unaware of this restriction.

According to the experts, the Bachelor study program "Nutrition and Dietetics (English)" as well as "Nutrition and Dietetics (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 experts recommend that the University explore options to facilitate on-site administration of the Turkish Registered Dietitian (RD) licensing exam for its graduates. The University should engage with the relevant regulatory authorities to assess feasibility and, where possible, implement this provision in the future.

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 substantially fulfilled. The Bachelor study program "Nutrition and Dietetics (English)" program must clearly and prominently communicate to prospective students that, without TRNC citizenship, they cannot register as dietitians in Northern Cyprus.

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 "Nutrition and Dietetics (English)" program and "Nutrition and Dietetics (Turkish)" program comprises of the following modules, which all have to be completed within one semester:

Table 2.3.3 presents the courses commonly offered in both programs. Table 2.3.1 lists the courses offered exclusively in the "Nutrition and Dietetics (Turkish)" program but not in the English-medium one. Conversely, Table 2.3.2 displays the courses offered only in the "Nutrition and Dietetics (English)" program, which are not available in the Turkish-medium program.

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

Table 2.3.1: "Nutrition and Dietetics (Turkish)"

Old Curriculum									
Course Category	1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester	7th semester	8th semester	Total %
Area Core	22	16	28	22	28	29	25	23	81,25
University Core	7	12	2	2	0	0	0	0	9,58
Faculty Core	0	0	0	3	0	0	0	0	1,25
Area Elective	0	0	0	3	3	0	3	6	5,00
University Elective	0	3	0	0	0	0	3	0	3,75
Semester Based ECTS %	0,00	9,68	0,00	10,00	9,68	0,00	19,35	20,69	
New Curriculum									
Course Category	1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester	7th semester	8th semester	Total %
Area Core	23	6	13	19	18	24	24	21	61,67
University Core	6	10							6,67
Faculty Core		9			3				5,00
Area Elective					10	5	5	10	12,50
Free Elective		6	6	12					10,00
University Elective			8						3,33
Semester Based ECTS %	0,00	19,35	73,68	38,71	32,26	17,24	17,24	32,26	*25,83

Table 2.3.2: "Nutrition and Dietetics (English)"

Old Curriculum									
Course Category	1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester	7th semester	8th semester	Total %
Area Core	22	16	28	22	28	29	25	23	81,25
University Core	7	12	2	2	0	0	0	0	9,58
Faculty Core	0	0	0	3	0	0	0	0	1,25
Area Elective	0	0	0	3	3	0	3	6	5,00
University Elective	0	3	0	0	0	0	3	0	3,75
Semester Based ECTS %	0,00	9,68	0,00	10,00	9,68	0,00	19,35	20,69	
New Curriculum									
Course Category	1st semester	2nd semester	3rd semester	4th semester	5th semester	6th semester	7th semester	8th semester	Total %
Area Core	23	6	13	19	18	24	24	21	61,67
University Core	6	10							6,67
Faculty Core		9			3				5,00
Area Elective					10	5	5	10	12,50
Free Elective		6	6	12					10,00
University Elective			8						3,33
Semester Based ECTS %	0,00	19,35	73,68	38,71	32,26	17,24	17,24	32,26	*25,83

Table 2.3.3 Common Courses in the Department of Nutrition and Dietetics Turkish and English

Nr.	Title	Sem.	CP
-----	-------	------	----

1	BESD/NUTR107 COMMUNITY AND HEALTH	1	2
2	BESD/NUTR109 OCCUPATIONAL ORIENTATION AND ETHICS	1	2
3	KIMY103/CHEM103 GENERAL CHEMISTRY I	1	3
4	PSKO103/PSYC110 INTRODUCTION TO PYSCHOLOGYPYSCHOLOGY	1	3
5	INGL123/ENGL 141 FOREIGN LANGUAGE I/READING AND WRITING SKILLS-I	1	3
6	BIYO110/BIOL102 MEDICAL BIOLOGY AND GENETICS	2	3
7	BESD108/NUTR108 DEMOGRAPHIC STRUCTURE AND HEALTH	2	2
8	BILT110/ITEC110 BASIC COMPUTER/INTRODUCTION TO COMPUTERS	2	3
9	KIMY104/CHEM106 GENERAL CHEMISTRY II	2	3
10	TARH100/HIST100 MODERN TURKISH HISTORY/HISTORY OF CIVILIZATION	2	0
11	INGL124/ENGL 142 FOREIGN LANGUAGE II/READING AND WRITING SKILLS-II	2	3
12	UNISXXX UNI ELECTIVE	2	2
13	BESD/NUTR201 PRINCIPLES OF NUTRITION I	3	4
14	ANAT201/ANTM201 ANATOMY/ANATOMY-I	3	4
15	BESD/NUTR205 NUTRITIONAL BIOCHEMISTRY I	3	3
16	BESD/NUTR207 FOOD CHEMISTRY AND ANALYSIS II	3	3
17	FIZY201/PHYO103 PHYSIOLOGY	3	3
18	MIKB/MICB201 GENERAL MICROBIOLOGY	3	3
19	BESD/NUTR218 PRINCIPLES OF NUTRITION II	4	4
20	BESD/NUTR204 EXERCISE AND NUTRITION	4	2
21	BESD/NUTR206 NUTRITIONAL BIOCHEMISTRY II	4	3
22	BESD/NUTR208 FOOD CHEMISTRY AND ANALYSIS II	4	3
23	BESD/NUTR210 FOOD MICROBIOLOGY	4	3
24	SGBL/HELS230 PUBLIC RELATIONS AND HEALTH	4	2

25	BESD/NUTRXXX AREA ELECTIVE	4	2
26	BESD/NUTR301 MOTHER AND CHILD NUTRITION	5	3
27	BESD/NUTR303 NUTRITIONAL STATUS IN THE COMMUNITY DETERMINATION	5	2
28	BESD/NUTR305 INSTUTIONAL NUTRITION I/ORGANIZATION AND ADMINISTRATION OF FOOD SERVICE-I	5	3
29	BESD/NUTR307 DIET THERAPY IN DISEASES I	5	3
30	BESD/NUTR309 NUTRITION EDUCATION	5	2
31	SGBL/HELS310 HEALTH MANAGEMENT	5	3
32	BESD/NUTR313 MENU PLANNING I IN MASS NUTRITION	5	2
33	BESD/NUTRXXX AREA ELECTIVE	5	2
34	BESD/NUTR302 NUTRITION IN PEDIATRIC DISEASES	6	3
35	BESD/NUTR304 NUTRITION PROBLEMS IN SOCIETY AND EPIDEMIOLOGY	6	2
36	BESD/NUTR306 INSTUTIONAL NUTRITION II/ORGANIZATION AND ADMINISTRATION OF FOOD SERVICE-II	6	3
37	BESD/NUTR308 DIET THERAPY IN DISEASES II	6	3
38	BESD/NUTR310 FOOD CONTROL AND LEGISLATION	6	2
39	ISTA/STAT110 BIOSTATICS	6	2
40	BESD/NUTR312 ENTERAL AND PARENTAL NUTRITION	6	2
41	BESD/NUTR400 COMMUNITY HEALTH INTERNSHIP	7	0
42	BESD/NUTR401 INSTITUTION AND HOSPITAL NUTRITION INTERNSHIP I/DIETETIC PRACTICE IN HOSPITAL AND FOOD SERVICE SYSTEMS-I	7	13
43	BESD/NUTR403 SEMINAR I	7	2
44	BESD/NUTR405 GRADUATION PROJECT I	7	2
45	UNISXXX UNI ELECTIVE	7	2
46	BESD/NUTRXXX AREA ELECTIVE	7	2

47	BESD/NUTR402 INSTITUTION AND HOSPITAL NUTRITION INTERNSHIP II/DIETETIC PRACTICE IN HOSPITAL AND FOOD SERVICE SYSTEMS-II	8	14
48	BESD/NUTR404 SEMINAR II	8	2
49	BESD/NUTR406 GRADUATION PROJECT II	8	2
50	BESD/NUTRXXX AREA ELECTIVE	8	2
51	BESD/NUTRXXX AREA ELECTIVE	8	2
	Total:		148

Table 3.2.2 Different Courses in Nutrition and Dietetics Turkish Department

Nr.	Title	Sem.	CP
1	TREG113 TURKISH I: WRITTEN EXPRESSION	1	2
2	MATE111 INTRODUCTION TO MATHEMATIC	1	2
3	TREG114 TURKISH II: ORAL EXPRESSION	2	2
	Total:		6

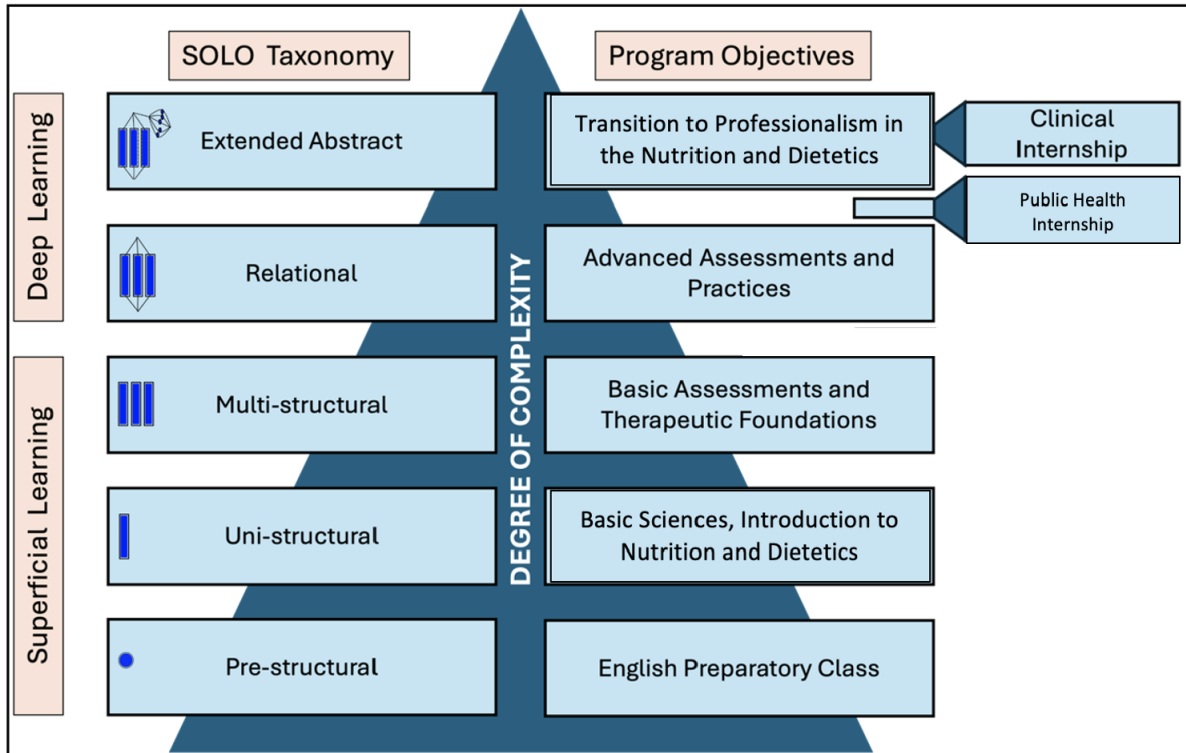
Table 3.2.3 Different Courses in Nutrition and Dietetics English Department

Nr.	Title	Sem.	CP
1	MATH107 INTRODUCTION TO MATHEMATICS	1	3
2	TURK111 TURKISH LANGUAGE EDUCATION-I	1	0
3	TURK112 TURKISH LANGUAGE EDUCATION-II	2	0
4	TURK211 TURKISH LANGUAGE EDUCATION-III	3	0
5	TURK212 TURKISH LANGUAGE EDUCATION-IV	4	0
	Total:		3

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).

According to the University, both the "Nutrition and Dietetics (English)" program and the "Nutrition and Dietetics (Turkish)" program are structured using the solo

taxonomy to ensure progressive learning outcomes. In the pre-structural level, four preparatory modules provide students with effective English communication skills. In the unistructural level (solo levels 2 to 5), basic sciences—including anatomy, physiology, microbiology, chemistry, and psychology—equip students with the sound medical and clinical knowledge necessary to understand the therapeutic principles of nutrition and dietetics. At the multi-structural level, courses in professional ethics and basic nutrition are delivered—using NUTR109, NUTR201-218, NUTR205-206, and NUTR207-208 in the "Nutrition and Dietetics (English)" program, and the corresponding BESD courses in the "Nutrition and Dietetics (Turkish)" program—fostering foundational nutrition competencies. The relational level then focuses on advanced topics, covering diet therapy in diseases (NUTR307-308 or BESD307-308), mother and child nutrition (NUTR301 or BESD301), nutrition in pediatric diseases (NUTR302 or BESD302), community nutritional status determination (NUTR303 or BESD303), nutritional problems and epidemiology (NUTR304 or BESD304), and the organization and administration of food service (NUTR305-306 or BESD305-306). At the extended abstract level, the final two semesters include community-based modules—featuring a graduation project, seminar, community health internship, and institutional/hospital nutrition internship—that address professional ethics, dietetic practice, and research. Here, students are expected to think critically, evaluate information, and transfer their knowledge to complex and unfamiliar situations (SER 4.1.3):



According to the University, both the "Nutrition and Dietetics (English)" program and the "Nutrition and Dietetics (Turkish)" program offer internships in a range of settings, including affiliated state hospitals, university hospitals, public hospitals, training and research hospitals, private hospitals, and institutions providing mass nutrition services such as catering companies. Internship placements are determined by evaluating students' academic progress at the end of the spring semester, and a rotation system is applied in both programs to allow students to gain clinical experience in a variety of settings. To ensure clear and effective tracking of internship activities and outcomes, the internship commission has developed a directive workflow chart, and specific evaluation forms are used at key stages of the internship process. Before starting an internship, students must submit a letter of application that is approved by the head of department/dean and processed through the designated administrative channels. The internship is not considered to have begun until the acceptance letter and all required documents are submitted. The community health internship is 21 working days, but the clinical internship is carried out for an average of 14 weeks per semester (5 working days per week) and a total of approximately 1,120 hours. Internship application letters and dietitian evaluations are submitted in a sealed envelope during the clinical internship. Community health internship includes the application of the questionnaires prepared within the scope of the topic determined by the

internship supervisor in order to determine the nutritional problems seen in the society, transferring the collected data to SPSS for graduation study and reporting the problems encountered. In addition, students are required to present one of four detailed clinical cases from their internship notebooks, which is evaluated using a specific case presentation evaluation form. The internships are required to be completed in hospitals with at least 200 beds and where at least one dietitian is employed; additional eligibility criteria are defined in the internship directives. Furthermore, a public health internship is also conducted before the main institutional and hospital internship courses, where students assess community nutritional status and provide nutrition education. Following the internship, students take a theoretical exam covering both the internship content and the overall educational program, with provisions for make-up exams if necessary (SER 4.1.4). The minimum competencies for dietitians in an internship placement require that the internship be supervised by at least one registered dietitian with an approved diploma and a minimum of one year of professional experience. In some cases, a professional outside the field of nutrition and dietetics may serve as the supervisor, provided that the internship is managed under the control of an academic counselor to meet learning outcomes. The responsible trainer is expected to understand their authority and responsibilities, support the student's learning process, provide regular feedback, facilitate the student's integration into the institution or work team, and share their expertise. Additionally, the trainer should demonstrate a commitment to lifelong learning through relevant training certifications. In alignment with the EFAD's "Pedagogical Standards for Dietetic Internship Instructors" established in 2013, only qualified dietitians recognized by the national authority—such as members of the Turkish Dietetic Association—are involved in the internship process. Supervisors of students doing their internship in Turkey are expected to be registered with the Turkish Dietetic Association, supervisors of students doing their internship in TRNC are expected to be registered with the Turkish Cypriot Dietetic Association, and supervisors of students doing their internship in their home countries are expected to be registered with their own dietetic associations. The University's Nutrition and Dietetics internships are conducted in accordance with these standards to ensure quality, effective learning outcomes, and adherence to professional criteria.

According to the University, the "Nutrition and Dietetics (Turkish)" program as well as the "Nutrition and Dietetics (English)" program uses various forms of

teaching, including lectures, seminars, practical work, role-play, project work, study groups, presentations, and laboratory work. The program is taught using electronic and media teaching tools such as powerpoint presentations, videos, and practical lessons in simulated clinical settings. All labs and classrooms are equipped with a computer connected to a projector and free wireless internet, as well as a VR system in the anatomy lab (SER 4.1.5). Additionally, students are provided with counseling sessions during faculty office hours to explore topics and address questions directly related to their assignments (SER 4.1.6).

In both the "Nutrition and Dietetics (Turkish)" program and the "Nutrition and Dietetics (English)" program, students develop research skills through a series of dedicated courses. In the Turkish program, courses coded SGBL300, BESD400, BESD405, and BESD406 provide the framework for research skill development; group-collected data during the BESD400 Community Health Internship is later analyzed individually in the graduation project courses (BESD405 and BESD406) and converted into written reports. Additionally, within the scope of the BESD403 Seminar course, students, in consultation with their advisors, choose a topic, review the current literature, and prepare a presentation and report. Similarly, in the "Nutrition and Dietetics (English)" program, courses coded HELS300, NUTR400, NUTR405, and NUTR406 fulfill the same role. Moreover, in both programs, students in the nutrition education course (BESD309 in the Turkish program and NUTR309 in the English program) conduct group research to develop and present materials such as brochures and posters. Finally, students in both programs are required to enroll in a biostatistics course—ISTA310 in the Turkish program and STAT310 in the English program—to further support their research capabilities.

The graduation project courses are designed to enable students to access the necessary resources, collect and interpret data, and compile their findings in a written report. Each student completes the required literature review and data analysis at the beginning of the academic year and uploads the final version of their graduation study to the Moodle course site, usually by the end of the spring semester. Supervisors evaluate students' progress and the final report using the "graduation study evaluation form". Additionally, the seminar courses are designed to improve literature review, reporting, and presentation skills, with

seminar presentations and reports evaluated using the "undergraduate seminar evaluation form" (SER 4.1.7).

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 “Nutrition and Dietetics (Turkish)” as well as “Nutrition and Dietetics (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 of the “Nutrition and Dietetics” programs currently offer limited interdisciplinary integration in its core curriculum, with most shared courses confined to electives. The experts recommend extending this model by embedding more shared content into mandatory courses across all disciplines.

The experts appreciate that the Healthy Living Centre plays a multifaceted role in teaching and research. It supplies real-world public health data for students’ graduation projects and offers supervised patient treatment opportunities under an active ethics committee. Within the center, students can collect data during their public health internships and perform statistical analyses under faculty supervision.

The arrangement of the internships in the study programs allows the acquisition of credits. Each student is assigned a dedicated internship supervisor who ensures consistent oversight from both the clinical site and the University.

International students typically complete their internships in their home countries, maintaining regular contact with the program staff through weekly online meetings with their supervisors. When international students choose to intern in their hometown—they receive equivalent support and supervision under the same standards applied to local placements. This structure guarantees the mentorship and coordination across all internship settings, which the experts appreciate. As a whole, it was ascertained that both students, within the “Nutrition and Dietetics (English)” and the “Nutrition and Dietetics (Turkish)” programs are well supervised and 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 have a high school diploma or an equivalent secondary school certificate.

For the "Nutrition and Dietetics (English)" program, applicants can apply directly online via the Student Recruitment System (SRS). They must complete the application form and upload the following documents:

- A completed application form,
- a higher/secondary school certificate or equivalent,
- evidence of English language competence (either a TOEFL score of 65 IBT or an IELTS score of 5.5; if not, students take the CIU English proficiency exam on campus after arrival),
- a scanned copy of an international passport or birth certificate,
- a fully completed and signed CIU rules and regulations document (available for download online).

TRNC citizens may also apply for the "Nutrition and Dietetics (English)" program if they succeed in the entrance exam.

For the "Nutrition and Dietetics (Turkish)" program, applicants also apply online via the SRS and must upload the following:

- A completed application form,
- the student's OSYM winning certificate confirming placement at CIU,
- a photocopy of the identity card,
- an original high school diploma (or, if unavailable, a new dated official exit certificate or graduation certificate; required for students placed with YKS),

- a fully completed and signed student registration undertaking (to be filled in by the Turkish registration and liaison offices or publicity directorate during registration),
- a military service status certificate,
- a bank receipt,
- three passport-size photographs,
- medical documents such as a lung copy or radiography for tuberculosis and a health certificate including HIV tests.

TRNC citizens may also apply for the "Nutrition and Dietetics (Turkish)" program if they succeed in the scholarship ranking exam.

These requirements align with the CIU student admission regulations as detailed in Annex A.

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 the 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, rules and regulations for disabled and chronic diseased students are published on the CIU web page. It is the responsibility of the CIU student development and counselling center to coordinate and manage the

academic and personal issues of students, ensuring that those with disabilities receive equal educational opportunities. The center is responsible for meeting the academic, technical, managerial, accommodation, and social needs of registered students with disabilities, and all its activities are supervised by the rector. Each academic unit is required to adhere to these guidelines, protecting students' privacy and personal rights. When students or their families raise any concerns, the University provides the necessary technical or personal assistance, ensures fair evaluation and assessment, and—if needed—offers counselling and special training to help disabled students adjust to campus life (SER 5.1.2.).

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 Health Sciences 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 “Nutrition and Dietetics (English)” program was divided between 9 full-time staffs for the academic year 2023/2024 (2 professors, 2 assistant professors, 2 doctors, 3 assistants) and 4 part-time staffs (2 doctors and 2 senior instructors). The faculty-to-student ratio is 1:4.

The teaching load within the “Nutrition and Dietetics (Turkish)” program was divided between 6 full-time staffs for the academic year 2023/2024 (2 professors, 1 assistant professors, 2 doctors and 1 assistant. The faculty-to-student ratio is 1:12.7.

Of the 12 lecturers in the Department of Nutrition and Dietetics, seven staff lectured to both programs, four staff lectured only to the Turkish program and one staff lectured only to the English program.

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 Health Sciences 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 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, two faculty coordinators are 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).

According to the University, both the "Nutrition and Dietetics (Turkish)" program and the "Nutrition and Dietetics (English)" program use designated physical facilities—including classrooms, main laboratories, clinical areas, and offices—for theoretical and practical courses, as specified. According to the University, the Department of Nutrition and Dietetics is equipped with several specialized laboratories, including those for anthropometry (CU106), anatomy (CU101), analytical chemistry (STB11, STB12), histology and microbiology (STB09, STB10), and principles of nutrition (GS101, GS102). These facilities are fully equipped with up-to-date technological devices and materials, with a complete material list provided in Appendix 3.

Students actively use the anthropometry laboratory located in the Healthy Life Centre during the practical components of certain courses. This laboratory is equipped with various measurement tools for adult and child height, weight, skinfold thickness, hand grip strength, and body diameters. In addition to undergraduates, Master's and Doctoral students, as well as academicians, utilize these laboratories for academic research and studies. Furthermore, faculty members offer medical nutrition consultancy services to meet external requests.

The laboratory infrastructure for key nutrition and dietetics courses (such as principles of nutrition, food chemistry and analysis, medical biology and genetics, general microbiology, and anatomy) is provided by the University, with practical work areas established for students. Additionally, the necessary food materials

for the nutrition laboratories in the principles of nutrition courses are requested by the department and supplied by the University (SER 7.3.1).

According to the University, the CIU central library provides both the "Nutrition and Dietetics (English)" program and the "Nutrition and Dietetics (Turkish)" program with an extensive collection of resources. These include books, journals, newspapers, e-books, e-journals, audio cassettes, CD-DVDs, video cassettes, floppy disks, and various academic internet resources. The collection covers a wide range of subjects—such as philosophy, engineering, architecture, business-economics, law, literature, social sciences, language, geography, history, international relations, and consulting resources—and includes a specialized collection and database on nutrition and dietetics. The library holds a total of 61,548 resources across multiple fields.

The University library has been operating in the "Information Centre" building since 1997 and offers both wired and wireless internet access. Its objective is to provide comprehensive resources that support the educational and research activities of students, academic, and administrative staff, using advanced technical facilities. CIU library facilities are accessible to both the public and University members in accordance with the CIU library regulations, with operating hours of 08:00 to 24:00 on working days and 08:00 to 20:00 on weekends. Acquisition requests are collected by the Dean's office at the end of the year, forwarded to the Rectorate for approval, and processed by the library staff.

An electronic catalogue browsing system is available online, enabling users to search for resources, check circulation information, and reserve items. New students are introduced to library services via an orientation program at the start of each academic year. Students can access all services through the library web page and receive assistance directly from library staff. Publications not available in the CIU library are obtained through interlibrary cooperation or from ULAKBİM via the "Interlibrary Loan Publication Provision Form (SER 7.3.2).

Each classroom is equipped with computers, a smart board, 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 amount 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 Health Sciences, where the skills labs of the two study programs “Nutrition and Dietetics (English)” and “Nutrition and Dietetics (Turkish)” are located. The skills labs are equipped with all relevant devices. From the experts' point of view, the quality of the laboratories and clinical areas used to train students in the program are sufficient. The experts emphasize to early on provide and teach a dietetics software to the students in order to professionally conduct dietary assessment and nutrient calculation.

As a whole, it was ascertained by the experts that the Bachelor study program “Nutrition and Dietetics (English)” and “Nutrition and Dietetics (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 Nutrition 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, both the "Nutrition and Dietetics (Turkish)" program and the "Nutrition and Dietetics (English)" program evaluate their relevance by analyzing data on student success—such as GPA averages, program outcomes, learning outcomes matrices (PO-LO), and SOLO taxonomy levels—to prepare module grade reports. Periodic feedback is collected from all stakeholders, including graduates, professional and regulatory bodies like the Dietitians Association, as well as various hospitals and clinics. The opinions and suggestions received are discussed in the department council and, if acceptable, incorporated into the annual improvement plan. As a result, at the end of the 2023-24 academic year, both curricula were updated based on these evaluation results and will be effective starting with the 2024-25 academic year (SER 8.1.3).

Student statistics can be found in Annex 10.

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 "Nutrition and Dietetics (English)" and "Nutrition and Dietetics (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. 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 as well as curriculum updates (including AI courses). 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 Health Sciences 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 both of the "Nutrition and Dietetics" programs, male and female students have equal access to all courses, resources, and activities. 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 Nutrition 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 experts. 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 program “Nutrition and Dietetics (Turkish)” offered at the Cyprus International University fulfils 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.

Based on the information from the written documents and the results of the site visit, the experts came to the conclusion that the study program “Nutrition and Dietetics (English)” offered at the Cyprus International University substantially fulfils 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. Based on these observations, the experts recommend the accreditation of the “Nutrition and Dietetics (English)” program on the following condition:

- The Bachelor study program “Nutrition and Dietetics (English)” program must clearly and prominently communicate to prospective students that, without TRNC citizenship, they cannot register as dietitians in Northern Cyprus (Criterion 3.1).

From the perspective of the experts, this condition can be fulfilled within twelve months after the announcement of the accreditation decision.

For the continuous development of both 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.
- A joint medical language course for both Turkish and international students to foster intercultural competence and enhance practical communication skills could be implemented.
- The University should extent international collaborations to elevate research quality and expand opportunities for students and staff alike in both programs.
- The University could explore options to facilitate on-site administration of the Turkish Registered Dietitian (RD) licensing exam for its graduates 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.
- A dietetics software should be provided to the students early on in order to professionally conduct dietary assessment and nutrient calculation.

5 Decision of the Accreditation Commission

Decision of the Accreditation Commission July 22, 2025

Bachelor study program “Nutrition and Dietetics (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 and the response opinion of the University regarding the Assessment Report.

In the response opinion, the University points out that the following actions will be carried out in the coming semester:

The information given below is to be shared with prospective students through information sharing enclosed in the letters of acceptance which will be sent to them before their registration process starts. This action will be taken, effective immediately, for the upcoming prospective students. The University submitted the template for the letter of acceptance to the Accreditation Commission:

“ All graduates of this programme can work as nutritionists, can work in academia or carry out further academic studies and follow academic careers, can also work in the industry or private companies; however, in order to work as Dietitians in the TRNC, they need to meet licensing requirements set by the Turkish Cypriot Dietitians Association, including the condition of citizenship.”

The Accreditation Commission welcomes the plan of the University and therefore considers the requirement proposed by the experts under criterion 3.1 to be fulfilled.

The Bachelor study program requires the obtainment of 151 credit hours according to the internal credit hour system. The regulated study period in the program “Nutrition and Dietetics (English)” is four years (eight semesters). The study program comprises 51 modules, out of which 41 are core modules, 6 are area electives, 2 university electives, and 2 free electives. The language of instruction is English. The Bachelor study program “Nutrition and Dietetics (English)” is completed with awarding of the academic degree “Bachelor of Science”. Admission takes place every fall and spring semester. The first cohort of students was admitted to the study program in the academic year 2020/2021.

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

The Bachelor study program “Nutrition and Dietetics (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 “Nutrition and Dietetics (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 154 credit hours according to the internal credit hour system. The regulated study period in the program "Nutrition and Dietetics (Turkish)" is four years (eight semesters). The study program comprises 54 modules, out of which 41 are core modules, 6 are area electives, 2 university electives, and 5 free electives. The language of instruction is Turkish. The Bachelor study program "Nutrition and Dietetics (Turkish)" is completed with awarding of the academic degree "Bachelor of Science". 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 "Nutrition and Dietetics (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.