

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



Assessment Report

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

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

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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 and Rehabilitation (English)”, “Physiotherapy and Rehabilitation (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 “Physiotherapy and Rehabilitation (English)” and “Physiotherapy and Rehabilitation (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 “Physiotherapy and Rehabilitation (English)” and “Physiotherapy and Rehabilitation (Turkish)”

Annex	Description
1	Module Description (TR & EN)
2	CV (TR & EN)
3	Teaching Matrix (TR & EN)
4	EU Project Stand-Up Right

5	Program Outcomes
6	Old Curriculum
7	New Curriculum
8	Old vs. New Curriculum
9	Elective Courses
10	Internship logbook
11	Internship Place Eligibility Criteria
12	Learning Outcome and Program Outcome
13	List of Eligible Institutions for Internship
14	Internship Work Flow Chart
15	Success Rates TR
16	Results of the Surveys for Students and Graduates
17	Internship Application Form
18	Rubric Form
19	Sample Graduation Project
20	Project Writing Guidance
21	Project Proposal Form
22	Student Quota for each academic year
23	Module Grade Reports
24	Course and Teaching Staff Evaluation
25	Course Evaluation Form Results
26	Demographic Profile of the Students in the Program
27	Course Evaluation Form Results
28	Areas and Equipment used for Education

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

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

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

2.2 Information about the University

Cyprus International University (CIU) is a private university in Nicosia in Northern Cyprus. It functions under the auspices of the Levent Group of Companies. Due

to the Levent Group's involvement in various sectors such as industry, commerce, food, automotive, construction, livestock production, and agriculture through its multiple companies, CIU offers valuable internship opportunities to its students based on their respective departments.

CIU was established in 1997 in response to the growing demand for English higher education and the need for institutions offering education in foreign languages in Türkiye, Northern Cyprus, and the broader region. The University emphasizes that it has obtained all necessary equivalency certifications and is officially listed in the catalogue of The Turkish Centre of Student Selection and Placement (OSYM) by The Turkish Higher Education Board (YOK). According to the University, the primary educational objective is to cultivate graduates with advanced proficiency in the English language and with the necessary professional skills to excel in their future careers. The University's teaching approach incorporates a student-centered model that leverages 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, a total of three programs are offered in the Department of Physiotherapy and Rehabilitation. The 4-year undergraduate Turkish ("FTRE-TR") program began in the 2012-2013 academic year, while the 4-year undergraduate English program was launched in the 2019-2020 academic year. Later, a Turkish master's program in physiotherapy was introduced in the 2017-2018 academic year. As of June 2024, there are 173 students enrolled in the Turkish undergraduate program, 6 students in the Turkish master's program, and 359 students in the English undergraduate program. According to the University, practical study is an essential part of physiotherapy and rehabilitation education in both the "Physiotherapy and Rehabilitation (English)" program and the "Physiotherapy and Rehabilitation (Turkish)" program. The department provides three laboratories specifically equipped for practical sessions, and a VR anatomy lab is available to support the use of new technologies in learning anatomy. In addition, a healthy living centre (SAYAM) in the department serves as a treatment facility for patients while also enhancing student research, patient evaluation, and treatment experiences. (SER 1.3).

2.3 Structural data of the study program

University	Cyprus International University
Faculty/Department	Faculty of Health Sciences / Department of Physiotherapy and Rehabilitation
Cooperation partner	– The Ministry of Health Turkish Republic of North Cyprus State hospitals administered by Ministry of Health TRNC – Ministry of Education 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 Physical Therapy Association – Turkish Cypriot Physiotherapy Association
Title of the study program	„Physiotherapy and Rehabilitation (English)“ “Physiotherapy and Rehabilitation (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	Physiotherapy and Rehabilitation (English): English Physiotherapy and Rehabilitation (Turkish): Turkish
Period of education	Eight semesters
Credit Hours (CH) according to the internal credit hour system	Physiotherapy and Rehabilitation (English): 157 credit hours (equals 240 ECTS CP) Physiotherapy and Rehabilitation (Turkish): 163 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	Physiotherapy (EN) Total: 6.000 hours Contact hours: 3.346 hours Individual work: 2.654 hours Physiotherapy (TR) Contact hours: 3.010 hours Individual work: 2.990 hours
Launch date of the study program	Physiotherapy (English): 2019/2020 Physiotherapy (Turkish): 2012/2013
Time of admission	Fall and spring semester
Number of available places on the program	Physiotherapy (English): 85 Physiotherapy (Turkish): 85

Credits for the graduation project	Project Principles: 2 credits Applied Project: 2 credits
Number of currently enrolled students	Physiotherapy (English): 359 Physiotherapy (Turkish): 173
Number of graduates since launch date of the study program	Physiotherapy (English): 39 Physiotherapy (Turkish): 522
Particular enrollment conditions	Physiotherapy English: - Higher Education / Secondary Certificate - Evidence of English Language Competence Physiotherapy 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 “Physiotherapy and Rehabilitation (English)” and “Physiotherapy and Rehabilitation (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 "Physiotherapy and Rehabilitation (Turkish)" program and the "Physiotherapy and Rehabilitation (English)" program reflect the general objectives of the programs. The programs aim to train advanced physiotherapists who correctly follow and use technological developments. They cultivate multidisciplinary working skills through a student-centered approach while upholding high-quality standards in physical, emotional, social, and ethical values. The programs aspire to be part of a pioneering department that supports lifelong learning and development in a multicultural environment and leads society with its national and international education model and scientific studies (SER 3.1.1).

Program Objectives:

1. Develop the necessary knowledge and evidence-based practice for building skills and competencies for professional practice in a multicultural community.
2. Promote health by preventing and identifying health problems, and by planning and implementing appropriate treatment programs for movement and functional disorders across all age groups to improve quality of life.
3. Enable graduates to make clinical decisions using research and critical thinking, preparing them for a dynamic career in an ever-evolving field.
4. Equip students to effectively work as part of an integrated health and medical care team in accordance with ethical codes and safety standards.

5. Foster a commitment to social responsibility, individual motivation, and lifelong personal and professional development.

Both the "Physiotherapy and Rehabilitation (English)" program and the "Physiotherapy and Rehabilitation (Turkish)" program aim to prepare physical therapy professionals who are sensitive to the evolving concept of comprehensive rehabilitation and capable of collaborating with other health professionals to address society's changing health needs. The programs contribute to the advancement of knowledge in physiotherapy and rehabilitation through scholarly inquiry and research, enabling graduates to assume responsibilities in patient care, administration, and education. Additionally, both programs foster model leadership, professionalism, and lifelong learning through participation in professional development forums, orientation programs, and interdisciplinary collaborations. Students gain experience in seminars and project presentations that help reduce anxiety and stabilize their emotional state while also contributing to their personal development through clinical internships. Notably, both programs have involved their students in the Stand-up Right project, an EU-funded initiative designed to improve postural alignment in school children carrying heavy backpacks and sitting for extended periods (SER 3.1.2).

According to the University, both the "Physiotherapy and Rehabilitation (Turkish)" program and the "Physiotherapy and Rehabilitation (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):

Both programs have their outcomes, overarching skills, and competencies categorized in line with the National Qualifications Framework for Higher Education in Türkiye (NQF-HETR). This framework is structured based on the European Qualification Framework and Lifelong Learning (EQF-LLL) principles, ensuring compliance with the Bologna Process and the objectives of the Lisbon Strategy.

The program outcomes are defined as follows (SER 3.1.3):

Knowledge:

- Students acquire advanced theoretical and practical knowledge related to physiotherapy and rehabilitation.
- They learn to detect and identify problems in the field and perform measurement, evaluation, and treatment planning.

Skill:

- Students develop the ability to identify and define problems using current knowledge.
- They perform applications according to professional ethical principles and monitor the efficacy of treatment programs, making necessary adjustments.

Competence:

- Students are expected to work independently and take responsibility for solving unforeseen, complex problems both individually and as team members.
- They develop the capability to carry out research projects, analyze data, and transfer outcomes into clinical practice.
- Graduates are prepared to protect public health and contribute to the creation of rehabilitation and health policies that meet societal needs.

Learning Competence:

- Students adopt a lifelong learning mindset, emphasizing personal development and effective use of information resources.

Communication and Social Competence:

- Students gain the ability to communicate effectively in Turkish and at least one foreign language, enabling them to keep up with developments in the field.

Field Specific Competence:

- They learn to plan physiotherapy and rehabilitation services, analyze practical outcomes, and produce evidence-based solutions.
- Additionally, they are trained to participate in quality processes and professional development at both national and international levels.

According to the University, graduates from both programs can pursue a wide range of careers in public and private hospitals offering preventive, treatment, and rehabilitation services—for example, in departments such as neurology, orthopedics, traumatology, rheumatology, sports injuries, cardio-pulmonary care, chest diseases, and intensive care. They can also work in sports-health centers,

sports clubs, retirement homes, and spa-thermal facilities in their home country or abroad. New regulations additionally allow physiotherapists to work in guidance and research centers. Given the high demand for academics, graduates may also continue their careers in academia by working as research assistants, lecturers, or managers in physiotherapy and rehabilitation departments at universities, with further academic progression possible upon obtaining doctorate degrees. Moreover, data from Eurostat indicate there is a strong need for physiotherapists in Türkiye (with 4.9 physiotherapists per 100,000 people) as well as in several other European countries and in Northern Cyprus, underscoring the global demand for well-equipped physiotherapy professionals (SER 3.2.2).

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. In line with the University's strategic goals, the program should strengthen its research identity by making research components more visible within the curriculum, actively promoting evidence-based practice, and clearly articulating the program's research themes and priorities. A review of CIU-affiliated physiotherapy publications indexed in PubMed shows strong thematic clusters in biomechanics and postural control—areas of clear importance. To broaden the program's academic profile and better align with international funding and ranking criteria, the program should expand its research activities to include pain-related dysfunctions, evidence-based intervention studies, and a diverse mix of clinical trials, applied research, and psychosocial investigations. As part of this effort, future planning should also consider updating laboratory facilities—for example, by incorporating pain research infrastructure—and anticipating the needs of a prospective master's program.

According to the experts, the Bachelor study program “Physiotherapy and Rehabilitation (English)” as well as “Physiotherapy and Rehabilitation (Turkish)” focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic

competences, competences necessary for a qualified employment, skills of social commitment and personal development.

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

Decision

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

3.2 Structure of the study program

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

The study program aims to provide students with specialized and interdisciplinary knowledge as well as professional, methodological and general competences. The study program has a modular structure that is closely linked to the European Credit Transfer System (ECTS)² and a course-related examination system. Descriptions of the modules contain all necessary information, as required in the ECTS User's Guide (particularly with regard to the details about learning content and outcomes, methods of learning, prerequisites for the allocation of ECTS credits, workload).

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

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

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

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 "Physiotherapy (English)" program curriculum consists of 8 semesters and 63 courses—56 mandatory, 5 area electives, and 2 university electives. Appendix 1 provides comprehensive descriptions of each course, including the title, semester, credit hours, instructor, language of instruction, study content, educational objectives, and assessment methods. The curriculum was updated in 2024.

Similarly, the "Physiotherapy (Turkish)" program curriculum is structured over 8 semesters, comprising 61 courses—54 mandatory, 5 area electives, and 2 university electives. Appendix 1 also details the courses for this program, and the curriculum was updated in 2024.

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

The list of modules offered; (Please provide one table for common courses within both programs, one table for the courses specific for the "Physiotherapy (English)" and one table for the courses specific for the "Physiotherapy (Turkish)" program as below:

Common Courses in Both Programs

Nr.	Title	Sem.	CP TR	CP EN
	ANATOMY	1	4	
	PHYSIOLOGY-I	1	3	
	PHYSICS	1	3	
	INTRODUCTION TO PHYSIOTHERAPY	1	2	

	THERMAL-LIGHT-HYDROTHERAPY	1	2	
	INTRODUCTION TO COMPUTERS/BASIC COMPUTERS	1	3	
	ADVANCED ANATOMY	2	4	
	PHYSIOLOGY-II	2	3	
	PATHOLOGY	2	2	
	INTRODUCTION TO PSYCHOLOGY/PSYCHOLOGY	2	3	
	THERMAL-LIGHT-HYDROTHERAPY-II	2	2	
	NORMAL MOTOR DEVELOPMENT	2	2	
	HISTORY OF CIVILIZATION / MODERN TURKISH HISTORY	2	0	
	KINESIOLOGY-I	3	2	
	MANIPULATIVE THERAPY-I	3	2	
	ELECTROTHERAPY-I	3	4	3
	THE BASIC MEASUREMENT EVALUATION IN PHYSIOTHERAPY	3	3	
	INTERNAL SCIENCES	3	3	2
	NEUROANATOMY	3	2	
	OCCUPATIONAL ETHICS IN HEALTH	3	2	
	UNIVERSITY ELECTIVE-I	3	3	
	KINESIOLOGY-II	4	2	
	MANIPULATIVE THERAPY-II	4	2	
	ELECTROTHERAPY-II	4	4	3
	PRINCIPLES OF THERAPEUTIC EXERCISES	4	4	
	EXERCISE PHYSIOLOGY	4	3	2
	SURGICAL SCIENCES	4	3	2
	FIRST AID	4	2	
	UNIVERSITY ELECTIVE-II	4	3	
	SUMMER TRAINING-I	5	0	

	NEUROPHYSIOLOGICAL METHODS-I	5	3	
	ORTHOTICS REHABILITATION	5	2	
	PULMONARY REHABILITATION	5	3	
	PHYSIOTHERAPY AND REHABILITATION IN SPORTS	5	3	
	NEUROLOGICAL REHABILITATION	5	3	
	PEDIATRIC REHABILITATION	5	3	
	BIOSTATISTICS	5	2	
	AREA ELECTIVE-I	5	2	
	NEUROPHYSIOLOGICAL METHODS-II	6	3	
	PROSTHETICS REHABILITATION	6	2	
	CARDIAC REHABILITATION	6	3	
	REHABILITATION IN ORTHOPEADIC AND RHEUMATOLOGIC DISEASES	6	3	
	OCCUPATIONAL THERAPY	6	2	
	AREA ELECTIVE-II	6	2	
	AREA ELECTIVE-III	6	2	
	RESEARCH TECHNIQUES IN HEALTH SCIENCES	6	2	3
	SUMMER TRAINING-II	7	0	
	CLINICAL PRACTICE-I	7	10	
	PROJECT PRACTICE-I	7	2	
	SEMINAR	7	2	
	SPECIAL TOPICS IN PHYSIOTHERAPY	7	2	
	AREA ELECTIVE-IV	7	2	
	CLINICAL PRACTICE-II	8	10	
	GENERAL NUTRITION/ PRINCIPLES OF NUTRITION	8/2	2	
	GRADUATION PROJECT	8	2	
	PHYSIOTHERAPY AND REHABILITATION IN PUBLIC HEALTH	8	2	

	AREA ELECTIVE-V	8	2	
	Total:		153	149

The Courses included in Turkish Program

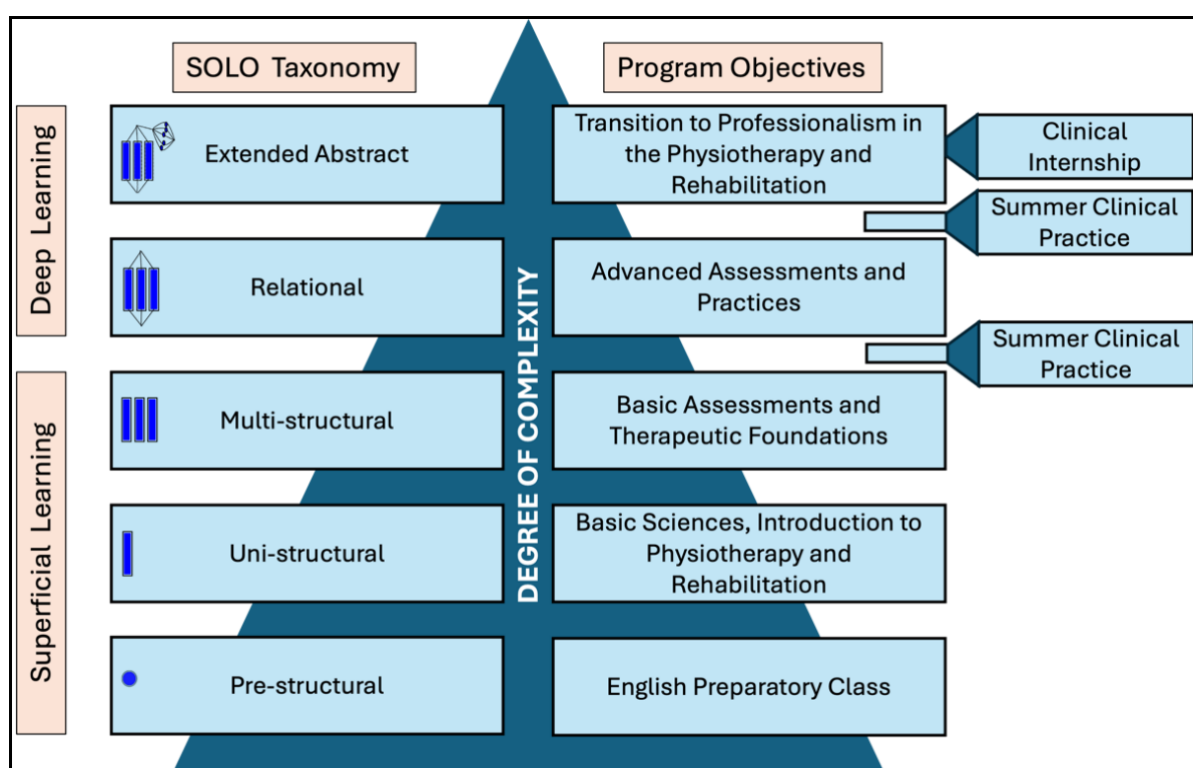
Nr./Course Code	Title: Course Name	Sem.	CP
TREG113	TURKISH I: WRITING COMMUNICATION	1	2
TREG114	TURKISH II: WRITING COMMUNICATION	2	2
INGL123	ELEMENTARY ENGLISH-I	1	3
INGL124	ELEMENTARY ENGLISH-II	2	3
	Total:		10

The Courses included in English Program

Nr./ Course Code	Title: Course Name	Sem.	CP
TURK111	TURKISH LANGUAGE EDUCATION-I	1	0
TURK112	TURKISH LANGUAGE EDUCATION-II	2	0
TURK211	TURKISH LANGUAGE EDUCATION-III	3	0
TURK212	TURKISH LANGUAGE EDUCATION-IV	4	0
ENGL141	READING AND WRITING SKILLS-I	1	3
ENGL142	READING AND WRITING SKILLS-II	2	3
PTRE406	SEMINAR-II	8	2
	Total:		8

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 "Physiotherapy (English)" program and the "Physiotherapy (Turkish)" program are structured using the solo taxonomy to ensure progressive learning outcomes. In the pre-structural level SOLO level 1), four preparatory modules provide students with effective English communication skills. In the unistructural level (solo level 2), 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 physiotherapy. At the multi-structural level (SOLO level 3), modules covering electrotherapy, exercise therapy, kinesiology, and measurement techniques lay the foundation in basic assessment methods and therapeutic principles. The relational level (SOLO level 4) includes courses focused on advanced assessment and therapeutic interventions, addressing the treatment of various conditions that require physiotherapy and rehabilitation. Finally, the extended abstract level (SOLO level 5), spanning the last two semesters, primarily addresses professionalism through topics such as work ethics, community participation, research, and administrative issues, which are integrated into research projects, public health modules, and other related courses (SER 4.1.3):



Both the "Physiotherapy (Turkish)" program and the "Physiotherapy (English)" program offer internships in a variety of settings, including public hospitals (to

which CIU is affiliated through a protocol with the Ministry of Health and Education), other university hospitals, training and research hospitals, private hospitals, and institutions providing physiotherapy services. A rotational system ensures that students rotate through different placements to gain diverse clinical experiences and to encounter various types of cases. To ensure effective follow-up of summer and clinical internships and to align internship outcomes with educational objectives and program competencies, the Internship Committee established a directive workflow chart that is integrated into a unified internship logbook, which now covers all internship courses throughout the students' education. This logbook also includes a form for students to evaluate their supervisors and records feedback from external stakeholders; the results from several academic years have led to adjustments, such as designating the final six weeks of the 7th and 8th semesters for "Clinical Decision Making" studies at SAYAM Clinic within the department building. Before starting an internship, students must submit and have approved an application letter by the Internship Coordinator. The internship is not considered to have started until the acceptance letter is received and all required documentation is submitted. The assigned hospitals or clinics must meet minimum criteria; for example, they must employ at least three physiotherapists with a minimum of three years' professional experience. Regular attendance is required, and students must adhere to the rules and regulations of their internship sites.

Students are required to prepare a detailed report of their summer internship; this report, along with a confidential page, must be approved by the supervising physiotherapist and submitted in a sealed envelope. The completed logbook must be provided to the Internship Coordinator in the first month of the following course registration. Internships conducted outside of Northern Cyprus require an Occupational Health and Safety Certificate issued by the CIU Continuing Education Centre. Clinical internships comprise FTRE/PTRE401 Clinical Study-I, which is offered during the initial eight weeks of the seventh semester, and FTRE/PTRE400/402 Clinical Study-II, which is offered during the initial eight weeks of the eighth semester. Students are also required to prepare a comprehensive report for each clinical internship in their logbooks, with each page subject to approval. Additionally, a 'Confidential Page' must also be completed, approved, and delivered to the Department of Physiotherapy and Rehabilitation within three weeks of the student's return to the department. This document

must be enclosed in a signed and sealed envelope. Upon completion of their clinical internship responsibilities, students take both theoretical and practical examinations covering the internship content and the overall educational program. Their performance is evaluated using a rubric form, and those who are unsuccessful must participate in a resit examination as scheduled in the academic calendar (SER 4.1.4).

According to the University, the "Physiotherapy (Turkish)" program as well as the "Physiotherapy (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).

As the University states, both the "Physiotherapy (English)" program and the "Physiotherapy (Turkish)" program require students to complete graduation project courses during the final phase of their studies. In the "Physiotherapy (English)" program, PTRE403 (Project Practice Principles) and PTRE404 (Graduation Project) are compulsory and conducted during the last six weeks of the 7th and 8th semesters, with the first eight weeks of these semesters dedicated to clinical internships (PTRE401 and PTRE402). In the "Physiotherapy (Turkish)" program, the structure is similar, with FTRE403 and FTRE404 serving as the graduation project courses and FTRE401 and FTRE402 as the corresponding clinical internships. The aim of the graduation project course is to enable students to access necessary resources on a specific topic, collect and interpret data, and prepare the findings as a written report, which is then presented before a jury or committee. Two instructors supervise the courses, and project groups of 3 to 4 students are formed to foster teamwork skills. At the beginning of each academic year, groups submit multiple project proposals using a designated form; these proposals are discussed with instructors and finalized following the project preparation guide. Students must complete data collection during 7th. Semester. Data analysis, and report writing are performed in 8th. Semester. Throughout the

semester, project progress is regularly monitored and supervised by academics.. Each student must present their respective part of the project. Students who are unable to complete or register for the project courses in the 7th and 8th semesters must complete the requirements over the following two full semesters (SER 4.1.7).

According to the University, the "Physiotherapy (English)" program and the "Physiotherapy (Turkish)" program are both registered as full members of the European Network of Physiotherapy in Higher Education (ENHPE) to enhance student and staff mobility and international connections. This membership provides graduates with an international perspective and global work opportunities as physiotherapists (see Annex-30/Annex-31). Both programs meet the criteria set forth by YÖK and YÖDAK. Additionally, the "Physiotherapy (Turkish)" program has fulfilled the accreditation requirements established by SABAK. The accreditation certificate covers two successive periods—initially from 2020 to 2023 and then from 2023 to 2025 (SER 4.1.8).

Judgment

The Bachelor study programs “Physiotherapy and Rehabilitation (Turkish)” as well as “Physiotherapy and Rehabilitation (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. The experts note that for both programs, the aims are clearly defined, but they recommend mapping the curriculum to recognized international competency frameworks—such as the Canadian Competency Profile for Physiotherapists, the CSP Career Framework, or the CanMEDS model—to better align with global standards and the evolving needs of North Cyprus’s healthcare system. They suggest making leadership, communication, and health advocacy competencies explicit in both the curriculum and module descriptions to reflect a forward-looking, internationally relevant approach. While the curriculum is systematically structured and module descriptions are comprehensive, the experts recommend elevating key healthcare themes—particularly those related to non-communicable diseases—by integrating and highlighting topics like self-management, sports/exercise science, health

promotion, health literacy, sustainability, and digital health/telemedicine. Finally, the experts advise reviewing the allocation of teaching hours for electrotherapy, which currently dominates the schedule, to make room for emerging areas such as medical imaging (e.g., MRI and X-ray), ensuring sufficient time to cover both appropriate use and potential misuse.

Both of the “Physiotherapy and Rehabilitation” 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 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 “Physiotherapy (English)” and the “Physiotherapy (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. The methodological structure—based on the SOLO taxonomy—is well described, and the spiral curriculum approach is a notable strength, offering a well-integrated and progressive learning experience.

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 "Physiotherapy (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 (e.g., o/a'level, waec/neco),
- evidence of English language competence (either a toefl score of 65 ibt or an ielts score of 5.5; 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 "Physiotherapy (English)" program if they succeed in the entrance exam.

For the "Physiotherapy (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 "Physiotherapy (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 Physiotherapy 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. While some courses are offered in Turkish, international students expressed the need for language support focused on physiotherapy-specific Turkish terminology. A joint medical language course for both Turkish and international students could foster intercultural competence and practical communication skills on both sides (Turkish and English program).

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 work-days, 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 “Physiotherapy (English)” program was divided between 10 full-time staffs for the academic year 2023/2024 (2 professors, 3 assistant professors, 2 instructors, 3 assistants) and 23 staff members from other departments providing service courses. The faculty-to-student ratio is 1:36.

The teaching load within the “Physiotherapy (Turkish)” program was divided between 10 full-time staffs for the academic year 2023/2024 (2 professors, 3 assistant professors, 2 instructors, 3 assistants) and 23 staff members from other departments providing service courses. The faculty-to-student ratio is 1:17.

All teaching staff teach in both study programs.

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 university didactics. Courses cover interactive teaching techniques, innovative assessment methods, and the integration of technological tools to create an engaging learning environment. Cross-disciplinary collaborations are encouraged, allowing faculty to incorporate diverse perspectives into their curriculum. A structured mentorship and peer review system supports junior faculty through guidance from experienced academics and constructive feedback from colleagues. Faculty research and scholarship are actively supported through funding opportunities and research grants, which help faculty present at conferences and publish their work. Additionally, technological training workshops ensure proficiency in legal research tools and online teaching platforms. Ongoing evaluation and feedback mechanisms, including student feedback and self-assessment, are used to update development plans and maintain high teaching standards (SER 7.1.1).

As the University explains, 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 "Physiotherapy (Turkish)" program and the "Physiotherapy (English)" program use dedicated physical facilities for theoretical and practical education, as specified in Annex Q: There are several specialized laboratories used for education in both the "Physiotherapy (English)" and "Physiotherapy (Turkish)" programs. The basic education/anatomy laboratory is outfitted with various anatomical models (including complete human and skeletal models, pelvis models, and organ-specific models), measurement tools, and other teaching aids to support anatomy education. The virtual reality laboratory features desks for teachers and students, a projector, a computer, and a set of virtual reality goggles to facilitate immersive, technology-enhanced learning. The electrophysical agents laboratory is equipped with treatment beds, a range of electrotherapy and ultrason equipment (including devices for ultrasound, laser therapy, and neuromuscular stimulation).. The therapeutic exercise laboratory provides facilities for physical assessments and rehabilitation training; it includes examination tables, cabinets, various exercise devices (such as parallel bars, rehabilitation ladders, and mirrors), functional hand test equipment, and assorted training aids like theraballs, dumbbells, and sandbags.

According to the University, the CIU central library provides both the "Physiotherapy (English)" program and the "Physiotherapy (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 physiotherapy and rehabilitation. 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. To borrow materials, students must have a student ID card; master's and doctoral students may borrow up to 5 books for 15 days, while associate and undergraduate students may borrow up to 3 books for the same period. Publications not available in the CIU library are obtained through interlibrary cooperation or from ULAKBIM via the "Interlibrary Loan Publication Provision Form (SER 7.3.2).

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

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

Judgment

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Overall, the teaching and academic staff at the Cyprus International University shows a very high level of commitment and potential for the execution as well as further development of the study programs they are responsible for. The experts conclude that there is a strong corporate identity and positive group dynamics among the University and the faculty administration. As motivations to teach at the CIU, the faculty cites

transparent and accessible working regulations, a vibrant campus life, the solid reputation of their academic colleagues, and a loyal, family-like community that continues to support graduates well beyond their time on campus.

The experts find the 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 “Physiotherapy and Rehabilitation (English)” and “Physiotherapy and Rehabilitation (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. However, clinical research training could be expanded and made more visible (amount and variety of assessments reflecting all dimensions of the ICF) throughout the programs. In addition, a stronger integration and alignment with the new roles of physiotherapy and the ICF model (International Classification of Functioning, Disability and Health) within both educational and research components is recommended by the experts.

The Healthy Living Lab (SAYAM Clinic) is a valuable resource and a unique aspect of the program. Its role could be further enhanced by positioning it more centrally within the curriculum and facilitate/expend the usage. Additionally, greater integration with the CIU Arena could enrich practical learning experiences, taking advantage of its excellent training, sports, and aquatic facilities.

As a whole, it was ascertained by the experts that the Bachelor study program “Physiotherapy and Rehabilitation (English)” and “Physiotherapy and Rehabilitation (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 Physiotherapy 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 "Physiotherapy (English)" program and the "Physiotherapy (Turkish)" program evaluate their relevance by analyzing student success data—including average GPAs, program outcomes, learning outcomes matrices (PO-LO), and SOLO taxonomy levels—to prepare module grade reports. Periodic feedback is obtained from all stakeholders (graduates, professional and regulatory bodies such as the Physiotherapy Association, various hospitals, and clinics) and discussed in the department council. If the opinions and suggestions are acceptable, they are incorporated into the annual improvement plan. As a result, at the end of the 2023-24 academic year, the curriculum for the "Physiotherapy (English)" program and the "Physiotherapy (Turkish)" program was updated according to these evaluation results and is effective from the 2024-25 academic year (SER 8.1.3).

Student Statistics can be found in Annex 22.

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 “Physiotherapy and Rehabilitation (English)” and “Physiotherapy and Rehabilitation (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 and 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 the Physiotherapy programs, male and female students have equal access to all courses, resources, and activities. The SER notes that all students participate together in lectures, practical trainings, and moot courts with no segregation or differences in academic experience by gender. The curriculum and classroom interactions are designed to be inclusive; for example, content and case studies used in teaching consider diverse perspectives and do not reinforce gender bias. CIU also emphasizes respect for personal privacy and dignity – for instance, if any accommodation or special consideration is needed (such as maternity leave for a student, or privacy in dorms and facilities), the University addresses these with sensitivity (SER 9.1.1).

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

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

Judgment

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

Decision

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

4 Conclusion

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

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

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

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

- The study programs could elevate its research identity by embedding visible research components throughout the curriculum, championing evidence-based practice, and defining clear research priorities. It should diversify its research portfolio—adding pain-related dysfunction studies, applied clinical trials, and psychosocial investigations—and plan laboratory upgrades (e.g., pain research facilities) to support these efforts and future master’s-level development.

- The curriculum should be mapped to recognized international competency frameworks (e.g., Canadian Competency Profile for Physiotherapists, CSP Career Framework, CanMEDS).
- Leadership, communication, and health advocacy competencies should be made explicit in both curriculum and module descriptions.
- Key healthcare themes—especially those related to non-communicable diseases—should be elevated by integrating and highlighting: Self-management, sports/exercise science, health promotion, health literacy, sustainability, digital health/telemedicine.
- The University should increase interdisciplinarity in both programs by embedding more shared content into mandatory and elective courses across all disciplines.
- The University should extent international collaborations to elevate research quality and expand opportunities for students and staff alike in both programs.
- A joint medical language course for both Turkish and international students to foster intercultural competence and enhance practical communication skills could be implemented.
- Clinical research training should be expanded and made more visible throughout the program, incorporating a variety of assessments that reflect all dimensions of the ICF model. Educational and research components should be aligned and integrated with the ICF framework and the evolving roles of physiotherapy. Therefore, the Healthy Living Lab (SAYAM Clinic) could be positioned more centrally within the curriculum and its usage expanded.
- The University should allocate private workspaces for each faculty member and protect blocks of research as this would better support scholarly output and enhance the department’s research profile.

5 Decision of the Accreditation Commission

Decision of the Accreditation Commission July 22, 2025

Bachelor study program “Physiotherapy and Rehabilitation (English)”

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

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

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

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

The Bachelor study program requires the obtainment of 157 credit hours according to the internal credit hour system. The regulated study period in the program “Physiotherapy and Rehabilitation (English)” is four years (eight semesters). The study program comprises 63 courses, out of which 56 mandatory, 5 area electives, and 2 university electives. The language of instruction is English. The Bachelor study program “Physiotherapy and Rehabilitation (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 2019/2020.

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

The Bachelor study program “Physiotherapy and Rehabilitation (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 “Physiotherapy and Rehabilitation (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 163 credit hours according to the internal credit hour system. The regulated study period in the program “Physiotherapy and Rehabilitation (Turkish)” is four years (eight semesters). The study program comprises 61 courses, out of which 54 mandatory, 5 area electives, and 2 university electives. The language of instruction is Turkish. The Bachelor study program “Physiotherapy and Rehabilitation (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 “Physiotherapy and Rehabilitation (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.