

Draft-Decision of the Accreditation Commission of AQAS

on the study programmes:

“Logistics” (B.A.), School of Applied Sciences (Turkish programme)

“International Trade” (B.A.), School of Applied Sciences (Turkish programme)

“Banking and Insurance” (B.A.), School of Applied Sciences (Turkish programme)

“Business Information Management” (B.A.), School of Applied Sciences (Turkish programme)

“Management Information Systems” (B.Sc.), Faculty of Economics, Administrative and Social Sciences (Turkish programme)

offered by Istanbul Gelişim University, Turkey

Based on the report of the expert panel and the discussions of the Accreditation Commission in its 71th meeting on 14/15 Mai 2018, the Accreditation Commission decides:

1. The study programmes in the School of Applied Sciences **“Logistics” (Bachelor of Arts) (Turkish programme)**, **“International Trade” (Bachelor of Arts) (Turkish programme)**, **“Banking and Insurance” (Bachelor of Arts) (Turkish programme)**, **“Business Information Management” (Bachelor of Arts) (Turkish programme)**, and the study programme in the Faculty of Economics, Administrative and Social Sciences Economy and Finance **“Management Information Systems” (Bachelor of Science) (Turkish programme)** offered by **Istanbul Gelişim University** are accredited according to the AQAS criteria for Programme Accreditation.

The accreditation is **conditional**.

The study programmes essentially comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of nine months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **28 February 2019**.
3. The accreditation is given for the period of **six years** and is valid until **30 September 2024**.

Conditions:

All study programmes

1. IGU must describe the process of calculating the workload in the Turkish system and how it is transferred into the European Credit Transfer System. In some module descriptions the calculation of ECTS points has to be corrected.

Specific to the study programmes offered at the School of Applied Sciences

2. The profiles of the programmes must be revised with the target to define clearly distinguishable programmes. For each of the programmes some changes of course have to be made, either by adding some content or by changing some of the electives.
3. The School of Applied Sciences must revise the ILOs of its programmes and show that the majority of ILOs of the courses correspond to level 6 of the Turkish Qualification Framework.

<p>The conditions were fulfilled on time. The Accreditation Commission confirms this with its decision of 27./28.05.2019.</p>

The following **recommendations** are given for further improvement of the programmes:

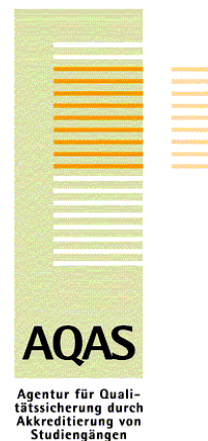
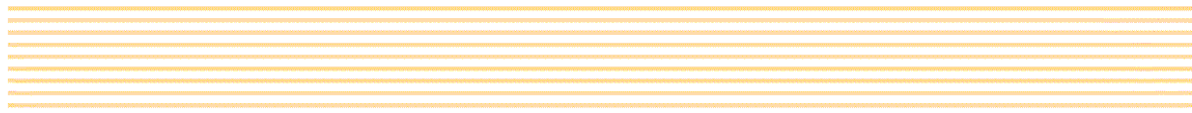
All Study programmes

1. A clear process on changing the course handbook should be documented.
2. IGU should make use out of the good connections to the labour market and build up a structured and systematic exchange with it.
3. Evaluation results should be also shared with students (e.g. in an aggregated version).
4. An overview should be provided which QA processes have already been documented. This should be done either in a form of a handbook or within the data management system of the university.

Specific to programmes offered at the School of Applied Sciences

5. The labour market orientation of the programmes should be supported by enlarging the duration of the internships in the programmes and by strengthening the class room lecturing of practitioners to some extent. It is highly recommended to enhance the English language skills of the students, both subject specific and business specific.
6. Acquiring and keeping talented academic staff as teachers and researchers should be implemented as a structured, audited and directed process by the top-management of IGU (see details in the report).
7. IGU should also implement an ongoing process of recruiting and supporting part-time lecturers (e.g. by offering incentives, by starting applied projects with companies or at laboratories or by establishing a development programme for young professionals).
8. Laboratory activities should be enforced.

With regard to the reasons for this decision the Accreditation Commission refers to the attached assessment report.



Experts' Report

on the bachelor degree programmes:

“Logistics” (B.A.), School of Applied Sciences (Turkish Programme)

“International Trade” (B.A.), School of Applied Sciences (Turkish Programme)

“Banking and Insurance” (B.A.), School of Applied Sciences (Turkish Programme)

“Business Information Management” (B.A.), School of Applied Sciences (Turkish Programme)

“Management Information Systems” (B.Sc.), Faculty of Economics, Administrative and Social Sciences (Turkish Programme)

offered by Istanbul Gelişim University, Turkey

Visit to the University: 06/02/2018 – 08/02/2018

Panel of Experts:

Prof. Dr. Timur Han Gur	Hacettepe University (Turkey), Professor of Economics
Prof. Dr.-Ing. Alexander Kumpf	University of Applied Sciences Landshut (Germany), Professor of Purchasing and Logistics
Prof. Dr. Gerhard A. Wührer	University of Linz (Austria), Institute for Trade and Marketing
Prof. Dr. Yücel Yilmaz	Marmara University (Turkey), Professor of Business Informatics
Gisela Widing	PricewaterhouseCoppers (PwC), Hamburg (Germany) (representative from the labour market)
Frederic Menninger	University of Konstanz (student representative)
Coordinator:	
Doris Herrmann	AQAS, Cologne, Germany
Constanze Noack	

I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation, supported by more than 85 member institutions, both higher education institutions (HEIs) and academic associations. Since 2002, the agency has been accredited by the German Accreditation Council (GAC). It is therefore a notified body for accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), which all Bologna countries agreed on as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of both academic studies and teaching in Higher Education Institutions. The activities of AQAS in accreditation are neither restrained to specific academic disciplines, degrees nor to a certain type of Higher Education Institution

II. Accreditation procedure

This report results from the external review of the bachelor programmes in “Logistics” (Bachelor of Arts), “International Trade” (Bachelor of Arts), “Banking and Insurance” (Bachelor of Arts), “Business Information Management” (Bachelor of Arts) offered by the School of Applied Sciences, and “Management Information Systems” (Bachelor of Science) offered by the Faculty of Economics, Administrative and Social Sciences at Istanbul Gelişim University (IGU).

1. Criteria

The assessment of the programme is in accordance with a set of criteria for programme accreditation developed by AQAS. The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015 and feature a set of indicators used to demonstrate the fulfilment of each criterion. However, criteria are met even if single indicators are not fulfilled. The indicators need to be discussed in the context of the programme as not all indicators are necessarily applicable to a programme.

All Bachelor's Degree Programmes in Turkey are supervised by the Council of Higher Education (CoHE/YÖK). The CoHE is an autonomous institution which is responsible for the planning, coordination and governance of higher education system in Turkey. The National Qualifications Framework for Higher Education in Turkey (TYYÇ) developed with reference to the Qualifications Framework of the European Higher Education Area (EQF) was adopted by the CoHE in 2010; therefore there is not contradiction between the two documents.

National regulations are respected within the accreditation process. The panel of experts is well aware that there may be conflicting perspectives between international practices or standards and national regulations which cannot be solved within a single accreditation procedure. Therefore in a few cases some recommendations have not been given in order to avoid a conflict of interest for the university.

2. Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in June 2017.

Istanbul Gelişim University (IGU) prepared a Self Evaluation Report (SER). In September 17, the IGU handed in a draft of the SER together with the relevant documentation of the study programme and an appendix.

The appendix included e.g.:

- Overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student drop outs).
- CVs of the teaching staff
- Information on student services
- Core information on the main library
- Undergraduate/graduate academic regulations.

AQAS checked the SER draft for completeness, comprehensibility and transparency. The accreditation procedure has been officially initialised by a decision of the AQAS Accreditation Commission on 04/05 December 2017. The final version of the SER was handed in January 2018.

Nomination of the expert panel

Composing the expert panel follows the stakeholder principle. Involved are consequently, representatives from the respective discipline/s, the labour market and students. Furthermore, AQAS follows principles by the European Consortium for Accreditation (ECA) for the selection of experts.

The Accreditation Commission nominated the expert panel in January 2018. AQAS informed the university thereafter about the members of the expert panel and the Istanbul Gelişim University did not raise any concerns against the composition of the panel.

Preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential points in need of additional information. AQAS forwarded these preliminary statements to the University as well as the panel members to increase transparency in the process and upcoming discussions during the site visit.

Site visit

After review of the Self Evaluation Report, the site visit to the University took place from 06/02/2018 to 08/02/2018. On site, the experts interviewed in separate discussions different stakeholders, such as the management of the HEI, the programme management, teaching and other staff, as well as students and graduates, representatives of the related industry and consulted additional documentation as well as examples of graded work from students. The visit concluded with presenting preliminary findings by the experts to the IGU's representatives.

Report writing

Following the site visit, the expert group drafted the following report, assessing the fulfilment of the AQAS criteria for programme accreditation. The report included a recommendation to the Accreditation Commission. The report was sent to the IGU for comments.

Decision

The expert report and the comments by the IGU form the basis for the AQAS Accreditation Commission to make a decision regarding the accreditation of the programme. Based on these documents, the Accreditation Commission decided on the accreditation on 14/15 of May 2018. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In June 2018, AQAS published the report and the accreditation result of the accreditation as along with the names of the panel of experts.

III. General Information on the University

Istanbul Gelişim University is a private, non-profit higher education institution located in Istanbul, Turkey. It started as a vocational school in 2008, having been founded by the “Gelişim Foundation for Education, Culture, Health and Social Development”. In 2011, the institution acquired university status and has since expanded its programmes and number of students. Today, Istanbul Gelişim University is characterised by a student population of over 24,000 and a number of teaching staff of ca. 500.

Every **non-for-profit university** in Turkey is obliged by the Amendments of the Law on Higher Education to have a “Board of Trustees”. The board enters a contract with the Rector, all faculty members and all other staff. Furthermore, it decides on the budget, all hiring and termination decisions and the amount of annual tuition fees. The university has a senate as well as all other organs comparable to a public institution of identical state.

The **university structure** consists of three faculties, three institutes and four “Schools of Sciences” offering a wide range of graduate and postgraduate programmes: Faculty of Economics, Administrative and Social Sciences; Faculty of Fine Arts; Faculty of Engineering and Architecture; Institute of Social Sciences, Institute of Natural and Applied Sciences, Institute of Health Sciences; School of Applied Sciences, School of Foreign Languages, School of Physical Education and Sports, and School of Health Sciences.

The **study programmes** “Banking and Insurance” (B.A.), “Business Information Management” (B.A.), “Logistics” (B.A.) and “International Trade” (B.A.) are offered by the School of Applied Sciences whereas “Management Information Systems” (B.Sc.) is offered by the Faculty of Economics, Administrative and Social Sciences.

The **School of Applied Sciences** was established in the academic year of 2013-2014. The number of students registered in the school was 609 in 2016-2017. Within the School of Applied Sciences there are 13 departments such as Banking and Insurance, Television Reporting and Programming, Social Service or International Trade. The School of Applied Sciences – compared to other parts of Gelişim University - is mainly concerned with providing instruction for a specific profession. This school is striving for similar targets like a university of applied sciences (“Fachhochschule”) in Germany.

A “faculty” is a division conducting higher education, scholarly research and publication. Various departments and programmes may be connected to it. The **Faculty of Economics, Administrative and Social Sciences** was established in the academic year 2011-2012 and has currently 2,826 registered students. As indicated by IGU, the faculty has 21 departments and offers also

graduate programmes in collaboration with the Institute of Social Sciences. Being established in 2017 the Management Information Systems Department is the newest within the faculty.

Gelişim University pursues the goal of becoming **an international education and learning institution** by running joint projects with internationally recognised schools, by setting up a global research network and by providing high quality professional education in Turkish and English. A strategic plan 2016-2020 defines these objectives together with those of further developing and implementing graduate education and improving service processes as the main targets to be achieved by the university in the near future.

According to the university, its **educational approach** follows the principle of creative teaching and participatory learning. The university aims at educating civically engaged, self-reliant individuals by providing excellence and highest quality in its study programmes and by fostering critical intellectual development.

Istanbul Gelişim University offers continuous scholarships, free courses, internships and job opportunities to students. It supports international student exchange programmes. At the same time, it aims to **support students'** individual, social and academic development during university life. Students can receive consultation and help for their needs at the Psychological Counselling Guidance Unit. As outlined by the university, it supports its students in extra-curricular activities such as student clubs and student councils, summer schools and conferences.

IGU participates in **the Erasmus+ programme** and encourages student and staff mobility. As outlined by the university, the number of European partner institutions is currently 73. The International Relations Office shares responsibility for the organization of mobility.

IV. Assessment of the study programme(s)

1. Policy and Procedures for Quality Assurance

The programme is subject to the Higher Education Institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.

A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.

The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.

[ESG 1.1]

Description

According to the SER, the establishment of the **quality assurance system** of the university is based on ISO 9000 Quality Management System, TS EN ISO-9001: 2015, Higher Education Law No. 2547 and "Higher Education Quality Assurance Regulation". The aims, mission and vision of the university are determined according to these criteria and their appropriateness is measured.

One of the main objectives of IGU is the involvement of domestic and foreign **stakeholders** via an **Advisory Committee** under the rector of the university. This committee as a board of advisors consists of other advisory councils, who have been established under other faculties, and representatives of the private sector and graduated students.

Furthermore, IGU has established an additional body named the **Office of Strategic Planning and Quality Assurance** in order to measure, evaluate and improve the quality performance. The

main objective of this office is to supervise the development of IGU and to detect findings regarding the goals of the university and the improvement of the performance.

As stated, the **evaluation** of IGU's programmes is organized under the Advisory Council and with the participation of other stakeholders such as graduates, students or external stakeholders from the labour market at least once a year. The resulting findings are approved by the rector and reviewed by deans, administrators and heads of departments. After this step additional measures are formulated, suggestions or alterations are made to create a final roadmap, which will be submitted to the university senate.

The university emphasized that the incorporation of **student feedback** is one of the main objectives for quality assurance. With this purpose a Student Council has been established under the university and Student Clubs and student representatives assist this body. These student bodies offer an exchange of ideas regarding the improvement and quality of the programmes with other stakeholders. At the end of each semester feedback from different sides such as student evaluation via surveys and reports of other performance indicators are gathered together to get a clear overview regarding the overall performance of IGU and its quality. The surveys contain a number of scales ranging from lectures by the instructor to student attitudes.

Additionally, the **Alumni Association and the Career Development Research** creates an inter-linkage between graduated students, private sector representatives and the university in order to monitor study programmes.

Due to national regulations, IGU has to undergo a review by YÖK systematically on university level. The last review took place in 2017.

Experts' Evaluation

Responsibilities and expectations within the programme and programme elements are clearly defined and available to students. Because all programmes are relatively new, there is not doubt that the **curriculum documentation** is up-to-date and on an overall level the panel of experts was satisfied with the course descriptions. Istanbul Gelişim University has a procedure in place to update the course handbook regularly, with clearly defined expectations. However, changes in the course handbook need a clear process based on defined times (e.g. beginning of the semester). The old version should be available as long as the students who participated in the "old" classes are still at university. IGU should document when changes were implemented (e.g. history of handbook changes with dates of validation and changes). **(Finding 1)**

A **quality assurance system** is in place and appropriate for the relevant study programme. It is documented and comprehensive. It involves instruments with different scopes, like course evaluations at the end of a semester, progression and completion rates, evaluations of the learning environment and support services. The panel of experts received an introduction to the IT-based data management system of the university during the site visit. The system offers a wide range of data on students, academicians, teaching staff and success rates. Only two aspects remained unclear: a) if there is an overall evaluation of the programme at the end of the study, and b) if there is a quantitative check of student workload and how it is done. Concerning the latter it is quite clear that the university asks the student about this issue; nevertheless, there seem to be some contradiction between the calculated workload and the working hours that the students mentioned in the discussion round with the experts (see Chapter 4).

Students are involved in the quality-assurance procedure for the programmes. Experiences from student advisory groups are used for the enhancement of the programmes. The results of quality-assurance procedures lead to concrete measures to enhance quality and to resolve identified conflicts. Because the programmes are relatively young (or started just recently), data on alumni experiences are not representative. So the question arises how far possible employability based

on the acquired competences and skills can be acquired. The career progression of graduates from the study programmes will be followed in the future and IGU plans to use their feedback for further improvement of the programmes.

During the site visit the experts met several representatives from the labour market who work in different companies of the area (wholesale, ICT companies, media etc.). There is no doubt that IGU has very good contacts with the labour market, external stakeholders, managers and entrepreneurs but up-until-now there seems to be no structured and systematic exchange on a regular basis (e.g. at the end of every academic year or semester) where qualitative results are included in the QA cycle of the university. **(Finding 2)**

Evaluation results are shared with teaching staff but they should also be available to students (e.g. in an aggregated version). Sharing could be extended in the sense that discussions, reflections and first suggestions for improvements, if needed, are added. **(Finding 3)**

IGU explained that it follows the ISO QA system and is also certified but for the panel of experts it remained unclear which QA processes and parts of them are already documented and which are not. The processes should be documented either in a form of a handbook or within the data management system of the university. **(Finding 4)**

Conclusion

The criterion is only partly fulfilled because the exchange with the labour market should take place in a more structured way and because the evaluation results should be shared with students in an adequate way. For further improvement, IGU should document its changes in programmes' documents (e.g. history of handbook changes with dates of validation and changes) and also document its processes in an adequate way.

2. Quality of the Curriculum

The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.

The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.

The curriculum's design is readily available and transparently formulated.

[ESG1.2]

Description

Study programme objectives

The university outlines that the departments of Banking and Insurance, Business Information Management, Logistics and International Trade, which are all offered at the School of Applied Sciences, have an interdisciplinary approach.

As stated by IGU, the **Department of International Trade** aims to raise expert knowledge about legal rights and responsibilities of the persons, institutions and organizations related to international trade transactions and doing business abroad.

Graduates from the **Department of Logistics** ought to have scientific management skills and lead qualified products and service presentation by transferring their professional knowledge to the different levels of public and private sectors.

The **Department of Banking and Insurance** focuses on financial instruments and banking products as well as on knowledge about financial institutions, markets and application techniques. Therefore, graduates are supposed to have the ability to demonstrate analytical and problem solving skills.

Business Information Management graduates shall have knowledge in information management and information processing technologies as well as strong theoretical knowledge and communication skills.

The Faculty of Economics, Administrative and Social Sciences has introduced the programme **Management Information Systems (MIS)** which shall produce business oriented graduates who have knowledge in business management and information technologies. The interdisciplinary approach of the programme focuses on one the hand on computer technology concepts, such as programming, web-design or database management, and on the other hand on management concepts like economy, trade or finance.

In the SER the university stated that the programmes intend to prepare students for reaching level 6 (First cycle) of the European Qualifications Framework after the completion of a four-year course of study.

Curricular structure

Each of the study programmes has total of 240 CP within 8 semesters (30 CP each semester). One semester lasts 14 weeks. In consequence, one academic year equals a total of 1,530 hours of student workload (60 CP) regarding the fact that one credit point corresponds to 25,5 hours of workload. The admittance number of students each year is 60. The study programmes which have already started at an earlier point have a total student number of 267 (Banking and Insurance), 161 (Business and Information Management), 192 (International Trade) and 179 (Logistics). MIS started in 2017 with 24 students and the university anticipates a growing number of students in the following years.

The university states that all students need to complete departmental courses, complementary courses (both are considered as core courses) and elective courses which can be used as a specialisation of the respective study programme. An additional number of courses is prescribed by the Council of Higher Education (YÖK) and will be held during the first and second year. In the curriculum of the different programmes there are 240 CP to gain. 60 CP out of 240 CP are composed of elective courses. For "Business Information Systems" 40 CP of the elective courses can be chosen by students from a range of courses offered by the respective department, 20 CP can be chosen from courses offered by other departments. Depending on the programme the ratio between these elective courses differs.

Regarding the core field courses, a typical pathway of the curriculum comprises the following courses according to the SER:

Banking and Insurance

1. Semester: Turkish I, English I, Economics I, Introduction to Business, Introduction to Accounting, Introduction to Banking.
2. Semester: Turkish II, English II, Economics II, Introduction to Insurance, Mathematics, Management and Organisation.
3. Semester: History of Atatürk's Principles and Reform I, Economy of Turkey, Introduction to Law, Financial Mathematics, Banking Transactions, Property and Life Insurances.
4. Semester: History of Atatürk's Principles and Reform II, Money and Banking, Financial Management, Cost Accounting, Human Resources Management, Statistics, Law of Obligations
5. Semester: Commercial Law, Managerial Accounting, Financial Statements and Analysis, Elective I-III.

6. Semester: Bank Accounting, Banking Law, Electronic Commerce, Elective Course I-III
7. Semester: Insurance Law, Insurance Accounting, Research Methods in Social Sciences II, Elective Course I-III.
8. Semester: Financial Markets, Insurance and Risk Management, Occupational Health and Safety, Elective Course I-III.

Business Information Management

1. Semester: Turkish I, English I, Economy I, Introduction to Business, Introduction to Accounting, Introduction to Communication.
2. Semester: Turkish I, English II, Economy II, Principles of Marketing, Mathematics, Management and Organisation.
3. Semester: History of Atatürk's Principles and Reform I, Economy of Turkey, Introduction to Law, Financial Mathematics, Computer Programming, Production Management.
4. Semester: History of Atatürk's Principles and Reform II, Money and Banking, Financial Management, Cost Accounting, Human Resources Management, Statistics, Object-Oriented Programming.
5. Semester: Commercial Law, Managerial Accounting, Database Management, Elective I-III.
6. Semester: Operations Research, Total Quality Management, Electronic Commerce, Elective Course I-III
7. Semester: Management Information Systems, International Marketing, Research Methods in Social Sciences II, Elective Course I-III.
8. Semester: Supply Chain Management, Strategic Management, Occupational Health and Safety, Elective Course I-III.

Logistics

1. Semester: Turkish I, English I, Economy I, Introduction to Business, Introduction to Accounting, Introduction to Logistics.
2. Semester: Turkish II, English II, Economy II, Supply Chain Management, Mathematics, Management and Organisation.
3. Semester: History of Atatürk's Principles and Reform I, Economy of Turkey, Introduction to Law, Financial Mathematics, Import and Export Transactions, Storage and Inventory.
4. Semester: History of Atatürk's Principles and Reform II, Principles of Marketing, Human Resources Management, Statistics, Turkish Customs Procedures Implementations, Railway Transport, Introduction to Transport Management.
5. Semester: Commercial Law, Maritime Transport and Management, International Transportation, Departmental Elective I-II, Out of Department Elective III.
6. Semester: Road Transport, Airway Transport and Management, Electronic Commerce, Departmental Elective Course I-III.
7. Semester: Research Methods in Social Sciences, Logistics Planning and Models, Transportation Policies, Departmental Elective I-II, Out of Department Elective III.
8. Semester: Insurance and Risk Management, Port Management, Network Design and Physical Distribution, Departmental Elective I-II, "Non Departmental Elective" III.

An internship was included, like explained during the site visit.

International Trade

1. Semester: Turkish I, English I, Economy, Introduction to Business, Introduction to Accounting, Introduction to Communication.
2. Semester: Turkish II; English II, Economy II, Introduction to International Trade, Mathematics, Principles of Marketing.
3. Semester: History of Atatürk's Principles and Reform I, Economy of Turkey, Introduction to Law, Financial Mathematics, Import and Export Transactions, Banking Transactions.
4. Semester: History of Atatürk's Principles and Reform II, Correspondence Techniques in International Trade, Finance of Foreign Trade, Cost Accounting, Human Resources Management, Statistics, Turkish Customs Procedures Implementations.
5. Semester: Commercial Law, Managerial Accounting, Free Trade Zone Practices, Departmental Elective I-II, Out of Departmental Elective I.
6. Semester: International Business Administration, European Union-Turkey Relations, Electronic Commerce, Departmental Elective III-V..
7. Semester: Research Techniques in Social Sciences, Accounting of Foreign Trade Transactions, International Marketing, Departmental Elective VI-VII, "Non Departmental Elective" II.
8. Semester: Supply Chain Management, Financial Markets, Occupational Health and Safety, Departmental Elective VIII-IX.

Management Information Systems

1. Semester: Turkish I, English I, Mathematics, Introduction to Management Information Systems, Information Technologies, General Economy, Basic Law,
2. Semester: Turkish II; English II, Introduction to Graphic Design, Introduction to Web Design, Financial Mathematics, System Analysis and Algorithms.
3. Semester: History of Atatürk's Principles and Reform I, Business Law, Information Ethics, Statistics, Data Structures and Database Applications, Microeconomics.
4. Semester: History of Atatürk's Principles and Reform II, Macroeconomics, Advanced Statistics I: Descriptive Methods, Information Management, Advanced Database Applications, Data and Text Mining.
5. Semester: Advanced Web Design, Advanced Statistics II: Inferential Methods, Network Design I, Selective Course I-II, Non-Departmental Course I.
6. Semester: International Marketing, Decision Support Systems, Network Design II, Selective Course III-IV, Non-Departmental Course II.
7. Semester: Information Security, Wireless Networks and Mobile Communication Systems, Business Intelligence, Selective Course V, Non-Departmental Elective II.
8. Semester: Final Project, Project Management, Corporate Information Systems, Selective Course VI, Non-Departmental Elective III.

Module descriptions

The university provides a student handbook which is updated every year under the supervision of the head of the study programme and the approval of the dean. The core information about the different programmes is also available on the website of the university.

Experts' Evaluation

The panel of experts appreciates the way the courses are described in the course handbook and how the **Intended Learning Outcomes (ILO)** are presented. The ILOs are both subject-specific and interdisciplinary in nature. The core structure of all programmes is transparent. On a general

level, the ILOs are appropriate and proven by evaluations, graduate surveys and/or feedback from the labour market. There is a process in place to update the Intended Learning Outcomes at Gelişim University. During the site visit revised curricula of the programmes were handed in which made it difficult for the panel of experts to distinguish between the old and the new courses in the different programmes.

One challenge in the evaluation of the programmes provided by the School of Applied Sciences was to understand the profile of programmes offered by the School of Applied Sciences compared to the programmes offered by the Faculties of IGU. It was difficult for the panel of experts to assess which courses of the more applied programmes reflect on **level 6 of the Turkish (and European) Qualifications Framework** and which courses are very practice oriented and correspond therefore with level 5 of the EQF. Therefore, the School of Applied Sciences must revise the ILOs and demonstrate how they are aligned with level 6 of the Turkish Qualification Framework. Equivalence lists are a necessity and can document and demonstrate the alignment. **(Finding 5)** Only after this step has been taken by IGU, the panel of experts will be able to evaluate if the final exams of the four programmes demonstrate that the intended level of qualification has been achieved after completing them.

For the MIS programme the ILOs are clearly described and there is no need to change the course descriptions.

Curricular Elements and Programme Quality

The curricular structure of the study programmes support the achievement of the learning outcomes. All curricular elements (courses) and their functions are documented. The curriculum of each programme defines which elements are compulsory and which are electives. A typical course plan is available for each programme. The order of curricular elements supports the learner's progression.

As mentioned above, a history of the documentation of the students' handbooks is recommendable since students who are still enrolled but in an upper semester have no information on the old version of the handbook and their old courses. This topic could be important for ERASMUS exchange as well in order to make credit transfer possible and the foreign universities to understand the content of the classes before the changes have been made.

The curriculum defines which courses are offered exclusively for the single programme and which parts are used in other programmes. Some of the courses offered by the School of Applied Sciences are used in several programmes which makes sense concerning the use of (staff) resources at the university. Nevertheless, some courses are also found in programmes in which they are less useful so that the programmes should be checked concerning the aspect of consistency. This process could also help to sharpen the profile of the study programmes at the School of Applied Sciences. This process should be used to define clearly distinguishable programmes (from each other as well as from the programmes offered by the Faculty of Economics). The School of Applied Science needs to sharpen the goals of the programmes by also paying attention to international standards and comparable benchmarks of schools of applied sciences. Content should be added for each of the programmes, e.g. by changing some of the electives offered and/or additional lectures offered. **(Finding 6, see also comment below)**

Because MIS is a brand new programme, the panel of experts can only judge the concept which has some very interesting aspects. The Management of Information Systems department's initial curriculum has been approved by YÖK in May 2017. It has been composed by reviewing literature and similar programmes. The course structure is defined and interlinks its elements. The programme will focus on data science as well as providing students with knowledge about entrepreneurship as the students are educated for managerial positions. The study programmes at the Faculty of Economics, Administrative and Social Sciences are characterized by a higher amount of theoretical knowledge taught although practical knowledge (e.g. AR, Python, JAVA or C-programming) is also covered. Furthermore, courses will cover methods for different management

processes such as “process mapping”. A thesis has to be written to receive the degree “Bachelor of Science” and students will be provided with training on academic writing through a special course. An “Advisory Board” of external stakeholders will be included to give input on electives which could be changed or additionally offered. Furthermore, the department intends to strengthen the aspects of training in statistics and analysis to enable students to work on smaller and later larger data coming from practical sources.

Although it is clear that YÖK is in charge for the admittance of students on a national level, it is unclear on which criteria the admission for students takes place at IGU and how the criteria of IGU are defined in comparison to other academic institutions and their programs.

Expert’s comment on Logistics (B.A.)

The undergraduate programme “Logistics” (B.A.) is offered in Turkish only and gives a selective range of lectures mainly in external logistics (transportation). In order to graduate from this programme students have to take 49 courses within 8 semesters with a total of 240 CP. These 49 courses are composed out of 14 major courses directly linked to logistics, 23 general or specific major courses in business administration topics and 12 elective courses, which can be chosen individually by the student from the 5th semester onward out of a limited number of elective courses in the department or outside. Most of the courses are on basic level. Several courses are shared between the School of Applied Sciences and Faculty of Economics, Administrative and Social Sciences in order to share staff capacity and staff expertise. CP for each course vary between 2 and 7 ECTS credits and the direct contact hours vary between 2 and 3 hours each course. The majority of the courses have 5 CP with 3 contact hours.

The structure of the programme and the courses offered lead to a good basic knowledge on transportation (external logistics); however, some important fundamental and up-to-date topics are missing. (**see Finding 6**) Recommendable topics are: project management, leadership, intercultural management, purchasing, controlling / key performance measurement (for logistics, transportation and warehouse management), WM-, CRM-, SCM-, SRM- and ERP-System, business ethics / CSR, (Information technology), packaging, transportation security, dangerous goods transportation, Big Data, (e.g. APP, Java) programming, digitalization (Tracking and Tracing), lean management, operations management and operations research (like route optimization etc.).

A clear positioning of the programme is recommended. A similar programme within the university “International Logistics and Transportation” is offered by the Faculty of Economics, Administrative and Social Sciences. In addition, the outcomes of the two programmes are very similar, both are undergraduate programmes with 240 CP and a Bachelor degree is awarded. It was difficult for the experts to understand how the goal of each programme can be reached when the entry requirements are different. Therefore, it is necessary to sharpen the profile of the programmes and to demonstrate which courses of the curriculum correspond to level 6 of the EQF.

According to the feedback from the representatives of the labour market the companies prefer students from the School of Applied Sciences because of their practical knowledge. However, it seems that the graduates are not treated as academic young professionals by the employers. Skills like strategic thinking, leadership skills, self confidence, analysing and structuring seem to be missing in the curriculum.

It is recommendable to think about extending laboratories in the area of logistics.

There are some inconsistencies at the module description: “Introduction to business”: Final exam duration only 1 hour but 60% weighted, but mid-term exam duration 3 hours and 40% weighted. Several courses have less CP than they should have compared to the workload. “Introduction in Logistics” 5 instead of 6, “Economy I” 5 instead of 6, “Mathematics” 4 instead of 7, “Economy II” 5 instead of 6, “Introduction to Law” 4 instead of 5, “Financial Mathematics” 5 instead of 6, “Economy of Turkey” 4 instead of 5, “Import and Export Transactions” 5 instead of 6.

Expert's comment on International Trade (B.A.)

"International Trade" (B.A.) offers a selective range of lectures for international trade. Most of the courses are introductory as expected from bachelor studies and well chosen. However, when looking at the courses taught, one could suggest that the lectures could be extended, giving more attention to subjects typical for international trade, for instance: "international market entry", "inter-cultural skills" as generic competencies and "international marketing research". Basic courses, e.g. "Research Techniques in Social Sciences", are too unspecific for international traders and neglect the peculiarities of the business.

The programme lasts 8 semesters and is based on synergies between the School of Applied Sciences and the respective Faculty-programme of IGU. The synergies seem to be an asset but on the other side they limit the profiling of the applied programme. It should be made clear that the faculty programme trains and develops skills for international trade in position X whereas the applied programme does this for position Y, otherwise the justification for the offer of two quite similar or parallel studies becomes questionable. **(see Finding 6)** From a marketing point of view it should be clear what the unique selling proposition of the applied programme is, and where the graduates excel other students with similar qualifications (inside IGU or coming from other higher education institutions). It is not sufficient to stress the argument of labour market orientation because the programme of "International Trade" offered by the Faculty uses this argument, too.

Expert's comment on Banking and Insurance (B.A.)

"Banking and Insurance" (B.A.) is designed as an 8-semester based study programme similar to other programmes in different universities in Turkey. In the first year of study, Economics I, II, Business, Accounting, Introduction to Banking, Management and Organization courses are given. In the second year, Turkish Economy, Financial Management, Cost Accounting, Human Source Management, Statistics, Financial statements and Analysis and Elective courses are offered. In the third year, Commercial Law, Managerial Accounting, Financial Statements, Banking Law, Insurance Accounting, Research methods, Financial Markets, Insurance and Risk Management courses are given. Concerning the structure of the programme itself the panel of experts has no concerns but some of the courses should better be offered in another study year. For example, Turkish Economy courses are given generally in senior years but Financial Markets courses in second or third years. The programme also needs more courses focusing on the Insurance Sector including premium calculation, specific mathematics etc. In this way of design, the programme seems to be satisfying the needs of banking and insurance sectors for intermediate level staff. **(see Finding 6)**

One major issue is the balance between theoretical and practical training. After examining the programme from such a perspective and considering the duration of the internship, and laboratories as well as the facilities at IGU the panel of experts gained the impression that classroom-teaching has very high importance whereas the practical training in the programme is very limited. It would be beneficial for the programme to include practical education, e.g. by offering an investment room, by including more external lecturers and experts and by offering longer internships. **(Finding 7)**

The other major issue concerning the programme is the number of academicians and staff members in the department. In the opinion of the panel of experts IGU should have a clear plan of hiring staff for these kinds of applied programmes because the lecturers need a profound academic qualification on the one hand but also need deep insights into the operational aspects of the banking and insurance area on the other hand (see also Chapter 5).

Expert's comment on Business Information Management (B.A.)

The department BIM is subordinated to the School of Applied Sciences. Although BIM is an interdisciplinary field between Management and IT, the curriculum is designed according to the requests from the Management discipline. Although there are some IT-oriented courses such as Computer Programming and Object Oriented Programming, the content of the IT-oriented courses are not sufficient for a comprehensive IT-Education. During the meeting with the department, the experts were told that Excel is taught in the programming courses but modern programming languages such as Java would be more suitable to cope with the increasing demand for programming professionals.

Further, there is a lack of basic IT courses, such as Data Mining and Process Modelling, which are indispensable for BIM professionals. Unfortunately, there is no interaction with stakeholders in a structured manner, as mentioned above. The curriculum needs to be enhanced by including more IT oriented courses, and current content of the provided courses should also be enhanced with modern programming languages and techniques. **(Finding 6)**

Expert's comment on Management Information Systems (B.Sc.)

The department MIS is subordinated to the Faculty of Economics, Administrative and Social Sciences, which is the largest faculty of the university in relation to student and academic personnel numbers. The department has one full professor and four assistant professors. Qualification areas of the academic personnel match with courses provided by the department. In relation to these qualification areas and courses, different areas of the MIS discipline are covered, such as data and text mining, decision support systems, electronic business, software engineering, project management, system analysis, etc. The curriculum consists of a large number of compulsory and elective courses.

During the site visit, the panel of experts was informed that the department is oriented on data science which can be stated as the most important strength. Furthermore, different non-area elective courses are provided such as business ethics, change management, first aid etc. The head of department pointed out that these courses are included because similar programmes at other universities offer similar courses and because stakeholders from academic and vocational institutions recommended including them. The curriculum is yearly updated to include new developments in IT. The panel of experts recommends to add the course ERP-Systems to the curriculum (see Finding 6)

Conclusion

The criterion is not fulfilled for the programmes offered by the School of Applied Sciences. The university has to demonstrate that the majority of ILOs of the courses correspond to level 6 of the Turkish Qualification Framework. The profiles of the applied programmes should be sharpened and the opportunity of discussing the profiles should be used to include some new courses or to remove others. The criterion is fulfilled by the MIS programme.

3. Learning, Teaching and Assessment of Students

*The delivery of material encourages students to take an active role in the learning process.
Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.
Assessment procedures are designed to measure the achievement of the intended learning outcomes.*

[ESG 1.3]

Description

Learning, Teaching

As stated by the university, IGU pursues a practical approach which focusses the student. The behavioural approach of the School of Applied Sciences has been adopted as a **learning model** which focusses on the individualization of teaching and the reduction of mistakes. This individual learning approach ensures that students are actively involved in learning and make a systematic progress.

The curriculum of the programme is prepared under the leadership of department heads and is approved by the University Supreme Board. According to the SER, compulsive and elective courses are tailor-made according for each programme. The programmes' teaching and learning modes vary in presentations, individual or group assignments or projects. The instructor of each course considers course content and the way of teaching the techniques according to the curriculum.

Assessment

The academic calendar is published on the university's official website before the beginning of the academic year. A semester consists of 14 weeks. It is possible to take a make-up exam for student which is offered two weeks after the final exam. The assessment instruments are designed according to the regulations of Higher Education Law No. 2547. The main elements of checking the progression of students are midterm exams and final exams. Depending on the concept of the specific course teachers can also include homework, application, quiz, report presentation, oral assessment or presentation. Most of the examinations are implemented in written format. The student's grade is being calculated by 40% of the midterm exam and 60% of the final exam. The student is successful if the course grade is 60 or above (CC or above, 2.00 or above). Students have access to the assessment criteria for the courses on the website or via the internally used student system OBIS. After being approved by the Student Administration Office, every grade is announced.

Experts' Evaluation

On the basis of the course handbook and the discussions with the teaching staff the panel of experts got the impression that **methods of teaching and learning** are appropriate and correspond to the Intended Learning Outcomes. Methods of teaching and learning respect and take into account the diversity of students and their needs. Didactic methods stimulate student motivation, self-reflection and engagement in the learning process.

Regarding the assessment of student work IGU measures and evaluates student success according to Istanbul Gelişim University Regulations for Examinations and High Education that were formulated in compliance with the Law of Higher Education. **Assessment regulations** and procedures are defined and made available in published form to students. Assessment methods for each course are suitable to achieve the Learning Outcomes defined in the course descriptions.

At IGU there is a strong tradition of written exams because the regulations in Turkey demand that the midterm and final exam are carried out in a written form. Nevertheless, in some courses the teaching staff tries to make use of different ways to check the learning progress of students. In this case students can get familiar with an **appropriate spectrum of examination types** over the course of the studies. Requirements for the examinations are transparent and made known to the students. Changes to the examination concept are documented and explained.

The process of organizing the **exams** takes place in a very professional and transparent manner at IGU. The procedures to administer the exams are clearly defined. The timing of exams is organised appropriately and examination dates are announced in a timely manner. Suitable opportunities to re-sit an exam are offered as necessary.

There are transparent and published regulations to **compensate for disadvantages**, illness, absence, or other mitigating circumstances that may affect a student.

IGU has process in place to collect **long-term data** regarding the number of failed course examinations in the study programme which could be used for evaluation and to improve the programme. Because all the programmes which are assessed in this cluster are relatively young, there are no results of statistical evidence which can be considered yet. Grading scales and the distribution of grades is documented and assessed.

The programmes of the School of Applied Sciences follow explicitly the target to enable students to **transfer their knowledge to situations outside the university context**. The panel of experts has no doubts that the students are also trained on a practical level but this aspect could be supported by different measures in the future. In the discussions with the representatives from the labour market it became quite clear that the mandatory internship on national or international level, where students can go abroad, should be enlarged (as far as this is allowed by the national regulations). A recommendable duration would be at least 3 months, better 6 months. The internship should be considered in the curriculum with adequate ECTS. **(Finding 7)** A longer practical stage would support the transferability of student's knowledge into the working environment to enhance employability.

Students have to write a kind of diary during their internships and it could be helpful for them if - after their return to IGU - their experiences are reflected on an academic level in one of the lessons. But what is needed here is a more extensive description on what the students have been working on during their internships, which problems they had to work on and which approach they used to accomplish the tasks. The input can also be used to a) study and reflect the programmes' intended goals, the skills and competencies offered during the lectures, and b) strengthen the connection to the companies and labour market by having some control of what the students do during their internships. The panel of experts also recommends to strengthen the classroom lecturing of practitioners, invitations of experts as well as site visits to companies to some extent. Crucial for the success of the students on the labour market would be to enhance their English language skills, both subject specific and business specific. **(Finding 2 and 7)**

The experts also discussed that **problem-solving abilities** would be helpful especially for students from a School of Applied Sciences. The teaching staff said that they already include these competencies in some of the lessons. It would be recommendable for the programmes to make this aspect more explicit in the ILOs (see Finding 6).

There are no special remarks about the programme MIS which follows a more theoretical approach. The methods of teaching and learning as explained in the discussion with the panel of experts seem to be appropriate.

Conclusion

The criterion is fulfilled but for the further development of the applied programmes it is recommendable to strengthen the labour market orientation, e.g. by offering longer internships, extend the exchange with the labour market and by enhancing the language competencies in English.

4. Student Admission, Progression, Recognition and Certification

Consistently applied, pre-defined, published regulations are in place which cover student admission, progression, recognition, and certification.

[ESG 1.4]

Description

Admittance to the study programme

The placement of future students is regulated by a central examination system within the framework of regulations set by the Council of Higher Education (YÖK). Based on the score of the central examination future students become eligible to register at IGU. Students who want to study programmes with foreign language instruction and foreign language preparation class must pass a foreign language proficiency exam at IGU. The university also offers the opportunity to make minor and double major degrees under certain conditions as well as the possibility to transfer between degree programmes of different or the same higher education institutions. The criteria and minimum requirements are defined by the IGU Senate. In former times students who applied for programmes offered by the School of Applied Sciences usually came from vocational high schools and were therefore able to use the practical knowledge they already had. Meanwhile, the student population changed.

IGU charges tuition fees but provides financial support such as scholarships and discounts or special scholarships for successful students.

Progression

According to the university, the programme's structure takes into account the level of readiness of the students, occupational requirements as well as age requirements of the students. As some of the programmes offered by IGU are taught in English, the university offers free English language courses on Saturdays.

Creditation and Recognition

Courses taken at IGU have both national and ECTS credits. As part of the Higher Education Area, the university applied thus ECTS as a credit transfer and accumulation system to all its programmes.

As a member of the Erasmus+ Programme since the academic year 2008-09, the university has signed 73 bilateral agreements with universities from 23 countries. The university strives to extend the amount of cooperation agreements in the upcoming years. Outgoing students have to sign a learning agreement before the student leaves and a full academic recognition is given by IGU. Via a recognition sheet the ECTS grades gained abroad will be transformed into the local credit point system of Istanbul Gelişim University. Incoming students will receive a transcript of records which indicates the completed ECTS grades and credit points. Since the Turkish higher education institutions are at the initial phase regarding the recognition processes, IGU states that they will make the necessary changes in its regulations and provide recognition when the legal processes at the level are completed.

Further transitional conditions are provided by the "IGU Course Directive on Equivalence and Adaptation Guidelines".

Certification

Students receive a Diploma Supplement and a Diploma on completion of their studies. The Diploma is based on the model developed by the European Commission, the Council of Europe and UNESCO and provides a standardized description of the nature, level, context and status of the

studies completed by its holder. In unison, the Diploma Supplement is approved by the Higher Education Council. Graduates obtain the right to receive an undergraduate degree.

Experts' Evaluation

Formal **requirements for admission** are clearly defined and available in published form. There are no specific prerequisites relevant for these study programmes (e.g. professional experience). The selection procedure for the study programmes follows the criteria which are defined on a national level and which are publicly available. Admission requirements are suitable to support the objectives of the study programmes.

Gelişim University collects data on different aspects of the student-life-cycle, including the number of failed examinations in the study programmes. Grading scales and the distribution of grades are documented and assessed. Qualitative and quantitative data is available on the admission procedures of past cohorts. The panel of experts was impressed by the general information system and the IT-component of the quality assessment system of IGU.

Turkey is working on **regulations for recognition** of Higher Education Qualifications, previous periods of study and prior learning, including the recognition of non-formal and informal learning. Therefore, it does not lie within the responsibility of a single university to define criteria on this issue.

Learning agreements are used by IGU to facilitate **mobility of students**. The university tries to support the mobility of students on different levels, e.g. by offering English courses at the weekends, by consulting students in the international office and by support them financially. The experts appreciate the initiative of the university management to support the students of IGU in going abroad.

Graduates receive documentation explaining the qualification gained, including context, level and status of the studies (diploma supplement).

In Turkey there is a system of national **credit points** which has to be used by all universities which also apply the ECTS system to be aligned on an international level. All elements of the curriculum at IGU are assigned a certain number of credits which should be related to the expected workload. The total programme workload is allocated to the different courses. The Turkish system of workload calculation seems not only to be based on a calculation of working hours but also on the value of a course for the programme. Because the ECTS-system is a pure quantitative system of calculating the student workload, it was difficult for the panel of experts to understand how the Turkish workload computation is transferred into ECTS because there seems to be no fixed ratio between both systems of workload calculation (e. g. sometimes 3 Turkish CP correspond to 2, 3 or 5 ECTS CP). Therefore, IGU must describe the process of calculating the workload in the Turkish system and how it is transferred into the European Credit Transfer System. In some module descriptions the calculation of ECTS points has to be corrected. It seems also necessary to feed back the findings to the teaching staff for comparisons what they expect and what students are experiencing. **(Finding 8)**

Conclusion

The criterion is only partly fulfilled. For all programmes evaluated in this cluster the process of workload calculation has to be made transparent and there has to be a systematic way to align the Turkish system of workload calculation with the ECTS system.

5. Teaching Staff

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of the staff.

[ESG 1.5]

Description

As stated by the university, it is an important priority to hire only staff that fits into their programmes and embodies the university's aim, vision, and mission. The **human resource management** is organized by a central system and according to the Strategic Planning and Quality Assurance Office, which helps to distribute the workload between the faculty members equally. The needs of the teaching staff are communicated by the department to deanships who inform the rectorate about the qualifications that should be in the teaching staff via a written request. The rectorate assesses the received demands and provides coordination to reveal the total need. IGU does have certain requirements for new hires, e.g. lecturers with five years working experience would be preferred. IGU does not require it but it would be a benefit of the applicant.

Moreover, IGU organizes training programmes on a regular basis in order for its staff to improve themselves. Also it is outlined in the SER that newly hired professors and lecturers have an orientation programme with the help of the head of department and under support of research assistants. Incentives are given to all staff members for publications, especially internationally.

Since the study programmes to be revised from the School of Applied Sciences have a strong interlinkage, the teaching staff for the study programmes "Banking and Insurance" (B.A.), "Business Information Management" (B.A.), "Logistics" (B.A.) and "International Trade" (B.A.) have to be seen in a broader perspective. According to the presentations given during the site visit, these study programmes have 19 full-time academic staff members including one professor, two associated professor and 16 assistant professors (and additionally two further assistant professors working as lectures).

In the academic year 2016-17 the Faculty of Economics, Administrative and Social Sciences has a total number of 145 full-time academic members. Among those are 17 professors, 6 associated professors, 90 assistant professors and 32 research assistants. The study programme "**Management Information Systems**" (MIS) has five full-time staff members including one professor and four assistant professors.

Experts' Evaluation

The experts learned during the site visit that IGU has a process in place to check required resources with regard to the capacity of the institution. Some teaching staff positions are filled, others are advertised or in the middle of appointment proceedings. Although teaching staff might change in the next five to seven years, IGU pointed out that it intends to fill the position anew. Transparent recruitment procedures for teaching staff are in place.

All human resources involved in teaching within the programme are documented in the presentations which were handed in during the site visit but the data vary between the SER and these presentations. During the site visit the experts received the information that the Logistics department has four staff members but according to the SER there is only one full-time associate professor, and according to the web page there are one full-time associate professor and two full-time assistants.

The experts had the opportunity to talk to the teaching staff during the site visit so that they gained some additional information on their academic and other relevant qualifications as well as on the quantitative involvement (teaching hours) in the programmes. The panel of experts experienced many very motivated staff members at IGU so that one of the preconditions for a high quality of education is fulfilled. The experts appraise the availability of the teaching staff and their help-

fulness. The students value the working environment at the university as well as the access to lecturers; the atmosphere and organizational climate is supportive at IGU.

Some departments (e.g. Logistics) in the School of Applied Sciences have low staff numbers, which raises capacity questions. Even if IGU stresses the fact that the staffing process is regulated by YÖK, a continuous process could be set up. Highly qualified staff is the capital of a university and therefore the institution needs a higher investment in its well trained academic staff. Prospective academic staff could be – according to quality and ALIS requirements – attracted and first invited to work as part-time lecturers or make trial lectures in selected course parts. The intention is to gain experience with them but also longer lasting relationships could be established with the academic labour market. Acquiring and keeping talented academic staff as teachers and researchers should be implemented as a structured, audited and directed process by the top-management of IGU. **(Finding 9)**

The experts learned during the site visit that a range of courses is offered by IGU to support the teaching and the administrative staff. There are no doubts that **staff development** is part of the good practice at IGU. Nevertheless, the aspect of new didactic concepts could be strengthened to support especially the new and/or young teaching staff in its professional development.

IGU should also implement an ongoing process of recruiting and supporting part-time lecturers, where additional incentives may be applied in form of gratuities (development of academic skills, participation in international conferences, refunding of fees etc.). It is also recommendable to increase the attractiveness for the teaching staff at the School of Applied Sciences. Besides the scientific approach, applied projects with companies or at laboratories in cooperation with companies require talents and experts. Another possibility is to establish a development programme for young professionals and academics to become researchers and teaching staff. **(Finding 10)**

Conclusion

The criterion is only partly fulfilled. IGU should strengthen its effort to gain high qualified staff by implementing an ongoing recruitment process and develop incentives for the development of part-time lecturers and young professionals.

6. Learning Resources and Student Support

Appropriate facilities and resources are available for learning and teaching activities.

Guidance and support is available for students to advise on achieving successful completion of their studies.

[ESG 1.6]

Description

Facilities and resources

IGU states that the university comprises faculties and schools on three different campuses with five buildings, 91 classrooms, three conference rooms, one exhibition room, eight workshops, three reading rooms and one indoor fitness centre.

The faculties and schools have 13 computer laboratories with nearly 400 computers as well as a campus-wide wireless internet connection. The students can register for their courses and follow their grades by using the internal Student Information System (OBIS) and the Student Mail System (OMS). The faculty members can also use OBIS in order to confirm registrations and enter grades or can use the Staff Information System (PERSIS) to monitor their personal information.

IGU'S library and Documentation Centre is established in order to support the educational process for the students and scientific research activities. The libraries are split up throughout three different campuses. Currently, it contains a total of 115,000 materials. Among this, 2,000 are

printed and 90,000 electronic sources. Every IGU library provide computers and wireless internet access.

The programmes are mainly financed by the tuition paid by students, and, according to IGU, the financial resources of IGU are determined and distributed in the budget period every year. Hereby the physical and technical requirements for the sustainability of the programme and the number of students and teaching staff are considered.

Information, consultation and guidance

Interested students can inform themselves about the curriculum of each programme which is available on the university's website. During the registration process to the university, students will be informed about their programme in detail with the help of the staff of Directorate of Public Affairs.

The Disabled Student Unit of the School of Applied Sciences participates actively in the formation of regulations for students. The effects of these regulations can be seen in the extension of examination duration when necessary or a special support regarding participation in sports and cultural activities. Meetings are held on a regular basis to locate certain problems for students with disabilities in order to be able to communicate problems they encounter with members of the Disabled Student Unit and find solutions together.

As stated in the SER, IGU has established a Psychological Guidance, Counselling and Research Centre (PDRAM) to facilitate personal, academic and social development of its students and employees. The centre provides meetings, seminars and cultural activities to simplify the adaptation to the university and the programme.

The university offers assistance to a diverse student body: Working students benefit from courses carried out via distance education or in the evening. International students receive support by the International Relations Office, which organizes an orientation programme and offers guidance concerning visa and other administrative issues. IGU also implements a mentoring system which aims to facilitate the communication between local and foreign students. Via this mentoring buddy system intercultural problems can be solved and students can gain experience in this field. Moreover, IGU actively supports students in their effort to found student clubs and student councils.

As stated by the university, academic staff is expected to keep at least two or three office hours a week during the semester in order to clarify questions from the students and to strengthen the relation between students and teachers.

Experts' Evaluation

The panel of experts has no concerns that IGU has implemented a strong supportive structure for students and that the whole infrastructure is well looked after: facilities are very adequate. There is a transport infrastructure to travel to Gelişim University. IGU invests high efforts to make life as comfortable as possible for students. Examples are social activities such as the „Bicycle Project“. This makes it easier to commute quickly and easily from one campus to another.

IGU has a well implemented management information system which provides a lot of data which can be used for managing the university. The classrooms and all the other places are well looked after.

Course descriptions are available to students via the website of IGU. These documents contain the intended learning outcomes, methods of learning and teaching, assessment methods and the expected workload (self-study and in-class hours).

Strategies are defined to ensure that offered course are coordinated. Although the process of defining the workload needs to be clarified, the students explained during the site visit that the programme's implementation allows them to complete their studies within the expected period of time as defined in the curriculum.

Learning Resources

The panel of experts visited the already existing facilities as well as the new tower bought in 2017 to extend rooms for teaching and research. Necessary and appropriate material resources (finance, computer workplaces etc.) are available for the study programmes to achieve the intended learning outcomes. The facilities are sufficient with regard to room and space required for the number of students in the programme.

Access is provided to an appropriate amount of literature, journals, and academic sources to enable the achievement of the learning outcomes.

Laboratory activities should be enforced. **(Finding 11)** The School of Applied Sciences also offers laboratory experiences in the basement of the main building. The question is how realistic the set ups are and if they can compare with the realities of the business environment for international traders. There seems to be room for improvement and creative approaches:

- 1) The laboratory experience can be extended to virtual environments, where students are exercising specific skills an international trader has to have.
- 2) Establishing a logistics laboratory could be considered, where students could practice and apply their theoretical knowledge and develop new concepts.
- 3) An ERP laboratory should be set up.
- 4) The Banking and Insurance department clearly needs an Investment room. In this way the students will clearly distinguish themselves from other graduates from faculties.

During the site visit, the head of department for the programme “Management and Information Systems” assured that currently laboratories for instructing students are available. The opening of an “Innovation Centre” is planned in the near future; it will provide “Interdisciplinary Labs” and “Advanced Labs” with the latter ranging from “Leadership Labs” to “New Media Labs” and covering areas the programme strives to engage in such as “VR/AR Labs” and “AI Labs”.

Student Support Services

Introductory offerings are available for new and potential students. Institutionalised student advisory services are available to students on a constant level and information on these services is available to students in an adequate way; specialised information sessions are offered regularly. Individualised advising for specific programme content is provided. Teaching staff members offer frequent consultation hours and are available to students. Student diversity is considered when allocating, planning and providing learning resources and student support. Specific offers are available for exchange students.

The programmes offered by the School of Applied Sciences include one internship. As mentioned before, the panel of experts recommends to extend the duration of the internship and to award a higher number of credits for it.

Conclusion

The criterion is fulfilled.

7. Information

Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme. [ESG 1.7]

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders. [ESG 1.8]

Description

Information management

The university states in the SER that it gathers and evaluates opinions at different levels of management, with local, regional and national stakeholders, for example with meetings with employers and public authorities, to improve programmes and enhance their effectiveness.

Gelişim University also gathers information on the matching of the programmes with the business world's needs. To this end, meetings are held in which the authorities from the business world participate. The Career Centre examines the potentials for which graduates can be employed in which business areas and supports students in this regard. In addition to this, conferences are organised in which stakeholders participate in many different sectors and positions in order to answer and provide information about the students' business world.

Transparency and information to stakeholders

According to the description in the SER, students are informed during their registration process about their programme and supported by the staff of Directorate of Public Affairs. Furthermore, the curriculum of each programme is available on the university's website. General information regarding examination regulations, assessment and grading can be found at "IGU's The Rules and the Regulations Concerning the Undergraduate Education, Examinations and Assessment".

Students and other stakeholders have access to evaluation criteria and course descriptions by means of website and their online systems (OBIS). Grades and marks are presented to students via these systems as soon as they get approval of the Registrar's Office. Instructors submit original files and evaluation papers to the Registrar's Office and these documents are kept in the archive for a certain period of time. Graduated students receive a "Diploma Supplement" as well as their diplomas.

The student handbook provides policies, regulations, directives and Senate Principles. The handbook is updated on a regular basis. Each year, department updates are made by department heads and sent to the dean for updating the handbook. Whenever approved by the dean, it is sent to the Information Processing Directorate and Public Relations Directorate for publication. If there is a change in the current regulations or guidelines, the dean sends a written request to the heads of departments to update their handbooks. Current regulations and guidelines can also be accessed from the web site of the university.

Experts' Evaluation

The experts gained the impression that they had open access to detailed information,; they have been delighted by the open and constructive discussion atmosphere with faculty colleagues, administrative staff, support management, students and representatives from the labour market. All necessary written information and documents were provided.

The exchange with organisations from the labour market seems to take place on a good level so that information on the labour market requirements is collected and the departments consider the results. The description of potential employment fields for graduates is available but could be improved (see above). It would be helpful for students and external stakeholders if this aspect would be described in more detail.

IGU collects different data on a wide range of topics. Therefore, information on the duration of studies is available. These data will also be relevant for the reaccreditation of the programmes. Information on the composition of the programmes' student body is available. IGU has a data management system for students which is on a good level. It is documented how many students do not complete their studies.

It is in the interest of IGU as a private university to inform its stakeholders. Information is provided to the public on the programmes so that different information on programmes is published on the university website.

The university gathers information from stakeholders, regular staff meetings and its students. One aspect which could be improved is the information of external stakeholders and students on the outcome of the QA procedures and the measures taken. **(see Finding 3)**

Conclusion

The criterion is fulfilled.

V. Recommendations of the panel of experts

The panel of experts recommends

- to accredit with conditions

the study programmes

- “Logistics” (B.A.), School of Applied Sciences
- “International Trade” (B.A.), School of Applied Sciences
- “Banking and Insurance” (B.A.), School of Applied Sciences
- “Business Information Management” (B.A.), School of Applied Sciences
- “Management Information Systems” (B.Sc.), Faculty of Economics, Administrative and Social Sciences

offered by the Istanbul Gelişim University

Findings:

1. A clear process on changing the course handbook should be documented.
2. IGU should make use out of the good connections to the **labour market** and build up a structured and systematic exchange with it.
3. **Evaluation results** should be also shared with students (e.g. in an aggregated version).
4. An overview should be provided which **QA processes** have already been documented. This should be done either in a form of a handbook or within the data management system of the university.
5. The School of Applied Sciences must revise the **ILOs of its programmes** and show that the majority of ILOs of the courses correspond to level 6 of the Turkish Qualification Framework.
6. The **profiles of the programmes** must be revised with the target to define clearly distinguishable programmes. For each of the programmes some changes of course have to be made, either by adding some content or by changing some of the electives (see details in chapter 2).
7. The **labour market orientation** of the programmes offered by the School of Applied Sciences should be supported by enlarging the duration of the internships in the programmes and by strengthening the classroom lecturing of practitioners to some extent. It is highly recom-

mended to enhance the English language skills of students, both subject specific and business specific.

8. IGU must describe the **process of calculating the workload** in the Turkish system and how it is transferred into the European Credit System. In some module descriptions the calculation of ECTS point has to be corrected.
9. Acquiring and keeping talented **academic staff** as teachers and researchers should be implemented as a structured, audited and directed process by the top-management of IGU (see details in the report).
10. IGU should also implement an ongoing process of recruiting and supporting part-time lecturers (e.g. by offering incentives, by starting applied projects with companies or at laboratories or by establishing a development programme for young professionals).
11. Laboratory activities should be enforced.