

EXPERTS' REPORT

ECONOMICS (BACHELOR) (ENGLISH) (TURKISH)

LABOUR ECONOMICS AND INDUSTRIAL RELATIONS (BACHELOR) (30% ENGLISH)

PUBLIC FINANCE (BACHELOR) (30% ENGLISH)

ECONOMETRICS (BACHELOR)

BUSINESS ADMINISTRATION (BACHELOR) (30% ENGLISH)

(FACULTY OF ECONOMICS)

TOURISM MANAGEMENT (BACHELOR) (30% ENGLISH)

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS (BACHELOR)
(30% ENGLISH) (FACULTY OF ECONOMICS)**

**POLITICAL SCIENCE AND PUBLIC ADMINISTRATION (BACHELOR)
(30% ENGLISH)**

**POLITICAL SCIENCE AND INTERNATIONAL RELATIONS (BACHELOR)
(30% ENGLISH) (ENGLISH) (FACULTY OF POLITICAL SCIENCES)**

BUSINESS ADMINISTRATION (BACHELOR) (TURKISH)

(FACULTY OF POLITICAL SCIENCES)

LOGISTICS MANAGEMENT (BACHELOR) (ENGLISH) (TURKISH)

Istanbul University

February 2022

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DECISION OF THE AQAS STANDING COMMISSION ON THE PROGRAMMES

- **ECONOMICS (BACHELOR) (ENGLISH) (TURKISH)**
- **LABOUR ECONOMICS AND INDUSTRIAL RELATIONS (BACHELOR) (30% ENGLISH)**
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- **BUSINESS ADMINISTRATION (BACHELOR) (TURKISH) (FACULTY OF POLITICAL SCIENCES)**
- **LOGISTICS MANAGEMENT (BACHELOR) (ENGLISH) (TURKISH)**

OFFERED BY

ISTANBUL UNIVERSITY, TURKEY

Based on the report of the expert panel, the comments of the university and the discussions of the AQAS Standing Commission in its 12th meeting on 21st February 2022, the AQAS Standing Commission decides:

1. The study programmes “**Economics (English)**”, “**Economics (Turkish)**”, “**Labour Economics and Industrial Relations (30% English)**”, “**Public Finance (30% English)**”, “**Econometrics, Business Administration (30% English)**”, “**Tourism Management (30% English)**”, “**Political Sciences and International Relations (30% English)**” all leading to a **Bachelor’s** degree offered by the Faculty of Economics of Istanbul **University, Turkey** are **accredited** according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The accreditations are **conditional**.

The study programmes essentially comply with the requirements defined by the AQAS Criteria for Programme Accreditation (Bachelor/Master) 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 twelve months.

2. The study programmes “**Political Sciences and Public Administration (30% English)**”, “**Political Sciences an International Relations (30% English)**”, “**Political Sciences an International Relations (100% English)**”, “**Business Administration**”, all leading a **Bachelor’s** degree offered by the Faculty of Political Sciences of Istanbul **University, Turkey** are **accredited** according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The accreditations are **conditional**.

The study programmes essentially comply with the requirements defined by the AQAS Criteria for Programme Accreditation (Bachelor/Master) 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 twelve months.

3. The study programmes “**Logistics Management (Turkish)**”, and “**Logistics Management (English)**” leading a **Bachelor’s** degree offered by the Faculty of Logistics Management of Istanbul **University, Turkey** are **accredited** according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The accreditations are **conditional**.

The study programmes essentially comply with the requirements defined by the AQAS Criteria for Programme Accreditation (Bachelor/Master) 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 twelve months.

4. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **31 March 2023**. The confirmation of the conditions might include a physical site visit.
5. The accreditation is given for the period of **six years** and is valid until **30 September 2028**.

Conditions:

For all programmes:

1. It must be demonstrated how the assigned credit points correspond to the respective student workload. Courses that are used in different programmes with identical outcomes and assessments require equal credit point assignment. Required adjustments have to be implemented.

For the programme “Business Administration” at the Faculty of Economics:

2. The intended learning outcomes and documentation must be updated to consider the programme’s apparent characteristics while differentiating it from the other Bachelor’s programme “Business Administration” at the Faculty of Political Sciences.

For the programme “Political Science and International Relations (30% English)” at the Faculty of Economics:

3. The course descriptions have to be revised and handed in in complete version with a specified description of the intended learning outcomes.
4. The faculty has to assure and demonstrate how essential topics in the field of international relations, e.g., courses covering “the role of the nation-state in democracies”, “multi-level governance”, “global governance” or “international organizations” are covered in the curriculum.

For the programmes “Political Science and International Relations (100% English)” and “Political Science and International Relations (30% English)” at the Faculty of Political Sciences:

5. The consistency of the quality of course descriptions must be increased and the specificity of the intended learning outcomes of courses must be streamlined to fully reflect the bachelor level of the EQF.
6. It has to be assured and demonstrated that key areas such as comparative politics, international (global) governance, contemporary democracies and autocracies are part of the compulsory curriculum.

For the programme “Business Administration” at the Faculty of Political Sciences:

7. The intended learning outcomes on the programme level must be updated and phrased more specifically to reflect the full coverage of requirements of the EQF level.
8. The intended learning outcomes must be described in a way that they reflect the programme’s apparent characteristics while differentiating it from the other Bachelor’s programme “Business Administration” at the Faculty of Economics.

For the programmes “Political Sciences and International Relations” and “Business Administration” at the Faculty of Economics and the Faculty of Political Sciences:

9. Istanbul University has to assure that the publicly available information about its programmes is in line with their actual profile in accordance with the revised course descriptions (see conditions 2. and 8.). This should enable the public to understand the described and existing differences in the qualification resulting from these programmes based on the published information.

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

1. Since the programmes of the Faculty of Economics and the Faculty of Political Sciences currently do not require a final thesis, it is recommended to include a thesis (option) in order to better demonstrate the academic achievement of the programmes, familiarize students with academic writing and thus prepare them for potential master programmes.
2. The Faculty of Economics and the Faculty of Political Sciences are encouraged to pursue ways to redistribute courses in a way to reduce student workload in the first year of study.
3. For the programme “**Public Finance (30% English)**” and “**Political Science and Public Administration (30% English)**”, opportunities for students should be given to take an internship at a later stage of the programme.
4. For the programme “**Econometrics**”, the strong points of this study programme should be better promoted to attract more students with high potential.

5. For the programme **“Political Science and International Relations (30% English)”** at the Faculty of Economics, it is suggested merging some of the courses with similar or the same content to enable students to learn about the connections between different aspects and acquire generic and non-field specific competencies.
6. For the programme **“Political Science and International Relations (30% English)”** at the Faculty of Economics, in the future development of the programme the faculty should consider developing and naming the programme in the direction of ‘Political Science and Public Policy’ to better represent the strengths of the programme as well as of the teaching of the faculty.
7. For the programme **“Political Science and Public Administration (30% English)”**, particularly in the field of elective courses the cooperation and communication on inter-faculty opportunities for students should be strengthened.
8. For the programmes **“Political Science”** and **“International Relations” (100% English and 30% English)** at the Faculty of Political Sciences, literature references in course descriptions should be updated to reflect the current state-of-the-art literature. Also, considering the language focus of the programmes, the language of the literature should integrate English publications and books to a reasonable extent.
9. For the programmes **“Logistics Management (English and Turkish)”**, the theoretical foundation of logistics management should be established on a more substantial ground by incorporating theoretically grounded comprehensive courses such as international business or operations research.
10. For the programmes **“Logistics Management (English and Turkish)”**, some subject-specific courses should be streamlined toward a lower number of courses with lower overlap and greater coherence to create room to introduce contemporary courses that address the current challenges the logistical world faces (e.g., Reverse Logistics, or Humanitarian Logistics).
11. For all programmes, Istanbul University should institutionalize a transparent and formal feedback process with the labour market based on structured questionnaires and perception analysis of the different programmes.
12. To enable more applied styles of learning and simulations, required facilities should be acquired for the Faculty of Logistics and for the Tourism Management programme.
13. With the aim to diversify the assessment methods and create a better match of assessment methods and intended outcomes, the faculties should thoroughly move to implement existing flexibility and demonstrate how their assessment methods better meet the intended outcomes.
14. For all programmes, it is recommended to develop regulations for recognition of prior learning, especially previous professional experience.

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

EXPERTS' REPORT**ON THE BACHELOR DEGREE PROGRAMMES**

- **ECONOMICS (BACHELOR) (ENGLISH) (TURKISH)**
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- **LOGISTICS MANAGEMENT (BACHELOR) (ENGLISH) (TURKISH)**

OFFERED BY ISTANBUL UNIVERSITY

Visit to the university: 25.-28. October 2021

Panel of Experts:

Prof. Dr. Olgun Cicek	University of South Florida, former President of Euro-Chrie, North Cyprus
Prof. Dr. Ismail Golgeci	Aarhus University, Department of Business Development and Technology
Prof. Dr. André W. Heinemann	University of Bremen, Faculty of Business Studies and Economics
Fynn Hug	Student of International Business Management, University of Applied Sciences Furtwangen (student expert)
Prof. Dr. Hatice Karahan	Istanbul Medipol University, Department of Economics & Finance
Prof. Dr. Dr. h.c. Andreas Knorr	German University of Administrative Sciences Speyer, Economic & Transport Policy
Prof. Dr. Ferdinand Müller-Rommel	Leuphana University, Institute of Political Sciences
Dr. Daniel Voll	Director Group Accounting at Deutsche Wohnen Group (representative from the labour market)

Coordinator:

Ronny Heintze / Patrick Heinzer	AQAS, Cologne, Germany
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I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation, supported by more than 90 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), on which all Bologna countries agreed 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 or degrees nor to a certain type of Higher Education Institution

II. Accreditation procedure

This report results from the external review of the following Bachelor's programmes:

Faculty of Economics

- Economics (English)
- Economics (Turkish)
- Labour Economics and Industrial Relations (Bachelor) (30% English)
- Public Finance (Bachelor) (30% English)
- Econometrics (Bachelor)
- Business Administration (Bachelor) (30% English)
- Tourism Management (Bachelor) (30% English)
- Political Science and International Relations (Bachelor) (30% English)

Faculty of Political Sciences

- Political Science and Public Administration (Bachelor) (30% English)
- Political Science and International Relations (Bachelor) (30% English) (100% English)
- Business Administration (Bachelor) (Turkish)

Faculty of Logistics Management

- Logistics Management (English)
- Logistics Management (Turkish)

offered by Istanbul University.

a. Criteria

The programme is assessed against 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. To facilitate the review each criterion features a set of indicators that can be used to

demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of the programme since not all indicators necessarily can be applied to a programme.

b. Approach and methodology

The initialisation

The university mandated AQAS to perform the accreditation procedure in December 2020.

Istanbul University produced a Self-Evaluation Report (SER). In May 2021, the university handed in a draft of the SER together with the relevant documentation of the study programme and an appendix and statistical data on the programme.

The appendix included e.g.:

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

AQAS assessed the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 17 May 2021. The final version of the SER was handed in August 2021.

The nomination of the panel of expert

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective discipline/s, the labour market and students are involved. Furthermore, AQAS follows principles for the selection of experts of the European Consortium for Accreditation (ECA).

In July 2021 the Standing Commission nominated the before mentioned expert panel. AQAS informed the university about the members of the expert panel and Istanbul University did not raise any concerns against the composition of the panel.

The 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 needs for additional information. AQAS forwarded these preliminary statements to the University and to the panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

The site visit

After a review of the Self Evaluation Report, a site visit to the University took place from 25 to 28 October 2021. On site, the experts interviewed different stakeholders, e.g. the management of the HEI, the programme management, teaching and other staff, as well as students and graduates, in separate discussions and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the University's representatives.

The report writing

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS criteria for the programme accreditation. The report included a recommendation to the Standing Commission. The report was sent to the University for comments.

The decision

The report, together with the comments of Istanbul University, forms the basis for the AQAS Standing Commission to make a decision regarding the accreditation of the programme. Based on these two documents, on 21 February 2022 the Standing Commission took its decision on the accreditation. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In April 2022, AQAS published the report and the result of the accreditation as well as the names of the panel of experts.

III. General Information on the University

Based on the information provided in the SER, the establishment of Istanbul University dates to 1453 and is one of the oldest universities of modern Turkey. Its motto “bridge of the science from history to the future” is also reflected in its mission statement. Istanbul University is categorized as one of 11 research universities as a result of an initiative of the Council of Higher Education of Turkey since 2017. A research university is a distinguished institution that is expected to contribute to science and technology at the utmost level by carrying out pioneering research, achieving excellence in teaching, and transferring and sharing knowledge.

Istanbul University has 16 faculties, 12 institutes, 2 vocational higher schools, 2 schools, 2 departments, 55 research and application centres. Within its 12 campuses, there are over 70,000 students, 4,000 academics and 6,000 administrative staff. According to the SER, currently there are 8,648 international students from 146 different countries, studying at Istanbul University.

Being a state university Istanbul University has mixed funding: Public funding from the national budget, tuition fees paid by students, and self-generated revenues obtained through institutional enterprise. Students enrolled in formal education do not pay fees. However, students who are enrolled in an evening education programme are required to pay student fees.

The procedure and SER covers information on 14 programmes under three faculties which are Faculty of Economics, Faculty of Political Sciences and Faculty of Transportation and Logistics.

Faculty of Economics

There are seven departments (eight programmes overall) within the faculty. Until 2019, there used to be a one-to-one correspondence between the departments and programmes, and eight departments eight programmes. When the two Economics departments, one teaching in English and one in Turkish, were merged into one, the current Department of Economics offer two programmes now. The other six are Department of Labour Economics Industrial Relations, Department of Public Finance, Department of Econometrics, Department of Political Science International Relations, Department of Business Administration, and Department of Tourism Management. In the academic year 2020/21 there are 5.665 students enrolled in the programmes of the faculty with an addition of 897 students in language preparatory classes and 552 international students.

Faculty of Political Sciences

The Faculty of Political Sciences is comprised of three departments offering four bachelor programmes: Political Science and Public Administration (30% English), Political Science, and International Relations (30% English), Political Science and International Relations (100% English) and Business Administration. In addition,

the Faculty of Political Sciences has seventeen MA and four Ph.D. programmes. In the academic year 2020/21 there are 2.368 students enrolled in the programmes of the faculty.

Faculty of Transportation and Logistics

According to the SER the Faculty Transportation and Logistics was established in 1999 as the first higher educational institution in Turkey with two core programmes specialized in Road and Air Transportation with the donations of a consortium including 50 logistics businesses. In 2004 the Road and Air Transportation programmes were unified in a Transportation and Logistics programme that changed into Logistics Management programme in 2019 covering not only road and air transportation but also maritime and railway transportation. Today there is a total of 404 students enrolled in both programmes while roughly 90% of students take the programme in Turkish language.

IV. Assessment of the study programmes

1. 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.

[ESG 1.2]

Description

A. Faculty of Economics

The curricula of the Bachelor's programmes at the Faculty of Economics are structured along with four main course types. Courses that fall into Group I are part of a faculty-wide offer covering the basics of, e.g. economics, sociology, mathematics, and law, while Group II courses are offered along with the Council of Higher Education (CoHe) regulations. In all study programmes, students have to choose eight Group II courses, such as Turkish language classes, fine arts, career planning and a compulsory course regarding national identity, corresponding to 14 credits. Group III courses concern subject-specific foundations and specialisations, whereas Group IV courses are transdisciplinary and are usually offered by other university departments. These often include foreign language classes.

All programmes offered by the Faculty of Economics follow the same overall structure, i.e. the programmes are scheduled for eight semesters and comprise 240 credit points following the ETCS. In the report, the faculty highlights that the curricula are characterised by a rigid sequencing of courses, which can be changed only in very individual cases.

A.1 Economics (English)

According to the SER, the Bachelor's programme "Economics (English)" aims to educate students in economic phenomena and enable them to share their knowledge with relevant stakeholders proactively. Graduates of this study programme may pursue careers as experts, auditors, inspectors and analysts in both public and private sectors or become entrepreneurs of their own. The whole study programme is taught in English. Students whose English skills do not reach the required proficiency level must take a one-year preparatory language class.

The intended learning outcomes (ILOs) listed in the report differentiate between students' knowledge, skills, and competencies. As for the first group, students are to gain knowledge in fundamental concepts and models of economics, mathematics and quantitative subjects, and knowledge with regards to local, regional, and global developments, economic institutions, and economic policies. Also, transdisciplinary knowledge of business analysis methodology and related subjects in the social sciences are conveyed in the courses. Graduates of this programme are said to have acquired skills in applying concepts and analytical tools to social, historical, and political developments and be able to use both quantitative and qualitative methods in the area of social sciences. Finally, competence-related ILOs include the expression of knowledge in written and oral form and the transfer of knowledge and skills to workplace environments.

The implementation of the ILOs concerning the individual courses is made explicit in the curricular structure provided by the university. Group I courses are offered primarily on the first four semesters of the study programme and cover the basics of sociology, economics, statistics, and mathematics (15 compulsory courses in total, i.e. 66 credits). Group II courses are scheduled for the first two semesters (8 compulsory courses in total, i.e. 14 credits). Group III courses, subject-specific, are introduced in the third semester and divided into two thematic blocks, i.e. economics (10 compulsory courses, i.e. 50 credits) and quantitative courses (6 compulsory courses, i.e. 29 credits). Finally, students need to take one compulsory Group IV course, corresponding to 5 credits. In addition to the compulsory courses, students must also take 16 elective courses (i.e. 76 credits), which can be chosen from all four course groups. The curriculum provided in the SER does not list an internship or any other particular elements. A final thesis is not required for graduation.

Experts' Evaluation

Based on the evidence given during the site visit and in the self-evaluation report, the experts testify that the curriculum of the "Economics (English)" Bachelor's programme reflects the intended learning outcomes on the programme level. The intended learning outcomes are meaningful for the Turkish societal needs and are based on international standards. The programme complies with level 6 of the European Qualifications Framework (EQF). A clear link between the intended learning outcomes on the programme and course levels has been demonstrated. The curriculum includes a variety of main courses traditionally offered by the Bachelor's programmes of Economics worldwide. Education provided by the programme focuses on both theoretical and practical skills. All curricular details are clear and publicly available. The structure of the programme also supports the learners' progression. Based on the panel's meetings with faculty members and other stakeholders, it was confirmed that the programme is annually reviewed and revised in various intervals according to emerging trends and developments in the field. The panel highly appreciates this procedure which indicates solid and vivid management. However, the experts suggest that minor revisions could make the programme more effective. Although the history of economics is essential to provide students with a solid foundation of the discipline, the experts believe that by reducing the number of compulsory courses on the topics, a room will be made for other relevant subfields. The same applies to the compulsory course on "money and banking". The experts acknowledge that the course has its relevance due to its importance in Turkey, but since the topic is rather specific, the experts believe that this could be an elective course for students interested in specialising in that direction (**Finding 1**).

The programme's curriculum does not include a final thesis at the end of the programme. The experts understand this to be fully in line with the national regulations and also confirm through continuous assessment the programme learning outcomes are demonstrated. Despite that, the experts believe that students would clearly benefit from a final thesis option because it would significantly help students demonstrate their skills in the area of Economics right before graduation (**Finding 2**).

The Turkish higher education system has shifted towards the European Credit Transfer System, and the documentation of the programme gives a high level of clarity on ECTS for the programme and the course level.

This increases exchange possibilities with other higher education institutions. When examining the documentation, a mismatch concerning the number of ECTS for the “Microeconomics” and “Macroeconomics” has been evidenced between the Bachelor’s programme “Economics (English)” and the Bachelor’s programme “Economics (Turkish)” although the courses are identical for both programmes. Thus, the ECTS for this course must be identical in both programmes, or there must be a clear differentiation and an add-on of topics that substantiates the higher number of ECTS (**Finding 3**). Also, this might be an indicator of an underlying issue that will be further discussed in chapter IV.2 of this report.

Furthermore, and still concerning the workload distribution of the programme, the experts attest a comprehensive workload distribution in general with an exception in the first year. Here the workload is very high which was also confirmed by students. The faculty argued that the Turkish Higher Education Council requires this workload, while the expert panel found that on other programmes the first semester provides a more appropriate consideration of student workload. Consequently, the panel encourages the faculty to redistribute some courses to reduce the number of courses in the first year (**Finding 4**).

Conclusion

The criterion is partially fulfilled.

A.2 Economics (Turkish)

The Bachelor’s programme “Economics (Turkish)” aims to prepare students for a career in business, finance, and the public sector and provide them with the necessary knowledge and skills to pursue a follow-up graduate degree. The SER lists ten intended learning outcomes for this study programme. Subject-related ILOs include knowledge with regards to concepts, theoretical approaches, and transformative causes and effects of economics and social sciences. Furthermore, students are said to acquire the ability to apply this knowledge to practical and research-related contexts—transdisciplinary ILOs concern knowledge of inter-communal relations, creative and critical thinking, and decision-making. Finally, the SER also lists skill-related ILOs. According to these, students learn to analyse and evaluate data with relevant tools, design and conduct research, and apply their theoretical knowledge to project works, taking into account social responsibilities.

The curriculum structure is reminiscent of the one described for the English programme in Economics, i.e., subject-specific courses (economics/quantitative core courses; economics/quantitative specialisation courses) are complemented by courses imposed by the Council of Higher Education, and cross-subject courses. The majority of course topics are identical to the ones offered in the English programme. However, the two programmes differ as to which courses fall into the compulsory core cluster and the elective specialisation cluster. Also, while the number of credits necessary for graduation is the same (240), they are distributed differently among the number and types of courses: following the curricular structure table, students need to take 48 compulsory courses (15 from Group I, eight from Group II, 21 from Group III, and four from Group IV; corresponding to 202 credits) and ten elective courses (from all groups; corresponding to 38 credits). Particular curricular elements such as internships are not mentioned in the report. A final thesis is not required for graduation.

Experts’ Evaluation

The Bachelor’s programme “Economics (Turkish)” has to considerable extent the same intended learning outcomes on the programme level as the Bachelor’s programme “Economics (English)”. They are meaningful, fulfil national regulations, and are comparable to level 6 of the EQF. In addition, the faculty opted to differentiate the two programmes when it comes to compulsory core cluster courses and elective specialisation cluster courses. This demonstrates that the faculty does not follow a “one fits all” approach but reacts to specific target

groups with different programmes. The programme serves its purpose and helps the faculty to offer a great variety of courses.

The link between the intended learning outcomes on the programme and the intended learning outcomes on the course level is clearly visible. The curriculum reflects international standards. The courses include subject-specific knowledge and subject-related, methodological, and general skills. Various stakeholders have confirmed that the curriculum is subject to periodical updates with internal and, to some extent, external input. When examining the content of the curriculum, the experts believe that the “Economics (Turkish)” programme offers a so-called bread and butter programme and offers a curriculum that one expects from a big university with a long-standing tradition. When looking at the courses, the experts learned that it might be beneficial for students to reduce the number of compulsory courses to make more space for electives (**Finding 5**). For instance, not all students will need courses on “law” to a greater extent.

The programme does not include a final project at the end of the curriculum, but the experts believe that by providing this option, students might take that opportunity to demonstrate the high level of academic knowledge they have at the end of the programme (**see Finding 2**).

The documentation of the programme is transparent and consistent. The course descriptions are easy to access and create a high level of reliability for students and administering the programme. The course descriptions include all relevant information on the courses. When looking at the courses with more detail, it became evident that the ECTS for the courses on “Microeconomics” and “Macroeconomics” are incoherent compared to the courses in the Bachelor’s programme “Economics (English)” although these courses are the same. This has to be adapted accordingly (**see Finding 3**).

Parallely to the Bachelor’s programme “Economics (English)”, it might be helpful to reduce the workload in the first year (**see Finding 4**). The rationale is identical to the one given in the previous chapter. The experts understand that the reasoning is not directly in the hand of the university but might be beneficial for the acclimatisation process of students within the university context.

Conclusion

The criterion is partially fulfilled.

A.3 Labour Economics and Industrial Relations (30% English)

Graduates of the Bachelor’s programme “Labour Economics and Industrial Relations” are explained to be qualified for employment in the private sector, especially in sales, accounting, finance, human resources, and trade union specialisation. Also, their education is said to enable them for assistant positions in the public sector, especially as assistant inspectors or specialists in the Ministry of Family, Labour and Social Services. The five subject-specific ILOs mentioned in the SER include knowledge about key aspects of social policy, labour markets, legal work regulations, collaborative national and international relations, and human resources. On a transdisciplinary level, students are to learn fundamental economic theories and policies and basics in neighbouring disciplines such as law, finance, political science, and business. Upon graduation, students are said to have acquired skills appropriately evaluating the application of their knowledge and current economic and social developments from a social justice angle.

The study plan provided by the university shows that the first two semesters are dedicated to courses from Groups I (course offered throughout the faculty), II (CoHe imposed courses) and IV (cross-subject courses). (Group I) and cross-subject courses (Group II). Subject-specific courses that fall into Group III are scheduled for the third semester onwards and address the topics of social policy, labour, law, and human resources, focusing on the labour courses. Independent of the course group, 30% of all courses taken by students are

held in English. In total, students are required to take 47 compulsory courses (15 from Group I, eight from Group II, 18 from Group III, and six from Group IV; i.e. 172 credits) and 18 elective courses (from all groups, i.e. 68 credits) in order to qualify for graduation. Particular curricular elements such as internships are not mentioned in the report. A final thesis is not required for graduation.

Experts' Evaluation

The programme intended learning outcomes of the Bachelor's programme "Labour Economics and Industrial Relations" are well defined. They include subject-specific and cross-subject aspects and reflect level 6 of the national qualifications framework and the EQF. The programme has a strong focus on labour market-related issues. The profile reflects this focus clearly, and distinctive differences to other related programmes are visible. The programme combines in consequence Economics with an appropriate number from Business studies. The intended learning outcomes on the programme level are linked to the curriculum. The courses reflect the ILOs on the programme level and refer to them within the intended learning outcomes on the course level.

During the site visit, the experts assessed the appropriateness of learning outcomes. It has been discussed that recently the curriculum has been adapted and changed. These changes essentially refer to the impact of digitisation and digitalisation on labour markets. Against this background, the programme shows the implementation of new theoretical frameworks and recent developments. The experts highly commend this result since it results from a joint reflection by the programme management, teachers, and current development in the field. This modification has led to new courses and, obviously, modified intended learning outcomes. These modifications have been documented accordingly. This evidence indicates a robust exchange with stakeholders and the labour market.

The self-evaluation contains limited information on exclusive programme content compared to courses that are also open to students from other study programmes (including study programmes at other faculties). However, the reviewers were able to verify in their interviews with students, graduates, and teaching staff that sufficient transparency is given in this respect. As essentially only courses with general educational content and electives are shared across programmes, the reviewers found no evidence that course-sharing would compromise the achievement of the respective learning outcomes in either of the affected programs. Curricular modifications are communicated to students regularly. This includes information on course content modifications to cover recent developments.

The current curriculum covers courses on the economics of the labour market, legal frameworks, social policies, and human resources. In addition, the programme offers cross-subject topics which are very interesting for students. All curricular elements are well-documented, and published course descriptions and curriculum documentation are available for all interested parties, including current and prospective students, through various channels, including the faculty's website. Thus, the program management provides a good guideline for students in particular. Nevertheless, an ongoing permanent revision of all descriptions is helpful. The self-evaluation report provides only some ideas regarding the concept behind curriculum development. Thus, the interviews were essential to understand the programme's background and finally to identify a clear concept to combine mandatory and elective courses to ensure a continuous student progression concerning the acquisition of programme relevant knowledge, skills, and competencies.

The first two years place the focus on general educational content, the field-specific basics of the programme, and language training during the third and the fourth year are fully focused on specific labour market economics and labour market-related issues that familiarise students with relevant methodological competencies and analytical tools to understand the economic background, legal and socio-economic frameworks of labour markets and conditions on labour markets. Due to the general objective of the programme, an introduction of a final thesis (which is currently not part of the legal requirements for the Turkish higher education system) should discuss (**see Finding 2**). This addition to the programme would enhance students' writing skills for reporting

writing – a skill which, according to the majority of the employers' who were interviewed, should be honed more intensively during the study programme. In addition, writing skills and understanding academic working are important for prospective Master's degree students.

An idealised study plan is available to students for each semester. Mandatory courses are clearly distinguished from electives in the curriculum, and the reviewers recognise an excellent combination of mandatory and elective courses in the programme to achieve its intended learning outcomes. Students can choose several elective courses which are related to the general concept. So, students can focus and specialise according to their preferences. In fact, the sheer number of available electives is very conducive to promoting interdisciplinary and transdisciplinary (e.g., stakeholder and labour market representatives) thinking among students.

The curriculum adheres to the university-wide credit point system that uses the European Credit Transfer System (ECTS). Given that the allocation of ECTS for some courses (e.g., "Introduction to Economics") is different than in other programmes caused a certain astonishment. From the experts' perspective, this might cause difficulties for an objective workload calculation and consistent verification. Thus, common courses shared with other programmes and taught jointly must have the same number of ECTS. This assures comparability and strengthens the administrative manoeuvring of the courses within the faculty (**see Finding 3**).

Students' workload, especially in the first year of the programmes, has been the subject of discussion during many discussion rounds. The faculty argued that there is little flexibility when it comes to these courses since the Turkish higher education council predefines them. However, when looking at other programmes at other faculties, there seemed to be more flexibility to shift the courses from one to the other semester. Thus, the experts suggest discussing a good way to fulfil national regulations without overloading students at the beginning of their academic life (**see Finding 4**).

Conclusion

The criterion is partially fulfilled.

A.4 Public Finance (30% English)

With the Bachelor's programme "Public Finance", the university aims at qualifying graduates as finance inspectors (e.g. with a focus on banks or taxes), accountancy controllers, auditors, accountants, and tax court judges, amongst others. In addition, the study programme intends to encourage graduates to enrol in further postgraduate study programmes. To achieve this graduate profile, students are to acquire knowledge of economic, fiscal, legal, and social aspects, their embedding in historical and theoretical frameworks, and their relevance for societal structures. Furthermore, students are supposed to understand and relate concepts in social sciences and apply them through quantitative methodology and modelling techniques. Finally, graduates of this study programme should be aware of lifelong learning processes, have solid skills in technical analysis, be proficient in Turkish and at least one other foreign language, and strive to be professional and ethically responsible entrepreneurs both individually and in collaborative environments.

The curriculum associated with these intended learning outcomes is divided into two major blocks: the first half of the programme is dedicated to basic classes on economics, law, mathematics, statistics, sociology, political science, and business administration, amongst others. Building on this, the second half of the programme gives students insights into more specialised areas, such as taxation, fiscal policies and jurisdiction, and government finance and budgeting. At the core of the subject-specific classes (Group III) are the two public finance and fiscal law subjects, with a focus on public finance. Across all four groups, a total of 55 courses are compulsory (14 from Group I; 8 from Group II; 22 from Group III; and 11 from Group IV; corresponding to 210 credits), and eleven are elective (from all groups, corresponding to 33 credits). 30% of the courses are taught

in English. Particular curricular elements such as internships are not mentioned in the report. A final thesis is not required for graduation.

Experts' Evaluation

All course descriptions submitted with the self-evaluation report contain the complete list of the intended learning outcomes on the programme level for the Bachelor's programme "Public Finance (30% English)". During the interviews, the experts confirmed that lecturers and all relevant stakeholders were also aware of the intended learning outcomes. Given the interdisciplinary nature of the study programme, a perfect didactical mix of subject-specific and interdisciplinary learning outcomes exists. All intended learning outcomes are transparently matched to individual courses and mapped in a matrix.

The study programme is regularly revised and updated with internal and external stakeholder involvement, in particular student clubs, programme alumni, and employer representatives who provide program management with topical feedback. During the revision process, the appropriateness of existing learning outcomes is assessed, and new contents are added to the programme – most recently, courses dealing with the impact of the blockchain technology on public and private-sector finance and the taxation of revenues of YouTube influencers. Therefore, it can be stated that current theoretical and practical developments in the field are regularly reflected by programme management and considered during program updates (both concerning new courses and modified intended learning outcomes). The transfer of knowledge outside the university context is significant for the programme. Typically, graduates of this programme will either start a career in the public sector or continue with a Master's programme. The experts believe that opportunities for students should be given to take an internship at a later stage of the programme. With that, students will apply their knowledge and competencies in different contexts (**Finding 6**). While not legally required at this point, certain internship contents might also be considered for recognition as programme relevant skills and competencies. Currently, quite a few students take voluntary internships that lack academic supervision and may accordingly not appropriately contribute to achieving programme learning outcomes. When carefully administered, it might also be a way to create a win-win situation if students write a more extensive internship report with academic foundations as a final project (**see Finding 2**).

The study programme fulfils all legal requirements for a bachelor study program at Turkish HEI according to the Turkish national qualifications framework in terms of contents and intended learning outcomes and is also entirely in line with the level defined in the EQF. Generally speaking, the curriculum is well-documented in its entirety and transparently made accessible to all interested parties, including current and prospective students, through various channels, including the faculty's website. The self-evaluation report provides no explicit explanations regarding the concept behind curriculum development. Nevertheless, the reviewers were able to identify a clear concept to combine mandatory and elective courses to ensure a continuous student progression concerning the acquisition of program relevant knowledge, skills, and competencies. The first two years focus on general educational content, the field-specific basics of Public Finance, and language training during the third and the fourth year is entirely focused on specific Public Finance contents and familiarise students with relevant methodological competencies and analytical tools.

Mandatory courses are clearly distinguished from electives in the curriculum, and the reviewers recognise a robust combination of mandatory and elective courses in the programme to achieve its intended learning outcomes. The sheer number of available electives is conducive to promoting interdisciplinary thinking among students. In this context, it is an asset that students also have access to elective courses which other faculties offer.

Little evidence was given in the self-evaluation report on the exclusive programme content. The experts, however, discussed with the stakeholders and concluded that the level of transparency is sufficient. As essentially only courses with general educational content and electives are shared across programmes, the reviewers

found no evidence that course-sharing would compromise the achievement of the respective learning outcomes in either of the affected programs. Curricular modifications are communicated to students regularly. This includes information on course content modifications to cover recent developments (such as, most recently, the impact of the SarsCOV-19 pandemic on public finances and private-sector financial institutions). Guest lecturers from public finance institutions and private-sector financial institutions are regularly invited for presentations and discussions with students. The latter shows a very vivid exchange with the labour market.

The application of ECTS is consistent and visible throughout the whole programme. However, in some instances, there are mismatches with courses from other programmes with identical content. The experts believe that this might hinder the faculty/the programme in the administration of the programme and must be clarified (**see Finding 3**).

Furthermore, the programme management and faculty should discuss possibilities jointly to harmonise the students' workload within the first year. The argumentation has been amongst others that the university and students are happy with the high workload at the beginning because students focus from the second year on the discipline-specific courses, but the experts believe that it might be helpful not to overload students at the beginning of their academic life (**see Finding 4**).

Conclusion

The criterion is partially fulfilled.

A.5 Econometrics

Graduates of the bachelor's programme "Econometrics" are described to be eligible for employment in both the public and the private sector, especially in the areas of tax inspection, planning, analysis, statistics, research, auditing, and management. In their studies, students are to acquire knowledge about model analysis and techniques, quantitative methodology, probability calculations, and statistics. On a broader level, the programme also aims to endow students with the foundations relevant to neighbouring disciplines, including economic models and socioeconomic environments. Finally, students are said to acquire skills in applying for econometric software programmes, identifying, and solving economic and social problems, and the professional and ethically responsible approach to responsibility and entrepreneurship.

The main element of this study programme, as stated in the SER, is quantitative subjects, which falls into Group III and is further divided into mandatory core courses, addressing various aspects of statistics, mathematics, and econometrics, and elective specialisation courses, including topics such as programming, software, and specialised methodologies. The mandatory core courses are scheduled throughout the course of studies, while the elective specialisation courses are to be taken from the 5th semester onwards. Together with the courses from Groups I, II, and IV, students have to take a total of 54 compulsory courses (15 from Group I; 8 from Group II; 21 from Group III; and ten from Group IV; corresponding to 192 credits) and 16 elective courses (from all groups, i.e. 48 credits). Particular curricular elements such as internships are not mentioned in the report. A final thesis is not required for graduation.

Experts' Evaluation

The Bachelor's programme "Econometrics" curriculum is well-defined and reflects international standards. The intended learning outcomes on the programme level are meaningful and are in line with level 6 of the Turkish qualifications framework and the EQF. The curriculum includes a variety of courses traditionally offered by similar Bachelor's programmes across the globe. The courses aim to develop theoretical knowledge and practical skills. The structure of the programme supports the learner's progressions of students. During the site visit, it was demonstrated how the curriculum relates to the intended learning outcomes on the programme

level. The curriculum is built on nationally prescribed courses. These courses are in line with the requirements outlined by the Turkish higher education system. As discussed earlier at several points of this report, the workload of these courses seems to be quite high.

In consequence, it might be in some instances the cases that students struggle with the high workload at the beginning of their academic life. The experts believe that a more balanced workload within the first year should be considered. Although the faculty explained that the Council requires the relevant workload of Higher Education in Turkey, alternative formulations such as allocating some of these courses to the second year might be considered (**see Finding 4**).

The programme's curriculum is under constant review processes and shows a close link to the developments of the discipline. After discussing with multiple stakeholders, including employers, the experts believe that graduates of this programme are very well equipped for the job market. The curriculum includes a good balance of compulsory and mandatory courses. Compared to other programmes in this report, the Bachelor's programme "Econometrics" has integrated an internship within the curriculum. The department has several agreements, including with the Turkish Statistical Institute (*Türkiye İstatistik Kurumu*; TÜİK). This can be considered a very effective instrument for students' future careers. This argument is fostered by the fact that graduates of the programme are in high demand. It has been shown that graduates sometimes already have jobs at the end of their Bachelor's programme. This is mainly a strong side of the programme. Compared to other programmes, it became apparent that the current intake is lower than other programmes. One of the reasons might be that students instead want to start with a more general study programme (e.g., "Economics") than with a more specialised study programme. On the opposite side of the argument, it might also be the case that the strong points of this study programme should be better promoted to attract more students with high potentials (**Finding 8**).

The curriculum does not integrate a final thesis at the end of the study programme, which aligns with the national regulations. However, considering that the programme overall presents itself with a quantitative nature, which is widely practised through many courses, the projects assigned within the programme seem to satisfy the overall assessment of students' achievements. The evidence showed that students have a solid foundation in academic writing and research. This is also a strong point of the programme.

The documentation of the curriculum is consistent and transparent. It helps current students and externals quickly get an overview of the individual components. The course descriptions included the intended learning outcomes on the course level, teaching and assessment methods, and information on the credits. The information given concerning the ECTS is coherent.

Conclusion

The criterion is fulfilled.

A.6 Business Administration (30% English)

The Bachelor's programme "Business Administration" is said to educate students in accounting, finance, human resources, and marketing to prepare them for employment in the respective sectors, especially as managers. Students are to acquire knowledge on the theoretical approaches to management, operations, marketing, finance, and accounting, apply professional, ethical, and social principles to social contexts, and analyse and evaluate social and economic facts and development. On a skill level, the ILOs address the ability to evaluate obtained information and to display efficiently communicate in both Turkish and another business-relevant language.

The curriculum provided in the report lists six areas that are central to the subject-specific courses of Group III: (1) Marketing; (2) Accounting; (3) Finance; (4) Management and Organisation; (5) Quantitative Methods; and (6) Operation Management. These are both compulsory and elective courses from the second semester onwards. In total, students have to take 39 compulsory courses (i.e. 134 credits) and 16 elective courses (i.e. 76 credits) from all four course groups. 30% of the courses are taught in English. Particular curricular elements such as internships are not mentioned in the report. A final thesis is not required for graduation.

Experts' Evaluation

The Bachelor's programme "Business Administration (30% English)" at the Faculty of Economics offers a curriculum with defined intended learning outcomes on the programme level and a curriculum with a solid structure. The curriculum consists of introductory courses and more advanced courses later in the programme. The courses are subject-specific and composed that the aim of the programme to produce graduates with expertise in six specific areas (Marketing, Accounting, Finance, Management and Organisation, Quantitative Methods, and Operation Management) is fulfilled. The adequacy of the intended learning outcomes concerning the level according to the Turkish qualifications framework and the European qualifications framework, respectively, has been assessed fully by the experts. The programme is updated regularly with internal and external stakeholder involvement, particularly student clubs, programme alumni, and labour market representatives. The curriculum also includes internships, which offer an essential component. The organisation of internships is appropriate and happens with the support of a centralised unit on the faculty level. The interaction with internship partnership institutions is commanded and serves as an indirect feedback mechanism. The curriculum has been modified in the past based on stakeholder input. The faculty management has accordingly documented the changes. Also, these changes have led to changes and amplifications of the intended learning outcomes on the programme level. The experts testify that the ILOs follow current trends both on the theoretical and practical side.

Overall, the intense focus on Business Studies and Business Markets has become evident. The programme is a programme in Business Studies with an appropriate number of elements from Economics. Compared to the Bachelor's programme "Business Administration" offered at the Faculty of Political Sciences, it became evident that the programme has a stronger focus on Business Studies in the light of economics (through the electives offered by the Faculty). At the same time, the other programme focuses clearly on genuine Business Administration topics (also with the elective courses). Consequently, the experts believe that clear differentiation will help strengthen both programmes at both faculties instead of counteracting with two competing programmes. When only considering the documentation, the compulsory courses and learning outcomes the programme differentiates much less from the programme offered by the Faculty of Political Sciences that it was explained by the faculties but also students, graduates, and the labour market. Consequently, the intended learning outcomes and documentation must be updated to consider the programme's apparent strengths while differentiating from the other Bachelor's programme, "Business Administration" (**Finding 8**).

Following the legally required examination structure, which provides for a mix of mid-term exams, written exams, multiple-choice tests, and take-home exams are used to assess students' academic progress concerning the intended learning outcomes. One thing to consider is that in future development, the implementation of a Bachelor's thesis should be considered to demonstrate knowledge and skills across the different subjects (**see Finding 2**).

The curriculum covers courses on Economics, Law and Social Sciences. In addition, the program offers some cross-subject topics which are very interesting for students. All curricular elements are documented, and published course descriptions and curriculum documentation are available for all interested parties, including current and prospective students, through various channels, including the faculty's website. Thus, the programme management provides a good guideline in general for students in particular.

The first two years place the focus on general educational content, the field-specific basics of the programme “Business Administration”, and language training during the third and the fourth year is focused on specific elements of Economics, Law and Social Sciences that familiarise students with relevant methodological competencies and analytical tools. An idealised study plan is available to students for each semester. Mandatory courses are distinguished from electives in the curriculum, and the experts recognise a combination of mandatory and elective courses in the programme to achieve its intended learning outcomes. Students can choose several elective courses which are related to the general concept.

The ECTS issue, which has been discussed in other programmes, also is an area that requires attention in this programme. Thus, the consistent application of ECTS in shared courses must be carried out (**see Finding 3**). Also, a misbalanced workload within the first year, which seems to be a systematic issue, should be discussed to harmonise the workload (**see Finding 4**).

Conclusion

The criterion is partially fulfilled.

A.7 Tourism Management (30% English)

The study programme “Tourism Management”, as stated in the SER, prepares its students for managerial positions in the tourism sector. In order to achieve this goal, the programme combines theoretical and practical education in the areas of economics, business, languages, and tourism. These are reflected in the 12 ILOs listed in the report. Subject-specific ILOs include knowledge of relevant areas such as management, finance, and accounting, a basic understanding of intercommunal relations, an overview of the sectors relevant for tourism, and the ability to collect and interpret data of social environments. Furthermore, students are to achieve competence in foreign languages and understand national and international developments in tourism. In addition, cross-subject ILOs such as expanding and applying knowledge on econometrics and statistics and understanding the quantitative and qualitative aspects of business are mentioned. Finally, skill-related ILOs concern the ability to assess and appropriately utilise information, work in a collaborative team, take on responsibility, and apply research methods successfully and ethically in the field of tourism.

These goals and ILOs are referred to explicitly in the curricular structure. Subject-specific courses include compulsory tourism core courses, which are scheduled from the first semester onwards, foreign language courses (i.e., English and one other foreign language, such as German, French, Russian, Spanish, or Arabic) starting in the third semester, and elective courses for specialisation in individual subfields of tourism (e.g. e-commerce, web design, or event tourism management, amongst others) offered from the fifth semester onwards. In addition, the programme includes a mandatory internship (“Profession Practice”) and a graduation project course in the last semester which supports the writing of a thesis. In total, students have to take 63 compulsory courses from all four course groups (equal to 222 credits) and six elective courses (i.e. 18 credits). 30% of the courses are taught in English.

Experts’ Evaluation

The programme is a well-established Bachelor’s programme backed up with solid teaching staff. Some of the pioneers in the discipline are the programme’s backbone and have laid the programme’s foundation. This is visible and commanded by the experts. Given the documents provided to the experts and based on the follow-up discussions with all relevant stakeholders, the experts testify a prestigious programme, with an excellent relation to the labour market, a high stakeholder involvement, and good popularity. Within the Faculty of Economics, it is eminent that the Bachelor’s programme “Tourism Management” has a competitive advantage of

multi-disciplinary support from other programmes under the same roof. This is important as the profession also requires knowledge and skills from other disciplines. (e.g., finance, accounting, marketing, and others).

The employment rate of graduates is high, and the programme is sited on the high end of the national exam requirements. The curriculum is updated, and there is a precise interlocking between the intended learning outcomes on the programme level and the curriculum components. The intended learning outcomes on the programme are available, and they comprise subject-specific and interdisciplinary aspects. Different contributions within the faculty foster the latter. The experts have seen that these contributions are of high quality, by well-known professors, and closely linked with the industry. Active involvement in research put the study programme on a very robust foundation. The programme's strong point is that current work practices that led to research projects can be published in an own department journal, which is relatively rare in the discipline. The achievement of the intended learning outcomes is demonstrated with a final project. Consequently, the Bachelor's programme corresponds to the Turkish qualifications framework and the EQF.

The curriculum documentation is clear and covers all relevant aspects, including the intended learning outcomes on the course level, assessment methods, and teaching methods. This clear and transparent information fosters the administration within the department and faculty. The programme uses a transparent ECTS system without the discrepancies mentioned in other programmes. Also, the misbalance within the first year is not as heavy as for other programmes in this report.

Conclusion

The criterion is fulfilled.

A.8 Political Science and International Relations (30% English)

Students of the Bachelor's programme "Political Science and International Relations" are said to gain insights into the fundamental concepts of the field and the foundations of related disciplines, such as economics. The report states the intention of a research focus in this programme. The subject-specific ILOs mentioned by the university include knowledge of fundamental concepts of the field, including theoretical approaches and institutions, an understanding of historical, regional, local, and global developments, and familiarity with quantitative and qualitative methodology in social science. Cross-subject ILOs address basic knowledge of neighbouring disciplines, such as law or economics, and a command of a foreign language. On a skill level, the ability to appropriately apply analytical tools and research methodology and the mastery of Turkish and at least one other foreign language is mentioned.

Subject-specific courses are divided into (1) Political Science (core and specialisation), (2) International relations (core and specialisation), and an undergraduate thesis. The curriculum provided by the university schedules course states that the first two years of study are focused on cross-subject and CoHe imposed courses that provide students with the foundations of social sciences, economics, and law. Starting in the second year, subject-specific core courses are also offered to prepare students for their specialisation in year three and four and for their final thesis. In total, students have to take 44 compulsory courses (i.e., 180 credits) distributed across all course types and 14 elective courses (i.e. 60 credits) to graduate. 30% of the courses are taught in English. Particular curricular elements such as internships are not mentioned in the report.

Experts' Evaluation

The aims of the study programme comply with the profile of the department. Furthermore, the students' workload for each course is documented in the course handbook. The number of working hours in class and the total number of working hours is calculated for all elements of the programme. Moreover, clear information is given on the number of ECTS credits for each module. Finally, it is positively recognized that the programme

includes a Bachelor's thesis (which improves the 'writing skills' of students) and a 'mobility window' for incoming and outgoing exchange students (which increases the chances of studying abroad and recruiting international students).

The intended learning outcomes are clearly defined and part of the self-evaluation report's course descriptions. The study programme has a clear structure, and the programme will achieve the desired qualifications as it stands. Overall, the defined learning outcomes of the programme generally meet the requirements of the Bachelor's level of the European Qualification Framework.

However, these generally positive signs are shadowed by some challenges related to the structure and content of the programme. The large majority of all courses are relevant for the overall learning outcomes. Nevertheless, some module descriptions should include more information about the specific assessment method used in the course. Moreover, a comprehensible link between the assessment method used in courses and the described learning outcomes is missing for several courses in the programme. On the other hand, the entrance requirements for students and the respective selection processes described in the SER are clearly defined and adequate. Although most of the courses are described in detail in the handbook, several course descriptions are very unspecific (in some cases, only with one very general sentence). Consequently, there is a lack of transparency regarding the description of some parts of the curriculum. Therefore, the course descriptions need to be reviewed regarding completeness and the specificity of learning outcomes (**Finding 9**).

Second, the curriculum includes a very high number of courses. This creates a fragmented picture of the discipline and makes it harder for students to learn about the connections between different aspects and acquire generic and non-field specific competencies. Consequently, the experts suggest merging some of the courses with similar or the same content (**Finding 10**).

Also and third, it became evident, when examining the courses with more detail, that several essential courses in the field of international relation, e.g., courses covering "the role of the nation-state in democracies", "multi-level governance", "global governance" or "international organizations" is currently not represented. While it might be the case that these aspects are addressed and not visible because of the partially vague documentation, the faculty should assure that these aspects are covered in the programme and its documentation in the further development of the programme (**Finding 11**).

One of the overall aspects, which is a minor issue of the programme itself, but an internal strategic matter within the university, is currently a programme with the same name offered at the Faculty of Political Sciences. In light of this internal competition on the recruitment of students, it seems that the name of the study programme could be adjusted towards a programme of 'Political Science and Public Policy' (offered by the Faculty of Economics). This topic would ideally combine major political science and economics topics in one joint curriculum, added by the existing plurality of methodological courses. This programme should also include more courses that are closely related to economics (for example, courses in public policy) rather than to international relations. A programme with a clear 'politics/economics' profile would undoubtedly be very attractive for those students who see themselves working in the 'private and public service sector' of the labour market (e.g., in companies and the state administration). Such an adjusted programme would also strongly meet private and public companies and be much closer to the existing portfolio and strengths of the faculty (**Finding 12**). Currently, the different characters of two programmes with the same name basically are hard to understand for external stakeholders, particularly as the provided documentation does not provide a clear picture on the differentiation of these programmes.

Conclusion

The criterion is partially fulfilled.

B. Faculty of Political Sciences

B.1 Political Science and Public Administration (30% English) (PSPA)

The Bachelor's programme "Political Science and Public Administration" aims to qualify graduates for employment in the public bureaucracy sector, the private sector (e.g., banking and insurance), civil society organisations, media and press organs, and the academic sector. Following the SER, students will obtain a solid foundational knowledge of political, administrative, and social sciences concepts and theories. Further intended learning outcomes mentioned are the compilation and analysis of data with regards to social and political challenges and the choice and application of the relevant methodology, especially with regards to interdisciplinary collaboration. In addition, students are supposed to exhibit awareness for lifelong learning, be ethically and socially responsible, have a high command of the Turkish language and show sufficient skills in at least one another foreign language. Finally, graduates of the programme are said to foster collaborations between sectors, create multi-dimensional analyses of relevant phenomena, and design and implement evidence-based and solution-focused projects for social problems.

In order to implement the learning outcomes, the curriculum encompasses a variety of courses in the areas of economics, public administration and finance, sociology, political science, and law. While the first two semesters are dedicated to CoHe imposed courses and introductory courses to the several disciplines relevant for the programme, the following semesters focus on advanced courses (e.g., human rights, comparative political systems, or national and international law, amongst others), methodology, and neighbouring disciplines (e.g. national and international history, or political geography) that reflect the multidisciplinary nature of the study programme. In total, students have to take 42 compulsory and 14 elective courses (i.e., 240 credits), the ratio of which change throughout the course of studies: while the first two semesters schedule nine compulsory and one elective course each, students have more and more possibilities to choose courses according to their interest as they progress to the higher semesters.

As 30% of the study programme is English, students have to take English classes corresponding to at least 72 credits. Additional preparatory classes for students with low English proficiency are provided. Furthermore, students can take additional classes concerning English in a bureaucratic setting. Particular curricular elements such as internships are not mentioned in the report. A final thesis is not required for graduation.

Experts' Evaluation

The Bachelor's programme "Political Science and Public Administration" combines two disciplines within its curriculum. The curriculum shows that graduates of this programme will have competencies, skills, and knowledge to work in the private and public sector in relevant positions. The discussion with stakeholders for the programme has demonstrated that the intake is good. The curriculum reflects the intended learning outcomes on the programme level and offers a good mix of subject-specific and interdisciplinary courses. These are mapped in a matrix. Current developments of the discipline are integrated into the curriculum. It has been demonstrated that, most recently, the current challenges on Turkey's public administration due to the pandemic had been integrated into the curriculum. Guest lecturers from Turkish ministries, governmental agencies, and non-governmental agencies were invited to discuss current topics with students. Already many years ago the change was the switch to a 30% English programme. Therefore, it can be stated that current theoretical and practical developments in the field are regularly reflected by the programme management and considered during programme updates (both concerning new courses and modified intended learning outcomes). According to the Turkish national qualifications framework, the programme fulfils all legal requirements for a Bachelor's programme within the Turkish higher education system. According to the European qualifications framework, the experts testify the conformity to the respective level. The programme does not include a final project at the end of the programme. The experts believe that integrating opportunities to demonstrate the overall competencies of students at the end of the programme might be beneficial (**see Finding 2**).

While the experts acknowledge the excellent intake of graduates into the labour market, the experts believe that the programme has a high potential to strengthen the programme when it comes to transferring knowledge and competencies outside the university context. The strategic implementation of internship options for students within the curriculum could, on the other hand, create even stronger bonds between the private and public sector and the programme, and synergies are to be expected. On the other hand, the interlocking with an internship report coordinated by the academic staff and the internship might be an excellent way to substantiate the final project option (**see Finding 6**).

The documentation of the programme is transparent and at a high level. It includes the course descriptions, a reference to the intended learning outcomes, credits, and teaching and assessment methods. This assures the reliability of courses to students at a very early programme stage. Changes have been documented appropriately. A study plan supports students to orientate and fosters the learner's progression. Mandatory courses are distinguished from elective courses. The experts believe that the programme offers a good and solid mix of mandatory and elective courses. The elective courses are broad and allow students to specialise according to their preferences. The number of electives fosters the interdisciplinary approach of the programme. It is an asset that students can theoretically take courses across faculties. However, as the reviewers learned in their interviews with students, transparency and awareness regarding these additional offerings should be improved. In particular, some students argued that more courses on quantitative research methods should be integrated into the programme, while the Faculty of Economics offers these courses regularly. Thus, the cooperation and communication on inter-faculty opportunities for students should be strengthened (**Finding 13**).

Furthermore, the programme has similar issues when applying ECTS constantly across all courses. A mismatch has been detected concerning courses integrated from/to other programmes. It has to be assured that the number of ECTS is consistently applied across the programmes. Since the ECTS calculation is based on clear principles, it must be streamlined to increase transparency (**see Finding 3**). Also, the misbalance of workload within the first year appears to be relatively high for this programme. It should be discussed how students' workload within the first year can be harmonised (**see Finding 4**).

Conclusion

The criterion is partially fulfilled.

B.2 Political Science and International Relations (PSIR) (100% English and 30% English Programme)

The Bachelor's programme "Political Science and International Relations" is offered in two variants, i.e. either 100% or 30% of the classes in English. Independent of the variant, graduates are said to be qualified for public institutions, such as the Ministry of Foreign Affairs or the Ministry of EU Affairs, as well as for NGOs, media, finance and banking, public relations, and academic institutions.

The learning outcomes listed in the SER include analytical, conceptual, and theoretical knowledge in the relevant disciplines (social sciences, international relations, political science, public administration, diplomatic history), the ability to identify and analyse international, social, or political issues utilizing appropriate methodology, and the capacity to approach social and political developments from an interdisciplinary angle. On a more general level, students are said to acquire skills in life-long learning and exhibit a high command of the English language and the Turkish language in the case of the 30% English programme variant. Finally, graduates of this programme are said to be prepared for leadership positions and can foster collaborations between different sectors.

The curriculum of both variants assigns 168 credits to compulsory courses, while 72 credits are to be obtained in the form of elective courses. While most of the subject-specific courses are similar in the two programme variants, they may differ as to their assignment as elective or compulsory courses. The first two semesters of both programme variants are dedicated to introductory courses in the areas such as political science, international relations, sociology law, mathematics, and economics, as well as to CoHe imposed courses and language courses. From the third semester onwards, the offers of the two variants diverge both with regards to the course topics as well as with regards to the elective options, even though there are still considerable overlaps (e.g. courses on contemporary political theories, political actors and institutions, European politics, or public administration). Particular curricular elements such as internships are not mentioned in the report. A final thesis is not required for graduation.

Experts' Evaluation

The study programme of both variants' copes well with the profile of the department of political science. The ambition to offer a 30% and a 100% study programme in English supports the rectorates' intention to internationalise the university and increase the chances of Turkish political science becoming more visible in the globalised world. The desired qualifications that should be achieved through both programmes are (in most cases) clearly specified in the learning outcomes (for exceptions, see below). They are subject-specific and interdisciplinary in nature and thereby provide necessary skills for the labour market. Thus, the Bachelor's degree awarded to the graduates fits formally in the European Qualification Framework.

The curriculum structure is well documented. The teaching methods, as well as the general statements about the student assessments, follow international standards. The student workload for each course is expressed clearly. Moreover, clear information is given on the number of ECTS credits for all courses. Despite these positive aspects, the curricula of both programmes could be improved. Some descriptions are truly comprehensive on the course level, while others are pretty vague and unspecific. Several course descriptions are, for instance, concise (sometimes only one sentence) and less meaningful. Thus, the consistency of course descriptions must be assured and the depth of the intended learning outcomes of courses must be streamlined to reflect the level of the EQF fully (**Finding 14**). Overall, it might help implement a 'curriculum commission' trained to check the content and the formulation of the course descriptions and develop the concrete aims and learning outcomes of each programme.

Examining the curriculum in detail, it emerges that the current curriculum should include more standard courses on "Political science and international relations" in the mandatory courses, such as comparative politics, international (global) governance, contemporary democracies and autocracies (**Finding 15**). This could be achieved by re-adjusting the curriculum and the mandatory and elective courses. The demonstration of the intended learning outcomes on the programme level is not integrated into a final project. The experts understand that this is in line with the national requirements but suggest implementing a final project at a later stage of the programme. This would arguably increase students' writing skills and opportunities to get access to a Master's programme, where good writing competencies are taken as a precondition for admission (**see Finding 2**).

The documentation of courses is transparent and comprehensive to a certain degree. The descriptions indicate essential components such as the teaching and assessment methods for the courses, the course descriptions and book references. Regarding the latter, it must be said that the references are, in several cases, fairly old book publications, which do not reflect the current state-of-the-art literature. Also, considering the language focus of the programme, the language of the literature should integrate English publications and books to a reasonable extent (**Finding 16**). The course descriptions should also clarify the interlocking between teaching and research in political science and international relations, which currently is not the case. It is, for instance, not evident how students are involved in research activities of staff members. Therefore, the experts would

recommend documenting more clearly in which courses the competencies for scientific skills are trained to generate a good research environment as the Bachelor also prepares to continue in a master programme. This should be considered when updating the course descriptions (**see Finding 14**).

Conclusion

The criterion is partially fulfilled.

B.3 Business Administration

As stated in the SER, the Bachelor's programme "Business Administration" aims at qualifying graduates for employment in public institutions (e.g. ministries, local government) and in the private sector (e.g. industry, NGOs, finance sector). Intended learning outcomes presented for this programme include the command of concepts and theoretical approaches in business administration, management, and social sciences and the application of this knowledge to concrete cases, including the collection and analysis of data with regards to social and sectoral issues. Another skill to be acquired is identifying social, sectorial, and economic issues by taking into account interdisciplinary approaches. Finally, students are said to acquire skills in life-long learning, work in an ethical and socially responsible manner, exhibit a high command of the Turkish language, be prepared for leadership positions, and foster collaborations between different sectors.

The curriculum of this programme lists 41 compulsory and 15 elective courses. The first two semesters are dedicated to CoHe imposed courses and general introductory courses in relevant areas (e.g., law, mathematics, sociology, economics, international relations, statistics, amongst others). From the third semester onwards, subject-specific courses such as accounting, marketing, business law, human resources, or management information systems are scheduled. They can be complemented elective courses in migration, retail management, e-business, or foreign language classes, amongst others. Particular curricular elements such as internships are not mentioned in the report. A final thesis is not required for graduation.

Experts' Evaluation

The Bachelor's programme "Business Administration" offered by the Faculty of Political Sciences and completely in Turkish has defined intended learning outcomes on the programme level. They include some subject-specific and cross-subject aspects. The formulation of the ILOs reflects level 6 of the Turkish qualifications framework and is in line with the same level according to the European qualifications framework (EQF). However, it became evident that the programme's major objective as reported consistently during the interviews of the site visit is currently missing in the description and outcome documentation. Firstly, the intended learning outcomes on the programme level are described vaguely in some cases. They include skills, knowledge and competencies that do not include subject-specific aims at all levels. Thus, the intended learning outcomes on the programme level must be re-drafted to reflect the full coverage of requirements of the EQF level (**Finding 17**). Secondly, compared to the Bachelor's programme "Business Administration (30% English)" offered at the Faculty of Economics, it became apparent that the curriculum offers intended learning outcomes on the programme level that are different from the one offered at the Faculty of Economics. This is not *per se* a bad sign, but given that the programme is labelled identically, a clear differentiation between both programmes must be clearly visible also based on the documentation of the programme which currently is not the case. This is of particular importance as this *de facto* difference in the interviews seemed to be clear to the faculties and also the labour market, while the documentation does not at all imply these differentiated outcomes (**Finding 18**). One way might be to use existing synergies within the Faculty. During the site visit, it was discussed that the study programme might shift towards a study programme including Business Administration for the private sector. This might also support the Bachelor's programme "Business Administration" at the Faculty of Economics because business administration has a more vital link to economics. The experts understand that the

current situation of the Bachelor's programme "Business Administration" might reflect on the high number of students who are interested in studying "Business Administration" at the Istanbul University, due to its excellent reputation, but a clear differentiation will strengthen the Faculty's and the University's position. It might be considered that particularly in areas in which both faculties run programmes with the same name, healthy competition might be accompanied by coordinating dialogue.

The current curriculum covers courses on Economics, Law and Social Sciences. The first two years place the focus on general educational content, the field-specific basics of the programme "Business Administration", and language training during the third and the fourth year is focused on specific elements of Economics, Law and Social Sciences that familiarize students with relevant methodological competencies and analytical tools. Currently, the curriculum has clear links to the private sector. This is fostered by combining mandatory and elective courses (e.g., Supply Chain Management, Cost Accounting, Brand Management, Retail Management). In case the strategic decision should include a pure focus on the specific sector, it might be wise to reassess the curriculum in the future to sharpen the curriculum. The end of the programme does not include a final project to demonstrate the competencies gained during the study programme. The experts believe that including such a component in the curriculum would strengthen the programme to a high degree. This would foster students' academic writing skills and would be beneficial for the discipline in the Turkish higher education system (see Finding 2).

The programme's documentation is consistent but, in some instances, indicate a mismatch concerning the ECTS calculation. A clear ECTS calculation for courses offered for different programmes is needed because of transparency (see Finding 3). Also, the workload issue at the beginning of the programme is evident (see Finding 4).

Conclusion

The criterion is partially fulfilled.

C. Faculty of Transportation and Logistics

C.1 Logistics Management (English and Turkish)

The Bachelor's programme "Logistics Management" is said to prepare students for employment in the national and international logistics sector. Its curriculum was one of the first curriculums in Turkey to be developed in collaboration with industry stakeholders. Furthermore, graduates are provided with the qualifications to sit a national certification exam, a prerequisite for businesses in the transport sector demanded by the Ministry of Transport, Maritime Affairs and Communication.

Intended learning outcomes listed for this study programme focus on the command of theoretical and practical knowledge in logistics and transportation management for both management and engineering solutions. Students are further said to obtain the capability to work on key operational problems related to the transportation and logistics area and be skilled in using relevant databases. In addition, the programme intends to enable students to become disciplined and responsible team players, be able to independently work on solutions to operational problems and processes of the field, and develop, organise, and direct projects.

The curriculum consists of 240 credits, of which are distributed across 49 compulsory and six elective courses. In addition to the CoHe imposed and general introductory classes. Subject-specific classes include different subfields of management (e.g. logistics, finance, accounting, transport, supply chain), law, statistics, information and communication systems, and global transportation strategies. Also, students can choose whether they do an internship in a logistics or transport-related business, for which they have to submit a report or conduct a graduate project, which includes a systematic, problem-based review and a final defence.

The curriculum is updated annually by taking into account feedback from all relevant stakeholders, i.e. experts of the field, alumni, and labour market representatives, which is collected in the form of surveys and interviews.

Experts' Evaluation

Being located at a relatively new faculty of the established Istanbul University, the programme management has achieved good results for the Bachelor's programme. The faculty members demonstrated high flexibility in developing the programme during the site visit. The intended learning outcomes on the programme level are meaningful, in line with the Turkish qualifications framework on level 6, and comparable to the EQF. The content of the programme includes all relevant elements that could be expected when applying international standards in the discipline. Thus, the ILOs on the programme level are deemed appropriate. The expert panel also confirms that student surveys and the labour market feedback demonstrated the programme's success.

The programme's curricular structure is unique because it is primarily based on industry input, in talks with industry experts and given the job market demands. Accordingly, the curriculum, particularly its elective courses, relies heavily on applied and contemporary courses and have industry relevance. While such a curricular structure begets a certain lightness with regard e.g. to courses with a more robust theoretical foundation (see below), the expert panel noted that there is good correspondence between intended learning outcomes and desired qualifications to be achieved during the programme. Thus, the intended learning outcomes are updated regularly according to current developments in the industry, and the programme aims to prepare its graduates with private industry in mind. Subsequently, most students position themselves towards working in the industry. The availability of an internship in a logistics or transport-related business or final thesis, which is rare when compared to the relevant benchmarking programmes, ensures that the students can demonstrate the achievement of the intended level of qualification and are sufficiently equipped to work in relevant industries. Relatively high graduate employability is a testament to success of the current curricular structure and well-aligned study objectives of the programme.

Furthermore, the quality of the curriculum and the overall programme is maintained thanks to precise specifications of compulsory and elective courses, alternative paths for specialization that are supported by advisors, and a relatively low student-to-faculty ratio which results from a relatively low number of intakes. The experts positively recognize a varied student assessment: e.g., the final exam has a relatively low weight, and the rest of the assessment components are based on diversified assessment techniques such as projects, quizzes, and portfolios. Likewise, partly due to the low student-to-faculty ratio, there is evidence of implementing formative and summative assessment techniques instead of relying solely on summative assessment. Furthermore, the curriculum covers a range of both subject-specific and cross-subject courses. Finally, extracurricular activities and international student exchange receive substantial support that helps students prepare for the labour market and enrich the student experience.

Despite the strengths identified above-concerning study programme objectives and curriculum, the panel recommends the following future improvements for higher quality education and better employability outcomes. First, the theoretical foundation of logistics management could be established on a more substantial ground by incorporating theoretically grounded comprehensive courses (such as international business or operations research) to the curriculum at the beginning (**Finding 19**). Such implementation could improve the quality of the curriculum since such courses would provide a firm ground for more subject-specific courses delivered later years (e.g., 3rd or 4th year).

Second, some subject-specific courses such as *Air Cargo Management*, *Airport and Traffic Management*, *Airline Transport Management And Applications*, and *Investment and Planning of Airport* on the one hand, and *International Conventions in Transportation*, *Global Transportation Strategies*, *Recent Problems For International Transport*, *Customs Legislation and Practices*, and *Transit and Custom Warehouse Management*, on the other hand, could be streamlined toward a fewer number of courses with lower overlap and greater

coherence. Eventually, possible space allowed by streamlining some of the (slightly) overlapping courses could pave the way for introducing contemporary courses that address the current grand challenges the world faces (e.g., *Reverse Logistics* (in response to growing imperative for circular economy) and *Humanitarian Logistics* (in response growing need for logistics to address societal changes)) (**Finding 20**).

The programme's curriculum includes not only an internship in logistics or transport-related businesses, which often leads to realized job opportunities- or final/graduation thesis, but also strong links to industry, and evidence on employability support this conclusion. Nonetheless, there is still some room for improvements provided as recommendations. These recommendations include incorporating more theoretically-grounded courses into the curriculum, streamlining some of the existing courses, and (if possible) opening students labs where logistics and SCM principles can be applied and illustrated for improved learning outcomes.

The documentation of the programme is appropriate, consistent and of high quality. The experts positively recognize that some aspects in terms of ECTS assignment or programme documentation that have been described for other programmes in this cluster are not evident for this programme.

Conclusion

The criterion is fulfilled.

2. 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.

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

[ESG 1.1, 1.7 & 1.9]

Description

Generally, quality assurance at Istanbul University follows both national and internal regulations. At the national level, the university has undergone external evaluation by the Higher Education Quality Council (THEQC), the first of two steps in the national QA-management process. The report states that in 2020 the Turkish Standards Institute reconfirmed the validity of ISO 9001:2015 for the university. On an institutional level, the university has implemented a strategic plan (2019-2023) in which the development and sustainability of the university QA system are explicitly mentioned. This system involves several parties and implementing units on various levels, as outlined in the SER. The Quality Coordination Office is responsible for all measures and processes related to external QA activities by THEQC, such as managing the evaluation process every five years or preparing an internal evaluation report to be sent to the Council annually. In addition, the university's Quality Commission deals with the internal and external QA systems, conducts internal evaluations and studies and publishes them in an annual institutional evaluation report which is made available to both the university-internal stakeholders and the public. Finally, the SER also lists Unit Quality Representatives, who are appointed at each university level, i.e. on Faculty, Institute, Department, School, and Vocational School levels. These representatives are responsible for monitoring educational and research activities and the services of each department to the university's strategic plan. They are also said to assist in quality improvement studies.

Programme evaluation activities include student and academic staff surveys conducted by the Quality Coordination Office. These concern opinions and expectations with regard to programme activities and services. The evaluation of teaching staff and the intended learning outcomes, their realisation in the individual courses and the ECTS tables is conducted by the university's Academic Registration System (AKSIS). This platform is also used to collect anonymous feedback concerning individual courses, including the possibility to register complaints. These evaluations are then forwarded to the relevant academic units and can be accessed within the AKSIS system. In addition to these surveys, the SER also lists annual academic board meetings, department and sub-department meetings, meetings with the labour market, meetings with graduates, communication with alumni associations and networking at career day events as instruments through which the overall quality of study programmes is evaluated, and the necessary information with regards to career progression and employability is collected. Also, the university's student council is said to be involved in the decisions made about the study programmes.

Information on the composition of the student body of the individual programmes and student performance and the completion rates is said to be collected by the faculties' respective Offices of Student Affairs.

Experts' Evaluation

The discussions during the site visit have substantiated that Istanbul University has followed the PDCA cycle following the regulations and requirements of the Turkish higher education quality council since 2016. The quality assurance system is implemented on different levels within Istanbul University. A central quality coordination office is assigned to control and coordinate the quality assurance policies in general. The respective quality assurance representatives at the faculty level are responsible for implementing the quality assurance processes on the programme level. On the one hand, this setting allows a standardized level of quality assurance throughout the university, but, on the other hand, allows decentralized activities customized to the different faculties' needs. This decentralized system with powerful (and competing) faculties might be one reason for certain mismatches concerning the documentation (**see Finding 2**). Thus, a vital exchange amongst these decentralized units might be helpful in the further development of the robust quality assurance system. A further indicator to increase the exchange in terms of quality assurance could be found in courses that are used in different programmes and assigned different ECTS numbers though requirements for students are identical.

Students are represented at many levels, including committees, boards, and councils. However, the further development of programmes does not encompass students' participation in the curriculum design or development processes. It might be wise to integrate students' representatives in these actions (**Finding 22**). The documentation of results and outcomes of the curriculum developments are published on the website of the THEQC.

The university focuses on continuously improving the curricula via a vivid exchange with potential employers and other stakeholders in Turkey. The experts have identified that Istanbul University and alumni bond is vivid and very strong. The high reputation of Istanbul University reflects on alumni's career and vice versa. This is a clear, unique selling point for the university. Although it has been demonstrated that these stakeholders give, in some instances, feedback concerning the curricula in a diverse and informal process, the experts believe that programme specific focus groups with a regular exchange might be an even more effective method to create a stronger bond between the labour market and the programmes. In order to maximize this dialogue, the experts recommend that Istanbul University institutionalize a transparent and formal feedback process with the labour market based on structured questionnaires and perception analysis of the different programmes (**Finding 21**). Good examples were demonstrated by the Bachelor's programme "Logistics Management" or "Tourism Management", where a strong interaction with the labour market led to a very demand-driven curriculum with a high employment rate. While this is an adjustment on high level, it is the obvious good reputation

and perception of the institution in the market that increases the challenge of Istanbul University not to rely on self-fulfilling prophecy but actively reach out to the market in a structured and broad approach.

Overall, there is a tendency towards quality enhancement in the programmes and practices. This will lead to a quality culture for the institution as a whole over time.

Conclusion

The criterion is fulfilled.

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 and Teaching

Aim two of the Strategic Plan 2019-2023 referred to in the report states that student-centred learning is at the centre of the teaching strategy at Istanbul University. The study programmes employ a variety of learning methods that are said to enhance student activation and motivation, such as distance learning, presentations, class discussions, lab projects, case studies and homework assignments. The main teaching format is said to be lectures with subsequent classroom discussions. Students of the Logistics and Tourism programmes are further asked to do an internship in which they apply their theoretical knowledge to real-life contexts. Furthermore, the faculties whose programmes are under accreditation also list several student clubs which are said to enhance the engagement of students in their learning process. Other offers contributing to the motivation and activation of students in their learning are the organisation of annual conferences, encouragement to conduct research, conduction of field visits, and the combination of different types of media as learning resources.

Assessment

The SER mentions mid-term and final exams as the default assessment form in the study programmes. These exams take place in written form and are said to consist of structured response questions, open-ended questions, or essay questions. Mid-term exams make up 40% and final exams 60% of the overall course grade, except for the Faculty of Transportation and Logistics, where the ratio is said to be 50%/50%. Grading scales are standardised across the university and students have to reach at least 60% of the expected points in order to pass an exam. Additional assessment forms such as quizzes, presentations, homework, and projects are optional and do not count for the final grade. Exam schedules are specified by the Rectorate and published by the faculties 15 days before they take place. The SER also mentions an online examination system which was implemented to ensure that the exams can take place even under COVID-19 conditions. Students have the right to sit make-up exams both in relation to the mid-term and the final exams. Exam regulations and codes of practice are created by the individual faculties and approved by the university's Student Affairs Office, taking into account the official CoHe guidelines. All documents are said to be available online at the university web-site.

Student appeals with regards to grading is described as a three-step process. First, students file a petition, either in person or via email. This appeal is then forwarded to a commission which consists of three faculty members and is said to change for every exam objection. After the decision of the commission has been approved by the Faculty Board of Directors, the student receives the relevant information within three working days.

Experts' Evaluation

The panel of experts can confirm the well-established practice of faculties to fix the exam period at the beginning of the semester and in line with the Student Affairs office. The assessments are defined, and details provided online. An appropriate system for re-sit exams is offered.

Implemented teaching methods generally contribute well to achieve the intended learning outcomes and are generally described in the course descriptions. Different didactic methods are used to stimulate student motivation and deliver a broad variety of knowledge improvement. At the same time the experts would like to encourage the teachers to further diversify the methods to offer a wider variety of stimulating knowledge sharing methods as to a large extent still traditional learning methods are implemented. In the case of the Faculty of Logistics e.g. the possibility to use a simulation regarding warehousing would be an excellent method of learning that would further underline the applied approach of the programme. The same applies for the Tourism Management programme for which certain processes relevant in e.g. Hotels could be simulated to increase the variety of learning methods for students (**Finding 22**). Quite naturally, physical resources would be required to implement such activities. At the same time it seems to the experts that as much as possible the teaching methods consider the diversity of students with their individual needs and learning types which was confirmed from students during the interviews.

A point that was carefully discussed with all faculties as well as students was assessment. While acknowledging that the intended learning outcomes reflect the required broadness of knowledge, skills, and competencies, it became obvious that assessment heavily relies on written exams in form of mid-terms and final exam. The experts learned that this (perceived inflexibility) finds its reason in national regulations and consequently is not up to the faculties to decide. However, the panel of experts cannot ignore that this heavily limits the opportunities for the faculties to implement an assessment method that best fits to assess the intended outcome. A variety of learning outcomes requires matching and thus varying assessment styles. During the site visit, the experts learned that different types of work like homework, essays or projects were used and then assessed/integrated as parts of the written exam. Professors and teachers seem to be using a certain amount of flexibility in various degrees within the regulations. The expert panel also learned that this is rather the exception than the norm and the assessment is still based on the written exam rather than methodologically focussed on the actual learning outcome. Thus, students are only familiarised with one type of examination instead of a variety and spectrum that reflects the didactic methods. Therefore, the panel recognizes the potential contradiction between (probably well-reasoned) national regulations and the requirement to choose an assessment method required to best assess the intended learning outcome. With the aim to diversify the assessment methods and create a better match of assessment methods and intended outcome, the faculties should thoroughly move to implement existing flexibility and demonstrate how their assessment methods meet the intended outcomes (**Finding 23**). In this context it was encouraging to the experts that – while being a shared challenge across all programmes – some departments were way ahead of others and probably a focussed dialogue could foster mutual learning to establish a better practice

The experts positively recognize that in all faculties there are formal procedures in place for student appeals and assessment regulations and procedures are defined and (with above mentioned limitations) mentioned in the course descriptions.

Changes in the examination process ought to be discussed with the quality commission and supervised by the faculty. It can also be confirmed that such changes were communicated to students via updates in the course descriptions and within the first lectures. The experts would like to emphasize the importance of student's awareness about their form of assessment as well as the intended outcomes of a course. Thus, correct, and comprehensive course descriptions are vital. During the interviews, students were not able to actively remember the existence of an introduction to their respective learning outcomes in the courses. As it was explained and confirmed that assessment is a topic of the first session of courses, a clear recommendation in that area is to articulate and clearly define the learning outcomes within the first hour and to connect/circle back to these during the course. This respects the student as a competent partner in the learning process and reflects back on his/her own responsibility in the process of achieving an outcome.

The faculties do provide options for students to use their theoretical knowledge outside of university context via student organisations. For some programmes (Logistics Management Turkish and English, Tourism management) mandatory internships provide the possibility for transfer in the working context. With respect to the diversity of teaching methods internship generally are a positive way to link skills of students with practically relevant questions and combine academic learning with practical application. Consequently, this could be an option for improvement for the programmes of the Faculty of Economics and Faculty of Political Sciences. Students are advised by professors and faculty to participate in the student clubs as well as exchange years and internships.

Conclusion

For all programmes the criterion is partially fulfilled.

4. Student Admission, Progression, Recognition and Certification

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

[ESG 1.4]

Description

Admission

The report mentions four admission procedures for enrolment at Istanbul University, which are regulated by the national Higher Education Act and CoHe specifications. The most common procedure is a nationwide university entrance exam (HEIE), which is administered by the university's Student Selection and Placement Centre and assesses basic knowledge in areas such as mathematics, social sciences, natural sciences, and Turkish language/literature, field proficiency, as well as foreign language skills. International students who would like to enrol in a full programme are admitted according to the Istanbul University Foreign and Overseas Students Admission Directive Regulations, which includes an assessment of basic skills in the area of mathematics and abstract thinking as well as in Turkish language proficiency. A third procedure involves transfer students from other Turkish or international HEIs. The admission of these students follows the transfer quotas set by the CoHe and involves an evaluation of the school evaluation commission. Finally, international students can also be admitted via exchange programmes. As demonstrated in the SER, data is collected on student applications and performance in the entrance exams. Furthermore, all students who enrol in an undergraduate programme which takes place fully or partially in English need to pass an English proficiency exam by the university's School of Foreign Languages, hold a comparable certification of their English skills (e.g. TOEFL), or take compulsory English preparation classes.

Recognition

Recognition of competences gained at other HEIs is regulated depending on whether they involve student exchange or student transfer. With regards to outgoing exchange students, the university regulations demand that 30 ECTS are obtained at the receiving institution in one semester, as defined in the individual learning agreements. Recognition of these credits is regulated by the respective faculties' Erasmus Outgoing Student Recognition Principles. The competences and credits obtained by students who transfer from other universities to Istanbul University are evaluated by faculty management committees according to CoHe regulations, the departments principles on transfer, double degree, minor degree, and inter-institutional credit transfer, as well as according to the conditions set Istanbul University Senate. Following these guidelines, the responsible committee determines which of the previous competences in the students' academic transcripts will be accepted, whether students need to participate in special bridging courses, and in which semester the student will be placed.

In addition, the university also states that courses students complete in other universities in the form of summer schools are recognised. For this, students need to file a petition to the respective faculty before they participate in the summer school and define the content of the courses they would like to take. A Summer School Commission will then assess the course according to ECTS values, content compatibility, and the quality of the HEI who offers the course. The final decision will be taken by the Board of Directors.

Informal and non-formal prior learning are not recognised by any of the undergraduate programmes in the Faculty of Economics, the Faculty of Political Sciences, and the Faculty of Transportation and Logistics.

Progression

Student progression is said to be monitored by the university's Academic Registration System (AKSIS) and academic advisors. The automatic monitoring of progression by AKSIS follows the university's Associate and Undergraduate Education Regulations and controls students' registration for courses depending on their prior grades. In addition, students are assigned an academic advisor in their first semester, who help them with course choices and any other problems or questions associated with their studies. They also check students' workloads before they register for any courses in order to safeguard the feasibility of student's plans for the semester.

With regards to internationalisation the SER lists several faculty-specific collaborations between Istanbul University and international HEIs. By participating in exchange programmes such as Erasmus+, Mevlana, and Farabi, student mobility is facilitated. For example, the Faculty of Economics collaborates with 55 European universities in the Erasmus+ programme and benefits from over 60 further bilateral agreements with universities in Southeast Asia, Arabic countries, and Russia. The Faculty of Political Sciences has learning agreements for Erasmus exchange with 24 universities from nine European countries and the Faculty of Transportation and Logistics lists ten Erasmus collaborations with European universities as well as bilateral agreements with the South Korean universities Dong-A University and Incheon National University.

Certification

Upon graduation students receive a diploma, a transcript of records, and a diploma supplement. The latter contains information regarding the qualification of the program, level of qualification, program details, courses taken, grading scheme, overall classification of the qualification, the function of the qualification, and the national higher education system in Turkey.

Experts' Evaluation

Admission:

The admission process to all study programmes is subject to the aforementioned Turkish legal provisions. Accordingly, the formal admission requirements in their entirety are fully transparent and hence accessible to all interested parties. After the HEIE results are released, Istanbul University's official registration calendar as well as its registration guide – which, inter alia, contains a list of all required documents - are published on its website to inform eligible candidate about general and study program specific admission requirements. For example, to be admitted to any of the study programmes offered by the three faculties involved in this cluster accreditation, minimum scores in Turkish language and mathematics (the so-called "TM-1" score") must be met by applicants, based on the respective nationwide Field Proficiency Tests.

A complete list of all student admissions to the accreditation relevant study programs in 2018, 2019, and 2020 was made available to the review team. It also includes detailed information about the last admitted student's ranking position in the HEIE for every study program. These data clearly demonstrate that Istanbul University's student admission procedures are highly selective to ensure entry-level qualification levels of the student cohorts which are adequate and conducive to students eventually achieving the respective study programmes' expected learning outcomes.

Admission for foreign students – outside the Erasmus mobility scheme - is regulated by Istanbul University's Foreign and Overseas Student Admission Directive. It includes a mandatory test of Basic Learning Skills as well as a Turkish proficiency test. From the experts panel point of view the admission procedures meet the respective requirements and also are designed in a way that students can succeed in the respective programmes.

Recognition:

Regulations for the recognition of competence gained at other higher education institutions are in place and as understood by the expert panel fully in line the legal requirements of Turkey. The principles and requirements of the Lisbon Convention are equally complied with, and learning agreements are routinely used for student exchange. This practiced was confirmed during interviews with the faculties as well as in the students' meetings. Credit transfers are regulated nationwide by a pertinent CoHE regulation, while the evaluation of equivalence is conducted locally by lectures and the administrative staff.

During the on-site visit, the review team could not verify that comparable legal or university procedures are in place for the recognition of any form of prior learning, especially previous professional experience. The SER does not provide any evidence connected to this subject either. It is recommended to develop such regulations to enable broader access to higher education and reflect and react to live long learning and growing student diversity (**Finding 24**).

Certification:

The review panel carefully looked at provided documents and the level of transparency provided. They conclude that graduation certificates leave nothing to be desired and fully meet Turkish legal requirements as well as the relevant Bologna standards.

Conclusion

For all programmes the criterion is fulfilled.

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 staff.

[ESG 1.5]

Description

As stated in the SER, teaching staff is distributed across the faculties as follows:

- (1) Faculty of Economics: 82 professors, 52 associate professors, 51 assistant professors, 7 lecturers, and 79 research assistants. All academic and administrative staff is employed full-time. In addition, 38 teaching staff from other faculties also teach courses at the faculty.
- (2) Faculty of Political Sciences: 25 professors, 20 associate professors, 35 assistant professors, and 27 research assistants.
- (3) Faculty of Transportation and Logistics: 2 professors, 7 associate professors, 4 assistant professors, and 9 research assistants.

The minimum requirement to qualify for a teaching position is said to be a PhD degree in a relevant area. As such, research assistants support faculty members in their teaching activities, and can only teach own courses after having obtained their PhD. If new teaching positions are required, they are requested by the IU Rectorate from the CoHe. Vacant positions are said to be announced on the university website and the appointment of new teaching faculty members takes into account CoHe criteria and university-specific criteria.

The report mentions several opportunities of staff development. Following the university's In-Service Training Directive, administrative and technical staff have the opportunity to attend various trainings on a regular basis, including areas such as basic legislation, process management, financial affairs, occupational health and safety, effective communication, and personnel affairs. Teaching staff have access to didactic training, including training in effective exam methodology (organised by the University Quality Commission) and the "Training for Trainers" programme (organised by the Continuing Education Centre). In addition, teaching staff can obtain certificates at the Continuing Education Application and Research Centre and newly appointed professors are offered a specific Education Training Certificate programme. With regards to research activities the SER mentions incentives that are set in place to motivate publications of books and articles in international and national academic journals. Furthermore, the university states that junior academic staff is supported in their research activities by e.g. encouragement to go abroad for doctoral or post-doctoral research. In addition, financial support is said to be provided by both the Rectorate and the individual faculties to enable academics to participate in national and international conferences, workshops, and research leaves. Finally, the university library also offers workshops on technical writing skills, manuscript preparation, or publishing in international academic journals.

Experts' Evaluation

For all programmes under review it can be said that staff quantity clearly enables the achievement of the learning outcomes. With slight differences between the involved faculties the ratio from students to academic staff is even on the good side of distribution which enables professors an appropriate time for required teaching. Also the qualification of staff is good and, in some parts, even excellent with a good number of the professors/lecturers also with international experience. Teaching staff qualifications are fully transparent and reflect

the fields' specific requirements to ensure the achievement of the intended learning outcomes. The professors and lecturers explained very well that they are aware of the emerging trends and needs for the programmes they are responsible for. As confirmed by students, they provide intensive advisory and encourage their students for international exchange programmes. The panel observed that the teaching staff also uses various evaluation techniques in their courses. The number of teaching staff is sufficient, yielding a high teacher-student ratio.

The experts also found out that one reason for the low dropout rates in the programmes perceived by students is the good ratio from teacher to student (e.g. 0,5% for Public Finance). It is important to acknowledge that – according to the information given during the side visit – all faculty members hold permanent (tenured) positions. This is an important aspect for guaranteeing the stability and the continuing quality of teaching in all reviewed programmes. The only programme which manages with a lesser student to teacher ratio is the Tourism Management programme in the Faculty of Economics and consequently the teacher to staff ratio should not decrease any further.

Currently academic guest lecturers from abroad are occasionally invited. However, their number remains low due to external factors. Overall, also for courses with clear links to applications, guest lecturers complement the academic offerings on a regular basis. However, the latter are not classified as adjunct faculty, so their role is currently limited to individual presentations. While clearly this creates an added value it also offers future options to develop the role of external lecturers so as to integrate/link them better into the faculty. Options could include tandem teaching or providing adjunct faculty opportunities for a longer-term retention of high-calibre guest lecturers.

Recruitment procedures are transparently regulated under the Turkish law and there are also opportunities for staff for further education on didactics as well as subject specific e.g. in form of conferences

Conclusion

For all programmes the criterion is fulfilled.

6. Learning Resources and Student Support

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

Guidance and support is available for students which includes advice on achieving a successful completion of their studies.

[ESG 1.6]

Description

Learning Resources

As described in the report, the material resources for learning activities at the Faculty of Economics include three lecture halls, thirty classrooms, two computer labs, and two live online lesson studios. Smart board equipment is provided in some of the classrooms, and an integrated audio and video system is available in the computer labs. Overall, the faculty provides access to 369 desktop computers, 158 laptops, 212 tablets, 255 printers, 10 photocopiers, and 34 scanners. The Faculty of Political Sciences lists 15 lecture halls, eight seminar halls, two reading rooms, 94 rooms for academic staff and eight cubic office spaces which are offered to students for project work and post-doctoral guest researchers. Finally, the Faculty of Transportations and Logistics mentions four lecture halls, two classrooms, a computer lab, a language lab, and a conference hall for

teaching activities. All areas allocated for education purposes are said to be equipped with projectors and broadband Wi-Fi.

The maintenance and repair of material resources are said to fall under the responsibility of the Department of Construction and Technical Affairs and all demands and needs of the individual programmes can be voiced to the University Rectorate, the Secretariat, the Property Office, and the Financial Office. Technical equipment is said to be checked and maintained by technical staff at the individual faculties.

Each faculty also has its own library, with a more than 66.000 books being available in the Faculty of Economics library and 24.000 resources in the Faculty of Political Sciences library. In addition, students also have access to online databases, e-books, and journal subscriptions at the university's Central Library.

The SER also lists several specific learning resources for students with disabilities, such as braille printers, reading machines, foot and wrist mice, headphones, and voice recorders.

Student Support

At the university level, a Guidance Counselling and Social Support Unit (GCSSU) is installed for the support of the individual, social, and academic development of students. This unit is responsible for scholarship services, psychological counselling, support for part-time student employment, and for orientation and social activities. Students' learning activities are further supported by coordination offices which help students in their registration, campus orientation, and accessing course materials, as well as by the individual academic advisors which are responsible for their students throughout their whole education periods. Furthermore, the Student Affairs Office provides information on lecture and exam schedules, while course lists, the curriculum, and course contents are accessible via the AKSIS system. Special counselling is provided to incoming and outgoing exchange students by the faculties' International Offices and the Istanbul University International Student Centre. Prospective students are said to be informed about the application process and programme content via the Istanbul University Open Days in collaboration with the faculties' student unions. Orientation and introductory events are provided by several events in the first week of the academic year both on a university and a faculty level.

In addition to the material resources allocated for students with special needs, the university also puts its Policy for Equal Opportunities to Students for Special Needs into practice with the help of three units. ENUYGAR is a research centre which focuses on the recognition of disability, conducts theoretical and applied research and monitors the activities and progress of support for students with special needs at the university. The Coordination Unit for Students with Special Needs facilitates the academic and social life of students and are the contact unit for any arising needs of support. Finally, the Istanbul University Disability Information Centre provides services for visually impaired students with the help of the material resources mentioned above.

The assurance of gender equality is said to fall under the responsibility of the Research Centre for Women's Studies Application. Here, standards and regulations to encourage and support women in academic life are said to be developed and respective activities and events to be organised.

Finally, the university offers several scholarships to students. The Achievement Grant is allocated to students who fall under the top 200 in the HEI Examination and includes monthly payments and incentive awards such as laptops. It also includes dormitory and dining scholarships. Second, student loans are provided via the Credit and Dormitory Institution Scholarship. Third, scholarships from private foundations, such as the Foundation of Political Sciences or Alumni Association are announced on the homepage of the Department of Health, Culture and Sports. Fourth, students from a lower socioeconomic background can also apply for part-time employment at various units of the university.

Experts' Evaluation

The panel of experts was pleased with the equipment and facilities of the three faculties. The classrooms are in an adequate condition and the overall campus allows for enough study space in a positive learning environment. The University benefits from a very central location in the city of Istanbul while also using better opportunities of facility growth with other campuses as e.g. for Logistics in Avcılar. Besides the overall positive impression of the facilities some more specific current limitations might be discussed to enable a better learning experiencing for students by adding respective labs/equipment. This is particularly relevant for the Tourism Management Bachelor of the Faculty of Economics which could benefit e.g. from a model kitchen and model hotel rooms for the applied courses. For both programmes of the Faculty of Logistics, Logistics Management in English and Turkish, laboratories for simulations in the area of logistics and warehousing clearly would add value to the quality of education by enriching the opportunities of new learning /teaching methods (**see Finding 24**).

The switch to online classes seems to have worked relatively well for all of the faculties regarding the provided technologies that exist on the campus. Distance learning is possible for the courses via the online platform through recorded or live courses and the students regarded the experience as positive. In the future, courses that are mandatory in the first years such as "Atatürk's Principle's and History of Turkish Revolution 1" are supposedly hybrid. The use of technology and related concepts is appreciated and encouraged by the experts to offer different learning methods and attend multiple learner types.

The necessary documentation for the respective programmes is available on the online platform AKSIS. As already mentioned above, the descriptions need to be kept up-to-date, complete, coherent, and meaningful so they are also a true resource and support for students. This includes the different processes around ECTS evaluation and adjustment and learning outcomes connected with their respective examination. Courses are generally coordinated on a faculty level based on content and organisation to minimize overlaps. It is to note, that on a university level these overlaps largely exist. The departments meet on a regular basis to discuss all programme related issues. The last major revisions for the Faculty of Economics in the programmes Economics, Econometrics and Political Sciences and International Relations was 2017 and for the Faculty of political Sciences with the programme Political Sciences and International Relations was 2014. The experts encourage the departments to continue to revise the curriculum on a regular basis to verify whether the intended learning outcomes of the current programmes mirror the required learning outcomes. The procedures are suitably structured to support a good coordination and enable students to complete the study programmes within the expected period of time.

The libraries provide the students with all necessary literature in paper form but also digitally through access to databases, E-Books, E-Journals, and digitized books. Students are able to connect to these services from any location through their own devices using a VPN. The faculties further provide necessary and current software to support the achievement of adequate and contemporary learning outcomes.

The experts were impressed by the student support received from the respective departments. As the student to teacher ratio is good also in international comparison the communication between teachers and students results in a stimulating learning environment and guidance. Teachers are available for the students through regular consultation hours. While the Tourism Management programme in the Faculty of Economics pursues a less comfortable teacher to student ratio, still a good academic support was reported by students. The experts highly value the efforts that still allow for a good support through the efforts of the professors and teaching staff.

Additionally, students are offered support services by the university including but not limited to student support offices, counselling, social support centre, and services for students with disabilities and special needs. International students are welcomed and included through special events. Some students noted that bigger and more festive events would be appreciated.

Students receive help from the faculties, professors, and the career service to find internships in their field of study, especially in the programmes with mandatory internships. The Faculty of Transportation hosts a logistics event where companies are present to provide additional knowledge. In all the faculties representatives from the industry or public sectors are invited to offer their experiences to the students. A close network of alumni, the reputation and their learnings in the university help to find local and international internships. Courses around entrepreneurship are present in the curriculum. The experts encourage to continue to foster practical experiences for students.

Lastly, the expert panel wants to emphasize the importance of the provision of scholarships for students and close support they receive. This enables students to focus on their studies and enables them to flourish in their future careers.

Conclusion

For all programmes the criterion is fulfilled.

7. Information

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 on all programmes, intended learning outcomes, selection procedures, qualifications, and teaching, learning, and assessment procedures is provided on the university and faculty websites both in English and Turkish. In addition, the report mentions social media accounts for public dissemination of current information. Communication with all stakeholders is said to be managed by the Istanbul University Communication Department.

Experts' Evaluation

The expert panel found a generally satisfying situation regarding the public information. All faculties use the website and the learning platform to distribute key information about the programs, the requirements to enter those, as well as the intended learning outcomes.

As already mentioned above, it became obvious to the panel of experts that particularly with regards to course descriptions in some programmes information was incomplete and in other programmes, particularly those who are offered under identical names by two different faculties, the information provided on the learning outcomes of this programme did not fully match the description and explanation that the panel received during the interviews on site. To complete the picture and very interesting for the panel, the interviewed stakeholders basically outlined the profiles of the respective programmes strongly in line with the explanations provided by the faculties. The panel concludes that all faculties benefit from strong ties and strong links to the labour market

in their respective fields. Due to the position of the university, there is a high level of graduates of Istanbul University in the respective employment sectors and consequently knowledge about what to expect from the graduates from the programmes is well spread. This extraordinary strength can be seen as an adequate way to inform relevant stakeholders that are already linked to the University. At the same time it clearly ignores the requirements of truly external stakeholders and the broader public as well as the audience abroad when interested to learn about the qualifications of Istanbul Universities graduates from the different faculties, particularly when names of programmes are identical, as in the case of the Faculty of Political Sciences and the Faculty of Economics. Consequently, the university has to assure that the publicly available information about the programmes is in line with their actual profile as explained during the site visit. This should enable the public to understand the described and existing differences in the qualification resulting from these programmes **(Finding 25)**.

Conclusion

For the programmes Political Sciences and International Relations and for the Programmes Business Administration the criterion is partially fulfilled. For all other programmes the criterion is fulfilled.

V. Recommendations of the panel of experts

The panel of experts recommends **accrediting** all programmes of the Istanbul University in the cluster **with conditions**.

Summary of findings:

1. For the programme **Economics (English)** at the Faculty of Economics it is recommended to reduce the number of very specific but compulsory courses like e.g. “history of economics” or “money and banking” and offer them as electives thus creating room to include other relevant fields in the compulsory courses.
2. For the programmes of the Faculty of Economics and the Faculty of Political Sciences currently not requiring a final thesis it is recommended to include a thesis (option) in order to better demonstrate the academic achievement of the programmes, familiarize students with academic writing and thus prepare them for potential master programmes.
3. For all programmes it must be demonstrated that the assigned credit points correspond to the respective student workload. Courses that are used in different programmes with identical outcomes and assessments require equal credit point assignment.
4. For the programmes of the Faculty of Economics and the Faculty of Political Sciences the faculties are encouraged to pursue ways to redistribute courses in a way to reduce student workload in the first year of study.
5. For the programme **Economics (Turkish)** at the Faculty of Economics it is recommended to reduce the number of very specific but compulsory courses like e.g. “law” and offer them as electives thus creating room to include other relevant fields in the compulsory courses.
6. For the programme **Public Finance (30% English) and Political Science and Public Administration (30% English)** opportunities for students should be given to take an internship at a later stage of the programme.
7. For the programme **Econometrics** the strong points of this study programme should be better promoted to attract more students with high potentials.
8. For the programme **Business Administration at the Faculty of Economics**, the intended learning outcomes and documentation must be updated to consider the programme’s apparent characteristics while differentiating it from the other Bachelor’s programme, “Business Administration” at the Faculty of Political Sciences.
9. For the programme **Political Science and International Relations (30% English)** at the Faculty of Economics the course descriptions need to be reviewed regarding completeness and the specificity of learning outcomes.
10. For the programme **Political Science and International Relations (30% English)** at the Faculty of Economics the experts suggest merging some of the courses with similar or the same content to enable students to learn about the connections between different aspects and acquire generic and non-field specific competencies.
11. For the programme **Political Science and International Relations (30% English)** at the Faculty of Economics the faculty has to assure and demonstrate how essential topics in the field of international relation, e.g., courses covering “the role of the nation-state in democracies”, “multi-level governance”, “global governance” or “international organizations” are covered in the curriculum.
12. For the programme **Political Science and International Relations (30% English)** at the Faculty of Economics in the future development of the programme the faculty should consider developing and

- naming the programme in the direction of 'Political Science and Public Policy' to better represent the strengths of the programme as well as of the teaching of the faculty.
13. For the programme **Political Science and Public Administration (30% English) (PSPA)** particularly in the field of elective courses the cooperation and communication on inter-faculty opportunities for students should be strengthened.
 14. For the programmes **Political Science and International Relations (PSIR) (100% English and 30% English)** at the Faculty of Political Sciences the consistency of course descriptions must be assured and the depth of the intended learning outcomes of courses must be streamlined to fully reflect the level of the EQF.
 15. For the programmes **Political Science and International Relations (PSIR) (100% English and 30% English)** at the Faculty of Political Sciences is has to be assured and demonstrated that key areas such as comparative politics, international (global) governance, contemporary democracies and autocracies are part of the compulsory curriculum.
 16. For the programmes **Political Science and International Relations (PSIR) (100% English and 30% English)** at the Faculty of Political Sciences literature references in course descriptions should be updated to reflect the current state-of-the-art literature. Also, considering the language focus of the programmes, the language of the literature should integrate English publications and books to a reasonable extent.
 17. For the programme **Business Administration** at the Faculty of Political Sciences the intended learning outcomes on the programme level are described too vaguely in some cases and must be updated to reflect the full coverage of requirements of the EQF level.
 18. For the programme **Business Administration** at the Faculty of Political Sciences the intended learning outcomes must be described in a way that they reflect the true character of the qualification, particularly in differentiation from the programme with the same name at the Faculty of Economics.
 19. For the programmes **Logistics Management (English and Turkish)** the theoretical foundation of logistics management should be established on a more substantial ground by incorporating theoretically grounded comprehensive courses such as international business or operations research.
 20. For the programmes **Logistics Management (English and Turkish)** some subject-specific courses should be streamlined toward a lower number of courses with lower overlap and greater coherence to create room to introduce contemporary courses that address the current challenges the logistical world faces (e.g. Reverse Logistics, or Humanitarian Logistics).
 21. Istanbul University should institutionalize a transparent and formal feedback process with the labour market based on structured questionnaires and perception analysis of the different programmes.
 22. To enable more applied styles of learning and simulations, required facilities should be acquired for the Faculty of Logistics and for the Tourism Management programme.
 23. With the aim to diversify the assessment methods and create a better match of assessment methods and intended outcomes, the faculties should thoroughly move to implement existing flexibility and demonstrate how their assessment methods meet the intended outcomes.
 24. It is recommended to develop regulations for recognition of prior learning, especially previous professional experience.
 25. For the programmes Political Sciences and International Relations and for the Programmes Business Administration Istanbul University has to assure that the publicly available information about its programmes is in line with their actual profile as they were explained during the site visit. This should enable the public to understand the described and existing differences in the qualification resulting from these programmes based on the published information.