

# Decision of the FIBAA Accreditation and Certification Committee



13<sup>th</sup> Meeting on March 6, 2024

## PROGRAMME ACCREDITATIONS

<b>Project Number:</b>	22/083 Cluster 1
<b>Higher Education Institution:</b>	Istanbul Medipol University
<b>Location:</b>	Istanbul, Turkey
<b>Study programmes:</b>	1. Political Science and International Relations (English) (Bachelor of Arts) 2. Political Science and Public Administration (Turkish) (Bachelor of Arts) 3. Political Science and Public Administration (English) (Bachelor of Arts) 4. Psychology (Turkish) (Bachelor of Arts) 5. Psychology (English) (Bachelor of Arts) 6. Health Management (Turkish) (Bachelor of Science) 7. Health Management (English) (Bachelor of Science)
<b>Type of accreditation:</b>	Re-accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are re-accredited.

Period of Accreditation: starting on June 1, 2023 and finishing on May 31, 2030.

The FIBAA Quality Seals are awarded.

## Assessment Report

**Higher Education Institution:**

Istanbul Medipol University, Turkey

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**Bachelor programmes:**

1. Political Science and International Relations (English)
2. Political Science and Public Administration (Turkish)
3. Political Science and Public Administration (English)
4. Psychology (Turkish)
5. Psychology (English)
6. Health Management (Turkish)
7. Health Management (English)

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**Qualification awarded on completion:**

1. Political Science and International Relations (English): Bachelor of Arts
2. Political Science and Public Administration (Turkish): Bachelor of Arts
3. Political Science and Public Administration (English): Bachelor of Arts
4. Psychology (Turkish): Bachelor of Arts
5. Psychology (English): Bachelor of Arts
6. Health Management (Turkish): Bachelor of Science
7. Health Management (English): Bachelor of Science

# General information on the study programmes

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## **Brief description of the study programmes:**

The following Bachelor programmes have a regular duration of four years (eight semesters) and a workload of 240 - 245 ECTS credits.

### **Political Science and International Relations**

This programme is taught in English language. The study programme aims to provide skills for strategic leadership, which is needed both in public and private jobs. Graduates are expected to be able to do research on theoretical and factual problems of international relations, to analyse and implement foreign policy in public and private institutions, international and non-governmental organisations. Moreover, the study programme offers three informal tracks: 1. Political Science and International Relations (IR) Theories, 2. Regional Studies and World Affairs, and 3. Global Political Economy and Markets. Graduates achieve the degree Bachelor of Arts.

### **Political Science and Public Administration (in Turkish and English language)**

These programmes are taught parallel in Turkish and English language with some slight differences in their contents. Graduates will be able to analyse facts about politics, political and constitutional systems and public administration. They will also be able to work in a process such as strategic planning, policy making, coordinating projects, decision making both in public and private sectors, in political parties and non-governmental organisations. Both PSPA programmes offer two informal tracks: 1. Political Science and 2. Public Administration. Graduates achieve the degree Bachelor of Arts.

### **Psychology (in Turkish and English language)**

These programmes are taught parallel in Turkish and English language with some slight differences in their contents. Graduates of the programmes can critically analyse theories in the history of psychology and associate them with new developments; also, they know how to investigate a problem scientifically, interpret the findings, and present the results in scientific manuscripts. Graduates will be able to work as a psychologist in public and private hospitals, and other sectors and institutions like municipalities, schools, universities, national and international organisations, and research institutions. The programmes offer three informal tracks: 1. Clinical Psychology, 2. Developmental/Social/Organisational Psychology and 3. Cognitive and Experimental Psychology. Graduates achieve the degree Bachelor of Arts.

### **Health Management (in Turkish and English language)**

These programmes are taught parallel in Turkish and English language with some differences in their contents. The English programme aims to train graduates who can work in Turkey or in the international arena and provide solutions to the needs of global institutions. The English programme offers its graduates a better chance in terms of job opportunities in global enterprises in Turkey and beyond. Against this background, graduates will be able to work e.g., in hospitals, pharmaceutical companies, in the public health administration, or in the Ministry of Health. The programmes offer a special informal track "Health Management" to intensify the study of the main subject. Graduates achieve the degree Bachelor of Science.

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## **Type of all study programmes:**

Bachelor programme

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**Projected study time and number of ECTS credits / national credits assigned to the study programmes:**

4 years (8 semester).

Number of credits:

- PSIR: 137 Turkish credits, 240 ECTS credits,
- PSPA (Turkish): 146 Turkish credits, 242 ECTS credits,
- PSPA (English): 134 Turkish credits, 241 ECTS credits,
- PSY (Turkish); 135 Turkish credits, 245 ECTS credits,
- PSY (English): 136 Turkish credits, 245 ECTS credits,
- Heath Management (Turkish): 155 Turkish credits, 240 ECTS credits,
- Health Management (English): 155 Turkish credits, 240 ECTS credits.

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**Mode of study:**

Full-time

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**Didactic approach:**

Study programmes with obligatory class attendance

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**Double/Joint Degree programme:**

No

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**Scope (planned number of parallel classes) and enrolment capacity:**

No parallel classes. Each programme has the following enrolment capacity:

1. Political Science and International Relations (English language): 80
2. Political Science and Public Administration (Turkish language): 70
3. Political Science and Public Administration (English language): 30
4. Psychology (Turkish language): 80
5. Psychology (English language): 80
6. Health Management (Turkish language): 60
7. Health Management (English language): 40

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**Programme cycle starts in:**

Fall semester

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**Initial start of the programme:**

- 1 Political Science and International Relations (English): 2015
- 2 Political Science and Public Administration (Turkish): 2015
- 3 Political Science and Public Administration (English): 2015
- 4 Psychology (Turkish): 2014
- 5 Psychology (English): 2014
- 6 Health Management (Turkish): 2010
- 7 Health Management (English): 2016

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**Type of accreditation:**

Re-accreditation

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**Last accreditation period:**

September 14, 2018, until end of spring semester 2023  
(Provisional prolongation till end of spring semester 2024)

# Procedure

A contract for the re-accreditation of the Bachelor programmes Political Science and International Relations (English) (Bachelor of Arts); Political Science and Public Administration (Turkish) (Bachelor of Arts); Political Science and Public Administration (English) (Bachelor of Arts); Psychology (Turkish) (Bachelor of Arts); Psychology (English) (Bachelor of Arts); Health Management (Turkish) (Bachelor of Science); Health Management (English) (Bachelor of Science) was made between FIBAA and Istanbul Medipol University on August 12, 2022. On June 30, 2023, the HEI submitted two self-evaluation reports, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Dipl.-Psych Ute Beyer**

Senior Expert Personnel Development  
Federal Employment Agency, Nuremberg, Germany

**Oskar Breer**

Student Public Economics (M.Sc.)  
Ludwig Maximilian University, Munich, Germany

**Prof. Dr. Margit Bussmann**

University of Greifswald, Germany  
Professor of International Relations and Regional Studies  
(International Relations, Peace and Conflict Studies)

**Prof. Dr. Denis Hilgers**

Johannes Kepler University Linz, Austria  
Professor of Public and Non-profit Management  
(Open Government, Business Administration, Public Financial and Performance Management)

**Prof. Dr. Lukas Kerschbaumer**

MCI Management Center Innsbruck, Austria  
Center for Social & Health Innovation  
Professor for Health & Social Management  
Head of the Bachelor programme in Non-profit, Social & Health Management

**Prof. Dr. Linn Kühn**

MSB Medical School Berlin, Germany  
Professor for Clinical Psychology and Psychotherapy  
(Behavioural Therapy)

**Prof. Dr. Oguz Solyali**

Middle East Technical University Northern Cyprus Campus  
Professor of Business Administration

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<sup>1</sup> The panel is presented in alphabetical order.

(Management Science, Operations Research and Operations Management)

FIBAA project manager:

Dr. Birger Hendriks

The assessment is based on the self-evaluation reports, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on September 25 and 26, 2023, at the HEI's premises in Istanbul. At the end of the on-site visit, the panel has given brief feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on January 24, 2024. The statement on the report was submitted on January 30, 2024. It has been taken into account in the report at hand.

# Summary

The Bachelor programmes Political Science and International Relations (English) (Bachelor of Arts); Political Science and Public Administration (Turkish) (Bachelor of Arts); Political Science and Public Administration (English) (Bachelor of Arts); Psychology (Turkish) (Bachelor of Arts); Psychology (English) (Bachelor of Arts); Health Management (Turkish) (Bachelor of Science); Health Management (English) (Bachelor of Science) offered by Istanbul Medipol University fulfil the FIBAA quality requirements for Bachelor programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on June 1, 2023 and finishing on May 31, 2030. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified several areas where **all programmes** could be further developed:

- making two courses from other disciplines obligatory electives (see chapter 3.1);
- involving students into research more intensively and thus enabling them to apply research skills in the respective vocational fields (see chapter 3.1);
- checking whether the curricula can be structured into modules (see chapter 3.2).

The panel members identified one area where the **PSPA (English) programme** could be further developed:

- Strategically increasing the attractiveness of the PSPA (English) programme (see chapter 1.3).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are criteria in which **all programmes** exceed the quality requirements:

- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4).
- Access to literature (see chapter 4.4).

In addition, there are criteria in which the following programmes exceed the quality requirements:

## **Political Science and International Relations (English)**

- International orientation of the study programme design (see chapter 1.2);
- International contents and intercultural aspects (see chapter 3.4);
- Foreign language contents (see chapter 3.4).

## **Political Science and Public Administration (English)**

- Foreign language contents (see chapter 3.4).

## **Psychology (Turkish)**

- Ethical aspects (see chapter 3.1).



### **Psychology (English)**

- International orientation of the study programme design (see chapter 1.2);
- Ethical aspects (see chapter 3.1);
- Foreign language contents (see chapter 3.4).

### **Healthcare Management (English)**

- International orientation of the study programme design (see chapter 1.2);
- Ethical aspects (see chapter 3.1);
- Guest lecturers (see chapter 3.3);
- Foreign language contents (see chapter 3.4).

### **Healthcare Management (Turkish)**

- Positioning of the study programme on the job market for graduates (“Employability”) (see chapter 1.3);
- Ethical aspects (see chapter 3.1);
- Guest lecturers (see chapter 3.3).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

# Information

## Information on the Institution

Istanbul Medipol University (hereafter IMU) was founded in July 2009 by the Turkey Education Health and Research Foundation (TESA). It is one of the 76 private foundation universities, in addition to 131 state universities and five vocational schools (state 2021). IMU started its first education cohort in the fall semester of 2010 at the Unkapanı Campus which is located on the Golden Horn Peninsula (of Istanbul). Later, two campuses (Kavacik north and south) were built in Beykoz which belongs to the city of Istanbul. University laboratories, facilities, dormitories, and sports areas along with numerous lecture halls have been integrated into this new location. IMU's medical research and training take place at the Medipol Mega Hospitals Complex, which is one of the largest private healthcare providers in Turkey.

Although IMU had started with few programmes in the field of health, it soon became one of the largest foundation universities in Turkey. In the 2011/2012 academic year there were only 382 students in IMU. In the 2018-2019 academic year IMU had 30,557 students; 33,658 students in the 2019-2020 academic year; and 37,108 students in the 2020-2021 academic year; 37,051 students in the 2021-2022 academic year and 38,297 students at IMU in the 2022-2023 academic year. As of the 2022-2023 academic year, IMU offers 111 associate programmes with 12 undergraduate schools and 75 undergraduate departments, and 106 graduate programmes (82 master's degree and 36 PhD). In addition, IMU includes 1,313 members of academic staff and 2,373 administrative staff members. Moreover, IMU has four vocational schools offering 11 programmes; and five graduate institutes.

The 12 schools are: School of Dentistry, School of Pharmacy, School of Education, School of Fine Arts, Design and Architecture, School of Law, School of Communication, **School of Humanities and Social Sciences (SHSS)**, School of Business and Management Sciences, School of Engineering and Natural Sciences, **School of Health Sciences (SHS)**, School of Medicine and International School of Medicine.

The **SHSS** includes three departments – each of them is responsible for the respective Bachelor programmes (in brackets):

- Department of Political Science and International Relations (Political Science & International Relations (PSIR) (English)
- Department of Political Science and Public Administration (Political Science & Public Administration (PSPA) (Turkish) and Political Science & Public Administration (PSPA) (English)
- Department of Psychology (Psychology (PSY)(English) and Psychology (Turkish)

The SHSS also offers four corresponding graduate programmes under the auspices of the Social Sciences Institute at IMU.

The breakdown of Bachelor students at SHSS in the academic year 2022-2023 is as follows:

PROGRAM	PREP		FRESH MAN		SOPHOMORE		JUNIOR		MAJOR		TOTAL	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
Political Science and International Relations (ENGL)	85	72	54	17	48	43	49	23	35	50	271	205
Political Science and Public Administration (TUR)	3	11	31	49	29	32	42	52	64	85	169	229
Political Science and Public Administration (ENGL)	23	14	10	5	12	9	11	11	11	13	67	52
Psychology (TURK)	23	9	122	21	98	26	107	29	122	31	472	116
Psychology (ENGL)	106	14	106	27	112	18	77	16	71	8	472	83
<b>GRAND TOTAL</b>	<b>240</b>	<b>120</b>	<b>323</b>	<b>119</b>	<b>299</b>	<b>128</b>	<b>286</b>	<b>131</b>	<b>303</b>	<b>187</b>	<b>1451</b>	<b>685</b>

The **Health Management programmes (HMP) -Turkish and English** - belong to the **School of Health Sciences (SHS)**.

Health Management	Turkish Programme		English Programme	
	2021-22	2022-23	2021-22	2022-23
Total number of students	507	481	162	133
Number of graduated students	88	-	42	-
Foreign students in %	1	10	8	44

As of the 2022-2023 academic year, IMU has a student exchange with 85 universities in 22 European countries. IMU includes 16 research centres. Many research projects prepared in different departments are supported by the Scientific and Technological Research Council of Turkey (STRCT-TUBITAK).

According to **IMU's Strategic Plan** covering the period 2022 – 2026 the University follows the mission: "The University aims to raise individuals who have gained permanent superiority with the gains provided by qualified education and research, who are focused on science and technology production, who can respond to the changing needs of society, to maintain stable cooperation with stakeholders, to ensure continuous development, to contribute to society and universal science."<sup>2</sup>

<sup>2</sup> See IMU's Strategic Plan 2022 – 2026, p. 59.

## Further development of the programmes, implementation of recommendations from previous accreditation, and statistical data

The panel members of the previous accreditations identified several areas where the programme could be further developed:

1. Relating to the programme **Public Administration**, the panel suggested considering the inclusion of further courses such as: Human Resources Development, Communication with the Public, Environmental Issues in Public Administration, Emergency Planning in Public Administration or Housing, Health, Education and Community Care (chapter 3.1).
2. The panel recommended both **Political Science Departments** including a mandatory internship in the two programmes Political Science and International Relations as well as Political Science and Public Administration (chapter 3.2).
3. **Psychology** The panel recommended to revise the track description “Social-Developmental Psychology”. With a view to international standards the current track description would rather be Business or Organisation Psychology (chapter 3.1).
4. **Recommendations to all programmes**
  - a. As common in Turkey, Bachelor students do not have to write a final thesis in the programmes. With this in mind, the panel highly recommended asking the students to write more papers to train the scientific skills of the students (chapter 3.1).
  - b. The panel appreciated IMU’s activities in ERASMUS+ exchanges and the implementation of study programmes in English language. It recommended fostering such efforts to enable foreign students to study at the university (chapter 3.4).
  - c. With IMU’s aims regarding internationalisation in mind the panel recommended providing all information for the English language programmes in English language (chapter 5.3).

In this report, these recommendations of the previous accreditations are taken into account in the respective chapters.

## Statistics about student development in the programmes

Study Programme: Political Science and International Relations (English)							
		1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)
<b>Study Places offered by HEI</b>		70	70	80	90	90	80
<b>Applicants</b>	$\Sigma$	71	73	85	92	83	84
	f	37	36	47	50	52	47
	m	34	37	38	42	31	37
<b>Application rate</b>		101.43%	104.29%	106.25%	102.22%	92.22%	105.00%
<b>First-Year Students (accepted applicants)</b>	$\Sigma$	62	65	63	83	102	92
	f	34	35	32	54	55	69
	m	28	30	31	29	47	23
<b>Rate of female students</b>		0.55	0.54	0.51	0.65	0.54	0.75
<b>Foreign Students</b>	$\Sigma$	0	0	3	10	19	86
	f			1	8	7	53
	m			2	2	12	33
<b>Rate of foreign students</b>		0	0	0.05	0.12	0.19	0.93
<b>Percentage of occupied study places</b>		88.60	92.86	78.75	92.22	113.33	115.00
<b>Graduates</b>	$\Sigma$			30	53	41	25*
	f			17	32	27	16
	m			13	21	14	9
<b>Success rate (students who finished their studies)</b>				73%	79%	59%	28,40%
<b>Dropout rate (students who dropped their studies)</b>		20	28	22	29	18	2
<b>Average duration of study</b>							
<b>Average grade of final degree</b>				3.03	2.89	2.95	3.16
* Number of students who graduated without taking the resit exams.							

Study Programme: Political Science and Public Administration (Turkish)							
	1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)	
<b># Study Places offered by HEI</b>	70	70	70	70	70	50	
<b># Applicants</b>	∑	67	68	66	71	34	50
	f	27	34	33	36	16	21
	m	40	34	33	35	18	29
<b>Application rate</b>	95.71%	97.14%	94.29%	101.43%	48.57%	100.00%	
<b># First-Year Students (accepted applicants)</b>	∑	78	84	79	77	44	52
	f	30	40	37	40	21	21
	m	48	44	42	37	23	31
<b>Rate of female students</b>	0.38	0.48	0.47	0.52	0.48	0.40	
<b># Foreign Students</b>	∑	0	2	1	13	3	21
	f	0	0	0	5	2	5
	m	0	2	1	8	1	16
<b>Rate of foreign students</b>	0	0.02	0.01	0.17	0.07	0.40	
<b>Percentage of occupied study places</b>	111.43	120.00	112.86	110.00	6.86	104.0	
<b># Graduates</b>	∑	0	56	74	81	76	33*
	f	0	23	42	39	36	17
	m	0	33	32	42	40	16
<b>Success rate (students who finished their studies)</b>			74.00%	74.00%	66.00%	73.00%	28%
<b>Dropout rate (students who dropped their studies)</b>	22	30	33	46	22	15	
<b>Average duration of study</b>	8 semesters	8 semesters	8 semesters	8 semesters	8 semesters	8 semesters	
<b>Average grade of final degree</b>		2.62	2.65	2.60	2.53	2.37	

\* Number of students who graduated without taking the resit exams.

Study Programme: Political Science and Public Administration (English)							
	1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)	
<b># Study Places offered by HEI</b>	60	60	40	40	40	30	
<b># Applicants</b>	∑	3	30	18	29	27	16
	f	1	16	7	13	13	11
	m	2	14	11	16	14	5
<b>Application rate</b>	5.00%	50.00%	45.00%	72.50%	67.50%	53.33%	
<b># First-Year Students (accepted applicants)</b>	∑	3	31	18	30	28	17
	f	1	16	7	13	14	12
	m	2	15	11	17	14	5
<b>Rate of female students</b>	0.33	0.52	0.39	0.43	0.50	0.71	
<b># Foreign Students</b>	∑	0	0	0	2	4	5
	f	0	0	0	1	2	5
	m	0	0	0	1	2	0
<b>Rate of foreign students</b>	0	0	0	0.07	0.14	0.29	
<b>Percentage of occupied study places</b>	5.00	51.67	45.00	75.00	70.00	56.67	
<b># Graduates</b>	∑	0	0	0	0	19	9*
	f	0	0	0	0	10	4
	m	0	0	0	0	9	5
<b>Success rate (students who finished their studies)</b>					0.76	0.37	
<b>Dropout rate (students who dropped their studies)</b>	2	7	0	7	7	1	
<b>Average duration of study</b>	8 semesters	8 semesters	8 semesters	8 semesters	8 semesters	8 semesters	
<b>Average grade of final degree</b>					2,80	2,64	

\* Number of students who graduated without taking the resit exams.

Study Programme: Psychology (Turkish)							
		1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)
<b># Study Places offered by HEI</b>		70	70	80	90	80	80
<b># Applicants</b>	$\Sigma$	70	70	81	90	80	80
	f	59	59	62	68	64	69
	m	11	11	19	22	16	11
<b>Application rate in %</b>		100.00	100.00	101.25	100.00	100.00	100.00
<b># First-Year Students (accepted applicants)</b>	$\Sigma$	101	97	125	126	120	166
	f	82	84	99	92	97	141
	m	19	13	26	34	23	25
<b>Rate of female students</b>		0.81	0.87	0.79	0.73	0.81	0.85
<b># Foreign Students</b>	$\Sigma$	1	2	6	12	17	61
	f	0	2	6	3	12	53
	m	1	0	0	9	5	8
<b>Rate of foreign students</b>		0.01	0.02	0.05	0.10	0.14	0.37
<b>Percentage of occupied study places</b>		144.29	138.57	156.25	140.00	150.00	207.50
<b># Graduates</b>	$\Sigma$	103	154	134	133	111	134
	f	91	110	105	107	90	112
	m	12	44	29	26	21	22
<b>Success rate (students who finished their studies)</b>		1.12	1.06	1.06	1.02	0.87	0.81
<b>Dropout rate (students who dropped their studies)</b>		11	21	31	22	7	4
<b>Average duration of study</b>		8 semesters	8 semesters	8 semesters	8 semesters	8 semesters	8 semesters



**Study Programme: Psychology (English)**

		1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)
<b># Study Places offered by HEI</b>		70	80	90	90	80	80
<b># Applicants</b>	$\Sigma$	71	81	92	90	81	80
	f	60	72	77	76	67	69
	m	11	9	15	14	14	11
<b>Application rate in %</b>		101.43	101.25	102.22	100.00	101.25	100.00
<b># First-Year Students (accepted applicants)</b>	$\Sigma$	65	99	97	124	160	170
	f	50	83	87	102	139	140
	m	15	16	10	22	21	30
<b>Rate of female students</b>		0.77	0.84	0.90	0.82	0.87	0.82
<b># Foreign Students</b>	$\Sigma$	1	.	4	19	51	84
	f	1	4	3	13	44	68
	m	0	0	1	6	7	16
<b>Rate of foreign students</b>		0.02	0.04	0.04	0.15	0.32	0.49
<b>Percentage of occupied study places</b>		92.86	123.75	107.78	137.78	200.00	212.50
<b># Graduates</b>	$\Sigma$	0	0	66	66	80	60*
	f			59	52	66	56
	m			7	14	14	4
<b>Success rate (students who finished their studies)</b>				0.92	0.96	0.87	0.61
<b>Dropout rate (students who dropped their studies)</b>		8	22	13	26	29	17
<b>Average duration of study</b>		8 semesters	8 semesters	8 semesters	8 semesters	8 semesters	8 semesters
<b>Average grade of final degree</b>				3.24	3.16	3.21	3.28

Study Programmes: Health Management (Turkish)							
		1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)
<b># Study Places offered by HEI</b>		100	100	100	100	80	60
<b># Applicants</b>	$\Sigma$	96	93	95	100	38	60
	f	70	68	74	72	27	46
	m	26	25	21	28	11	14
<b>Application rate</b>		96.00%	93.00%	95.00%	100.00%	47.50%	100.00%
<b># First-Year Students (accepted applicants)</b>	$\Sigma$	119	122	129	135	77	101
	f	86	89	100	99	56	82
	m	33	33	29	36	21	19
<b>Rate of female students</b>		0.72	0.73	0.78	0.73	0.73	0.812
<b># Foreign Students</b>	$\Sigma$	0	0	0	5	9	50
	f	0	0	0	4	6	38
	m	0	0	0	1	3	12
<b>Rate of foreign students</b>		0	0	0.00	0.04	0.12	0.50
<b>Percentage of occupied study places</b>		119.00%	122.00%	129.00%	135.00%	96.25%	168.33%
<b># Graduates</b>	$\Sigma$	65	85	86	100	93	N/A
	f	52	69	67	80	71	
	m	13	16	19	20	22	
<b>Success rate (students who finished their studies)</b>		94.20%	94.44%	89%	82%	76%	N/A
<b>Dropout rate (students who dropped their studies)</b>		3.36%	0.08%	0.78%	6.67%	15.58%	N/A
<b>Average duration of study</b>		8 semesters	8 semesters	8 semesters	8 semesters	8 semesters	8 semesters
<b>Average grade of final degree</b>		3.15	3.13	3.07	3.15	3.22	N/A

\* Number of students who graduated without taking the resit exams.

Study Programme: Health Management (English)							
		1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)
# Study Places offered by HEI		70	70	60	40	40	40
# Applicants	∑	83	52	54	40	30	40
	f	59	39	15	27	21	31
	m	24	13	39	13	9	9
Application rate		118.57%	74.29%	90.00%	100.00%	75.00%	100.00%
# First-Year Students (accepted applicants)	∑	38	54	24	38	42	51
	f	31	42	17	30	28	32
	m	7	12	7	8	14	19
Rate of female students		0.82	0.78	0.71	0.79	0.67	0.63
# Foreign Students	∑	0	3	3	5	15	38
	f	0	3	1	5	9	27
	m	0	0	2	0	6	11
Rate of foreign students		0.00	0.06	0.13	0.13	0.36	0.75
Percentage of occupied study places		54.29%	77.14%	40.00%	95.00%	105.00%	127.50%
# Graduates	∑	0	0	0	31	42	
	f	0	0	0	28	36	
	m	0	0	0	3	6	
Success rate (students who finished their studies)		0.00%	0.00%	0.00%	88.57%	79.25%	N/A
Dropout rate (students who dropped their studies)		0.00%	0.00%	0.00%	32.50%	57.50%	N/A
Average duration of study		8 semesters	8 semesters	8 semesters	8 semesters	8 semesters	8 semesters
Average grade of final degree					3.18	3.2	N/A

\* Number of students who graduated without taking the resit exams.

The Higher Education Council determines the quotas of students to be enrolled in foundation and state universities. Moreover, the number of quotas varies annually according to the universities' occupancy rates in placement results and consultations with various sectors. Thus, the university administration does not have an independent authority to set quantitative targets. According to the information of the last two years, IMU has the highest number of students among the foundation universities in Turkey [38,894 in 2021 and 43,562 in 2022]. According to the fixed quotas, the occupancy rates for 2021, 2022 and 2023 are 90.6%, 99.5% and 99.7% respectively.

## Appraisal

The panel welcomes that the study capacity in all programmes except Political Science and Public Administration (PSPA) (English) is fully used. The panel estimates that PSPA (English) is facing a difficult situation because of its more national orientation although the English language of the programme signals a more international orientation.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programmes (Asterisk Criterion)

According to SHSS<sup>3</sup>, the main goal of the **Political Science and International Relations (PSIR)** programme (taught in English language), is to equip students with theoretical, conceptual, and historical knowledge of political science and international politics; to enhance their skills of analytical and critical thinking; and to support them in becoming leading professionals in decision making processes in public and private sectors at national and international levels or as academics at international standards. The study programme aims to provide skills for strategic leadership, both in public and private jobs. Students shall among others understand foreign policies and political systems. Graduates are expected to be able to do research on theoretical and factual problems of international relations, to analyse and implement foreign policy in public and private institutions, as well as international and non-governmental organisations.

The main goals of the **Political Science and Public Administration (PSPA)** programmes (parallel in Turkish and English language) are to provide its students with essential theoretical, historical and conceptual knowledge in the main areas of political science and public administration, international relations, law, economics, and sociology; to develop the methodological capacity of students through courses on scientific methodology, and help them develop their professional and personal skills for work in leading positions in public and private institutions at national and international levels. Both programmes aim to enable the students to acquire the necessary skills and knowledge to work in coordination with other people and to act in line with ethical principles and human rights. Upon completion of the programme, the graduates will be able to understand and explain the developments in social, political, and economic life and to offer practical solutions to problems associated with them. In particular, students will be able to analyse facts about politics, political and constitutional systems and public administration. They will also be able to work in processes such as strategic planning, policy making, coordinating projects, decision making both in public and private sectors, in political parties and non-governmental organisations.

SHSS describes the main objectives of the **Psychology** programmes<sup>4</sup>, which are offered parallel in English and Turkish language as follows: They are to educate students with essential theoretical and practical knowledge of the sub-fields of Psychology; to enhance the students' ability to identify, interpret, and provide solutions using analytical skills, knowledge, experience, and expertise they gain throughout courses and internships. The graduates of the programmes are knowledgeable about basic concepts and theories in psychology theory, research, and practice; they are able to critically analyse theories in the history of psychology and associate them with new developments; also, they can scientifically investigate a problem, interpret the findings, and present the results in scientific manuscripts. Furthermore, they are able to plan and direct activities in research settings. Graduates of the Psychology programmes have the chance of being employed as a psychologist in public and private hospitals as well as in other

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<sup>3</sup> See Self-evaluation report (in the following: SER) of SHSS, p. 6.

<sup>4</sup> See SER of SHSS, p. 6.

sectors and institutions like municipalities, schools, universities, national and international organisations, and research institutions.<sup>5</sup>

The **Health Management Programmes (HMP)** in Turkish and English language aim to produce graduates who as health managers will be responsible for identifying and evaluating existing and potential problem areas related to the health system. Moreover, as health managers they will be developing proposals for effective and efficient solutions through interdisciplinary teamwork with the main purpose of protecting and improving the health status of individuals and the community whilst adhering to ethical values. In this respect, the programme aims to produce graduates who:

- have advanced knowledge of medical terminology,
- have enhanced knowledge of business administration and management,
- can create a competitive advantage in the institution they work for using interdisciplinary thinking,
- have good communication skills and can work effectively in teams,
- are result-oriented,
- are open to development,
- will adhere to ethical rules, and
- have relevant technical skills.

The English programme aims to train graduates who can work not only in Turkey but also in the international arena and provide solutions to the needs of global institutions in the larger healthcare environment. The English programme can offer its graduates a better chance in terms of job opportunities in global enterprises in Turkey and beyond.

All universities in Turkey have adjusted their credit and teaching systems with the Bologna Process. The structure of the National Qualifications Framework for Higher Education of Turkey (CoHE)<sup>6</sup> corresponds to the European Qualifications Framework of Higher Education (EQF) and links the national educational system to its outputs as qualifications, the national economic structure, and employment. Accordingly, each programme at hand and the courses are designed in line the National Qualifications Framework for Higher Education.

## Appraisal:

The qualification objectives of all seven programmes at hand are clearly explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

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<sup>5</sup> The IMU Department of Psychology adopted the educational norms of the Turkish Psychology Association which has authority to grant accreditations to professional educational and training institutions in psychology on behalf of the American Psychological Association (APA). The Turkish Psychological Association follows the accreditation policies of the American Psychological Association (APA) and European Federation of Psychologists' Association (EFPA).

<sup>6</sup> CoHE stands for Turkey's Council of Higher Education. The Turkish acronym is YOK.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X		

## 1.2 International orientation of the study programme design (Asterisk Criterion)

All courses of five out of the seven Bachelor programmes are offered totally in English. Students enrolled in one of these programmes also can take elective courses offered in English from other programmes. Moreover, the CoHE requires Turkish programmes to offer obligatory English courses (8 ECTS credits) in the first year of education. Thus, the Bachelor programmes of PSPA (TUR), PSY (TUR) and HMP (TUR) offer compulsory English courses in the first two semesters.

Furthermore, the curricula of programmes include both required and elective courses with an international focus<sup>7</sup> such as the courses of 'Comparative Politics' in the PSPA (Turkish and English) and PSIR programmes; 'Global Environmental Politics', 'International Development Politics' in the PSIR programme; 'Globalisation in Turkey and in the World', 'Migration and Politics', 'Arab Spring and Transformation of Politics in the Middle East' and 'Global Society and Human Rights' in the **PSPA** programme; and 'Human Rights and Discrimination' in Psychology programme are some examples of courses that have an international focus.

The English HMP aims to train graduates who can work not only in Turkey but also in the international arena and provide solutions to the needs of the global institutions in the larger healthcare environment. The English programme will offer its graduates a better chance in terms of job opportunities in global enterprises in Turkey and beyond and provide more opportunities for personal development by giving access to up-to-date information.

To provide international experience for students, the Erasmus programme of the EU is adopted and agreements with universities in Spain, Poland, Germany, and other countries were signed. In the past years, several faculty members and students have participated in the ERASMUS programme. Also, vocational practice opportunities are provided for the students. The universities that IMU has relevant Erasmus agreements with are as follows:

### ERASMUS Cooperation Agreements

HEI	COUNTRY
Hochschule Fulda	GERMANY
Warsaw University of Technology	POLAND
Medical University of Sofia	BULGARIA
Hochschule Lübeck	GERMANY
GEA College-Faculty of Entrepreneurship	SLOVENIA
Hochschule Schmalkalden	GERMANY

<sup>7</sup> See also below chapter 3.1.1.

IMU's international orientation also finds expression in the educational material, the mobility programmes and through its faculty members. As visible in the CVs of faculty members, some of them have been trained in universities such as Yale University and University of Virginia. Others obtained their degrees from leading universities in Turkey and abroad such as University of Nevada, Reno, Kent State University, Edinburgh University, Saint Jose State University, University of Toronto, and Vienna University in Austria. Additionally, faculty members maintain frequent connections to worldwide programmes, research projects, or outstanding international academic and professional conferences worldwide. These experiences help to transfer international experiences to students in- and out- class activities.

## Appraisal:

The panel members note that all study programmes at hand have a design that appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

The panel members particularly welcome that owing to the emphasis of the programme design of PSIR, Psychology and HMP, that are offered in English, internationality in teaching and study (especially in terms of curricular contents), enables graduates to competently handle international tasks.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)		X <sup>8</sup>	X <sup>9</sup>		

## 1.3 Positioning of the study programme

At present, there are 14 (public) state universities and 44 (private) foundation universities in Istanbul. In terms of student enrolment, among foundation universities in Turkey IMU ranks first not only in Istanbul but also in Turkey. In this context, IMU management seeks to differentiate itself from other universities through its policies on tuition fees and scholarships. Medipol, as a healthcare group, offers the IMU students and graduates work and practice opportunities in different disciplines.

With regards to IMU's positioning in the education market in Turkey, there are some features that provide a comparative advantage over other universities and national programmes. IMU's location in Istanbul, which is in the meeting corner of Asian and European continents across the Bosphorus, creates a favourable situation both for students and faculty members since it is easy to reach the campus from both continents.

Starting from the 2016/2017 academic season, the CoHE of Turkey required all public and foundation universities to have an external audit and IMU volunteered to remain in the first cycle among 20 universities for an external audit. In January 2017, IMU successfully finished its external audit processes. IMU has been working to be one of the internationally well-known

<sup>8</sup> PSIR (English), Psychology (English), HMP (English).

<sup>9</sup> PSPA (Turkish and English), Psychology (Turkish), HMP (Turkish).

research-based universities. In this regard, when developing its research strategy and teaching approaches, international standards are considered.

As of 2022, there are 125 **Psychology** programmes registered in CoHE of Turkey. 101 universities are offering **PSPA** programmes and 56 universities **PSIR** programmes. According to the official statistics of SSPC<sup>10</sup>, and CoHE, in 2022, the Psychology programme of IMU ranked nineteenth in Turkey among other universities in terms of the highest entry scores. The student with the highest score enrolled in Psychology (ENG) ranked 6.150 in Turkey; the student with the highest score enrolled in Psychology (TUR) ranked 16.869; 82.425 in PSIR; 94.979 in PSPA (TUR), and 136.966 in PSPA (ENG).

According to IMU<sup>11</sup>, the University is becoming the preferred university in health sciences and health management. It is one of the two programmes that provide education in English. **HMP** creates vocational study opportunities that allow each student to observe and participate in different types of polyclinics and administrative units within a hospital structure. In addition, within the scope of vocational practice courses, students can observe and communicate individually with the manager of the unit in which they are practicing. In this way, they find opportunities to understand how managers handle problems, they get prepared for potentially similar situations in the future and get accustomed to the daily workflow of each department. Thus, students can more consciously select their career paths, which will increase their personal satisfaction.

As far as the **employability** is concerned, the study programmes in the SHSS are designed to support graduates in the market, both in public and private sectors. Graduates of the SHSS can work in either service sector or industrial enterprises. Along with public institutions, the energy sector, textile and automotive industries, banks, human resources departments, audit companies, and a variety of companies employ graduates of political science, international relations, public administration, and psychology programmes. Likewise, graduate students may also prefer working in non-governmental organisations and international organisations with their knowledge of decision-making processes, administration, and management. They may also achieve a job in academia, in PR departments as well as in marketing and strategy development.

A considerable percentage of **HMP** graduates have started their careers in institutions they have carried out their vocational studies in. In addition, they have found opportunities in large state and private hospitals, international insurance companies, and other healthcare service companies as well in academia. Career paths outside the healthcare industry are also available to the graduates thanks to their business administration-oriented classes. Several of the graduates have started working in in other industries such as retail management. In this sense, IMU is also guiding other stakeholders in the sector by determining the needs of the sector and raising qualified graduates according to the needs. A selection of the companies that HMP graduates are employed in is given below:

- Seven different Medipol Hospitals
- CGM CompuGroup
- Association of Public Hospitals Authority Turkey (Turkey State Hospitals Authority)
- Allianz Insurance and other Health insurance companies

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<sup>10</sup> Student Selection and Placement Center of Turkey.

<sup>11</sup> SER Health Management, p. 10.



- Acibadem Hospital Group
- Emsey Hospital
- Pharmaceutical companies
- Ministry of Health
- Provincial Health Directorates
- Public Health administration
- Healthcare Entrepreneurship.

According to the results obtained from the graduate survey by Power BI in 2023, 32 % of the respondents who graduated from SHSS programmes in IMU were employed within the first 6 months; 32 % of the respondents were employed in the first 6-12 months; and 17 % of them were employed within 12-18 months. 35 % of graduates work in the private sector and approximately 3 % work in the public sector.

Health Management graduates are employed in various institutions such as hospitals, insurance companies (home care institutions) and pharmaceutical companies. The rate of starting a job within 0-3 months of recent graduates has been determined as 92 %.

### **Strategy**

According to IMU's five-year Strategic Plan 2022-2026<sup>12</sup>, the University aims to follow a balanced approach in research and teaching missions. The IMU desires to excel in all fields, including medical, engineering, and social sciences. Thus, all departments in the SHSS have adopted balanced teaching and research targets in line with the university's strategy document.

### **SHS programmes**

The healthcare sector is Medipol Group's main area of expertise. Consequently, relevant faculties and programmes such as the applicant programme, HMP, are kept in high regard within IMU. The HMP works in accordance with IMU's Strategic Plan.

### **Appraisal:**

The panel is convinced that all study programmes at hand are well positioned in the educational market. IMU's reasons given for the positioning are plausible. The attractiveness of the IMU programmes is proved by the enormously increased numbers of students during the last years.

During the on-site visit the panel learned from University staff as well as from students that the attractiveness also has to do with the employment opportunities of graduates which in many cases are offered by the Medipol conglomerate. The arguments in support of employability based on the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

Against this background, for **HMP (Turkish)** the panel takes the view that IMU has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme.

The study programmes are convincingly integrated into the IMUs overall strategic concept.

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<sup>12</sup> As of 2021.

The study programme's qualification goals are in line with the University's mission and strategic planning. In this context the panel notes that in PSPA (English) programme only few students are enrolled. Therefore, the panel recommends IMU strategically increasing the attractiveness of the PSPA (English) programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		X(HMP Turkish)	X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

## 2. Admission

The admission to Bachelor programmes for the applicants who have Turkish citizenship and received their education entirely in Turkey or in Northern Cyprus relies on the legal regulations within the framework of the Higher Education Act (No. 2547) dated November 4, 1981 and on the regulations and decisions of the Council of Higher Education (CoHE). The procedure consists of nationwide university entrance examinations (YKS), held once a year and administered by the Students Selection and Placement Center (SSPC). YKS consists of three different sessions: Basic Proficiency Test (TYT), Area Proficiency Test (AYT), and Foreign Language Test (YDT). All candidates willing to start a degree programme have to take a TYT. The result leads to a placement score that is calculated by adding the secondary education success score and the test results. After the declaration on the placement of the candidates, they register for the programmes on the days declared by the University presenting the following documents (enlisted on the website of IMU):

- Application Form,
- High School Certificate,
- Original copy of Certificate of Examination Results (if any),
- The passport including the applicant's photo,
- A passport photo.

International students can apply to Turkish universities based on specific conditions. Eligibility criteria also include scoring at least 60 in the University Entrance Examination for Foreign Students (YÖS), achieving a high school GPA of 60 out of 100, specific scores on exams like ABITUR and SAT<sup>13</sup>, or meeting grade requirements for certain international diplomas. Candidates from certain countries require minimum Baccalaureate exam scores, while those with three A levels on GCE<sup>14</sup> exams can apply. ACT<sup>15</sup> scores of at least 22 or 20 are accepted, and International Baccalaureate diploma holders need a minimum grade of 30.

<sup>13</sup> Scholastic Assessment Test is a test for applicants at US American universities.

<sup>14</sup> General Certificate of Education is the English final school exam.

<sup>15</sup> US University Admission Test.

Students who fulfil the criteria can make online applications through Medipol’s University’s webpage. Applications are evaluated and final decisions are made by the International Office of IMU. Decisions are made based on the fulfilment of two sets of criteria: the criteria set by the Higher Education Council in Turkey and the academic score criteria set by IMU.<sup>16</sup>

The evaluation of applications and the ranking of the candidates for admission is at the discretion of IMU. The University is free to decide whether or not to fill its vacancies. Pre-review and evaluation of international candidates and placement into programmes are carried out by a commission authorised by the Rector.

As to counselling for prospective students, every summer IMU organises campus days for two weeks. During this time, prospective students have a chance to get information about departments, to talk to faculty members, to chat with current students and to wander around the campus. Moreover, prospective students have chance to visit the IMU affiliated Mega Hospital Complex with free shuttle services.

This is an opportunity to discover more about studying at IMU. All of the regulations and policies regarding the admission are published in promotion brochures. In addition, on the institution’s website, prospective students are provided with all necessary information, including university, programmes/departments, scores and quota information.

During campus days, a dedicated call-center (toll-free line: 444 85 44) which employs around 100 people serves as a contact point for prospective students and their families who cannot physically visit the premises. Moreover, IMU participates in nation-wide higher education fairs (in Istanbul, Izmir, Ankara and several other major cities of Turkey) to offer maximum face-to-face contact with prospective students.

The following table summarises the number of contacts with prospective students of the last seven years.

	# of documented Face-to-face meetings at IMU Campus-Days							# of calls on Call-centre						
	2016 July	2017 July	2018 July	2019 July	2020 July	2021 July	2022 July	2016 July	2017 July	2018 July	2019 July	2020 July	2021 July	2022 July
University-wide Total	10043	74607	12073	11234	11597	9186	17234	15711	66160	66160	79982	63055	83245	86690

Depending on the instruction language, the proof of fluency in Turkish or English is a prerequisite to start the study programme. As a proof of Turkish language proficiency, IMU accepts the TÖMER certificate. If the TÖMER certificate is not available, the candidates must pass a Turkish proficiency test at IMU prior to or at the time of registration. Applicants whose test scores do not meet the requirements may be admitted to an Intensive Turkish Programme (ITP) for at least two semesters.

For the programmes taught in English (Psychology, PSPA, PSIR, HMP) students need to reach a B2 level in English to start the first year of the Bachelor programme. Students who prove their level of English with a national or international proficiency test of English such as CAE, CPE, TOEFL IBT, PTE, start taking 1<sup>st</sup> grade courses. Students who are unable to

<sup>16</sup> IMU gives further information on its website: <https://mio.medipol.edu.tr/how-to-apply/#1614753027752-bc8907e3-43e1> (last seen on November 20, 2023).

provide the University with a proficiency score are obligated to attend IMU's English Preparatory Programme for one year. The course programme comprises 35 weeks, with an optional summer programme of six weeks for those students requiring further instruction. They start taking departmental courses once they successfully complete the English programme.

The students enrolled in Turkish programmes (Psychology, PSPA, HMP) have the option to voluntarily attend the IMU English Preparatory Programme for students for two semesters. Alternatively, students are supported by six mandatory English courses. In accordance with the programme outcomes, these courses enable the students to obtain a minimum of European Language Portfolio B1 General English Level. Accordingly, they will be able to communicate fluently with each other, their colleagues and healthcare professionals.

During their Bachelor study, students are encouraged to learn another foreign language other than English. Optional elective courses are provided by IMU as general elective courses allow to get basic knowledge of several foreign languages that students can later develop upon.

On IMU's website, every detail of the process and the prerequisites as well as contact information with defined time frame for the registration process are announced.

## Appraisal:

The state stipulated admission and placement requirements for Turkish students are clearly defined and described by law. Also, the formal admission requirements and the procedure for international students are comprehensible and clearly published on the website of IMU. The HEI covers all need for information on its website in terms of registration process after the placement declaration.

The admission requirements are defined and comprehensible. The national requirements are presented and considered. The admission decision is based on transparent criteria and is communicated in writing. As far as the access to Bachelor programmes are concerned, a specialised selection procedure for international students beside the evaluation of their grade and their personal interest in studying abroad is not required.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the HEI, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

On its website, IMU provides all necessary information for prospective students about the admission procedure, which is described, documented. Events like campus days and school meetings ensure the personal contact to prospective students besides the usual contact possibilities (e-mails, telephone).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

The Bachelor programmes at hand have a regular duration of four years (eight semesters) requiring a minimum workload of 240 ECTS credits to be completed for graduation. Graduates are awarded a Bachelor of Arts (BA) degree in Psychology, PSPA, and PSIR and a Bachelor of Science (BSc) degree in HMP.

Course contents are based on generic and subject-specific learning outcomes, in line with the level of the degree to be awarded on completion. Students are offered a variety of elective courses, by which they may acquire the necessary skills in accordance with their interests and prepare themselves adequately for the job market. The programmes also convey soft skills such as the ability to work independently and to take responsibility, and the ability to lead a project, plan, as well as direct the activities in a team.

All programmes include informal tracks of specialisations with elective courses. Thus, students have the possibility to develop themselves and their professional skills in line with their interests. They are not limited or restricted in selecting elective courses, also from other departments within or outside their School, unless there is a prerequisite declared by the instructor of the course. During the course selection academic supervisors support students to make the most appropriate course selections in line with their interests and professional career plans.

The medium of instruction of three English programmes of the SHSS at hand (Psychology, Political Science and International Relations, Political Science and Public Administration) is English except for the YOK-requisite courses of Turkish Language and History of the Turkish Republic that are offered in Turkish for Turkish speaking students. For those students who do not speak Turkish, these courses are also offered in English.

## Political Science and Public Administration (PSPA) (Turkish & English)

Both PSPA programmes are designed in two informal tracks: 1. Political Science and 2. Public Administration. Students can specialise in choosing one of these two tracks by selecting adequate courses. The elective courses in both programmes (Turkish and English) start in the fifth semester.

The two programmes (Turkish and English) differ in terms of language courses and in a stronger focus on Turkey (Turkish) and on internationality (English).

### PSPA (TUR)

Type (Compulsory /Elective)	Code	Course	T	P	C	ECTS
<b>1<sup>ST</sup> SEMESTER (FALL)</b>						
C	SKY1123050	Fundamentals of Law	3	0	3	5
C	SKY1122290	Introduction to Political Science I	3	0	3	6
C	SKY1142250	Administration and Organisation	3	0	3	5
C	SKY1142240	Introduction to Sociology	3	0	3	6
C	TDL1110200	Turkish Language I	2	0	2	2
C	ING1111600	English I	3	0	3	4
C	ATA1110800	History of the Turkish Republic I	2	0	2	2
<b>TOTAL</b>			<b>19</b>	<b>0</b>		<b>30</b>
<b>2<sup>ND</sup> SEMESTER (SPRING)</b>						
C	SKY1242270	Social Structure of Turkey	3	0	3	5
C	SKY1223060	Constitutional Law	3	0	3	5
C	SKY1222510	Introduction in Political Science II	3	0	3	6
C	SKY1242260	Introduction to Public Administration	3	0	3	6
C	TDL1220000	Turkish Language II	2	0	2	2
C	ING1211700	English II	3	0	3	4
C	ATA1210000	History of the Turkish Republic II	2	0	2	2
<b>TOTAL</b>			<b>19</b>	<b>0</b>		<b>30</b>
<b>3<sup>RD</sup> SEMESTER (FALL)</b>						
C	SKY2142280	Administrative Law I	3	0	3	5
C	SKY2110078	University and Life Skills	3	0	3	4
C	SKY2142310	Research Methods in Social Sciences	3	0	3	5
C	SKY2142290	Constitutional Law of Turkey	3	0	3	5
C	SKY2124210	Microeconomy	3	0	3	5
C	SKY2142320	History of Political Thought I	3	0	3	6
<b>TOTAL</b>			<b>18</b>	<b>0</b>		<b>30</b>
<b>4<sup>TH</sup> SEMESTER (SPRING)</b>						
C	SKY2242340	Political History of Turkey	3	0	3	5
C	SKY2242270	Macroeconomy	3	0	3	5
C	SKY2210079	Turkish System	3	0	3	5
C	SKY2242330	Administrative Law II	3	0	3	5
C	SKY2242350	History of Political Thought II	3	0	3	6
C	SKY2242360	Statistics	3	0	3	5
<b>TOTAL</b>			<b>18</b>	<b>0</b>		<b>31</b>
<b>5<sup>TH</sup> SEMESTER (FALL)</b>						
C	SKY3149870	Comparative Politics	3	0	3	5
C	SKY3149880	Turkish Political Life I	3	0	3	6
E		Departmental Elective -1	3	0	3	5
E		Departmental Elective -2	3	0	3	5

E		Departmental Elective -3	3	0	3	5
E		Departmental Elective -4	3	0	3	5
		<b>TOTAL</b>	<b>18</b>	<b>0</b>		<b>31</b>
<b>5<sup>TH</sup> SEMESTER (FALL) ELECTIVES</b>						
E	SKY3110653	Politics in the Middle East	3	0	3	5
E	SKY3110654	World History	3	0	3	5
E	SKY3165170	Ethnicity, Culture and Politics	3	0	3	5
E	SKY3149890	Civil Society Discussions	3	0	3	5
E	SKY3165180	Bureaucracy and Politics in Turkey	3	0	3	5
E	SKY3149910	Modern Political Thoughts	3	0	3	5
E	SKY3112248	Globalisation in Turkey and the World	3	0	3	5
<b>6<sup>TH</sup> SEMESTER (SPRING)</b>						
C	SKY3249950	Political Sociology	3	0	3	5
C	SKY3249940	Turkish Political Life II	3	0	3	6
E		Departmental Elective -5	3	0	3	
E		Departmental Elective -6	3	0	3	
E		Departmental Elective -7	3	0	3	
E		Departmental Elective -8	3	0	3	
		<b>TOTAL</b>	<b>18</b>	<b>0</b>		<b>30</b>
<b>6<sup>TH</sup> SEMESTER (SPRING) ELECTIVES</b>						
E	SKY3266180	Practical Studies in Public Administration	3	0	3	5
E	SKY3249990	Religion and Politics in Turkey	3	0	3	5
E	SKY3249970	History of Political Thought in Turkey	3	0	3	5
E	SKY3249960	Local Administrations	3	0	3	5
E	SKY3249980	Ethics	3	0	3	5
E	SKY3266190	Public Account	3	0	3	5
E	SKY3210655	Urbanisation and Environmental Politics	3	0	3	5
E	SKY3211689	Academic Writing and Presentation Techniques	3	0	3	5
E	SKY3212807	Migration and Politics	3	0	3	6
E	SKY3212842	Arab Spring and Transformation of Politics in the Middle East	3	0	3	6
<b>7<sup>TH</sup> SEMESTER (FALL)</b>						
E		Departmental Elective -9	3	0	3	6
E		Departmental Elective -10	3	0	3	6
E		Departmental Elective -11	3	0	3	6
E		Departmental Elective -12	3	0	3	6
E		Departmental Elective -13	3	0	3	6
		<b>TOTAL</b>	<b>18</b>	<b>0</b>		<b>30</b>
<b>7<sup>TH</sup> SEMESTER (FALL) ELECTIVES</b>						
E	SKY4110081	NGO Management	3	0	3	6
E	SKY4171950	International Relations	3	0	3	6
E	SKY4171930	Political Philosophy	3	0	3	6
E	SKY4112216	Labour and Social Security Law	3	0	3	6
E	SKY4171970	Practical Studies in Public Law	3	0	3	6
E	SKY4171980	Civil Law	3	0	3	6
E	SKY4171960	Fundamentals of Political Economy	3	0	3	6
E	SKY4171940	Contemporary Approaches in Public Administration	3	0	3	6
	SKY4110374	Internship				5
<b>8<sup>TH</sup> SEMESTER (SPRING)</b>						

E		Departmental Elective -14	3		3	6
E		Departmental Elective -15	3		3	6
E		Departmental Elective -16	3		3	6
E		Departmental Elective -17	3		3	6
E		Departmental Elective -18	3		3	6
<b>TOTAL</b>			<b>18</b>			<b>30</b>
<b>8<sup>TH</sup> SEMESTER (SPRING) ELECTIVES</b>						
E	SKY4211699	Political Parties	3		3	6
E	SKY4272010	Global Society and Human Rights	3		3	6
E	SKY4272050	Introduction to Social Psychology	3		3	6
E	SKY4272030	Obligations Law	3		3	6
E	SKY4272020	The EU and Turkey	3		3	6
E	SKY4272060	Economy of Turkey	3		3	6
E	SKY4272040	Public Finance	3		3	6
E	SKY4213291	European Human Rights Concentration in Theory and Application	3		3	6
E	SKY4213292	Applications of Sustainable Development	3		3	6
E	SKY4210099	Applications of Political Communication	3		3	6
	SKY4210374	Internship				5
<b>PROGRAMME TOTAL</b>			<b>146</b>			<b>242</b>

### PSPA (ENG)

Type (Compulsory /Elective)	Code	Course	T	P	C	ECTS
<b>1<sup>ST</sup> SEMESTER (FALL)</b>						
C	PPA1172290	INTRODUCTION TO POLITICAL SCIENCE I	3	0	3	6
C	PPA1145960	FUNDAMENTALS OF LAW	3	0	2	5
C	PPA1151240	ADVANCED ENGLISH I	3	0	3	5
C	PPA1123560	INTRODUCTION TO SOCIOLOGY	3	0	3	5
C	PPA1172070	MANAGEMENT AND ORGANIZATION	3	0	3	5
C	TDL1110400	Turkish Language I	2	0	3	2
C	ATA1110300	History of the Turkish Republic I	2	0	2	2
<b>TOTAL</b>			<b>19</b>		<b>19</b>	<b>30</b>
<b>2<sup>ND</sup> SEMESTER (SPRING)</b>						
C	PPA1251250	ADVANCED ENGLISH II	3	0	3	5
C	PPA1242380	CONSTITUTIONAL LAW	3	0	3	5
C	PPA1251230	INTRODUCTION TO PUBLIC ADMINISTRATION	3	0	3	5
C	PPA1272310	INTRODUCTION TO POLITICAL SCIENCE II	3	0	3	6
C	PPA1272080	SOCIAL STRUCTURE OF TURKEY	3	0	3	5
C	TDL1210600	Turkish Language II	2	0	2	2
C	ATA1210500	History of the Turkish Republic II	2	0	2	2
<b>TOTAL</b>			<b>19</b>		<b>19</b>	<b>30</b>
<b>3<sup>RD</sup> SEMESTER (FALL)</b>						
C	PPA2148670	MICROECONOMICS	3	0	3	5
C	PPA2110656	HISTORY OF POLITICAL THOUGHT I	3	0	3	6
C	PPA2149730	RESEARCH METHODS IN SOCIAL SCIENCES	3	0	3	5



C	PPA2110657	TURKISH CONSTITUTIONAL LAW	3	0	3	5
C	PPA2110658	ADMINISTRATIVE LAW I	3	0	3	5
C	PPA2110659	UNIVERSITY AND LIFE SKILLS	3	0	3	4
		<b>TOTAL</b>	<b>18</b>		<b>18</b>	<b>30</b>
<b>4<sup>TH</sup> SEMESTER (SPRING)</b>						
C	PPA2210661	ADMINISTRATIVE LAW II	3	0	3	5
C	PPA2210662	POLITICAL HISTORY OF TURKEY	3	0	3	5
C	PPA2210663	HISTORY OF POLITICAL THOUGHT II	3	0	3	6
C	PPA2210664	MACROECONOMICS	3	0	3	5
C	PPA2210665	STATISTICS	3	0	3	5
C	PPA2210666	TURKISH ADMINISTRATIVE SYSTEM	3	0	3	5
		<b>TOTAL</b>	<b>18</b>		<b>18</b>	<b>31</b>
<b>5<sup>TH</sup> SEMESTER (FALL)</b>						
C	PPA3172260	COMPARATIVE POLITICS	3	0	3	6
C	PPA3112116	TURKISH POLITICAL LIFE I	3	0	3	6
E		DEPARTMENTAL ELECTIVE-1	3	0	3	6
E		DEPARTMENTAL ELECTIVE-2	3	0	3	6
E		DEPARTMENTAL ELECTIVE-3	3	0	3	6
		<b>TOTAL</b>	<b>15</b>		<b>15</b>	<b>30</b>
<b>5<sup>TH</sup> SEMESTER (FALL) ELECTIVES</b>						
E	PPA3112217	POLITICS IN THE MIDDLE EAST	3	0	3	6
E	PPA3112117	WORLD HISTORY	3	0	3	6
E	PPA3112118	CIVIL SOCIETY AND DEMOCRACY	3	0	3	6
E	PPA3112119	BUREAUCRACY	3	0	3	6
E	PPA31112121	MODERN POLITICAL THOUGHT	3	0	3	6
<b>6<sup>TH</sup> SEMESTER (SPRING)</b>						
C	PPA3212122	POLITICAL SOCIOLOGY	3	0	3	6
C	PPA3212123	TURKISH POLITICAL LIFE II	3	0	3	6
E		DEPARTMENTAL ELECTIVE-4	3	0	3	6
E		DEPARTMENTAL ELECTIVE-5	3	0	3	6
E		DEPARTMENTAL ELECTIVE-6	3	0	3	6
		<b>TOTAL</b>	<b>15</b>		<b>15</b>	<b>30</b>
<b>6<sup>TH</sup> SEMESTER (SPRING) ELECTIVES</b>						
E	PPA3212124	LOCAL ADMINISTRATIONS	3	0	3	6
E	PPA3212125	ETHICS	3	0	3	6
E	PPA3212126	URBANIZATION AND ENVIRONMENTAL POLITICS	3	0	3	6
E	PPA3212127	ACADEMIC WRITING AND PRESENTATION TECHNIQUES	3	0	3	6
E	PPA3212806	PRACTICAL STUDIES IN PUBLIC ADMINISTRATION	3	0	3	6
E	PPA3212128	HISTORY OF TURKISH POLITICAL THOUGHT	3	0	3	6
E		MIGRATION AND POLITICS	3	0	3	6
<b>7<sup>TH</sup> SEMESTER (FALL)</b>						
E		DEPARTMENTAL ELECTIVE-7	3	0	3	6
E		DEPARTMENTAL ELECTIVE-8	3	0	3	6
E		DEPARTMENTAL ELECTIVE-9	3	0	3	6
E		DEPARTMENTAL ELECTIVE-10	3	0	3	6
E		DEPARTMENTAL ELECTIVE-11	3	0	3	6
		<b>TOTAL</b>	<b>15</b>		<b>15</b>	<b>30</b>

<b>7<sup>TH</sup> SEMESTER (FALL) ELECTIVES</b>						
E	PPA4113293	NGO MANAGEMENT	3	0	3	6
E	PPA4113294	INTRODUCTION TO INTERNATIONAL RELATIONS	3	0	3	6
E	PPA4113295	POLITICAL PHILOSOPHY	3	0	3	6
E	PPA4113296	INTERNATIONAL HUMAN RIGHTS LAW	3	0	3	6
E	PPA4113297	FUNDAMENTALS OF POLITICAL ECONOMY	3	0	3	6
E	PPA4113298	MODERN APPROACHES TO PUBLIC ADMINISTRATION	3	0	3	6
E	PPA4113302	PRACTICAL STUDIES IN PUBLIC LAW	3	0	3	6
E	PPA4113303	CIVIL LAW	3	0	3	6
	PPA4113299	INTERNSHIP				6
<b>8<sup>TH</sup> SEMESTER (SPRING)</b>						
E		DEPARTMENTAL ELECTIVE-12	3	0	3	6
E		DEPARTMENTAL ELECTIVE-13	3	0	3	6
E		DEPARTMENTAL ELECTIVE-14	3	0	3	6
E		DEPARTMENTAL ELECTIVE-15	3	0	3	6
E		DEPARTMENTAL ELECTIVE-16	3	0	3	6
		<b>TOTAL</b>	<b>15</b>		<b>15</b>	<b>30</b>
<b>8<sup>TH</sup> SEMESTER (SPRING) ELECTIVES</b>						
E	PPA4213789	POLITICS AND SOCIETY IN THE USA	3	0	3	6
E	PPA4213791	GLOBAL SOCIETY AND HUMAN RIGHTS	3	0	3	6
E	PPA4213792	EUROPEAN LAW IN THEORY AND PRACTICE	3	0	3	6
E	PPA4213319	SUSTAINABLE DEVELOPMENT APPLICATIONS	3	0	3	6
E	PPA4213794	THE EU AND TURKEY	3	0	3	6
E	PPA4213795	POLITICAL PARTIES	3	0	3	6
E	PPA4213796	INTRODUCTION TO SOCIAL PSYCHOLOGY	3	0	3	6
E	PPA4213797	PUBLIC FINANCE	3	0	3	6
E	PPA4213322	POLITICAL COMMUNICATION	3	0	3	6
E	PPA4213799	TURKISH ECONOMY	3	0	3	6
E	PPA4213801	LAW OF OBLIGATIONS	3	0	3	6
E	PPA4213301	LABOUR AND SOCIAL SECURITY LAW	3	0	3	6
	PPA4213299	INTERNSHIP				6
<b>PROGRAMME TOTAL</b>			<b>134</b>			<b>241</b>

The initial accreditation suggested strengthening the Public Administration track by adding new elective courses<sup>17</sup>. The University therefore increased the number of elective courses as part of the PA tracks.

The tables below show informal tracks with the respective elective courses and semesters.

<sup>17</sup> Decision of the FIBAA Accreditation Committee for Programmes, September 14, 2018, p. 35

**PSPA (Turkish)**

<b>TRACK</b>	<b>ELECTIVE COURSE</b>	<b>SEMESTER</b>
<b>Political Science</b>	Politics in the Middle East	5
	World History	5
	Ethnicity, Culture, and Politics	5
	Civil Society Discussions	5
	Turkey and the World in the Brink of Globalization	5
	Religion and Politics in Turkey	6
	History of Turkish Political Thought	6
	Ethics	6
	Academic Writing and Presentation Techniques	6
	Migration and Politics	6
	Arab Spring and Transformation of Politics in the Middle East	6
	NGO Management	7
	International Relations	7
	Political Theory	7
	Fundamentals of Political Economy	7
	Political Parties	8
	GLOBAL Society and Human Rights	8
	Introduction to Social Psychology	8
	The European Union and Turkey	8
	European Law in Theory and Practice	8
Political Communication	8	

<b>TRACK</b>	<b>ELECTIVE COURSE</b>	<b>SEMESTER</b>
<b>Public Administration</b>	Bureaucracy-Politics Relations in Turkey	5
	Practical Studies in Public Administration	6
	Local Administrations	6
	Urbanization and Environmental Politics	6
	General Accounting	6
	Modern Approaches to Public Administration	7
	Labour and Social Security Law	7
	Practical Studies in Public Law	7
	Civil Law	7
	Sustainable Development Applications	8
	Public Finance	8

	Law of Obligations	8
	Turkish Economy	8

### PSPA (English)

TRACK	ELECTIVE COURSE	SEMESTER
<b>Political Science</b>	Politics in the Middle East	5
	World History	5
	Civil Society and Democracy	5
	Modern Political Thought	5
	Ethics	6
	Academic Writing and Presentation Techniques	6
	History of Turkish Political Thought	6
	Migration and Politics	6
	Introduction to International Relations	7
	Fundamentals of Political Economy	7
	International Human Rights Law	7
	Political Philosophy	7
	Politics and Society in the USA	8
	The European Union and Turkey	8
	Political Parties	8
	Introduction to Social Psychology	8
	Political Communication	8
	European Law in Theory and Practice	8
	Global Society and Human Rights	8
Turkish Economy	8	

TRACK	ELECTIVE COURSE	SEMESTER
<b>Public Administration</b>	Bureaucracy	5
	Local Administrations	6
	Urbanization and Environmental Politics	6
	Practical Studies in Public Administration	6
	NGO Management	7
	Modern Approaches to Public Administration	7
	Practical Studies in Public Law	7
	Civil Law	7
	Sustainable Development Applications	8
	Public Finance	8
	Law of Obligations	8
	Labour and Social Security Law	8

### Political Science and International Relations (PSIR) (English)

The PSIR, programme is offered in the English language only and organised in three informal tracks:

1. Political Science and international Relations (IR) Theories
2. Regional Studies and World Affairs
3. Global Political Economy and Markets

Students can specialise in choosing one of these two tracks by selecting adequate courses. The elective courses start in the third semester. The curriculum includes 14 elective courses.

## PSIR

Type (Compulsory /Elective)	Code	Course	T	P	C	ECTS
<b>1<sup>ST</sup> SEMESTER (FALL)</b>						
C	INT1145970	ADVANCED ENGLISH	4	0	4	4
C	INT1172090	INTRODUCTION TO POLITICAL SCIENCE	3	0	3	5
C	INT1148670	MICROECONOMICS	3		3	5
C	INT1123560	INTRODUCTION TO SOCIOLOGY	3		3	5
C	INT1145960	FUNDAMENTALS OF LAW	3		3	5
C	INT1172110	PROFESSIONAL, SOCIAL AND COMMUNICATION SKILLS	2		2	2
C	TDL1110400	TURKISH LANGUAGE I	2		2	2
C	ATA1110300	History of the Turkish Republic I	2		2	2
		<b>Total</b>	<b>22</b>			<b>30</b>
<b>2<sup>ND</sup> SEMESTER (SPRING)</b>						
C	INT1222740	INTRODUCTION TO INTERNATIONAL RELATIONS	3	0	3	5
C	INT1242380	CONSTITUTIONAL LAW	3	0	3	5
C	INT1210664	MACROECONOMICS	3	0	3	5
C	INT1242390	ACADEMIC READING AND WRITING IN INTERNATIONAL RELATIONS	3	0	3	3
C	INT1249690	OTTOMAN DIPLOMATIC HISTORY	3	0	3	4
C	INT1212715	MATH FOR SOCIAL SCIENCES	3	0	3	4
C	ATA1210500	History of the Turkish Republic II	2	0	2	2
C	TDL1210600	TURKISH LANGUAGE II	2	0	2	2
		<b>TOTAL</b>	<b>22</b>			<b>30</b>
<b>3<sup>RD</sup> SEMESTER (FALL)</b>						
C	INT2149720	DIPLOMATIC HISTORY I	3	0	3	6
C	INT2149820	INTERNATIONAL LAW	3	0	3	6
C	INT2149750	HISTORY OF POLITICAL THOUGHT I	3	0	3	6
E		DEPARTMENTAL ELECTIVE-1	3	0	3	6
E		DEPARTMENTAL ELECTIVE-2	3	0	3	6
		<b>TOTAL</b>	<b>15</b>			<b>30</b>
<b>3<sup>RD</sup> SEMESTER (FALL) ELECTIVES</b>						
E	INT2172210	INTERNATIONAL ECONOMICS	4		4	6
E	INT2149760	MEDIA AND POLITICS	3		3	6
E	INT2166210	POLICY MAKING AND ANALYSIS	3		3	6
E	INT2113307	APPLIED COMPUTER SKILLS	3		3	6

E		NON-STATE ACTORS IN WORLD POLITICS	3		3	6
E		FORMATION OF THE MODERN MIDDLE EAST	3		3	6
<b>4<sup>TH</sup> SEMESTER (SPRING)</b>						
C	INT2249790	DIPLOMATIC HISTORY II	3	0	3	6
C	INT2249810	HISTORY OF POLITICAL THOUGHT II	3	0	3	6
C	INT2217212	THEORIES OF INTERNATIONAL RELATIONS	4	0	4	6
C	INT2249730	RESEARCH METHODS IN SOCIAL SCIENCES	4	0	4	6
E		DEPARTMENTAL ELECTIVE-3	3	0	3	6
		<b>TOTAL</b>	<b>17</b>	<b>0</b>		<b>30</b>
<b>4<sup>TH</sup> SEMESTER (SPRING) ELECTIVES</b>						
E	INT2210379	INTRODUCTION TO NATIONALISM STUDIES	3		3	6
E	INT2213312	SELECTED TOPICS IN OTTOMAN HISTORY	3		3	6
E	INT22113796	INTRODUCTION TO SOCIAL PSYCHOLOGY	3		3	6
<b>5<sup>TH</sup> SEMESTER (FALL)</b>						
C	INT3172170	INTERNATIONAL POLITICAL ECONOMY	3	0	3	6
C	INT3113687	FOREIGN POLICY ANALYSIS	3	0	3	6
C	INT3172180	STATISTICS FOR SOCIAL SCIENCES	4	0	4	6
E		DEPARTMENTAL ELECTIVE-4	3	0	3	6
E		DEPARTMENTAL ELECTIVE-5	3	0	3	6
		<b>TOTAL</b>	<b>16</b>			<b>30</b>
<b>5<sup>TH</sup> SEMESTER (FALL) ELECTIVES</b>						
E	INT3117227	TURKISH ADMINISTRATIVE HISTORY	3		3	6
E	INT3172190	EU POLITICS	3		3	6
E	INT3112746	INTERNATIONAL SECURITY	3		3	6
E	INT3111119	RUSSIAN I	3		3	6
E		RUSSIAN AND EURASIAN POLITICS	3		3	6
E		OTTOMAN POLITICAL HISTORY	3		3	6
<b>6<sup>TH</sup> SEMESTER (SPRING)</b>						
C	INT3272260	COMPARATIVE POLITICS	3		3	6
C	INT3217213	TURKISH POLITICS	3		3	6
C	INT3272160	GLOBAL GOVERNANCE AND INTERNATIONAL ORGANISATIONS	3		3	6
E		DEPARTMENTAL ELECTIVE-6	3		3	6
E		DEPARTMENTAL ELECTIVE-7	3		3	6
		<b>TOTAL</b>	<b>15</b>			<b>30</b>
<b>6<sup>TH</sup> SEMESTER (SPRING) ELECTIVES</b>						
E	INT3210369	GENDER AND POLITICS	3		3	6
E	INT3272280	INNOVATION, ENTREPRENEURSHIP, AND POLITICS	3		3	6
E	INT3210371	AMERICAN FOREIGN POLICY	3		3	6

E	INT3214042	THEORIES OF CONFLICT, VIOLENCE, AND PEACEBUILDING	3		3	6
E	INT3211121	RUSSIAN II	3		3	6
E	INT3210372	TERRORISM, INSURGENCY, AND CIVIL WAR	3		3	6
<b>7<sup>TH</sup> SEMESTER (FALL)</b>						
C	INT4111122	TURKISH FOREIGN POLICY I	3		3	6
C	INT4111124	CURRENT ISSUES IN WORLD POLITICS	3		3	6
E		DEPARTMENTAL ELECTIVE-8	3		3	6
E		DEPARTMENTAL ELECTIVE-9	3		3	6
E		DEPARTMENTAL ELECTIVE-10	3		3	6
<b>TOTAL</b>			<b>15</b>			<b>30</b>
<b>7<sup>TH</sup> SEMESTER (FALL) ELECTIVES</b>						
E	INT4112217	MIDDLE EASTERN POLITICS	3		3	6
E	INT4112115	ANALYSIS OF DIPLOMATIC DOCUMENTS AND TEXTS	3		3	6
E	INT4111128	INTERNATIONAL CONFLICT AND COOPERATION	3		3	6
E	INT4113316	CONTEMPORARY POLITICS IN AFRICA	3		3	6
E		LOCAL POLITICS AND GOVERNMENTALITY	3		3	6
E		INTERNATIONAL DEVELOPMENT POLITICS	3		3	6
E		GLOBAL ENVIRONMENTAL POLITICS	3		3	6
E		CAUCASUS AND CENTRAL ASIAN POLITICS	3		3	6
	INT4110373	INTERNSHIP				6
<b>8<sup>TH</sup> SEMESTER (SPRING)</b>						
C	INT4211131	TURKISH FOREIGN POLICY II	3		3	6
E		DEPARTMENTAL ELECTIVE-11	3		3	6
E		DEPARTMENTAL ELECTIVE-12	3		3	6
E		DEPARTMENTAL ELECTIVE-13	3		3	6
E		DEPARTMENTAL ELECTIVE-14	3		3	6
<b>TOTAL</b>			<b>15</b>			<b>30</b>
<b>8<sup>TH</sup> SEMESTER (SPRING) ELECTIVES</b>						
E	INT4211134	ISSUES IN TURKISH POLITICS	3		3	6
E	INT4211133	INTERNATIONAL MIGRATION	3		3	6
E	INT4211135	PROJECT MANAGEMENT	3		3	6
E	INT4213313	DEMOCRACY AND AUTOCRACY	3		3	6
E		BALKANS AND WIDER BLACK SEA REGION	3		3	6
E	INT4213318	GLOBAL ENERGY POLITICS	3		3	6
E		INTERNATIONAL RELATIONS OF THE EAST ASIA-PACIFIC	3		3	6
	INT4210373	INTERNSHIP				6
<b>PROGRAMME TOTAL</b>			<b>137</b>			<b>240</b>

The tables below show three informal tracks with their respective elective courses and semesters: 1. Political Science and International Relations Theories, 2. Regional Studies and World Affairs, and 3. Global Political Economy and Markets:

### PSIR

TRACK	ELECTIVE COURSE	SEMESTER
<b>Political Science and IR Theories</b>	Media and Politics	3
	Policy Making and Analysis	3
	Non-State Actors in World Politics	3
	Introduction to Nationalism Studies	4
	Introduction to Social Psychology	4
	International Security	5
	Gender and Politics	6
	Theories of Conflict, Violence and Peacebuilding	6
	Terrorism, Insurgency, and Civil War	6
	International Conflict and Cooperation	7
	Local Politics and Governance	7
	Democracy and Autocracy	8

TRACK	ELECTIVE COURSE	SEMESTER
<b>Regional Studies and World Affairs</b>	Formation of the Modern Middle East	3
	Selected Topics in Ottoman History	4
	Turkish Administrative History	5
	EU Politics	5
	Russia and Eurasian Politics	5
	Ottoman Political History	5
	American Foreign Policy	6
	Middle Eastern Politics	7
	Analysis of Diplomatic Documents and Texts	7
	Contemporary Politics in Africa	7
	Caucasus and Central Asian Politics	7
	International Migration	8
	Balkans and Wider Black Sea Region	8
	International Relations of the East Asia-Pacific	8
	Issues in Turkish Politics	8

TRACK	ELECTIVE COURSE	SEMESTER
<b>Global Political Economy and Markets</b>	Innovation, Entrepreneurship, and Politics	6
	Politics of International Development	7
	Global Environmental Politics	7
	Global Energy Politics	8



## Psychology (Turkish and English)

These two programmes are offered one in Turkish and the other one in English. They include three informal tracks of specialisation:

1. Clinical Psychology
2. Developmental/Social/Organisational Psychology
3. Cognitive and Experimental Psychology.

Students have the possibility to specialise in choosing one of these three tracks by selecting adequate courses. The overall ten elective courses start in the fifth semester.

### PSY (TURKISH)

Type (Compulsory /Elective)	Code	Course	T	P	C	ECTS
<b>1<sup>st</sup> Semester (Fall)</b>						
C	PSY1111800	INFORMATION TECHNOLOGIES AND TOOLS I	2	0	2	2
C	PSY1113242	INTRODUCTION TO SCIENTIFIC THINKING	3	0	3	3
C	PSK1113530	Double major I	3	0	3	7
C	PSK 1113550	MODERN BIOLOGY	3	0	3	5
C	PSY1164380	INTRODUCTION TO PHILOSOPHY	3	0	3	5
C	ATA1110800	History of the Turkish Republic I	2	0	2	2
C	ING1111200	ENGLISH I	4	0	4	4
C	TDL1110200	TURKISH LANGUAGE I	2	0	2	2
<b>TOTAL</b>			<b>22</b>			<b>30</b>
<b>2<sup>nd</sup> Semester (Spring)</b>						
C	PSK1212716	MATHEMATICS FOR SOCIAL SCIENCES	3	0	3	4
C	PSK1213243	INTRODUCTION TO ANTHROPOLOGY	3	0	3	6
C	PSK1213560	INTRODUCTION TO PSYCHOLOGY II	3	0	3	7
C	PSK1213570	INTRODUCTION TO SOCIOLOGY	3	0	3	5
C	ATA1210000	History of the Turkish Republic II	2	0	2	2
C	ING1211300	ENGLISH II	4	0	4	4
C	TDL1220000	TURKISH LANGUAGE II	2	0	2	2
<b>TOTAL</b>			<b>20</b>			<b>30</b>
<b>3<sup>rd</sup> Semester (Fall)</b>						
C	PSK2122920	RESEARCH METHODS IN PSYCHOLOGY	3	0	3	6
C	PSK2122930	DEVELOPMENTAL PSYCHOLOGY I	3	0	3	6
C	PSK2122940	COGNITIVE PSYCHOLOGY	3	0	3	6
C	PSK2153960	STATISTICS FOR BEHAVIOURAL SCIENCES I	3	0	3	6

C	PSK2161260	MOTIVATIONS AND EMOTIONS	3	0	3	6
C	PSK2123010	THEORIES OF PERSONALITY	3	0	3	5
<b>TOTAL</b>			<b>18</b>			<b>35</b>
<b>4<sup>th</sup> Semester (Spring)</b>						
C	PSK2245980	LEARNING	3	0	3	5
C	PSK2222970	DEVELOPMENTAL PSYCHOLOGY II	3	0	3	5
C	PSK2222980	BIOLOGICAL PSYCHOLOGY	3	0	3	5
C	PSK2223010	THEORIES OF PERSONALITY	3	0	3	5
C	PSK2253970	STATISTICS FOR BEHAVIORAL SCIENCES II	3	0	3	5
C	PSK2261280	SENSATION AND PERCEPTION	3	0	3	5
<b>TOTAL</b>			<b>18</b>			<b>30</b>
<b>5<sup>th</sup> Semester (Fall)</b>						
C	PSK3141330	SOCIAL PSYCHOLOGY	3	0	3	6
C	PSK3141350	PSYCHOLOGICAL ASSESSMENT	3	0	3	6
C	PSK3141370	ETHICS IN PSYCHOLOGY	3	0	3	6
C	PSK3171770	PSYCHOPATHOLOGY	3	0	3	6
E		DEPARTMENTAL ELECTIVE- 1	3			6
<b>Total</b>			<b>15</b>			<b>30</b>
<b>5<sup>th</sup> Semester (Fall) Electives</b>						
E	PSK3165140	APPLIED BEHAVIOUR ANALYSIS	3	0	3	6
E	PSK3151610	PSYCHOLOGY OF GENDER	3	0	3	6
E	PSK3151480	SELECTED TOPICS IN COGNITIVE PSYCHOLOGY	3	0	3	6
E	PSK3111513	SPORT PSYCHOLOGY	3	0	3	6
E	PSK3113245	SOCIAL RESPONSIBILITY AND VOLUNTEERING	1	4	3	6
<b>6<sup>th</sup> Semester (Spring)</b>						
C	PSK3241410	SOCIAL PSYCHOLOGY II	3	0	3	6
C	PSK3241420	INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY	3	0	3	6
C	PSK3266350	CLINICAL PSYCHOLOGY	3	0	3	6
C	PSK3271770	PSYCHOPATHOLOGY	3	0	3	6
E		DEPARTMENTAL ELECTIVE-2	3	0	3	6
<b>TOTAL</b>			<b>15</b>			<b>30</b>
<b>6<sup>th</sup> Semester (Spring) Electives</b>						
E	PSK3265140	APPLIED BEHAVIOUR ANALYSIS	3	0	3	6

E	PSK3210386	NEUROSCIENCE OF SOCIAL COGNITION	3	0	3	6
E	PSK3213246	PSYCHOLOGY OF MOTION PICTURES	3	0	3	6
E	PSK3251450	PSYCHOPATHOLOGY, LITERATURE AND PHENOMENOLOGY	3	0	3	6
E	PSK3251520	FORENSIC PSYCHOLOGY	3	0	3	6
E	PSK3214734	HUMAN AND ENVIRONMENT	3	0	3	6
E	PSK3214735	CREATIVITY AND CREATIVE THINKING SKILLS	3	0	3	6
E	PSK3213245	SOCIAL RESPONSIBILITY AND VOLUNTEERING	1	4	3	6
<b>7<sup>th</sup> Semester (Fall)</b>						
C	PSK4151420	BASIC INTERVIEW SKILLS	3	0	3	6
E		DEPARTMENTAL ELECTIVE-3	3	0	3	6
E		DEPARTMENTAL ELECTIVE-4	3	0	3	6
E		DEPARTMENTAL ELECTIVE-5	3	0	3	6
E		DEPARTMENTAL ELECTIVE-6	3	0	3	6
<b>TOTAL</b>			<b>15</b>			<b>30</b>
<b>7<sup>th</sup> Semester (Fall) Electives</b>						
E	PSK4110128	SELECTED TOPICS IN DEVELOPMENTAL PSYCHOLOGY	3	0	3	6
E	PSK4112108	MORAL PSYCHOLOGY	3	0	3	6
E	PSK4113254	THEORY OF MIND	3	0	3	6
E	PSK4151360	INTRODUCTION TO NEUROPSYCHOLOGY	3	0	3	6
E	PSK4151460	INTRODUCTION TO COGNITIVE REHABILITATION	3	0	3	6
E	PSK41511490	RESEARCH TOPICS IN INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY	3	0	3	6
E	PSK41611350	CHILD AND ADOLESCENCE PSYCHOPATHOLOGY	3	0	3	6
E	PSK1471750	INTRODUCTION TO COGNITIVE BEHAVIOURAL THERAPY	3	0	3	6
E	PSK4166340	PLAY THERAPY	3	0	3	6
E	PSK4114379	EXISTENTIAL PSYCHOLOGY	3	0	3	6
E	PSK4114383	MEDIA, CULTURE AND PSYCHOLOGY	3	0	3	6
	PSK4113255	INTERNSHIP: FIELD PRACTICE				6
<b>8<sup>th</sup> Semester (Spring)</b>						
C	PSK4213590	HISTORY OF PSYCHOLOGY	3	0	3	6
E		DEPARTMENTAL ELECTIVE-7	3	0	3	6

E		DEPARTMENTAL ELECTIVE-8	3	0	3	6
E		DEPARTMENTAL ELECTIVE-9	3	0	3	6
E		DEPARTMENTAL ELECTIVE-10	3	0	3	6
<b>TOTAL</b>			<b>15</b>			<b>30</b>
<b>8<sup>th</sup> Semester (Spring) Electives</b>						
E	PSK4210145	RESEARCH IN EXPERIMENTAL PSYCHOLOGY	3	0	3	6
E	PSK4210146	PSYCHOLOGY OF CRIME	3	0	3	6
E	PSK4213254	THEORY OF MIND	3	0	3	6
E	PSK4265380	SELECTED TOPICS IN CLINICAL PSYCHOLOGY	3	0	3	6
E	PSK4210394	PSYCHOLOGICAL TESTS	3	0	3	6
E	PSK4210605	UNDERSTANDING ADDICTION	3	0	3	6
E	PSK4211704	INTRODUCTION TO PSYCHODYNAMIC THERAPY	3	0	3	6
E	PSK4212808	RESEARCH TOPICS IN POSITIVE PSYCHOLOGY	3	0	3	6
E	PSK4213999	PSYCHODRAMA	3	0	3	6
E	PSK4251650	RESEARCH APPLICATIONS IN DEVELOPMENTAL PSYCHOLOGY	3	0	3	6
E	PSK4213261	HUMAN SEXUALITY	3	0	3	6
E	PSK4261350	CHILD AND ADOLESCENCE PSYCHOPATHOLOGY	3	0	3	6
E	PSK4266340	PLAY THERAPY	3	0	3	6
	PSK4213255	INTERNSHIP: FIELD PRACTICE				6
<b>PROGRAMME TOTAL</b>			<b>138</b>			<b>245</b>

## PSYCHOLOGY (ENG)

Type (Compulsory /Elective)	Code	Course	T	P	C	ECTS
<b>1<sup>st</sup> Semester (Fall)</b>						
C	PSY1112100	INFORMATION TECHNOLOGIES AND TOOLS I	2	0	2	2
C	PSY1113415	INTRODUCTION TO SCIENTIFIC THINKING	3	0	3	3
C	PSK1123370	INTRODUCTION TO PSYCHOLOGY I	3	0	3	7

C	PSK 1123510	MODERN BIOLOGY	3	0	3	5
C	PSY1165160	INTRODUCTION TO PHILOSOPHY	3	0	3	5
C	PSK1123580	ACADEMIC READING AND WRITING SKILLS	3	0	3	4
C	ATA1110300	HISTORY OF THE TURKISH REPUBLIC I	2	0	2	2
C	TDL1110400	TURKISH LANGUAGE I	2	0	2	2
<b>TOTAL</b>			<b>21</b>			<b>30</b>
<b>2<sup>nd</sup> Semester (Spring)</b>						
C	PSY1212715	MATHEMATICS FOR SOCIAL SCIENCES	3	0	3	4
C	PSY1213418	INTRODUCTION TO ANTHROPOLOGY	3	0	3	6
C	PSY1223540	INTRODUCTION TO PSYCHOLOGY II	3	0	3	7
C	PSY1223560	INTRODUCTION TO SOCIOLOGY	3	0	3	5
C	ATA1210500	HISTORY OF THE TURKISH REPUBLIC II	2	0	2	2
C	TDL1210600	T TURKISH LANGUAGE II	2	0	2	2
C	PSY1223530	ACADEMIC COMMUNICATION SKILLS	3	0	3	4
<b>TOTAL</b>			<b>19</b>			<b>30</b>
<b>3<sup>rd</sup> Semester (Fall)</b>						
C	PSK2151270	RESEARCH METHODS IN PSYCHOLOGY	3	0	3	6
C	PSK2151260	DEVELOPMENTAL PSYCHOLOGY I	3	0	3	6
C	PSK2149370	COGNITIVE PSYCHOLOGY	3	0	3	6
C	PSK2151280	STATISTICS FOR BEHAVIOURAL SCIENCES I	3	0	3	6
C	PSY2162030	MOTIVATIONS AND EMOTIONS	3	0	3	6
C	PSY2151310	THEORIES OF PERSONALITY	3	0	3	5
<b>TOTAL</b>			<b>18</b>			<b>35</b>
<b>4<sup>th</sup> Semester (Spring)</b>						
C	PSY2251290	LEARNING	3	0	3	5
C	PSY2251330	DEVELOPMENTAL PSYCHOLOGY II	3	0	3	5
C	PSY2251320	BIOLOGICAL PSYCHOLOGY	3	0	3	5
C	PSY2251310	THEORIES OF PERSONALITY	3	0	3	5
C	PSY2251340	STATISTICS FOR BEHAVIOURAL SCIENCES II	3	0	3	5
C	PSY2262060	SENSATION AND PERCEPTION	3	0	3	5
<b>TOTAL</b>			<b>18</b>			<b>30</b>
<b>5<sup>th</sup> Semester (Fall)</b>						
C	PSY3171780	SOCIAL PSYCHOLOGY I	3	0	3	6
C	PSY3171790	ETHICS IN PSYCHOLOGY	3	0	3	6
C	PSY3171810	PSYCHOPATHOLOGY	3	0	3	6
C	PSY3171820	PSYCHOLOGICAL ASSESSMENT	3	0	3	6
E		DEPARTMENTAL ELECTIVE-1	3	0	3	6
<b>TOTAL</b>			<b>15</b>			<b>30</b>
<b>5<sup>th</sup> Semester (Fall) Electives</b>						
E	PSY3113268	ADOLESCENT PSYCHOLOGY	3	0	3	6
E	PSY3171840	HUMAN MEMORY	3	0	3	6
E	PSY3112714	PSYCHOLOGY OF GENDER	3	0	3	6
E	PSY3114401	MORAL PSYCHOLOGY	3	0	3	6
E	PSY3113421	SOCIAL RESPONSIBILITY AND VOLUNTEERING	1	4	3	6
<b>6<sup>th</sup> Semester (Spring)</b>						
C	PSY3271880	SOCIAL PSYCHOLOGY II	3	0	3	6
C	PSY3271870	INDUSTRIAL AND ORGANISATIONAL PSYCHOLOGY	3	0	3	6

C	PSY3271860	CLINICAL PSYCHOLOGY	3	0	3	6
C	PSY3271810	PSYCHOPATHOLOGY	3	0	3	6
E		DEPARTMENTAL ELECTIVE-2	3	0	3	6
<b>TOTAL</b>			<b>15</b>			<b>30</b>
<b>6<sup>th</sup> Semester (Spring) Electives</b>						
E	PSY3210611	STRESS AND MANAGEMENT	3	0	3	6
E	PSY3211693	HEALTH PSYCHOLOGY	3	0	3	6
E	PSY3213998	SELF-PSYCHOLOGY	3	0	3	6
E	PSY3213421	SOCIAL RESPONSIBILITY AND VOLUNTEERING	1	4	3	6
<b>7<sup>th</sup> Semester (Fall)</b>						
C	PSY4110615	BASIC INTERVIEW SKILLS	3	0	3	6
E		DEPARTMENTAL ELECTIVE-3	3	0	3	6
E		DEPARTMENTAL ELECTIVE-4	3	0	3	6
E		DEPARTMENTAL ELECTIVE-5	3	0	3	6
E		DEPARTMENTAL ELECTIVE-6	3	0	3	6
<b>TOTAL</b>			<b>15</b>			<b>30</b>
<b>7<sup>th</sup> Semester (Fall) Electives</b>						
E	PSY4112113	SELECTED TOPICS IN CLINICAL PSYCHOLOGY	3	0	3	6
E	PSY4110609	EVOLUTIONARY PSYCHOLOGY	3	0	3	6
E	PSY4110621	SELECTED TOPICS IN EXPERIMENTAL PSYCHOLOGY	3	0	3	6
E	PSY4110623	PLAY THERAPY	3	0	3	6
E	PSY4113424	SELECTED TOPICS IN DEVELOPMENTAL PSYCHOLOGY	3	0	3	6
E	PSY4110636	UNDERSTANDING ADDICTION	3	0	3	6
E	PSY4112814	INTRODUCTION TO PSYCHOANALYTICAL THEORIES	3	0	3	6
E	PSY4114404	HUMAN RIGHTS AND DISCRIMINATION	3	0	3	6
E	PSY4114406	INTRODUCTION TO PSYCHOTHERAPY	3	0	3	6
	PSY4113422	INTERNSHIP: FIELD PRACTICE				6
<b>8<sup>th</sup> Semester (Spring)</b>						
C	PSY4223570	HISTORY OF PSYCHOLOGY	3	0	3	6
E		DEPARTMENTAL ELECTIVE-7	3	0	3	6
E		DEPARTMENTAL ELECTIVE-8	3	0	3	6
E		DEPARTMENTAL ELECTIVE-9	3	0	3	6
E		DEPARTMENTAL ELECTIVE-10	3	0	3	6
<b>TOTAL</b>			<b>15</b>			<b>30</b>
<b>8<sup>th</sup> Semester (Spring) Electives</b>						
E	PSY4210612	DISABILITY AND DIVERSITY IN IND. ORG. PSY.	3	0	3	6
E	PSY4210634	SELECTED TOPICS IN COGNITIVE PSYCHOLOGY	3	0	3	6
E	PSY4213277	RESEARCH PRACTICUM IN APPLIED PSYCHOLOGY	3	0	3	6
E	PSY4213287	RESEARCH APPLICATIONS IN DEVELOPMENTAL PSYCHOLOGY	3	0	3	6
E	PSY4213727	ART PSYCHOLOGY	3	0	3	6
E	PSY4213997	CHILD PSYCHOLOGY	3	0	3	6
E	PSY4214024	ENVIRONMENTAL PSYCHOLOGY	3	0	3	6
E	PSY4214742	RESEARCH IN EXPERIMENTAL PSYCHOLOGY	3	0	3	6
E	PSY4212812	CURRENT ISSUES IN SOCIAL PSYCHOLOGY	3	0	3	6
	PSY4213422	INTERNSHIP: FIELD PRACTICE				6
<b>PROGRAMME TOTAL</b>			<b>135</b>			<b>245</b>

The tables below show the offered informal tracks 1. Clinical Psychology, 2. Developmental/ Social/Organisational Psychology and 3. Cognitive and Experimental Psychology with the respective elective courses that students can choose.

### Psychology (TUR)

Track	Elective Course	Semester
<b>Clinical Psychology</b>	Sport Psychology	5
	Applied Behaviour Analysis	5
	Psychology of Motion Pictures	6
	Psychopathology, Literature and Phenomenology	6
	Forensic Psychology	6
	Applied Behaviour Analysis	6
	Child and Adolescence Psychopathology	7
	Introduction to Cognitive Behavioural Therapy	7
	Play Therapy	7
	Existential Psychology	7
	Selected Topics in Clinical Psychology	8
	Psychological Tests	8
	Understanding Addiction	8
	Introduction to Psychodynamic Therapy	8
	Psychodrama	8
	Child and Adolescence Psychopathology	8
	Play Therapy	8
<b>Developmental/ Social/ Organisational Psychology</b>	Psychology of Gender	5
	Social Responsibility and Volunteering	5
	Social Responsibility and Volunteering	6
	Human and Environment	6
	Creativity and Creative Thinking Skills	6
	Selected Topics in Developmental Psychology	7
	Moral Psychology	7
	Theory of Mind	7
	Research Topics in Industrial and Organizational Psychology	7
	Media, Culture and Psychology	7
	Psychology of Crime	8
	Theory of Mind	8
	Research Topics in Positive Psychology	8
	Research Applications in Developmental Psychology	8
	Human Sexuality	8

<b>Cognitive Experimental Psychology</b>	- Selected Topics in Cognitive Psychology	5
	- Neuroscience of Social Cognition	6
	- Introduction to Neuropsychology	7
	- Introduction to Cognitive Rehabilitation	7
	- Research in Experimental Psychology	8

### Psychology (ENG)

Track	Elective Course	Semester
<b>Clinical Psychology</b>	<b>Adolescent Psychology</b>	<b>5</b>
	<b>Health Psychology</b>	<b>6</b>
	<b>Selected Topics in Clinical Psychology</b>	<b>7</b>
	<b>Play Therapy</b>	<b>7</b>
	<b>Understanding Addiction</b>	<b>7</b>
	<b>Introduction to Psychoanalytic Theories</b>	<b>7</b>
	<b>Introduction to Psychotherapy</b>	<b>7</b>
	<b>Child Psychopathology</b>	<b>8</b>
	<b>Introduction to Psychotherapy</b>	<b>8</b>
<b>Developmental/ Social/ Organisational Psychology</b>	<b>Social Responsibility and Volunteering</b>	<b>5</b>
	<b>Psychology of Gender</b>	<b>5</b>
	<b>Moral Psychology</b>	<b>5</b>
	<b>Social Responsibility and Volunteering</b>	<b>6</b>
	<b>Stress and Management</b>	<b>6</b>
	<b>Self-Psychology</b>	<b>6</b>
	<b>Evolutionary Psychology</b>	<b>7</b>
	<b>Selected Topics in Developmental Psychology</b>	<b>7</b>
	<b>Research Applications in Social Psychology</b>	<b>7</b>
	<b>Human Rights and Discrimination</b>	<b>7</b>
	<b>Disability and Diversity in Industrial and Organizational Psychology</b>	<b>8</b>
	<b>Research Practicum in Applied Psychology</b>	<b>8</b>
	<b>Research Applications in Developmental Psychology</b>	<b>8</b>
	<b>Art Psychology</b>	<b>8</b>
	<b>Environmental Psychology</b>	<b>8</b>
<b>Current Issues in Social Psychology</b>	<b>8</b>	
<b>Cognitive Experimental Psychology</b>	- <b>Human Memory</b>	<b>5</b>
	- <b>Selected Topics in Experimental Psychology</b>	<b>7</b>
	- <b>Selected Topics in Cognitive Psychology</b>	<b>8</b>
	- <b>Research in Experimental Psychology</b>	<b>8</b>



In the SHSS programmes, students must do compulsory internships with a duration of 20 working days. They can do their internships after the fourth semester. Students cannot take courses on their days of internships.

### **Health Management programmes (HMP)**

The HMP programmes (Turkish and English) are characterised by theoretical learning and practical phases with internships (in the curricula named as Professional Practice) in a variety of public and private health care organisations.

First-year courses comprise compulsory courses imposed by CoHE and the University, and introductory courses (e.g. macro-economics, micro-economics and introduction to business). The curriculum is structured in a way that the students are provided with the general and basic courses in the first year and then led to more complex and specific subjects as they progress in their education. In their first year, introductory courses are provided to establish the key health management terminologies (e.g., basic health knowledge and medical terminology). Starting from the second year, the courses are ordered with more focus on health management so that students can gradually have a greater understanding of the knowledge and skills required in the field. The curriculum for the last two years also consists of two courses exclusively to internship/vocational study. Successful completion of each theoretical and practical course is evaluated by at least one mid-term and a final exam.

There are also common mandatory courses: These are Atatürk's Principles and the History of the Turkish Revolution, Turkish Language, and English language courses in the programmes without English preparatory school.

Elective Courses are divided into two categories:

- a. Programme-specific elective courses: These courses must be selected from a specified list. They aim to provide specialisation in different sub-branches of the specific study programme.
- b. Optional elective courses: These courses are selected by the students with the approval of their advisors to complete the required credit load for graduation or for the purpose of personal development. Optional elective courses cannot replace programme-specific elective courses.

No elective course is compulsory, and any elective can be taken to complete 30 ECTS credits together with the compulsory courses. Elective courses are taken with the approval of the advisor according to the tracks in the department.

The HMP courses are categorised and managed under eleven categories: Mandatory courses determined by CoHE, optional electives, English, Health Systems, Business Administration, Health Management, Communication and Theoretical Communication Management, Vocational Practice, Law & Legislation, Research Methods & Statistics, and Health Information. Students thus attend all the core courses required in the field of health management and are provided with opportunities for professionalisation. The courses are intertwined so students can get courses from every module in one term. In the first four semesters, students can strengthen their social aspects with optional elective courses (e.g., sign language, theatre, painting).

### **Health Management Program (TURKISH)**

**1st Semester**  
**Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	Information Technologies and Tools I	2	0	2	2	C
2	Business Mathematics	3	0	3	4	C
3	Introduction to Business Science	2	0	2	4	C
4	Basic Law	2	0	2	3	C
5	Microeconomics	3	0	3	5	C
6	Ataturk's Principles and History of Revolution I	2	0	2	2	C
7	English I	4	0	4	4	C
8	Turkish Language I	2	0	2	2	C
	<b>TOTAL</b>	<b>20</b>	<b>0</b>	<b>20</b>	<b>26</b>	

**2nd Semester**  
**Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	Information Technologies and Tools II	2	0	2	2	C
2	Medical First Aid	2	0	2	2	C
3	Behavioral Science	2	0	2	2	C
4	Basic Health Knowledge and Medical Terminology	2	0	2	3	C
5	General Accounting	2	0	2	3	C
6	Macroeconomics	3	0	3	5	C
7	Ataturk's Principles and History of Revolution II	2	0	2	2	C
8	English II	4	0	4	4	C
9	Turkish Language II	2	0	2	2	C
	<b>TOTAL</b>	<b>21</b>	<b>0</b>	<b>21</b>	<b>25</b>	

**Electives**

	Course Name	T	A	Cr	ECTS	Type
1	Presentation Techniques	2	0	2	3	E
2	Political Science	2	0	2	3	E

\*: Number of elective courses that must be selected in this semestre: 1 2 3

\*: One optional elective course must be taken. 1 2 2

**Electives**

	Course Name	T	A	Cr	ECTS	Type
1	Public Relations	2	0	2	3	E
2	Knowledge Management and Learning Organizations	2	0	2	3	E

\*: Number of elective courses that must be selected in this semestre: 1 2 3

\*: One optional elective course must be taken. 1 2 2

**3. Semestre**  
**Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	English III	3	0	3	4	C

**4. Semestre**  
**Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	English IV	3	0	3	4	C

2	Social Science for Health	2	0	2	3	C
3	Public Health	3	0	3	4	C
4	Patient Relations Management	2	0	2	3	C
5	Health Economy	3	0	3	5	C
6	Organizational Behavior	2	0	2	3	C
7	Business Management and Organization	2	0	2	4	C
<b>TOTAL</b>		<b>17</b>	<b>0</b>	<b>17</b>	<b>26</b>	

2	Contact in Health Services	2	0	2	2	C
3	Epidemiology	2	0	2	4	C
4	Statistical Techniques in Health Management	3	0	3	5	C
5	Cost Accounting in Healthcare Enterprises	2	0	2	4	C
6	Administrative Law	2	0	2	3	C
7	Healthcare Marketing	2	0	2	3	C
<b>TOTAL</b>		<b>16</b>	<b>0</b>	<b>16</b>	<b>25</b>	

### Electives

	Course Name	T	A	Cr	ECTS	Type
1	Supply Chain Management	2	0	2	3	E
2	Hospital Management	2	0	2	3	E
3	Medical Documentation	2	0	2	3	E

\*: Number of elective courses that must be selected in this semestre: 1 2 3

\*: One optional elective course must be taken. 1 2 2

### Electives

	Course Name	T	A	Cr	ECTS	Type
1	Ethics and Social Responsibility in Health	2	0	2	3	E
2	Health Insurance	2	0	2	3	E
3	Health Tourism	2	0	2	3	E
4	Change Management and Leadership	2	0	2	3	E

\*: Number of elective courses that must be selected in this semestre: 1 2 3

\*: One optional elective course must be taken. 1 2 2

### 5th Semester

#### Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Health Services Management	3	0	3	5	C
2	Human Resources Management	3	0	3	4	C
3	Professional Practice I	0	8	2	4	C
4	Financial Management in Health Enterprises	3	0	3	5	C
5	Vocational English I	3	0	3	4	C
<b>TOTAL</b>		<b>12</b>	<b>8</b>	<b>14</b>	<b>22</b>	

### 6th Semester

#### Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Health Law	2	0	2	2	C
2	Comparative Health Systems	3	0	3	5	C
3	Numerical Decision Making Techniques	3	0	3	6	C
4	Professional Practice II	0	8	2	4	C
5	Quality Management in Healthcare	2	0	2	3	C
6	Vocational English II	3	0	3	4	C
<b>TOTAL</b>		<b>13</b>	<b>8</b>	<b>15</b>	<b>24</b>	

### Electives

### Electives

	Course Name	T	A	Cr	ECTS	Type
1	Health Management in Extraordinary Situations	2	0	2	3	E
2	Home Care Services Management	2	0	2	3	E
3	Management Accounting	2	0	2	3	E
4	Entrepreneurship and Innovation Management	2	0	2	3	E

\*: Number of elective courses that must be selected in this semestre: 2 4 6

	Course Name	T	A	Cr	ECTS	Type
1	Patient Safety	2	0	2	3	E
2	Health Efficiency	2	0	2	3	E
3	Business Law	2	0	2	3	E

\*: Number of elective courses that must be selected in this semestre: 2 4 6

### 7th Semester

#### Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Professional Practice III	0	24	6	14	C
2	Health Information	3	0	3	6	C
3	Research Methods in Health Sciences	3	0	3	6	C
<b>TOTAL</b>		<b>6</b>	<b>24</b>	<b>12</b>	<b>26</b>	

#### Electives

	Course Name	T	A	Cr	ECTS	Type
1	Information Systems in Hospital Management	2	0	2	4	E
2	Production and Process Management in Health Institutions	2	0	2	4	E
3	Transformation in Health	2	0	2	4	E

\*: Number of elective courses that must be selected in this semestre: 1 2 4

### 8th Semester

#### Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Professional Practice IV	0	24	6	14	C
2	Strategic Management	3	0	3	6	C
3	Health Policies and Planning	3	0	3	6	C
<b>TOTAL</b>		<b>6</b>	<b>24</b>	<b>12</b>	<b>26</b>	

#### Electives

	Course Name	T	A	Cr	ECTS	Type
1	Risk Management in Healthcare	2	0	2	4	E
2	Labor and Social Security Law	2	0	2	4	E

\*: Number of elective courses that must be selected in this semestre: 1 2 4

T: Theory, A: Application, Cr: Credit, C: Compulsory, E: Electives.

8 ECTS optional elective, 32 ECTS elective, 200 ECTS compulsory

Total Credits	155
Total ECTS	240

## Health Management Program (ENGLISH)

### 1st Semester

#### Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
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### 2nd Semester

#### Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
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1	Information Technologies and Tools I	2	0	2	2	C
2	Microeconomics	3	0	3	5	C
3	Introduction to Business Science	2	0	2	4	C
4	Business Mathematics	3	0	3	4	C
5	Basic Law	2	0	2	3	C
6	Organizational Behavior	2	0	2	3	C
7	Ataturk's Principles and History of Revolution I	2	0	2	2	C
8	Turkish Language I	2	0	2	2	C
<b>TOTAL</b>		<b>18</b>	<b>0</b>	<b>18</b>	<b>25</b>	

1	Information Technologies and Tools II	2	0	2	2	C
2	Macroeconomics	3	0	3	5	C
3	Medical First Aid	2	0	2	2	C
4	Basic Health Knowledge and Medical Terminology	2	0	2	3	C
5	General Accounting	2	0	2	3	C
6	Basic Principles of Management	3	0	3	4	C
7	Behavioral Science	2	0	2	2	C
8	Ataturk's Principles and History of Revolution II	2	0	2	2	C
9	Turkish Language II	2	0	2	2	C
<b>TOTAL</b>		<b>20</b>	<b>0</b>	<b>20</b>	<b>25</b>	

### Electives

	Course Name	T	A	Cr	ECTS	Type
1	Presentation Techniques	2	0	2	3	E
2	Political Science	2	0	2	3	E

\*: Number of elective courses that must be selected in this semestre: 1 2 3

\*: One optional elective course must be taken. 1 2 2

### Electives

	Course Name	T	A	Cr	ECTS	Type
1	Public Relations	2	0	2	3	E
2	Knowledge Management and Learning Organizations	2	0	2	3	E

\*: Number of elective courses that must be selected in this semestre: 1 2 3

\*: One optional elective course must be taken. 1 2 2

### 3rd Semester

#### Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Public Health	3	0	3	4	C
2	Social Science for Health	2	0	2	3	C
3	Health Economy	3	0	3	5	C
4	Business Management and Organisation	2	0	2	3	C
5	Marketing Principles	3	0	3	4	C
6	Health Insurance	3	0	3	4	C

### 4th Semester

#### Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Statistical Techniques in Health Management	3	0	3	5	C
2	Cost Accounting in Healthcare Enterprises	2	0	2	4	C
3	Healthcare Marketing	2	0	2	3	C
4	Epidemiology	2	0	2	4	C
5	Administrative Law	2	0	2	3	C
6	Communication Skill and Health Service Contact	3	0	3	4	C

7	Customer and Patient Reallions Management	3	0	3	4	C
<b>TOTAL</b>		<b>19</b>	<b>0</b>	<b>19</b>	<b>27</b>	

7	Supply Chain Management	3	0	3	3	C
<b>TOTAL</b>		<b>17</b>	<b>0</b>	<b>17</b>	<b>26</b>	

### Electives

	Course Name	T	A	Cr	ECTS	Type
1	Hospital Management	2	0	2	3	E
2	Medical Documentation	2	0	2	3	E

\*: Number of elective courses that must be selected in this semestre: 1 2 3

\*: One optional elective course must be taken. 1 2 2

### Electives

	Course Name	T	A	Cr	ECTS	Type
1	Change Management and Leadership	2	0	2	3	E
2	Ethics and Social Responsibility in Health	2	0	2	3	E
3	Health Tourism	2	0	2	3	E

\*: Number of elective courses that must be selected in this semestre: 1 2 3

\*: One optional elective course must be taken. 1 2 2

### 5th Semester

#### Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Financial Management in Health Enterprises	3	0	3	5	C
2	Health Services Management	3	0	3	5	C
3	Human Resources Management	3	0	3	4	C
4	Professional English Writing I	3	0	3	4	C
5	Professional Practice I	0	8	2	4	C
<b>TOTAL</b>		<b>12</b>	<b>8</b>	<b>14</b>	<b>22</b>	

### 6th Semester

#### Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Health Law	2	0	2	2	C
2	Comparative Health Systems	3	0	3	5	C
3	Numerical Desicion Making Techniques	3	0	3	6	C
4	Vocational English Written II	3	0	3	4	C
5	Quality Management in Healthcare	2	0	2	3	C
6	Professional Practice II	0	8	2	4	C
<b>TOTAL</b>		<b>13</b>	<b>8</b>	<b>15</b>	<b>24</b>	

### Electives

	Course Name	T	A	Cr	ECTS	Type
1	Health Management in Extraordinary Situations	2	0	2	3	E
2	Home Care Services Management	2	0	2	3	E
3	Management Accounting	2	0	2	3	E
4	Entrepreneurship and Innovation Management	2	0	2	3	E

### Electives

	Course Name	T	A	Cr	ECTS	Type
1	Patient Safety	2	0	2	3	E
2	Health Efficiency	2	0	2	3	E
3	Business Law	2	0	2	3	E

\*: Number of elective courses that must be selected in this semestre: 2 4 6

\*: Number of elective courses that must be selected in this semestre: 2 4 6

### 7th Semester

#### Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Professional Practice III	0	24	6	14	C
2	Health Information	3	0	3	6	C
3	Research Methods in Health Sciences	3	0	3	6	C
<b>TOTAL</b>		<b>6</b>	<b>24</b>	<b>12</b>	<b>26</b>	

### 8th Semester

#### Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Professional Practice IV	0	24	6	14	C
2	Strategic Management	3	0	3	6	C
3	Health Policies and Planning	3	0	3	6	C
<b>TOTAL</b>		<b>6</b>	<b>24</b>	<b>12</b>	<b>26</b>	

#### Electives

	Course Name	T	A	Cr	ECTS	Type
1	Information Systems in Hospital Management	2	0	2	4	E
2	Production and Process Management in Health Institutions	2	0	2	4	E
3	Transformation in Health	2	0	2	4	E

\*: Number of elective courses that must be selected in this semestre: 1 2 4

#### Electives

	Course Name	T	A	Cr	ECTS	Type
1	Risk Management in Healthcare	2	0	2	4	E
2	Labor and Social Security Law	2	0	2	4	E

\*: Number of elective courses that must be selected in this semestre: 1 2 4

**T: Theory, A: Application, Cr: Credit, C: Compulsory, E: Electives.**

8 ECTS are for optional elective, 32 ECTS for programme-specific elective and 201 ECTS for compulsory courses.

<b>Total Credits</b>	<b>155</b>
<b>Total ECTS</b>	<b>241</b>

The 14 elective courses that must be selected are divided into two categories:

1. Programme-specific elective courses: These courses must be selected from a specified list. They aim to provide specialisation in different sub-branches of the specific study programme.
2. Optional elective courses: These courses can be selected by the students with the approval of their advisors to complete the required credit load for graduation or for the purpose of personal development. Optional elective courses cannot replace programme-specific elective courses.

No specific elective course is compulsory, and any elective can be taken to complete 30 ECTS credits together with the compulsory courses. Elective courses are taken with the approval of the advisor according to the tracks in the department.

The elective courses that are offered for the informal track of specialisation "Health Management" are slightly different in the Turkish and English programmes. Students are offered the chance to intensify the study of the main programme subject.

### Health Management programme (Turkish):

TRACK	ELECTIVE COURSE	SEMESTER
Health Management (Turkish)	PRESENTATION TECHNIQUES	1
	POLITICAL SCIENCE	1
	PUBLIC RELATIONS	2
	KNOWLEDGE MANAGEMENT AND LEARNING ORGANIZATIONS	2
	SUPPLY CHAIN MANAGEMENT	3
	HOSPITAL MANAGEMENT	3
	MEDICAL DOCUMENTATION	3
	ETHICS AND SOCIAL RESPONSIBILITY IN HEALTH	4
	HEALTH INSURANCE	4
	HEALTH TOURISM	4
	CHANGE MANAGEMENT AND LEADERSHIP	4
	HEALTH MANAGEMENT IN EXTRAORDINARY SITUATIONS	5
	HOME CARE SERVICES MANAGEMENT	5
	MANAGEMENT ACCOUNTING	5
	ENTREPRENEURSHIP AND INNOVATION MANAGEMENT	5
	PATIENT SAFETY	6
	HEALTH EFFICIENCY	6
	BUSINESS LAW	6
	INFORMATION SYSTEMS IN HOSPITAL MANAGEMENT	7
	PRODUCTION AND PROCESS MANAGEMENT IN HEALTH INSTITUTIONS	7
TRANSFORMATION IN HEALTH	7	
RISK MANAGEMENT IN HEALTHCARE	8	
LABOR AND SOCIAL SECURITY LAW	8	

### Health Management programme (English):

TRACK	ELECTIVE COURSE	SEMESTER
Health Management (English)	POLITICAL SCIENCE	1
	PRESENTATION TECHNIQUES	1
	KNOWLEDGE MANAGEMENT AND LEARNING ORGANIZATIONS	2
	PUBLIC RELATIONS	2
	MEDICAL DOCUMENTATION	3
	HOSPITAL MANAGEMENT	3
	CHANGE MANAGEMENT AND LEADERSHIP	4
	ETHICS AND SOCIAL RESPONSIBILITY IN HEALTH	4
	HEALTH TOURISM	4
	HOME CARE SERVICES MANAGEMENT	5
	MANAGEMENT ACCOUNTING	5
	HEALTH MANAGEMENT IN EXTRAORDINARY SITUATIONS	5
	ENTREPRENEURSHIP AND INNOVATION MANAGEMENT	5
	PATIENT SAFETY	6
	BUSINESS LAW	6



	HEALTH EFFICIENCY	6
	INFORMATION SYSTEMS IN HOSPITAL MANAGEMENT	7
	PRODUCTION AND PROCESS MANAGEMENT IN HEALTH INSTITUTIONS	7
	TRANSFORMATION IN HEALTH	7
	LABOR AND SOCIAL SECURITY LAW	8
	RISK MANAGEMENT IN HEALTHCARE	8

### Rationale for degree and programme name

As to the programme names, they are regulated by the CoHE<sup>18</sup>. When state or foundation universities decide to establish new programmes and respective departments, they must document that there is sufficient infrastructure to run those programmes. Thus, it is certified that at IMU, all programmes and their names are scrutinised by the CoHE. In addition, for obligatory and elective courses, their contents and pedagogical methods are continuously updated when necessary.

The SHSS programmes International Relations (PSIR), Political Science and Public Administration (PSA) and Psychology (PSY) have been accepted by COHE including the respective degree title Bachelor of Arts.

For the Health Management programmes (HMP), with the resolution of the CoHE dated 19.04.2017, this has been accepted under the title 'Health Management'. The HMP curriculum is also in line with the SAYCEP published in April 2017, which aims to regulate the curriculum of the health management departments in Turkey. Health Management graduates are awarded a BSc (Bachelor of Science) degree.

### Integration of theory and practice

For all programmes employability and qualification objectives are the important goals that already have been considered during their design and implementation.

The curricula of **Political Science programmes (PSIR and PSPA)** include courses which aim to develop analytical skills and critical thinking, competence in problem-solving (such as Project Management, Policy Making and Analysis, Foreign Policy Analysis). There are courses which enable students to study cases from real life experiences (such as Sustainable Development Applications, Practical Studies in Public Administration, and NGO Management), drawing on theoretical foundations. The Mediterranean Research Centre (MEDAR) which is led by faculty members of PSPA and PSIR also creates opportunities for students who want to improve their research and organisational skills.

The **Psychology** programmes (Turkish and English) support the integration of theoretical and practical aspects of psychology education through elective courses, internships, and research projects. Students can become a part of different research projects led by faculty members.

There are several research groups within the department:

- Morals and Cooperation Research Group,
- Contextual Behaviourist Sciences Research Group,

<sup>18</sup> CoHE stands for Turkey's Council of Higher Education. The Turkish acronym is YOK.

- Memory Research Group,
- Cognitive-Emotional Neuroscience Research Laboratory,
- Cognition, Emotion and Cognitive Aging Laboratory,
- Cognitive Development Research Group,
- Resilience Research Laboratory Introduction to Psychology.

Some examples of elective courses that focus on practical applications of theoretical knowledge are Psychopathology, Applied Behavioural Analysis, Play Therapy, Forensic Psychology, and Introduction to Neuropsychology. Following an initial discussion of the theoretical background, these courses allow students to practice acquired knowledge in class demonstrations, field practices, or other types of applications.

As to the **HMP**, during the first-year students usually take basic courses from management, communication, and relationship management modules to prepare a basis for advanced courses, business, maths.

In the second year, students warm up to the field with specific courses such as hospital management, health economics. In addition to the theoretical information that is given in the courses, the contents of the courses are enriched by participation of professionals from the relevant fields. In this regard, especially the managers of the university hospital, Medipol Mega Training and Research Hospital and the Koşuyolu Medipol Hospital are big supporters. At the end of the third year, students prepare an internship report on their internships in the vocational course. During the fourth year, within the scope of the vocational application course, students are expected to give innovative projects on the places they have had their internships (Professional Practice).

### **Interdisciplinary thinking**

Each programme includes an interdisciplinary approach. The programmes contain compulsory and different elective courses that aim to support students' development of critical and interdisciplinary thinking. In this regard, the programmes offer a variety of elective courses<sup>19</sup>. In addition, students can also take elective courses from other programmes offered within their School or by other Schools such as Management, Finance, Foreign Trade, Communication, Public Relations and Advertising, Law, and Social Work according to their interests and future career plans. In their course selection from other programmes, the students must get the permission of the instructor and complete the course selection with the support of his/her academic advisor.

Moreover, IMU provides the possibility to do a double major and obtain two diplomas. In the 2022-2023 academic year, 29 from **HMP** are doing double majors in four different faculties. In addition, nine students are doing double major (six students) and minor (three students) in the HMP. **SHSS**<sup>20</sup> programmes aim to provide students with basic concepts, theories, principles, and methods of the discipline. They are designed to prepare students for all sorts of public or private sector jobs.

Students can also enrol in another major as a second major or minor programme and earn corresponding diplomas or certificates upon successful completion of those programmes. Currently, the number of double major and minor students incoming to the programmes of the SHSS and the number of students outgoing to other programmes is as follows:

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<sup>19</sup> See above the lists of elective courses.

<sup>20</sup> School of Humanities and Social Sciences (SHSS), that the Health Management programme belongs to (see above chapter Information).

Programme	DOUBLE MAJOR		MINOR	
	Incoming students	Outgoing students	Incoming students	Outgoing students
PSY (TR)	45	12	0	2
PSY (ENG)	58	21	2	2
PSIR	10	18	0	0
PSPA (TR)	22	14	0	0
PSPA (ENG)	0	5	0	0
<b>TOTAL</b>	<b>135</b>	<b>70</b>	<b>2</b>	<b>4</b>

**Psychology** programmes have designed specific elective courses on the intersection between psychology and communication studies (e.g., Media, Culture and Psychology), organisational behaviour (e.g., Research Topics in Industrial and Organisational Psychology), literature (e.g., Psychopathology, Literature and Phenomenology), anthropology, and sociology. Furthermore, social, and cultural contexts are emphasised as important components of psychological science in various required courses of the department. Teaching-learning methods and strategies are selected to develop and further the skills of the students. It is also noted that the teaching style is designed to support students with different abilities.

**HMP** contains a blend of core courses from several disciplines. The programmes (Turkish and English) cover compulsory courses and different elective courses to broaden the knowledge of students and ensure interdisciplinary thinking. These compulsory courses aim at achieving general and specialised knowledge in understanding, analysing, applying, and evaluating health management, whereas elective courses allow students to gain beneficial supporting skills and broaden their knowledge in areas they have an interest in.

### **Ethical aspects**

CoHE in Turkey has set fundamental rules for academic and scientific research ethics. There is an Ethics Commission of the CoHE that has published 'The Conduct Scientific Research and Ethics.' This Code determines the ethical rules to be followed in scientific research, study, publications, and activities; describes the duties, responsibilities and authorities of the scientific research and publication ethics committees to be formed by HEIs, as well as working procedures and principles. In line with CoHE's Code, IMU issued the Ethics By-Law, which was directly taken from the CoHE document.

At IMU, there are five different ethics committees:

1. Animal Testing Experiments Local Committee,
2. Social Sciences Scientific Research Ethics Committee,
3. Clinical Research Ethics Committee,
4. Non-Invasive Clinical Research Ethics Committee,
5. Traditional and Complementary Medicine Application (GETAT) Ethics Committee.

In addition, each academic unit has its own culture of ethics. In this regard, the ethical principles are communicated during the orientation programme organised by the **SHSS** leadership at the beginning of each academic year. It includes the rules of the courses and interpersonal relations, as well as the ethical rules regarding exams and other performances, assignments, and papers. Cheating during the exams, all sorts of plagiarism in students' academic performance, and other unethical behaviours are strictly forbidden. Other than this, the ethics attitude of the faculty is communicated to the students frequently.

Both **Psychology** programmes (Turkish and English) require students to take the course 'Ethics in Psychology.' This course is considered as important for students' development of a strong sense of professional ethics in psychological research and practice. In **PSPA and PSIR**, students learn about ethics in social sciences in Research Methods courses.

To establish professional ethics, six courses are provided under the 'Law & Ethics' category of the **HMP**. Ethics is an important topic in the programme curriculum relevant to this module. The compulsory courses of "Introduction to Law" in the first semester, "Ethics and Social Responsibility in Health" and "Administrative Law" in the fourth semester and "Health Law" and "Business Law" in sixth semester focus on ethical conduct and ethical and legal ways of practicing management and business. In these courses, students learn the premises of ethical conduct and the ways to behave accordingly. Also, they learn their legal obligations and rights and are directed to use these rights in compliance with ethical necessities.

### **Methods and scientific practice**

Two major methods are used to improve students writing skills and to prevent academic misconduct. One of them is offering particular courses that aim to develop students writing skills. Each of the programmes offers research methods courses to students in the early years of their Bachelor programme. In these courses, students learn fundamentals of scientific inquiry, different methods used in social sciences, the process of conducting research, and reporting them. All research methods courses are compulsory. Along with these specific courses students are supported to do scientific work in different courses with written assignments like short essays, term papers, reflections papers, and exams with essay and discussion questions. In those assignments, students are informed about plagiarism at the beginning of the semester and information is included in the syllabi of those courses. The instructor may also ask for a Turnitin report for the essays. In order to avoid copy-paste situations from AI, instructors are encouraged to develop research questions in a way that AI does not give a direct answer to.

The programmes of the **SHSS** include courses which encourage students to conduct scientific research and prepare an essay/reporting of the research as a part of requirement of the course. Thus, students can practice what they have learnt in methodology classes in real research experiences. Particularly in the elective courses of 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> semesters, students are encouraged to write reflection papers, critical analysis, short papers, and term papers.

Moreover, to support scientific inquiry and research, students are encouraged to write research projects and submit them to TUBİTAK's Undergraduate Projects Calls<sup>21</sup>. These projects are prepared under the supervision of one faculty member. IMU's Technology Transfer Office also provides support to students and academic personnel when preparing project proposals.

Within the 'research' category, students take four courses. These courses are provided each in one semester. In this way, students in the **HMP** are supported through evidence-based practical lessons. An important element throughout the HMP programmes is the application of analytical and conceptual skills. The courses attempt to empower students to think conceptually and to develop the ability to gather, synthesise, and interpret data. The programmes teach students to master the methodology, to perform academic work, and learn to understand and compare the study materials from specialised sources.

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<sup>21</sup> TUBİTAK is an acronym of the Scientific and Technological Research Council of Turkey (STRCT-TUBİTAK).

## Examinations

IMU has installed “Exam Application Instruction” rules<sup>22</sup> that define the examination processes for the examinations in presence. The IMU generally uses the form of written examinations with structured response questions, extended answers or essays, term projects, and presentations.

All lecturers including faculty members and part-time lecturers, must specify their measurement methods of academic success in the syllabi for their courses. The syllabi are uploaded on the MEBIS system. At the beginning of every academic year, the academic calendar is publicly announced on IMU’s web page. In the standard academic calendar mid-term and final exam periods are specified. The academic success at any course is reflected by the grade of that course. The final grade is composed of 50 % of the final exam, 30 % of the midterm exam and 20 % of two other selected assessment methods (e.g., presentations, projects, quizzes, papers).

The grade of a course is stated in the syllabus formed by the midterm exam, final exam (in some situations resit exam as explained below) and other requirements such as assignments, group studies, research papers, or projects. Thus, students can know the requirements of grading for each course at the beginning of the semester. Grading ranges from 0 to 100. The grade points are converted to 0-4 scale and also to letter grades. The passing grade for each course is set as 60 over 100. In other words, students must accumulate at least 60 points from grading components within the whole semester.

## Grading Table

ECTS Grade	Percentage Grade	Grade Points	Letter Grade	Grade Description
A	95–100	3,77–4,00	A	Excellent
	90–94	3,55–3,76	A-	Excellent
	85–89	3,34–3,54	B+	Excellent
B	80–84	3,13–3,33	B	Good
C	75–79	2,91–3,12	B-	Good
	70–74	2,70–2,90	C+	Good
D	65–69	2,48–2,69	C	Average
E	60–64	2,27–2,47	C-	Average
F, Fx	0–59	f1–f2	F	Failed

As far as the SHSS programmes are concerned, they do not require a final thesis or a similar alternative to it. The elective courses offered in the 7th and 8th semesters include writing research papers and reflections, critiques, and preparing projects. Some of these courses involve weekly assignments, and student-led class discussions.

As to the Health Management programmes (in Turkish and in English language), students must prepare a comprehensive graduation project in the fourth year. The projects are prepared in line with the IMU Project Preparation Guide.

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<sup>22</sup> As of April 21, 2015.

## Appraisal:

In the panel's view the curricula of all Bachelor programmes at hand generally adequately reflect the described qualification objectives and are logically arranged and well-balanced. The course contents are oriented towards the respective intended learning outcomes. The wide range of electives enable students to acquire competences and skills oriented at their individual interests. The panel welcomes that students are offered informal tracks for specialisation respectively for intensifying the main subject of the programme (HMP). Also, the panel appreciates that IMU included obligatory internships into all programmes. Moreover, IMU followed the previous panel's recommendation including courses on communication and sustainability into the Public Administration programmes (PSPA). Also, SHSS revised the track "Social -Development Psychology"<sup>23</sup>.

The degree and programme names correspond to the contents of the curriculum and the programme objectives. The concepts of all programmes were checked and approved by the Turkish authorities.

Theoretical questions and arguments are, where possible, explained by means of practical examples and checked against empirical reality. Case studies and project work are used in several courses. In this context, the panel welcomes that students must take an obligatory internship related to the study subject.

There is evidence that the programmes qualify for interdisciplinary thinking. To broaden the view of the students in all programmes various elective possibilities are offered, which enable the students to participate in subject-related courses or courses from other study fields. The panel recommends making two courses from other disciplines obligatory electives.

Ethical implications are appropriately communicated in specific Ethics courses as well as in appropriate regular courses. As to the Health Management programmes (Turkish and English) as well as to the Psychology programmes (both Turkish and English), the identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programmes' qualification objectives.

Students acquire methodological competences and are enabled to do scientific work on the required level. The panel recommends including students into research more intensively and thus enabling them to apply research skills in the respective vocational fields.

The examination system at IMU, with the midterm and final term parts, follows the idea of a continuous assessment. This enables the lecturers (and the students) to realise at an early stage if students' performances are below average. Thus, the lecturers can react and help students to achieve the aspired learning outcomes. All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The written and oral examinations check on different competences. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

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<sup>23</sup> See above chapter "Further development of the programmes, implementation of recommendations from previous accreditation ..."

As there is no final thesis required, in the SHSS programmes students prove their ability to do scientific work and the achievement of the study programme's qualification objectives with scientific papers. In the Health management programmes they elaborate a comprehensive graduation project in the fourth year. The panel is convinced that these works are sufficient requirements for the Bachelor programmes.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects		X <sup>24</sup>	X <sup>25</sup>		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

## 3.2 Structure

Projected study time	Four years, eight semesters
Number of credits (national credits and ECTS credits)	<ul style="list-style-type: none"> <li>• PSIR: 137 Turkish credits, 240 ECTS credits,</li> <li>• PSPA (Turkish): 146 Turkish credits, 242 ECTS credits,</li> <li>• PSPA (English): 134 Turkish credits, 241 ECTS credits,</li> <li>• PSY (Turkish): 135 Turkish credits, 245 ECTS credits,</li> <li>• PSY (English): 136 Turkish credits, 245 ECTS credits,</li> <li>• Health Management (Turkish): 155 Turkish credits, 240 ECTS credits,</li> <li>• Health Management (English): 155 Turkish credits, 241 ECTS credits.</li> </ul>
Workload per credit	30 hours
Number of courses (including elective courses)	<ul style="list-style-type: none"> <li>• PSPA (Turkish): 48 courses,</li> <li>• PSPA (English); 46 courses,</li> <li>• PSIR: 46 courses,</li> <li>• PSY (Turkish and English): 47 courses,</li> <li>• Health Management (Turkish and English): 60 courses.</li> </ul>
Number of contact hours per programme	14 weeks per semester <ul style="list-style-type: none"> <li>• PSIR: 1,799 hours in class,</li> <li>• PSPA (Turkish): 1,960 hours in class,</li> <li>• PSPA (English): 1,960 hours in class,</li> <li>• PSY (Turkish): 1,932 hours in class,</li> <li>• PSY (English): 1;974 hours in class,</li> <li>• Health Management (Turkish): 1,992 hours in class,</li> </ul>

<sup>24</sup> For HMP (Turkish and English), PSY (Turkish and English).

<sup>25</sup> For PSIR, PSPA (Turkish and English),

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|--|--|
|  | <ul style="list-style-type: none"><li>• Health Management (English): 1,932 hours in class.</li></ul> |
|--|--|

All Bachelor programmes at hand have a projected study time of four years (eight semesters). The academic year consists of 28 weeks of theoretical training in two semesters (fall and spring). The workload is quite evenly spread over eight semesters (it differs between 26 - 32 ECTS credits per semester).

As far as the programmes PSIR, PSPA and PSY are concerned, the seventh and eighth semesters offer internships / field practices as an elective course, a seminar and the writing of the graduation project paper whereas in the Health Management programmes (Turkish and English) students take four obligatory courses on Professional Practice in the fifth to eighth semester. Even if courses build up on each other, it is possible to interrupt the studies at IMU to study abroad for a certain period.

One ECTS credit equals 30 hours of academic workload and overall 240 ECTS credits must be achieved by the successful completion of the programmes. For instance, a course worth 2 Credit Points generally consists of 28 hours of face-to-face lecturing in class, presenting projects, or discussing cases. The remaining 32 hours are allocated for self-studying, preparing homework, projects, presentations, and preparing for the exams. The design of courses and structural elements all adhere to the requirements of the CoHE of the Turkish Republic.

IMU uses the ECTS credits which are calculated based on the workload of students to achieve the expected learning outcomes of the course. IMU also uses the national credit system which was the only one before the Bologna Process elements were implemented. According to IMU<sup>26</sup>, for the time being this is used for the credit-transfers to countries other than Bologna adapted ones. When calculating these credits IMU adds the theoretical hours and half of the hands-on hours such as lab sessions. For example, if a course has three theoretical and two Lab hours then its national credit sums up to  $3 + (2/2) = 4$  credits.

The curricula consist of three groups of courses: obligatory courses, departmental elective courses, and general elective courses. They are not divided into modules. In addition to their departmental courses, students are allowed to take elective courses up to 60 ECTS credits from other departments too.

All courses of the Bachelor programmes are described in course descriptions (syllabi). The descriptions contain information on the credit points, the contact hours, the lecturer(s), the teaching language, the content, the objectives and the learning outcomes, information about the teaching method, the assessment, and literature recommendations.

Students may apply for exemption from some of the courses they have taken in another higher education qualification or equally accredited institution. Exemption requests are decided by the Board of Governors of the School, which considers the opinion of the lecturer responsible for that course. IMU includes an Erasmus+ mobility window for the students as both for incomings and outgoings.

IMU has legally binding study and exam regulations, which contain the necessary rules and procedures, and national requirements where applicable. The time schedules and academic calendar are announced in detail before the semester begins. The details of academic

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<sup>26</sup> Additional information in a preparatory document.



performance measurements and exams are communicated through the syllabi. The course syllabi are handed out to the students and explained in detail during the first lecture of each of the courses. Moreover, IMU's web-based student information system MEBIS allocates a space for each course where instructors can share information about the course such as the syllabus, study guides, lecturing notes, reading materials, or useful links and materials.

Based on the IMU regulations, there are different types of examinations listed:

- a) Midterm exam: Every course has at least one midterm exam each semester. Projects, homework, laboratory workshops, and similar study evaluations can be considered as substitutes for midterm exams. Dates of midterm exams are announced in the academic calendar at the beginning of the academic year. Midterm grades must be announced before the final course exam.
- b) Final exam: The final exams of courses take place at the end of each semester. The period of final exams is announced in the academic calendar at the beginning of the academic year. Students attending classes and fulfilling the attendance obligation can take their final exam. Passing grades for final exams may be given at the discretion of the relevant committees.
- c) Resit exam: This is the exam taken at the end of the semester for failed courses or with the goal of increasing the grade of a successfully completed course student waives the final exam grade. The resit exam grade replaces the final exam grade. The dates of resit exams are announced in the academic calendar at the beginning of each semester.
- d) Exemption exam: These exams are taken at the beginning of semesters for courses recommended by the relevant committees and approved by the Senate.
- e) Make-up exam: This exam is done in place of midterm and completion exams. Students who could not take midterm exams based on valid reasons apply to the secretary of the faculty with their proving documents (health document issues by a hospital, accident report, etc.). Students' applications are evaluated by the relevant administrative committee. Make-up exams take place in the same semester of the midterms after the midterm period is completed.
- f) Three courses exam: This exam is given at the end of each semester after the results of resit exams are announced. It is for students who have completed their educations in the diploma programme they are enrolled in but have failed in up to three courses in order to graduate. The grade obtained in this exam replaces the course grade.

IMU provides its graduates with diploma supplements which show students' grade point average.

In each academic year, the estimated workload is 60 ECTS credits (30 per semester). Calculated with at most 30 hours of workload per credit point, a study year should not contain more than an 1800-hour workload. Each student is assigned a faculty advisor who must control the feasibility of students' workload related to the courses they chose. Advisors help students with their course selections and advise them regarding their career plans. Student-advisor meetings can happen face-to-face or online or via email depending on the circumstances and the nature of the issue to be discussed. Students can visit their advisors during pre-declared office hours or ask for an appointment to meet at a time other than office hours.

The Turkish Constitution bans any kind of discrimination, protects human rights of individuals, and supports equality. Article 10 of the 1982 Constitution states that "all individuals are equal without any discrimination before law, irrespective of language, race, colour, gender, political opinion, philosophical belief, religion and sect or any such consideration".

IMU follows a zero-tolerance policy against discrimination. There is an Ombudsman for Anti-Discrimination and Equality<sup>27</sup> and the Commission for International/Foreign Students. The two units work to eliminate any kind of discriminatory act within the university and promote a peaceful academic and social environment. To achieve these goals, the Ombudsman provides trainings for administrative and academic personnel, accepts complaints from students who claim to have experienced a discriminatory act, evaluates the complaints and reports its recommendations to relevant persons and departments/units.

IMU prioritises the issue of equality of opportunity with regard to gender equality and affirmative action for disadvantaged groups. In this regard, IMU has a gender equality action plan. Relating to equal opportunity, Turkey's Higher Education Law (Law No. 2547) stipulates (in Article 5.e) that in higher education, all measures shall be taken in order to establish equal opportunities for all citizens. Similarly, the IMU respects all those international and national norms on gender equality and equal opportunity.

Students enroll in programmes according to their university exam points and their preference list. The university exam is prepared and operationalised by the Student Selection and Placement Centre – SSPC (ÖSYM)<sup>28</sup>. Turkish citizens who have been placed by the SSPC to one of the IMU programmes can earn 100 %, 50 %, and 25 % scholarships according to their initial test results. These scholarships are non-refundable and cover the student's whole education period. IMU provides a wide spectrum of financial aid and scholarship opportunities for Bachelor students. One example is merit-based scholarships: If the rank of a student is among the highest in class, IMU's foundation (TESA) gives an additional achievement scholarship. This scholarship is granted based on the consideration of the following factors and conditions: the students' weighted GPA, successful completion of courses without resit examinations, and taking minimum credit in a related year. IMU also offers a "Superior success scholarship" for those students who are ranked among the top 1000 in Turkey's central university entrance exam.

To become an accessible university, IMU aims to realise physical, digital, and mental transformation. Therefore, it offers psychological help and has a Disability Service Office, which was established to provide equal opportunities in education to students with disabilities. Within this framework, the needs and difficulties of disabled students are determined in various fields (academic, administrative, physical, psychological, and social) during their education, and conducts activities, initiatives and, collaborations to the University's facilities and services. For detailed information about the services and applications of the unit, students can contact the Disability Service Office located on the south campus with the health board report and application form.

## Appraisal:

The panel takes the view that each programme structure follows the ECTS standards, supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. It welcomes that the programmes consist of courses and assign credits per course based on the necessary student workload. However, the panel recommends IMU checking whether the curricula can be divided into modules, in each case with several courses under

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<sup>27</sup> <https://www.medipol.edu.tr/en/academics/units-affiliated-to-the-rectorate/ombudsman-for-anti-discrimination-and-equality>, (last seen on December 18, 2023).

<sup>28</sup> See above, chapter 2 Admission.

one roof. In all programmes, practical components are designed and integrated in such a way that credits will be acquired. The course descriptions provide detailed information about the intended learning outcomes and the aspects defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The study programme is designed so that students can study for a certain time at other HEIs. Internships /field serves are compulsory in each programme and can be taken without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated analogous to the Lisbon Recognition Convention. The final grade is supplied with an ECTS grading table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

Addendum for initial accreditation (if the programme has already been completed once) and re-accreditation: when reviewing the workload, the HEI also considers evaluation findings, including student feedback and the programme's success rate.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

### 3.3 Didactical concept

According to IMU<sup>29</sup>, the study programmes' didactic concept is shaped in accordance with the commitment to academic freedom, the active involvement of learners in the academic and decision-making processes, and the increasing responsibility and role of educators. The didactic concept is oriented at student centred learning and committed to high-quality education in international standards. Following this commitment, the programmes' curricula are based on theoretical knowledge, supported by current research results and real-life case studies<sup>30</sup>.

The objectives of the programmes are oriented towards the intended programme competencies and learning outcomes for each course. The programme competencies of each

<sup>29</sup> See SER of the SHSS, p. 57 f.

<sup>30</sup> See SER on HMPs, p. 44.

study programme describe the desired knowledge and skills of a graduating student. Thus, graduates will have gained the professional and academic knowledge and skills to successfully perform in professional and educational/academic contexts.

SHSS for its Turkish and English programmes (**PSIR, PSPA and PSY**) encourages instructors to diversify their teaching, measurement and evaluation methods. In some courses, guest lecturers are invited; in some others students may watch movies or short videos and have discussion afterwards; they work in groups to prepare projects or to study particular cases. In some courses, they write reflection papers, prepare research papers, and make presentations.

The **HMP** aims to provide students with the ability to think by adopting different perspectives and the instructors use different teaching techniques that are also included in the SAYCEP. These methods include case studies, self-study, presentations, preparing reports, discussions, simulations, project work, and teamwork. For example, Business Management, Hospital Management, Healthcare Marketing, and organisation courses are carried out using several case studies. Students of Research Methods, Health Informatics and information Systems in Hospital Management are required to submit relevant project reports at the end of each class.

Course materials are independently selected by faculty members and coordinators of each course. At the beginning of each term in the department meetings coordinators and lecturers must ascertain that the course materials are up to date. After this, all course materials are announced on MEBIS and are also provided in detail in the syllabi. Faculty members either use textbooks written by recognised Turkish scholars or foreign scholars who are internationally recognised in their fields, or they use articles and excerpts from books that are essential to the field. Most faculty members prepare lecture slides and lecture notes that are made available online through the course website on MEBIS. To create an awareness of different academic perspectives, the lecturers recommend internationally acknowledged course books together with lecture notes they prepare. Supporting materials may also be distributed during lectures. Furthermore, the University library has a growing digital collection, which can be accessed by students within and outside the campus using their credentials.

As to guest lecturers, IMU encourages faculty members to invite guest lecturers to their classes and seminars.

**SHSS** encourages faculty members of the programme **PSIR, PSPA and PSY** (both Turkish and English programmes) to invite guest lecturers to their classes. Faculty members can invite guests to their classes from different fields like academics, NGO representatives, bureaucrats, and experts. The student clubs of the SHSS organise events where they invite guest lecturers. Faculty members support them in these organisations.

In **HMP** programmes, the guests invited to classes are predominantly working in the field of health management, medicine, hospital management, health communication, and similar fields. The greatest support is provided by the managerial staff from Medipol Group of Hospitals. However, there are also guests from many other institutions (Ex-General Manager of Turkish Insurance Agencies Foundation, Assistant Secretary of Ministry of Health).

The SHSS has research assistants working in each department. Currently, there are five research assistants at Psychology; three in PSIR; and three in PSPA. Research assistants do not lecture but they carry out tutorials to support classes.

Tutors do the following tasks:

- Support lecturers when conducting special study hours,

- support students when they ask for help in their assignments and quizzes,
- act as invigilators during exam weeks,
- assist in the organisation of academic activities such as seminars,
- perform duties given by the department chair and the other faculty members,
- support administrative tasks related to the faculty and the department,
- organise and participate in meetings requested by the dean or the department chair,
- organise student orientation programmes at the beginning of each semester,
- participate in the preparation of course and exam schedules.
- prepare and submit annual reports to the department chair and the Dean,
- contribute to the coordination between the faculty and other units of the university.

In the HMP, at the beginning of the semester, a student representative in each class and department is chosen through a vote. This representative assists the lecturer when necessary, in the classes and facilitates communication between the class and lecturer. In addition, graduates who are willing to work in the department start post-graduate studies to become research assistants.

## Appraisal:

The didactical concept of each of the study programmes is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. The lecturers have to keep them up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. In addition, for the **HMP (Turkish and English)**, guest lecturers are regularly invited, their contributions form an integral part of the study programmes' didactical concept. The guest lecturers come from a variety of occupations, which enhances students' chances of employment thanks to the profound insights they gain.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3.3 Guest lecturers		X <sup>31</sup>	X <sup>32</sup>		
3.3.4 Lecturing tutors			X		

### 3.4 International outlook

The curricula of the **SHSS programmes** with both compulsory and elective courses do not only focus on local developments, but they also take into consideration international developments of different parts of the world. In many courses, students develop theoretical knowledge and apply them to different cases from across the world.

The study field of **Political Science and International Relations (PSIR)** addresses international and intercultural aspects in many courses. International content is explicitly covered by courses such as “International Law”, “Foreign Policy Analysis”, “Global Environmental Politics”, “International Conflict and Cooperation”, “International Economics”, “Globalisation and World Politics”, “American Foreign Policy”, or “International Relations of the East Asia-Pacific”, “Global Governance and International Organisations”, “International Security”.

The focus of **Political Science and Public Administration** is a national one. However, several courses deal with international aspects and should equip the students with knowledge and skills needed in an international work environment (amongst others):

- Turkish programme: “Politics in the Middle East”, “Globalisation in Turkey and the World”, “Arab Spring and Transformation of Politics in the Middle East”, “International Relations”, “Global Society and Human Rights”, “European Human Rights Convention in Theory and Application”.
- English programme: “World History”, “Introduction to International Relations”, “Global Society and Human Rights”, “Politics in the Middle East”, or “International Human Rights Law”.

As to the **HMP**, for preparing graduates to work in a global environment, the programmes implement curricula with international business topics supported by internationally recognised teaching materials. The content of each course is also supported by international management experiences and problem and case sessions, especially designed to discuss related management topics in an international context. The lesson plan is harmonious with the SAYCEP, which was prepared with national and international health management plans.

One of the strongest aspects of the SHSS programmes (PSIR, PSPA, PSY) supporting internationality is offering the programmes in English. All three departments offer programmes taught in English. This situation not only develops students’ language skills, but it also meets them with the international academic literature and society in their fields. Moreover, the English programmes can attract international students who also enrich the programmes.

The faculty members of the SHSS come from different backgrounds which support the diversity and intercultural feature of the programmes. There are Erasmus agreements with different universities in Europe. Even if the mobility has stayed limited due to lack of enough financial support, they still contribute to the internationality of programmes. Moreover, students

<sup>31</sup> HMP (Turkish and English).

<sup>32</sup> For PSIR, PSPA (Turkish and English), PSY (Turkish and English).

interested in learning a third language in other programmes can take language courses of Russian and Italian from IMU's general elective courses' pool. The continuing education centre of IMU also offers language courses to its students and personnel for a reduced price.

As Turkey has continued to adopt the European higher education system, IMU follows the Bologna Process. It has also acquired the Erasmus+ University Charter and is currently establishing bilateral agreements with multiple European higher education institutions.

The student body in IMU is predominantly formed of Turkish citizens. However, the number of international students has significantly increased in the last few years. As stated above, more than 5000 international students from 100 countries have enrolled in IMU programmes. They make 13 % of all students in IMU. The percentage of international students in the SHSS is higher than the percentage of international students in IMU. As seen in the table below, 446 international students are enrolled in a programme in the SHSS. International students make almost 21 % of the total number of students in the SHSS.

Number of international students in the **SHSS programmes** at hand:

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	TOTAL
<b>PSY (TUR)</b>	<b>3</b>	<b>1</b>		<b>5</b>	<b>8</b>	<b>16</b>	<b>81</b>	<b>110</b>
Male		1			6	5	15	26
Female	3			5	2	11	66	84
<b>PSY (ENG)</b>	<b>2</b>	<b>2</b>		<b>5</b>	<b>16</b>	<b>49</b>	<b>103</b>	<b>173</b>
Male				2	4	8	16	30
Female	2	2		3	12	41	87	143
<b>PSPA (TUR)</b>			<b>1</b>	<b>1</b>	<b>12</b>	<b>3</b>	<b>22</b>	<b>39</b>
Male			1	1	7	1	18	28
Female					5	2	4	11
<b>PSPA (ENG)</b>						<b>1</b>	<b>4</b>	<b>5</b>
Male								-
Female						1	4	5
<b>PSIR</b>				<b>4</b>	<b>12</b>	<b>22</b>	<b>81</b>	<b>119</b>
Male				2	2	12	30	46
Female				2	10	10	51	73
<b>TOTAL</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>15</b>	<b>48</b>	<b>91</b>	<b>291</b>	<b>446</b>

The personal and academic development of students has been encouraged through the **HMP** cooperation with numerous partners including Warsaw University of Technology and Hochschule Fulda. In the first academic year, the programme welcomed two incoming students from Hochschule Hamm-Lipstadt.

The Turkish programme targets the Turkish-speaking students living in Turkey and abroad, so the internationality of the students is minimal. On the other hand, the English Programme is aimed at both Turkish students and international students. 59 foreign students are studying in the **English HMP programme**.

The number of foreign students studying at the preparatory stage is 42. With the events coordinated by the Faculty Erasmus coordinator, students are made aware of this programme during the semester.

IMU organises the “Farabi Talks” series, which hosts international experts to speak (in English) on contemporary topics and developments in their specialisation area. This platform is formed to provide sharing experiences in various institutions such as universities and private institutions as well as non-profit organisations. Each Farabi Talks event includes two sessions: a lecturer's speech and a led discussion group. Farabi Talks are carried out at least once per month.

There are some structural impediments to employ non-citizen academics. According to the CoHE regulations, the number of foreign faculty members cannot exceed 2 % of total faculty members in the higher education institution. Visiting scholars and researchers who stay for a predetermined time in a higher education institution are not included in this calculation. The Erasmus+ mobility is also enjoyed by faculty members.

Currently, all faculty members in the **SHSS** programmes are Turkish citizens. However, there are applications of cultural and knowledge transfers via current faculty members who have international experiences. Some faculty members obtained their graduate degrees from internationally recognised and respected universities such as Yale University, University of Virginia, University of Nevada, Reno, Kent State University, Edinburg University, Saint Jose State University, University of Toronto, and Vienna University in Austria. Others obtained their degrees from leading universities in Turkey and abroad.

As to the **HMP**, several faculty members and lecturers have international education or business experience. Many of the lecturers have received PhD degrees from internationally recognised universities, some were visiting scholars at foreign universities, and some have work experience at international companies. In addition, the faculty members attend international conferences and publish papers in international journals.

The medium of instruction is Turkish in the Turkish programmes and all the courses in the English programmes except ‘Turkish Language’ and ‘Ataturk's Principles and the Turkish Revolution’ are given in English. There is no compulsory English preparatory programme for the Turkish programme, but students take four basic English courses and two professional English courses. Students enrolled to the English Programme without having sufficient English level are asked to take one year of preparatory English classes. In addition, the Turkish HMP students have the option to enrol into the preparatory programme for one year if they desire.

Students who are enrolled in one of the programmes taught in English take compulsory ‘Academic Writing’ courses which aim to develop their academic writing and reading in their fields of expertise. They can also take elective language courses (Russian and Italian are offered in the 2022-2023 academic year) other than English which are offered as University's elective courses.

## Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.



In the PSIR programme, the panel takes the view that the acquisition of intercultural competences and skills is at the core of the programme's learning objectives and strongly promoted.

The international composition of the student body corresponds to the programme concept. The international composition of the faculty (teachers with international academic and professional experience) which was confirmed by the CVs of the teaching staff promotes the acquisition of international competences and skills. The measures taken to promote internationality are goal oriented.

As far as the Turkish programmes PSPA, PSY and HMP are concerned, the proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

In the programmes taught in English PSIR, PSPA (English), PSY (English) and HMP (English) lectures and course materials in this language predominate. Also, internationality is clearly a key element of the study programmes' profile.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)		X(PSIR)	X <sup>33</sup>		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents		X <sup>34</sup>	X <sup>35</sup>		

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The interdisciplinary approach forms an important component of teaching and learning in the programmes at hand. Faculty members with diversified background including part-time faculty members from other schools or from outside IMU and their professional and academic experiences recognise the importance and necessity of a multi- and interdisciplinary approach. They reflect this attitude in their teaching within the programmes through different ways. The curricula of programmes aim to support not only the accumulation of professional knowledge but also improvement of social, personal, and communication skills of students.

In some courses, students are required to work in groups for end-of-semester projects and presentations (e.g., Project Management). These projects and presentations are particularly important for students to acquire skills of cooperation, compromise, conflict-handling, and problem solving. Through these assignments, students learn how to effectively communicate with people from diverse backgrounds and convey their ideas in writing, and how to confidently present their findings in front of an audience. In addition, field courses involve class discussions among students. Courses such as presentation techniques and vocational practices require

<sup>33</sup> For PSPA (Turkish and English), PSY (Turkish and English), and HMP (Turkish and English).

<sup>34</sup> The English programmes of PSPA, PSY, and HMP as well as PSIR.

<sup>35</sup> The Turkish programmes of PSPA, PSY, and HMP

students to make presentations at the end of the semester. The projects can be individual, or team-work oriented depending on the particular course.

The programmes of **PSPA and PSIR**, include courses to support students' building of analytical skills to combine different fields and levels of analysis. The **Psychology** programmes offer elective courses on the junction between psychology and communication studies (e.g., Media, Culture and Psychology), organisational behaviour (e.g., Research Topics in Industrial and Organizational Psychology; Disability and Diversity in Industrial and Organisational Psychology), literature and arts (e.g., Psychopathology, Literature and Phenomenology; Art Psychology).

As to the **HMP**, students receive multidisciplinary training in several courses such as elective courses, communication courses as well as health management and general business information courses. The health management profession requires multidisciplinary study, so members from the communication faculty, business faculty, medical faculty and others teach courses in the curriculum too.

During their studies, students take lessons that will strengthen their social skills, such as presentation techniques, organisational behaviour, public relations, and behavioural sciences. In addition to these courses, general electives such as elocution and speaking and human psychology are also available to students. In this way, students have the chance to improve their communication and social skills.

### Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		

### 3.6 Skills for employment / Employability (Asterisk Criterion)

The curricula of all programmes at hand aim to equip students with the demanded skills of the labour market. To reach this aim, the programmes convey theoretical knowledge combined with practical application both at national/local and international level. As already described, to train interdisciplinary thinking, global and regional understanding, the ability to communicate in one of the widely spoken languages, mastery of basic computer skills and tools for statistical analysis as well as having an inquisitive and problem-solving mind are some of the basic skills that are elements of all programmes. Students are prepared for the public and private sector as well as for jobs in non-governmental agencies.

All programmes at hand include compulsory internships. Students have to successfully complete a 20-day internship in an institution they select. These internships shall contribute to

students' professional and self-developments. They also help students realise what they really want to do or in what kind of jobs they can be more successful. For some students these internships form significant options of employment once they graduate.

**Political Science programmes (PSIR + PSPA)** equip students with skills that will enable them to work in different sectors such as the state, business companies, civil society organisations, and the media. To this end, departments offer a variety of courses such as NGO Management; Project Management; Constitutional Law; Administrative Law; Public Administration; Microeconomics; Macroeconomics; International Political Economy; Entrepreneurship, and Global Environmental Politics. In these courses, through their assignments such as presentations and term papers students learn how to apply studied theory in real-world setting. In Turkey, civil servants are recruited through a national exam conducted by the SSPC<sup>36</sup>. In order to get a position, those taking the exam are expected to get high scores. The PSPA department offers courses aiming to help students to achieve high scores in this exam, such as Constitutional Law; Administrative Law; Public Administration; Microeconomics; Macroeconomics; and Management and Organisation.

In the **Psychology programmes** (Turkish and English) the compulsory internships enable students to acquire skills and competencies for competitive employment in the job market. According to IMU<sup>37</sup>, the graduates of the Psychology programmes have high chances of being employed as a psychologist in public and private hospitals, and other sectors and institutions like municipalities, schools, universities, national and international organisations, and research institutions. After acquiring basic concepts and theories of psychology, the programme offers a wide range of elective courses during third and fourth years. This flexibility is designed to help them to be exposed to the sub-fields of psychology and acquire skills in their field of interest.

The **Health Management programmes** (Turkish and English) were developed in response to the requirements of the job market in Turkey and abroad. These requirements include e.g. managerial skills for healthcare facilities, ethical aspects and knowledge on legislations, health knowledge and quantitative methods, which are part of the curriculum. CV preparation training and interview techniques training, which are aimed at making it easier for students to find work, are being carried out at departmental and at university levels.

HMP students have the opportunity to combine theory and practice with the vocational courses they take beginning from the fifth semester. Graduates have options to work in diverse sectors such as insurance, medical waste, and pharmaceuticals, besides hospitals.

The students of all study programmes can also get support for employment from the career centre office of IMU that functions as a bridge between students and employers. The centre also guides students in their choices of employment by examining the workforce dynamics via surveys and employability reports.<sup>38</sup>

## Appraisal:

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<sup>36</sup> Students Selection and Placement Center

<sup>37</sup> See HMP SER, p. 44.

<sup>38</sup> <https://www.medipol.edu.tr/en/academics/units-affiliated-to-the-rectorate/career-office> (last seen December 15, 2023).

The programmes at hand aim to provide the students with skills of the respective professional fields. To reach these aims the programmes have combined theoretical knowledge with practical application both at a local/national as well as at an international level. In the view of the panel, the study programmes enable the students to find adequate work opportunities in Turkey and abroad. The promotion of employability, also through the training of multidisciplinary competences and skills, runs as a common thread through all courses of the study programmes at hand.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		

## 4. Academic environment and framework conditions

### 4.1 Faculty

The human resource of the **SHSS** comes predominantly from full-time faculty members. In 2022 / 2023 academic year, the SHSS had 46 full-time faculty members. Along with full-time faculty members, there are part-time, occasional or visiting instructors at the SHSS. This number changes from one semester to another depending on lecturing needs. Almost all full-time faculty members (33 out of 34 faculty members) and part-time instructors hold PhD degrees in their respective fields.

The composition of MBS members presents a range of diversity in terms of their academic background, professions and research interests. This design is oriented at the necessities and curricular requirements of the programmes and corresponds to the requirements and objectives of the curricula.

Internal assignments from within the IMU have been extensively used. Some elective or required courses such as the Principles of Law, Administrative Law, and Constitutional Law are taught by the academics from Law School at IMU. Similarly, to teach courses about microeconomics and macroeconomics instructors are demanded from Medipol Business School.

#### SHSS lecturers

Programme	Full-time Faculty	Part-Time Faculty IMU	Part-time Faculty Ext.	Total
PSIR	8	3	11	22
PSPA Turkish	13		11	24
PSPA English	5	5	11	21
PSY Turkish	22	8	12	42
PSY English	13	8	12	33

The **School of Health Sciences** with the HMP programmes (Turkish and English) has a total of 130 faculty members, including 95 full-time and 35 part-time academicians. A significant number of lecturers completed their doctorates (44 %). 67 % of the full-time teaching staff, eight professors, four associate professors and 32 assistant professors, completed their

doctorate. A total of 51 teaching staff, including 25 instructors and 26 research assistants, are continuing their postgraduate education.

### School of Health Sciences Lecturers

	Full-time School members	%	Part-time Faculty Members	%	Total	%
Professors	13	11%	1	4%	14	9%
Associate Professors	10	9%	0	0%	10	6%
Assistant Professors	45	40%	7	14%	52	33%
Teaching Assistants	11	10%	38	82%	49	31%
Research Assistants	34	30%	0	0%	34	21%
<b>Total</b>	<b>113</b>	<b>100%</b>	<b>46</b>	<b>100%</b>	<b>159</b>	<b>100%</b>
Female	80	70%	29	63%	109	69%
Male	33	30%	17	37%	50	31%

Ten of the full-time faculty work for the HMPs (Turkish and English). Turkish and English departments carry out their activities with the same management team. There are one professor, four assistant professors, one lecturer and four research assistants in the HMPs. Half of the faculty hold PhD degrees as of January 2023.

All programmes have a coordinator for each course. The instructor of the course can be either the coordinator or another professor within or outside the department. Each department within the SHSS has assistants. They are graduate students enrolled in a programme at IMU or another university in Turkey, mostly in Istanbul. These assistants support academic staff with teaching and research activities, organise midterm, final, and resit examinations and proctor them; they also carry out some administrative work with the administrative staff.

Academic qualifications of the faculty members are checked by the CoHE, which sets academic qualification criteria for both lecturers and departments themselves. There are certain criteria that should be met in order to be qualified as a lecturer according to the relevant CoHE and Istanbul Medipol University regulations. CoHE recognises two kinds of lecturers – instructors and teaching members.

In order to be qualified as an **instructor**, the following criteria must be met:

- Holding at least a Master degree in the relevant field or holding a Bachelor degree in the relevant field with at least 10 years of real sector experience.
- Having a score of at least 70 out of 100 in the Academic Personnel and Graduate Education Exam (ALES).
- Having a score of 50 or above out of 100 on a nationally recognised foreign language exam such as the Proficiency of Foreign Language Determination Exam (YDS) or having an equivalent of that score or above on an international foreign language exam that is accepted by CoHE, such as TOEFL; for foreign language instructors, this threshold is 85.

According to the CoHE regulations, **instructor admissions** happen in three steps.

1. Instructorship applicants are ranked preliminarily by a total score that is calculated by summing up 60% of the ALES score and 40% of the YDS (or like) score.
2. The applicants take a science exam for the vacant position(s).

3. A final total score is calculated by summing up 30% of the *ALES* score, 30% of the graduation score (out of 100), 30% of the science exam score and 10% of the YDS<sup>39</sup> (or like) score. In the end, the applicants who have the highest scores get the opportunity to become an instructor at the University.

In order to be qualified as **teaching member (faculty member)** the following criteria must be met:

For assistant professorship:

- Holding a PhD degree in the relevant field.
- Having had the academic approval of a jury (consisting of three faculty members), which evaluates academic studies of the applicant.
- YDS (or like) 85 or equivalent

For associate professorship:

- Having an associate professor title, which is granted by Inter-University Presidency Board<sup>40</sup>, This title is acquired through satisfying numerous publications.
- Having had the academic approval of a jury (consisting of three faculty members), which evaluates academic studies of the applicant.

For full professorship:

- Having worked at least two years as a full professor or at least five years as an associate professor.
- Having had the academic approval of a jury (consisting of three faculty members), which evaluates academic studies of the applicant.

Moreover, in order to be qualified as teaching member of an English-language department or as lecturer of an English-language course, one must have a score of 85 or above on a nationally recognised foreign language exam such as the Proficiency of Foreign Language Determination Exam (YDS) or having an equivalent of that score or above on an international foreign language exam that is accepted by CoHE, such as TOEFL.

Academic research is highly valued in both the faculty and the University. Academic staff are expected to publish research articles in a regular manner and there is a detailed research promotion scheme that rewards academic publications in the University.

#### Relevant Faculty Academic Publications in 2022

Research Type	HMP	SHSS
Book, book chapter	20	25
International Peer-Reviewed Journal Publications	9	16
National Peer-Reviewed Journal Publications	29	6
Total	58	47

<sup>39</sup> Proficiency of foreign language exam.

<sup>40</sup> Established by the state with the Law No. 2547 in November 1981.

According to IMU<sup>41</sup>, the didactical qualification of faculty is one of the priorities that IMU is looking for. All members of the faculty are provided with training in IMU or obtained certificates from other institutions on higher education and education of adults. In this regard, IMU organises a 48-hour training programme that covers a variety of topics: elocution, communication skills and effective communication, obstacles to communication, the relationship between lecturer and student, youth psychology, body language, advising and mentorship, assessments, effective presentation techniques, education technologies, using library and internet resources to improve pedagogical / didactical qualifications.

Students evaluate faculty members through the MEBIS system or with printed surveys. These evaluations are taken into account in making improvements to the course structure, developing the skills of the instructors, and are prioritised in the determination of strategic objectives.

As to the practical business experience of faculty, it corresponds to the requirement of the programme to integrate theory and practice.

Faculty members of the **SHSS** have had practical experiences in their respective fields, be it as the Chair of the Association of Turkish Psychologists, as a member of CoHE, or as an auditor for four years for a private bank. Faculty members teaching in Political Science programmes have professional connections with various institutions including public institutions, non-governmental organisations, think-tanks, and companies. They act as political consultants in their fields of expertise. There are also several faculty members who make regular appearances on leading media outlets (TV channels, newspapers, and magazines) in Turkey to give speeches or attend discussions in their fields of expertise. Faculty members of Psychology departments involve in various cooperation with different institutions as personal consultants, group consultants, impartial experts, and trainers.

Faculty of **HMPs** have close business contacts with firms from different industries (Retail Management, Consulting, Social Services). Apart from this, health administrators who are currently actively involved in the field of health management have experience in the field which they can transfer to the students. The instructor, who is in charge of the course, invites experts in relevant fields to share their experiences with the students. Apart from these cooperations external part-time lecturers combine their teaching with their professional activities and in this way “import” fresh practical experience into the courses.

As to the cooperation among faculty members, in the **SHSS programmes** there is at least one faculty meeting per semester. These meetings bring together all faculty members to discuss and evaluate contemporary issues and developments within the faculty. Departments also hold regular meetings among themselves to discuss issues more specific to their departments such as schedule, revises in the curriculum, exams. Decisions are made either with consensus or popular vote depending on the subject.

The faculty members of the **HMPs (Turkish and English)** work in cooperation, which is ensured through periodical meetings of differing scopes and aims. Regular meetings are held pre-semester, midterm exam period time and at the end of semester. In addition, several ad-hoc meetings of all full-time faculty members are organised throughout the year. These meetings aim to get feedback from faculty, to solve the problems at hand or improve education by benefiting from each faculty member’s experience. The agenda items are discussed at the

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<sup>41</sup> SEE SER Health Management, p 51.

meetings under the chairmanship of the Programme Director and minutes of these meetings are taken.

Moreover, there are course coordinators for all courses that are taught by more than one lecturer. These coordinators, who are themselves lecturers of these courses, hold meetings with other course lecturers at least once every semester. In these meetings, course lecturers aim to reach common ground in which the overall quality of the course is assured, and all the lecturers are aligned in terms of teaching methodology and materials.

In addition, the faculty members collaborate with the Technology Transfer Office (TTO) of IMU and hold regular meetings with them to develop new projects.

Faculty members determine and announce their office hours in the beginning of each semester on their syllabi. The syllabi are handed out in the traditional way at the first class of the semester. They are also uploaded on the Mebis system. Faculty members promise to be in office during these hours every week and meet students. There may also be situations when students cannot meet the instructor during his/her office hours. Then faculty members give an appointment to the students at another time. Apart from the face-to-face interviews, students can always reach the instructors via e-mail and students are replied in a timely manner. They help students with course materials, assignments and any problems they are faced with regards to the course.

Every student has an assigned academic advisor. Thus, the student can get advice from his /her academic advisor regarding his/her course selection, internships, academic development and career paths. The advisor and student relationship continues until their graduation. Students and advisors regularly use MEBIS and institutional e-mails for rapid communication and information sharing. Advisors allocate two office hours per week for counselling services and this information is shared with the students.

At the beginning of each year, an orientation to IMU is provided for the new students. Students are informed about their responsibilities and development opportunities.

## Appraisal:

The panel is convinced, that structure and number of the faculty correspond to the requirements of each programme and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the respective study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in



this field. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended learning/distance learning programmes)					X

## 4.2 Programme management

The programme director, who is at the same time head of the responsible department, coordinates academic and administrative processes. His or her responsibilities are:

- to design the curriculum in coordination with other faculty members,
- to decide on the courses offered in each semester,
- to assign the courses to faculty members based on their expertise,
- to ensure that departmental course distributions are balanced and reasonable among the instructors,
- to ensure that an adequate number of courses is offered each semester so that students have options to choose courses according to their interest,
- to arrange meetings with faculty members to discuss any issues related to the programme(s) and make necessary changes,
- to help students solve their problems with their instructors or advisors,
- to act as a bridge between faculty members and the dean,
- performing general oversight and supervision duty in the department.

The administrative staff members of the schools, consisting of the dean, faculty board, head of department and programme, course coordinators, advisors/mentors of the students and faculty members, have an integrative role between the students and the faculty and must ensure that the procedures and processes are carried out smoothly. Moreover, they are responsible for following the applications, appeals and formal proceedings of students. Also other parts of the administration are supportive such as International Student Office, Career Service, Student Registration Office, and Library.

The administrative staff itself is provided with further qualification possibilities (e.g. via courses in the fields of IT, languages, communication, etc.). Moreover, staff members are supported when they participate in educational programmes or postgraduate studies at IMU or elsewhere.

Representatives of students take part in the decision-making processes through the student council which participates in board meetings and has the authority to represent students. The meetings aim to ensure that applicable decisions are made in line with the needs of the students. Also, faculty members are represented in the same way.

Students can reach the administrative staff personally or by e-mail. Information related to the academic calendar and events are regularly shared in the announcements section of the web page, institutional mobile application and IMU social media sites.

IMU has an infirmary to provide first grade health services and emergency health services for students and personnel. It is open 24/7 and operates under the University's socio-medical services unit. One doctor and one nurse are present (a full-time nurse serves along with a specialist physician) in the infirmary. When needed, patients are taken to the onsite general hospital operating under the care of the Medipol Health Group for further tests and treatments. Within the framework of guidance and counselling services, a qualified psychologist offers individual and group counselling. During the period of school, counselling services are provided by appointment and the hours are in the form of 45-minute sessions. The consulting services are based on the agreed principles of privacy, trust, volunteerism and equality. There is a nutritionist within the IMU who provides service to students and personnel based on demand for a plausible charge. The unit for disabled and handicapped students works to realise all physical, digital, and mental transformations for accessibility of all fields within the campuses.

## Appraisal:

For each programme IMU has a director, who is at the same time head of the respective department, coordinates the activities of everyone involved in the programme and ensures that it runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			X		
4.2.2 Process organisation and administrative support for students and faculty			X		

### 4.3 Cooperation and partnerships

Cooperation with academic institutions abroad is actively pursued by the **SHSS** with the goal of exchanging students and lecturers, conducting joint research activities, and holding joint academic meetings. Each study programme has agreements with various universities in the framework of the Erasmus Exchange Programme. Not only Bachelor students but also academic and administrative staff has mobility with Erasmus agreements. In this regard, the SHSS hosts academic and administrative staff from universities with Erasmus agreements. Efforts to increase cooperation with different HEIs not only in Europe but also outside Erasmus region have been continuing.

#### Erasmus agreements at programme level (2022-2023 academic year):

University	Country	Protocol with
D. A. Tsenov Academy of Economics, Svishtov	Bulgaria	PSPA
Southeast European University	Northern Macedonia	PSPA
Sciences Po Lille	France	PSPA
Kodolanyi Janos University	Hungary	PSIR
Unicollage SSML di Mantova	Italy	PSIR
Sciences Po Lille	France	PSIR
International Balkan University	Northern Macedonia	PSIR
University of Pitesti	Romania	PSIR
Titu Maiorescu University of Bucharest	Romania	PSIR
D. A. Tsenov Academy of Economics, Svishtov	Bulgaria	PSIR
Mondragon University	Spain	PSIR
Hogeschool van Arnhem en Nijmegen	The Netherlands	PSY
International Balkan University	Northern Macedonia	PSY
Singidunum University	Montenegro	PSY
University of Nis	Montenegro	PSY
University of Pitesti	Romania	PSY
Titu Maiorescu University Bucharest	Romania	PSY

The **Health Management departments** of other universities are considered important partners. Several times, the IMU HMP director participated in international summits and conferences.

As to the cooperation with business enterprises and other organisations, the **SHSS** study programmes cooperate with various institutions and organisations. This type of cooperation is

particularly important for the development of students' professional knowledge and personal skills as these organisations constitute an important part of the job market for graduates. Occasional and project-based works with various institutions and organisations such as municipalities, ministries, think-tanks, NGOs like the Association for Liberal Thinking, ÖNDER, and Mazlumder (the Association for Human Rights and Solidarity for the Oppressed), Turkish Psychologists Association have been conducted. More specifically, the research centre MEDAR has cooperated with Sultanbeyli Municipality in Istanbul where a large population of Syrian refugees live, Refugees Association, UNHCR, Ministry of Education and other ministries and directorates as well in their research and social responsibility activities. Cooperations with numerous institutions have been strengthened through students' internships.

The **HMP** cooperates with institutions from differing fields within the scope of vocational practice. The Medipol Healthcare Group is one of the most important partners. The Medipol Health Group has ten hospitals at the level of private and university hospitals serving in Istanbul where students can conduct their professional practice.

Specialists working in Medipol Hospitals share their knowledge with students on various courses such as occupational health and safety; infection control; waste control; laboratory services; and patient relations, rights, and satisfaction. Seminars are held especially for the third- and fourth-year students. In addition, the third-year students are given two days of training and certification on the information systems used in Medipol Hospitals before starting their vocational training courses. Below are other organisations that the HMPs have agreements with besides the Medipol Group, such as:

1. One of the Family Home Care Services (Home Care Services)
2. Allianz Sigorta A.Ş. (Insurance)
3. Amgen Pharmaceuticals Tic. Ltd. Sti. (Medicine)
4. Anadolu Sigorta (Insurance)
5. Aysis Atik Management Systems (Waste Disposal)
6. Compugroup Medical Information Systems Inc. (Insurance)
7. Eczacıbaşı (Pharmaceuticals & Health Services)
8. Istanbul Health Directorate (Government)
9. Sompo Japan Insurance (Insurance)
10. Katılım Emeklilik Sigorta A.Ş. (Insurance)
11. Türkiye Sigorta A.Ş. (Insurance)
12. Medistate Hospital (Hospital)
13. Life Mobile Home Health (Home Care Services)

HMPs have collaborations with insurance companies such as Allianz Insurance A.Ş., Compugroup Medical Information Systems Inc and Mapfre General Insurance. In the pharmaceutical industry, Amgen İlaç Tic. Ltd. Sti. and Eczacıbaşı Sağlık Hizmetleri A.Ş. are major collaborators.

## Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has clear impact on the

conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

#### 4.4 Facilities and equipment

IMU operates in a modern environment consisting of three campuses. One of them is in Unkapanı, and the other two are located in Kavacık across to each other (North and South campuses). The **SHSS** as well as **Department of Health Management** are located in Kavacık South Campus in a new building. Many faculty members' offices and faculty secretariat are here. The building has a modern architecture and is designed to comply with students' educational and social activities. The Kavacık South Campus has a total indoor area of 14,878 sqm for educational purposes and of 8.500 sqm as research area. There are classrooms, laboratories, practice rooms, technical rooms, offices, dining hall, library, media centre and an infirmary in the building. Students are also provided with facilities such as photocopying and printing, bank ATMs, supermarket, hairdresser, and parking lot. There are also student dormitories in Kavacık campuses. Female students' dormitory is in the south campus whereas male students' dormitory is in the north campus. Indoor and outdoor sports fields are available, which can be used with reservations made from Health-Culture-Sports units.

Each classroom has a computer with internet connection, smart board and projectors which are consistently used by instructors during classes. Free Wi-Fi is available to all students in all classrooms and university buildings. IMU has an IT support department which assists academic and administrative staff with IT equipment issues and problems. The rooms are equipped for disabled students and give them barrier-free access. Enough group rooms are available in the campus. IMU has five computer labs with 280 computers. Software programmes such as Microsoft Office, MS SQL server, KNIME, DOT NET Studio, Dev C ++, Android Studio, JAVA, SPSS and STATA are available in lab computers.

IMU's Library employs an open shelf system. It uses a subject classification system according to the practice of the Library of Congress Subject Heading System. Through the usage of

interlibrary loan system, academicians and students can borrow books from other university library collections. By June 2023, there are 80.683 books and 721.831 e-books, 60.435 e-magazines, 632 DVDs, 434 thesis, and 96 printed magazines in the library. The language structure of the books/textbooks is as follows: Turkish 90,1 %, English 8,1 %, and other languages (German, Russian, and Spanish) 1,8 %.

There is one library in the north campus and another one in the south campus. Along with the library hall, it also includes a separate reading room in the north campus. During the semester, the library is open from 08:30 until 22:00 on weekdays and from 09:00 until 18:00 on weekends. The reading room is open for 7/24. IMU provides qualified staff for services to students and faculty members. A large library is planned to be built on the north campus.

Both students and faculty members have off-campus access to all electronic resources of the library. The library staff is knowledgeable about the resources of the library and are willing to help both students and the faculty. Faculty members can demand the purchase of new books that they need for their research and courses. IMU library also enables staff and students to use DeepKnowledge, an online platform that allows library end-users to simultaneously conduct searches on various subscriptions and online resources and retrieve the results in a consistent and ranked format, as well as gain remote access to full-text articles, journals and books.

**The databases available in the library** are as follows:

No	Database
1	Annual Reviews
2	Bates' Visual Guide to Physical Examination
3	Cell Press
4	ClinicalKey
5	dataTurkey
6	EBSCO eBook Super Collection
7	EBSCO İstanbul Medipol Üniversitesi Kaynakları
8	ESSCOhost
9	Emeraldinsight
10	Google Scholar
11	HeinOnline
12	İdealOnline
13	IEEE Xplore Digital Library
14	İntihal.net
15	ISI Web of Science
16	Türkiye Diyanet Vakfı İslam Ansiklopedisi
17	iThenticate
18	Jstor
19	Kazancı Hukuk
20	Lexpera
21	Medline Complete
22	Mendeley
23	Nature

24	Nature Springer Journals
25	Osmosis
26	OVID-LWW
27	PressReader
28	ProQuest
29	PsycArticles
30	ScienceDirect
31	SciFinder^n
32	Scopus
33	Sobiad
34	Springer
35	Springer Author Academy
36	Taylor&Francis
37	Turnitin
38	TR Dizin
39	UpToDate
40	Web of Science
41	Wiley

Wireless hotspots enable students to access the internet and library online resources via their laptops or mobile devices throughout the campus. The Library and Learning Centre are equipped with PCs, printers, and scanners to be used by students and academic staff.

### Appraisal:

The panel was impressed by the modern and spacy buildings and the diverse service areas for students. The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even considering the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum (e.g. business games, role-playing game, virtual elements), the HEI has appropriate rooms which possess the specific technical components needed. The availability of media equipment, in terms of both type and amount, is in the view of the panel appropriate and fit for purpose (i.e. video projectors, CD/DVD, televisions, video recorders and overhead projectors).

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g., electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date. The library is accessible during most of the day. Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment				
4.4.1*		X			
4.4.2*		X			

## 4.5 Additional services

The IMU Career Center organises career events under various sub-headings that support the individual and professional development of students and graduates. It provides career, resume, and interview counselling services in order to speed up the internship process for students and graduates.

Career counselling is carried out one-to-one with a student or graduate, physically or online. In these interviews, students are provided with information about the programme they want to study and the sectors they can work in. The Career Center also organises seminars on 'Effective Resume Creation' and 'Interview Techniques' for students in accordance with the requests from the faculties. Interview counselling is a simulation environment in which students or graduates apply for a job, or internship with an up-to-date resume and receive a positive response for an appointment. In these simulations, the Career Center portrays a real interview environment for the student or graduate.

IMU has an alumni association that aims at connecting graduates, current students and faculty members. The Alumni Office of IMU Career Center is able to get information about their professional development after keeping their graduates' information up to date. Being able to provide easy access to graduates prepares a suitable environment to support their career development. The Office organises alumni career events, alumni panels, alumni visits, and alumni meetings that support the development of graduates.

### Appraisal:

IMU offers career counselling and placement services to the students and graduates to promote their employability. The HEI provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni network.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services				
4.5.1			X		
4.5.2			X		



## 4.6 Financing of the study programme (Asterisk Criterion)

Based on the legal regulation published in the Official Gazette and becoming effective on December 1, 2005, foundation universities in Turkey shall not aim to make profits for their operations. Article 5 of the same regulation instructs that foundation universities can only be established by legislation, and they have a legal public entity. They can spend their income money if these expenditures are allocated for development of the university or its affiliated institutions. IMU has a foundation university status (founded by the TESA) and it financially sustains itself. Tuitions constitute one of the most important financial resources of IMU. Additionally, according to Article 30 of the regulation, foundation universities may get financial support from the Ministry of Public Finance.

IMU prepares annual budgets to manage its costs and match it with revenues. Full-scholarships and 50 % scholarships are available and awarded depending on the success in the University entrance exam. There are several scholarship opportunities provided to the students.<sup>42</sup>

The financial plan is being managed and controlled by department deans (institutes directors). Each programme is funded according to the Cost Estimate for Implementing a Higher Professional Education Programme, based on numerous cost components.

### Appraisal:

The panel is convinced that the IMU income related to the programmes at hand ensures that each cohort of students starting within the accreditation period can complete the study respective programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			X		

<sup>42</sup> See also above chapter 3.2.4.

## 5. Quality assurance and documentation

The quality assurance system in Turkey is based on an internal evaluation process carried out annually by universities and an external evaluation normally carried out every five years. This system is also designed to include accreditation and assessment elements to guarantee the learning outcomes determined on a programme basis within the context of the “national qualifications framework.” According to the 2021 Higher Education Evaluation and Quality Assurance Status Report, there are 944 accredited programmes in higher education institutions in Turkey. In 2021, the ratio of accredited Bachelor programmes out of all graduate programmes was 10.65 %<sup>43</sup>.

IMU has 25 accredited Bachelor programmes and one accredited language school (English preparatory class). By the end of 2022, the ratio of accredited Bachelor programmes to all Bachelor programmes of IMU was 32 %. IMU is the second university with the highest number of accredited Bachelor programmes among the private foundation universities in Turkey and it is the sixth university with the highest number of accredited Bachelor programmes among all higher education institutions. In line with IMU’s mission, vision, goals and objectives, the quality policy of IMU aims:

- to ensure the continuity of change and development by improving all processes together with its internal and external stakeholders,
- to be effective, efficient, competitive,
- to focus on superior performance, international recognition and prestige in the fields of education, scientific research and social service.

As part of the strategic management process<sup>44</sup>, the Quality Assurance System of IMU includes quality assurance policies and the identification, implementation, monitoring and improvement of strategies to realise these policies.

This Quality Assurance System comprises the following steps:

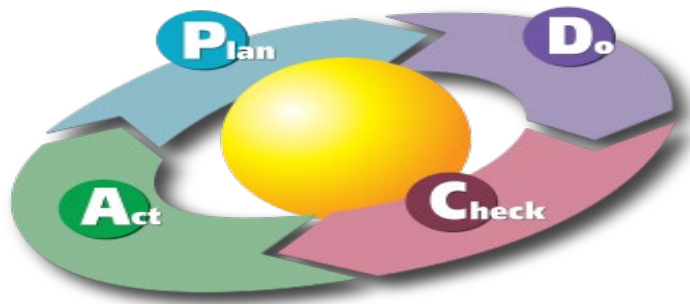
- Internal Evaluation,
- Action Plans,
- Measurement and Monitoring System,
- Corrective-Preventive Actions,
- Change Management,
- External Evaluation.

IMU senior leadership and University’s Quality Board adopted a Total Quality approach in searching for excellence. The Deming Cycle (Plan-Do-Check-Act) is adopted and utilised by the IMU Quality Board. The cycle starts with planning ahead for change and predicting the results. Then the plan is executed, taking controlled small steps. The results are then studied and checked against the expected outcomes. Finally, IMU takes action to standardise the process if it resulted in positive outcomes.

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<sup>43</sup> See the status report of the Turkish Higher Education Quality Council:  
[https://yokak.gov.tr/Common/Docs/Site\\_Activity\\_Reports/StatusReport2021.pdf](https://yokak.gov.tr/Common/Docs/Site_Activity_Reports/StatusReport2021.pdf) (last seen on December 18, 2023).

<sup>44</sup> See IMU Strategic Plan 2022 – 2026.



Following the principles of the Higher Education Quality Board and IMU's strategic objectives, the University is determined to improve academic standards and quality in higher education. To achieve this target, IMU has established a managerial scheme with which it can easily monitor the efficiency and effectiveness and take appropriate action when the need arises by:

- ensuring that programmes remain up to date,
- ensuring that theory and practice are successfully combined in all courses,
- ensuring that feedback from stakeholders (students, graduates, industry reps) have been channelled into new policy decisions by department chairs,
- evaluating the extent to which the intended learning outcomes are being attained by students,
- evaluating whether the curriculum is up to date and assessing intended learning outcomes,
- ensuring that shortcomings are identified, and helpful solutions are produced in a periodic manner.

Besides the constant monitoring of academic programmes, faculty members are encouraged to participate in the professional seminars/conferences of their respective fields and deliver papers.

A Unit Internal Evaluation Report (BIDR) Template is created for academic units, administrative units and research centers by taking into account the titles in the Institutional Internal Evaluation Report (IER) Guidelines requested by the Higher Education Quality Council from public and foundation universities every year.

Headings in the Guidelines for the Institutional Internal Evaluation Report are:

- A. Leadership, Governance and Quality,
- B. Relations with graduates,
- C. Lifelong Learning,
- D. Social Activities,
- E. Employability.

The quality assurance system and sub-systems, which constitute the quality policy of IMU, carry out, review and take precautions when necessary for all its stakeholders. The system defines the measurement and reporting processes related to quality assurance, determination, monitoring, updating and continuous improvement of standards in line with the University's strategic plan. Thus, the functioning of the quality assurance system is monitored, measured and reported with qualitative and quantitative performance metrics. These reports are:

- Internal Evaluation Reports,
- Indicator Reports,

- Self-Assessment Reports,
- Higher Education Quality Board (YÖKAK) Institutional Feedback,
- Monitoring Reports.

According to both Schools (SHS and SHSS)<sup>45</sup>, they continuously review and improve their quality management instruments. They have their own information-based systems for regular monitoring evaluation and reporting of faculty performance and action planning to ensure that appropriate measures are taken to tackle issues raised through this activity. Further in their quality assurance pursuit, and in line with the IMU quality approach, both Schools have adopted the Total Quality Management approach and PDSA circle technique. Overall, this approach means constant search for better ways of organising the educational administrative process and continuous improvement of all processes. In Quality Circle meetings, faculty and administrators gather regularly to solve problems and discuss the progress of their programmes toward the goal of becoming one of the best programmes in Turkey. By implementing the best practices of conducting business and complying with all legal and administrative/academic requirements and financial transparency, both Schools aim for better results.

IMU has established a student evaluation system. According to this system, for each course, students can fill out an online anonymous form by means of the MEBIS system starting from the midterm exams until the end of the semester. In their evaluations, students can anonymously write their review of the course and give their feedback on the course quality. The evaluation is critical in producing feedback on how the content and the structure of the course are perceived by students and how they assess the quality of the faculty.

Additionally, students answer open questions on which aspects they like and dislike about the lecture as well as what suggestions they can make to improve the course content. A student satisfaction survey is held once a year. Collecting comprehensive student feedback on all aspects of the University is an essential part of planning the future. The IMU Quality Board first evaluates the survey results. Then relevant results are shared with departments to shed light on areas that need improvement. The results are evaluated in the faculty meetings. Based on this, the faculty board of directors takes appropriate measures to make necessary revisions for improvements. The surveys that are prepared and implemented by IMU Quality Commission-Quality and Accreditation Office are as follows:

- Academic Advisor Student Satisfaction Survey,
- Student Satisfaction Survey,
- Language School Student Satisfaction Survey,
- Alumni Satisfaction Survey,
- Graduate Student Satisfaction Survey,
- Alumni Satisfaction Survey,
- Administrative Staff Satisfaction Survey,
- Academic Staff Satisfaction Survey,
- Postgraduate Student Counselling Satisfaction Survey.

The Schools also conduct a satisfaction survey for departmental students every semester. In this context, MBS asks students on the total study time for Midterm exam and for the general exam; the total preparation and presentation time for homework and projects; the duration of

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<sup>45</sup> See SHSS SER p. 79; SHS SER p. 60.

extracurricular activities during the semester and the total duration of one-to-one meetings with the lecturer about homework, or projects. In addition, the students also evaluate the “Vocational Courses”, “English Courses”, “Elective Courses”, “Advisors” and “Social Life”. Along with these evaluations, the schools organise regular meetings with the representatives of different student cohorts. These meetings help understand students’ perspectives, views, and criticisms about the education they are taking.

### Student Satisfaction Survey

	2019	2020	2021	2022
<b>IMU</b>	67,4%	-	76,73%	72,98%
<b>SHSS</b>	62,6%	-	75,54%	57,31%
<b>SHS</b>	63,4%	70,8%	65,1%	79,59%

The education committees of the Schools aim to develop the content, processes, and learning outcomes of the faculty programmes systematically and continually. Therefore, both the education committee and the dean regularly evaluate the course descriptions. Moreover, the dean of faculty and heads of departments have critical roles in quality improvement practices. They evaluate each instructor’s syllabus and lectures and give recommendations and supporting ideas to improve the quality of courses. Each academician completes the academic performance evaluation form once a year. The dean, who also monitors and evaluates the performance of academicians, holds special meetings with them if necessary.

Two different satisfaction surveys are conducted for academic and administrative staff. The IMU Quality Board first evaluates the survey results. In parallel to the student surveys, the Quality Board then shares relevant results with the departments focussing on areas that need improvement. These surveys are implemented regularly. The results are evaluated in faculty meetings. Based on this, the faculty board of directors takes appropriate measures to provide better management and to increase the quality of the faculty.

In line with the decision taken by the Quality Commission, the persons who will have access to the survey results are "Dean/Director, Deputy Dean/Deputy Director, Faculty/Vocational School/Vocational School/Institute Secretary, Department Heads and Quality Commission Member" in academic units and "Department Head/Office Manager and Deputy Head of Department" in Administrative Units. The data cannot be accessed except by the relevant employees. Survey results are evaluated by unit quality commissions. Following the evaluations, information about all improvements made and general satisfaction levels is shared with the students and recorded in the meeting minutes form. Survey results and improvements made in academic units are evaluated every year at academic board meetings organised with the participation of the rector.

Regarding the internal evaluation in IMU, a layered process is followed. There is a “Unit Internal Evaluation Report” template which is filled at the end of each year by academic and administrative units, and research centres. The departments prepare their internal evaluations. Their reports are gathered at the deanship level and submitted to university’s Quality Board. The Internal Evaluation reports include the subheadings of

- Leadership, Governance and Quality,
- Education and Training,
- Research and Development,

- Social Contribution.

Each unit presents an evaluation of their actions with their proofs. These annual reports facilitate the development of quality and good practices in different units. Unit Internal Evaluation reports are evaluated through the “BIDR Control Chart.” Feedback is given to faculties in the annual meetings between university’s Quality Board and academic and administrative staff of faculties.

In 2022, a total of 64 reports from 22 academic units, 24 administrative units and 18 centres were reviewed by the Quality Accreditation Office and the Institution Internal Evaluation Report is prepared.

IMU considers alumni opinions as an important pillar for quality assurance. In line with this, IMU is trying to establish a strong relationship with its alumni in order to develop an informed and committed network.

### Graduates / Alumni per programme

Academic Year	PSY (TUR)	PSY (ENG)	PSPA (ENG)	PSPA (TUR)	PSIR	HMP (TUR)	HMP (ENG)
2018-2019	154	-	-	56	-	85	-
2019-2020	134	66	-	74	30	86	-
2020-2021	133	66	-	81	53	100	31
2021-2022	111	80	19	76	41	93	42
2022-2023	134*	60*	9*	33*	25*		

\* The numbers do not include students who are expecting graduation after resit exams.

IMU has installed a procedure for collecting and analysing the feedback from external stakeholders on a regular basis. In chapter 2.6 of its Strategic Plan 2022 – 2026, the procedure has been prescribed for the whole University. The IMU Quality Commission<sup>46</sup> is responsible for these procedures. Thus, each academic unit identifies its external stakeholders and conveys them to the quality unit. Academic units hold external stakeholder meetings once or twice a year. Together with questionnaires, the representatives of alumni and companies are invited to give feedback on the students’ vocational and actual work performance during regular face to face meetings. In this way, feedback from alumni and other external stakeholders is collected, discussed and taken into account for improvements. The Commission communicates the results. According to results of the alumni surveys in 2019, the satisfaction rate of faculty graduates was 53.1 %. It rose to 55 % in 2020. By 2021, satisfaction rates that graduates reported increased to 57.3 %. At the end of the 2022, it remained similar at 57.7 %.

IMU is audited and supervised by the CoHE every year. CoHE also makes regular on-site visits. Based on its assessments, CoHE makes suggestions to correct the deficiencies and make corrections to enhance and promote quality assurance.

Details of the SHSS programmes are provided on the website of IMU, most information in Turkish and English language.

In addition, the following documents provide the fundamental information about programmes. Most of them are available online, but they are also provided as hard copies, flyers, booklets by the relevant departments of IMU.

<sup>46</sup> See Art. 10 (1) h), i) and l) IMU “Quality Commission Instruction” as of January 16, 2019.

- **A Student Handbook** provides students with general information about the study programme and gives specific information about courses, admissions, academic regulations, programme descriptions and information about the campus<sup>47</sup>.
- **A Programme Catalogue**<sup>48</sup> includes general information about the Schools, academic policies, and gives detailed information on admission.
- **Student Information Folders**<sup>49</sup> include relevant information for all students, the administrative processes of programmes, contact details of relevant people and advisors and Internet based services for all the students (all printed information is also available online). All student-related information and data are officially kept by the Registrar's Office.
- **MEBIS system:** Students can access various information along with course documents through their MEBIS system.

These documents are constantly updated and easily accessible in printed and digital forms.

Academic, social and club activities support the visibility and the reputation of IMU and relevant programmes. Therefore, all activities taking place in the academic year are regularly documented. The accurate and relevant information related with activities is also announced on the website and social media accounts. Furthermore, research activities are published in an annual report by IMU. Such reports are delivered both to the CoHE and to the Association of Universities and are available upon students or their families' request.

Quality assurance activities are processes that concern the entire University and involve academic and administrative staff, students, and other internal and external stakeholders. In this framework, institutionalisation based on quality assurance at IMU can be realised by spreading and internalising the quality culture throughout the institution. The bulletin prepared by the Quality Commission and Quality Accreditation Office is shared with the public in order to disseminate the quality culture at the university and to announce the activities carried out within the scope of quality assurance and accreditation to internal and external stakeholders.

## Appraisal:

The panel notes that IMU has installed a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes, and outcomes. This procedure takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

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<sup>47</sup> <https://www.medipol.edu.tr/en/active-students/guideline>  
<https://www.medipol.edu.tr/en/active-students/course-guide/student-life>;  
<https://mio.medipol.edu.tr/wp-content/uploads/2023/01/Student-Guide-2023>. (last seen December 20, 2023).

<sup>48</sup> <https://www.medipol.edu.tr/en/active-students/course-guide> (last seen December 20, 2023).

<sup>49</sup> <https://www.medipol.edu.tr/en/academics/undergraduate-schools/humanities-and-social-sciences/departments>; <https://www.medipol.edu.tr/akademik/fakulteler/insan-ve-toplum-bilimleri-fakultesi/bolumler> (Turkish); (last seen December 20, 2023).

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation by alumni and other external stakeholders such as employers and cooperating companies is carried out in terms of satisfaction surveys. The feedback is collected via questionnaires and discussions, carried out on a regular basis and in accordance with a prescribed procedure. The outcomes are communicated and provide input for the quality development process

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g., course plan and exam regulations).

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes, and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		



# Quality profile

HEI: Istanbul Medipol University, Turkey

## Bachelor programmes:

- 1 Political Science and International Relations (English)
- 2 Political Science and Public Administration (Turkish)
- 3 Political Science and Public Administration (English)
- 4 Psychology (Turkish)
- 5 Psychology (English)
- 6 Health Management (Turkish)
- 7 Health Management (English)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)		X <sup>50</sup>	X <sup>51</sup>		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		X (HMP (Turk.))	X <sup>52</sup>		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
<b>3</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		

<sup>50</sup> HMP (Engl.), PSIR, PSY (Engl.).

<sup>51</sup> PSPA /Turk. And Engl.), PSY (Turk.), HMP (Turk.)

<sup>52</sup> PSPA (Turk. and Engl.), PSY (Turk. and Engl.), HMP (Engl.), PSIR.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects		X <sup>53</sup>	X <sup>54</sup>		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
<b>3.2</b>	<b>Structure</b>					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
<b>3.3</b>	<b>Didactical concept</b>					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers		X <sup>55</sup>	X <sup>56</sup>		
3.3.4	Lecturing tutors			X		
<b>3.4</b>	<b>Internationality</b>					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)		X (PSIR)	X <sup>57</sup>		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents		X <sup>58</sup>	X <sup>59</sup>		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
<b>4.</b>	<b>Academic environment and framework conditions</b>					
<b>4.1</b>	<b>Faculty</b>					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		

<sup>53</sup> HMP (Turk. and Engl.), PSY (Turk. and Engl.).

<sup>54</sup> PSPA (Turk. and Engl.), PSIR.

<sup>55</sup> HMP (Turk. and Engl.).

<sup>56</sup> PSPA (Turk. and Engl.), PSY (Turk. and Engl.), PSIR.

<sup>57</sup> PSPA (Turk. and Engl.), PSY (Turk. and Engl.), HMP (Turk. and Engl.).

<sup>58</sup> PSIR, PSPA (Engl), PSY (Engl.), HMP (Engl.).

<sup>59</sup> PSPA (Turk.), PSY (Turk.), HMP (Turk.).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		X			
4.4.2*	Access to literature (Asterisk Criterion)		X			
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes, and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.3.2	Information on activities during the academic year			X		

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