

# Decision of the FIBAA Accreditation and Certification Committee



**13<sup>rd</sup> Meeting on March 6, 2024**

## **PROGRAMME ACCREDITATION**

<b>Project Number:</b>	23/012 Cluster 1
<b>Higher Education Institution:</b>	Ibn Haldun University
<b>Location:</b>	Istanbul, Turkey
<b>Study programme:</b>	<ol style="list-style-type: none"><li>1. BA in Management Programme (English) - İşletme Lisans Programı</li><li>2. MA in Management (English) &amp; MA in Management (Turkish) - İşletme Yüksek Lisans Programı</li><li>3. MSc in Air Transport Management (English) - Hava Taşımacılığı Yönetimi Yüksek Lisans Programı</li><li>4. MSc in Big Data and Business Analytics - Büyük Veri ve İş Analitiği Yüksek Lisans Programı</li></ol>
<b>Type of accreditation:</b>	initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 9 (4) 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 accredited with one condition.

### **Condition:**

The HEI integrates a consistent calculation of ECTS credits according to the ECTS User's Guide 2015 (see chapter 3.2.1).

Proof of meeting this condition is to be supplied by December 5, 2024.

Period of Accreditation: March 6, 2024 to March 5, 2029

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution:**

Ibn Haldun University, Turkey

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**Bachelor/Master programme:**

1. BA in Management Programme (English) - İşletme Lisans Programı
2. MA in Management (English) & MA in Management (Turkish) - İşletme Yüksek Lisans Programı
3. MSc in Air Transport Management (English) - Hava Taşımacılığı Yönetimi Yüksek Lisans Programı
4. MSc in Big Data and Business Analytics - Büyük Veri ve İş Analitiği Yüksek Lisans Programı

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**Qualification awarded on completion:**

1. Bachelor of Arts, BA
2. Master of Arts, MA
3. Master of Science, MSc
4. Master of Science, MSc

# General information on the study programme

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

### **BA in Management Programme (BMA):**

The BA in Management programme is designed to equip individuals with the skills, knowledge, and tools necessary to effectively lead and oversee organisational activities. This programme covers a broad range of subjects related to business administration, leadership, and decision-making. Students gain insights into strategic planning, operations management, organisational behavior, statistics, finance, marketing, and human resources.

### **The MA in Management Programme (MMA):**

The MA in Management is a comprehensive graduate-level programme that equips individuals with advanced skills in business leadership. Covering key areas such as strategic management, organisational behavior, finance, marketing, and human resources, the programme cultivates critical thinking and analytical abilities. Graduates are prepared for managerial roles across various industries, possessing the knowledge and skills necessary for effective decision-making and leadership in organisational contexts.

### **The MSc in Air Transport Management (ATM):**

The Air Transport Management Master's programme is structured to prepare individuals for leadership positions in the aviation industry. It includes key areas such as airline and airport operations, aviation economics, business models, strategic management, safety, customer service, and emerging trends like technology and sustainability. Graduates acquire a comprehensive skill set, enabling them to navigate the complexities of the aviation sector and assume leadership roles across various capacities.

### **The MSc in Big Data and Business Analytics (MBDM):**

The MSc in Big Data and Business Analytics programme is designed to equip individuals with advanced skills and knowledge to harness the power of data for informed decision-making and strategic business insights. Participants gain expertise in handling large datasets, applying AI and machine learning techniques, and interpreting data to optimise business processes. The programme emphasises the importance of data-driven decision-making and provides skills in data visualisation for effective communication. Specialised tracks in business analytics and market analytics ensure a well-rounded understanding of analytics applications across various business domains.

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## **Type of study programme:**

**BMA:** Bachelor programme

**MMA:** Master programme

**ATM:** Master programme

**MBDM:** Master programme

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## **Projected study time and number of ECTS credits assigned to the study programme:**

**BMA:** 8 semesters, 240 ECTS credits, 103 credits

**MMA:** 4 semesters, 135 ECTS credits, 27 Credits

**ATM:** 4 semesters, 148 ECTS credits, 30 Credits

**MBDM:** 4 semesters, 127 ECTS credits, 24 Credits

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**Mode of study:**

**All programmes:** Full-time

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**Didactic approach:**

**All programmes:** study programmes with obligatory class attendance

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**Double/Joint Degree programme:**

**All programmes:** No

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**Programme cycle starts in:**

**All programmes:** winter semester (mentioned as 'fall semester' in the SER)

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**Initial start of the programme:**

**BMA:** September, 2017

**MMA:** September, 2017

**ATM:** September, 2017

**MBDM:** September 2017

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**Type of accreditation:**

**All programmes:** Initial accreditation

# Procedure

A contract for the initial accreditation of the BA in Management Programme, the MA in Management Programme, the MSc in Air Transport Management, and the MSc in Big Data and Business Analytics was made between FIBAA and Ibn Haldun University, Turkey on April 3, 2023. On September 9, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programme 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:

**Malte-Claudius Bernhardt**

accadis University of Applied Sciences Bad Homburg, Germany  
Student International Management (M.A.)

**Prof. Dr. Ulrich Desel**

IU Internationale Hochschule GmbH, University of Applied Sciences, Bad Honnef,  
Germany  
Prof. em. for Aviation Management und Programme  
Director (Aviation Management, Bachelor and Master Programme Management and  
Development)

**Assoc. Prof. Dr. Armağan Erdoğan**

Beykoz University Istanbul, Turkey  
Lecturer/faculty member  
Department of Translation and Interpreting School of Foreign Language

**Prof. Dr. Jens Kirchner**

University of Applied Sciences Hof, Germany  
Professor for Business Administration with a focus on International Management  
(Economics, Business Administration, International Management, Business Psychology,  
Sociology, Law)

**Dr. Manfred Schmidt**

s&s schmidt & schmidt GdB, Sankt Ingbert, Germany  
Managing Partner of sikos GmbH  
Implementing and auditing of management systems (quality management), building of  
process and project management, personnel development for companies, training and  
professional development (seminar development)

**Prof. Dr. Ulf J. Timm**

Technical University of Applied Sciences Luebeck, Germany  
Professor of General Business Administration and Business Informatics (General Business  
Administration, Business Informatics, IT Strategy, Big Data, Data Mining)

FIBAA project manager:

**Priv.-Doz. Dr. Marco Haid**

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

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on November 27-28, 2023 at the premises of the HEI in Istanbul, Turkey. The same cluster included an appraisal of PhD – Management (doctoral programme). At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 26, 2024. The statement on the report was given up on February 29, 2024. It has been taken into account in the report at hand.

# Summary

The BA in Management Programme, the MA in Management Programme, the MSc in Air Transport Management, and the MSc in Big Data and Business Analytics offered by Ibn Haldun University, Turkey fulfils with few exceptions the FIBAA quality requirements and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 6, 2024 and finishing on March 5, 2029, under one condition. The programme is 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 need for improvement regarding the following aspects<sup>2</sup>. They recommend the accreditation on condition of meeting the following requirements:

## **All programmes**

- **Condition** (see chapter 3.2.1): The HEI integrates a consistent calculation of ECTS credits according to the ECTS User's Guide 2015.

Proof of meeting this condition is to be submitted by December 5, 2024.

The panel members also identified one area where the **BA in Management Programme** could be further developed:

- The panel recommends integrating obligatory internships in the BMA curriculum (see chapter 3.1.3).

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 many criteria in which the programmes exceed the quality requirements:

## **All programmes**

- International orientation of the study programme design (see chapter 1.2)
- Counselling for prospective students (see chapter 2.2)
- Interdisciplinary thinking (see chapter 3.1.4)
- Internationality of the student body (see chapter 3.4.2)
- Foreign language contents (see chapter 3.4.4)
- Academic qualification of faculty (see chapter 4.1.2)
- Student support by the faculty (see chapter 4.1.6)
- Programme Director (see chapter 4.2.1)
- Process organisation and administrative support for students and faculty (see chapter 4.2.2)
- Cooperation with business enterprises and other organisations (see chapter 4.3.2)

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<sup>2</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

**ATM, additionally:**

- Positioning of the study programme on the job market for graduates (see chapter 1.3.2)
- Internationality of faculty (see chapter 3.4.3)

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



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# Information

## Information on the Institution

Ibn Haldun University (IHU) was established as a private foundation-supported university in Istanbul by the Turkey Youth and Education Service Foundation (TURGEV), subject to the provisions of the Law on Higher Education Institutions for Foundation Higher Education Institutions (CoHE), as amended by Law No. 6641 published in the Official Gazette No. 29335 on April 23, 2015.

At its inception, the university consisted of five faculties and two institutes. Administrative and academic operations began in December 2016, and since then, the university has continued its educational activities with six faculties, twelve departments, and two institutes. There are nine doctoral and 19 master's programmes within the Graduate School, as well as one doctoral and one master's programme within the Alliance of Civilizations Institute. In addition, the university has established 19 applied research centers in various disciplines to conduct scientific research, develop programmes, generate projects, implement initiatives, and organise various certificate programmes.

A total number of 1,831 students comprising 1,030 graduate students and 801 undergraduate students study in these faculties and institutes. Among them, 105 are identified as male while 926 are identified as female. The proportion of graduate students (both master's and doctoral) is currently about 55 % and it is planned that this figure will be increased to 75 % (master's and doctoral) in the near future. Furthermore, a total of 633 international students come from 81 different countries, and the overall percentage of international students is 35 %.

All undergraduate students at IHU receive full scholarships except for the Law Undergraduate Programme, which offers a 50 % waiver of the tuition fee. IHU also offers additional scholarships to degree students based on their achievements. Over 70 % of financial assistance opportunities are available to graduate students with reduced, cash assistance, and scholarships. Currently, 1,521 students receive full scholarships (a scholarship recipient rate of 84 %).

Apart from educational grants, the university provides undergraduate students with the chance to receive a waiver on dormitory and luncheon fees. Of 800 undergraduates, 320 have the option to stay in the dormitory, equating to 40 % of all undergraduate students. Moreover, 87 out of 800 undergraduate students are entitled to waivers on luncheon fees, which accounts for 10.88 % of all undergraduate students. At the Business School, 595 of 705 students are receiving scholarships.

As of March 2023, 281 academicians and lecturers are working at IHU. According to the Council of Higher Education (CoHE), IHU favorably reports a ratio of 6.52 students per academician.

As a social sciences-focused university, IHU envisions itself to become a globally respected and influential institution, known for developing original knowledge and approaches within the social sciences (see self-evaluation report, p. 6). The strategic goals of the university are:

- to foster an interdisciplinary business curriculum by which students are challenged to think in an analytical, critical and intellectually independent way,
- to adopt and leverage high-quality research, thus enabling strong industry-university collaboration, and
- to create a multi-cultural learning environment enriching students with the highest global and humanitarian social and ethical values.

The university produced its first batch of undergraduate students at the end of the 2021-22 academic year. Despite being a young university, Ibn Haldun has since inception prioritised quality in its processes and has improved its core service areas institutionally. The university aims to distinguish itself as a reputable academic institution within Turkey and globally, through its internationally recognised educational standards, as well as research it undertakes.

Ibn Haldun University offers undergraduate and graduate programmes in the field of social sciences and has been classified as a research-based university by Turkish Higher Education Institution. It adheres to the following principles in all its educational programmes:

- Implementing active curricula for young people to acquire competitive skills
- Adopting interactive and innovative teaching methods that support critical learning
- Creating an effective learning ecosystem with support of applied teaching methods and toolkits
- Implementing creative evaluation approaches to ensure active development and the acquisition of competitive skills for students
- Providing student-oriented education and teaching programmes
- Supporting double-major, minor, and certificate programmes to improve the multidisciplinary attitudes and analytics skills of the students
- Continuously developing the education programmes with the contribution of internal and external stakeholders
- Ensuring that all teaching staff uses active and interactive teaching techniques that transform the role of the instructor into a "facilitator" or "manager of the learning process"
- Strengthening the relationship between education-teaching programmes and research and development activities to provide students with research experience

The following steps have been taken to achieve these goals:

- IHU has provided full tuition fee waivers, dormitory facilities, and MacBook laptops to all its undergraduate students.
- The university has established a significant proportion in the form of quotas for international students, with partial scholarship opportunities. Furthermore, for international students enrolled in some graduate programmes, IHU has extended a full tuition fee waiver with different scholarship opportunities including cash assistance and use of the dormitory as well
- The university maintains 75 % of its overall student population as graduate students for fulfilling the main criterion of being designated as a research university by Turkish Higher Education Institute
- In addition to the university's trilingual curricular policy of Turkish, English, and Arabic, IHU encourages students to learn other foreign languages as well, to assist in the creation of a multilingual and multicultural university

- IHU requires that the curricula of all undergraduate and graduate programmes are developed with the integration of multidisciplinary courses, including civilization, history of art, culture, humanities, digital literacy. Furthermore, IHU promotes social activities and workshops at campus
- IHU encourages all graduate programmes to continuously improve the content of their Seminary Courses with innovative and research-based approaches. Professors from interdisciplinary backgrounds from different fields disseminate ideas and promote research-based knowledge with graduate students through Seminary courses and workshops.

According to the University Monitoring and Evaluation General Report (2022), based on 199 universities in Turkey and written by the Council of Higher Education (CoHE), Ibn Haldun University ranked the second in the list of universities with the highest percentage of courses that can be taken outside of the registered programme, and second among private foundation universities with the highest percentage of students benefiting from scholarships provided by the university (see self-evaluation report, p. 7). The university also ranked fourth in the list of foundation universities with the highest amount of donations received, as well as fourth in the list of foundation universities with the highest amount of current expenditure per student (see self-evaluation report, p. 7).

## Statistical data

Table 1 - Statistical Data BMA

		1. Cohort 2017	2. Cohort 2018	3. Cohort 2019	4. Cohort 2020	5. Cohort 2021	6. Cohort 2022	7. Cohort 2023
# Study Places offered by HEI		10	10	10	10	10	10	9
# Applicants	∑	10	10	10	10	10	10	9
	f	3	3	2	1	4	3	3
	m	7	7	8	9	6	7	6
Application rate		100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
# First-Year Students (accepted applicants)	∑	10	10	10	10	10	10	9
	f	3	3	2	1	4	3	3
	m	7	7	8	9	6	7	6
Rate of female students		0,3	0,3	0,2	0,1	0,4	0,3	0,3333333333
# Foreign Students	∑	5	3	6	8	10	17	11
	f	2	1	3	3	3	5	2
	m	3	2	3	5	7	12	9
Rate of foreign students		0,5	0,3	0,6	0,8	1	1	1

Percentage of occupied study places		100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
# Graduates	∑	5	1	0	0	0	0	0
	f	1						
	m	4	1					
Success rate (students who finished their studies)		50,00%	10,00%	0,00%	0,00%	0,00%	0,00%	0,00%
Dropout rate (students who dropped their studies)		35,29%	26,67%	43,75%	55,56%	25,00%	14,81%	0,00%
Average duration of study		3,24	3,53	3,00	2,17	1,90	1,26	0,05
Average grade of final degree		3,38	3,47					

Table 2 - Statistical Data MMA

		1. Cohort 2017	2. Cohort 2018	3. Cohort 2019	4. Cohort 2020	5. Cohort 2021	6. Cohort 2022	7. Cohort 2023
# Study Places offered by HEI		50	230	75	75	105	90	45
# Applicants	∑	26	333	220	163	245	211	236
	f	9	78	68	40	63	43	60
	m	17	255	152	123	182	168	176
Application rate		52,00%	144,78%	293,33%	217,33%	233,33%	234,44%	524,44%
# First-Year Students (accepted applicants)	∑	5	128	51	47	30	25	17
	f	2	42	20	25	9	5	6
	m	3	86	31	22	21	20	11
Rate of female students		0,4	0,328	0,392	0,532	0,3	0,2	0,353
# Foreign Students	∑	5	15	6	6	14	10	10
	f	2	8	3	4	4	2	3
	m	3	7	3	2	10	8	7
Rate of foreign students		1	0,1171875	0,117647059	0,127659574	0,466666667	0,4	0,588235294

<b>Percentage of occupied study places</b>		10,00%	55,65%	68,00%	62,67%	28,57%	27,78%	37,78%
<b># Graduates</b>	$\Sigma$	4	80	17	14	2	1	In process
	f	2	27	5	7	2	0	
	m	2	53	12	7	0	1	
<b>Success rate (students who finished their studies)</b>		80,00%	62,50%	33,33%	29,79%	6,67%	4,00%	0,00%
<b>Dropout rate (students who dropped their studies)</b>		20,00%	37,50%	66,67%	55,32%	6,67%	4,00%	5,88%
<b>Average duration of study</b>		2,75	2,40	2,17	2,14	1,00	1,00	0,00
<b>Average grade of final degree</b>		3,27	3,41	3,48	3,60	3,32	3,18	0,00

**Table 3 - Statistical Data ATM**

		1. Cohort 2017	2. Cohort 2018	3. Cohort 2019	4. Cohort 2020	5. Cohort 2021	6. Cohort 2022	7. Cohort 2023
<b># Study Places offered by HEI</b>		5	50	45	45	45	35	50
<b># Applicants</b>	$\Sigma$	21	51	43	82	76	144	149
	f	2	16	10	14	22	39	31
	m	19	35	33	68	54	105	118
<b>Application rate</b>		420,00%	102,00%	95,56%	182,22%	168,89%	411,43%	298,00%
<b># First-Year Students (accepted applicants)*</b>	$\Sigma$	5	42	38	34	32	36	37
	f	1	16	9	11	10	15	11
	m	4	26	29	23	22	21	26
<b>Rate of female students</b>		20,00%	38,10%	23,68%	32,35%	31,25%	41,67%	29,73%
<b># Foreign Students</b>	$\Sigma$	0	8	4	13	15	15	18
	f	0	2	1	4	7	6	7
	m	0	6	3	9	8	9	11
<b>Rate of foreign students</b>		0,00%	19,05%	10,53%	38,24%	46,88%	41,67%	48,65%

<b>Percentage of occupied study places</b>		100,00%	84,00%	84,44%	75,56%	71,11%	102,86%	74,00%
<b># Graduates</b>	$\Sigma$	2	22	17	13	2	1	In process
	f	1	12	4	5	0	0	
	m	1	10	13	8	2	1	
<b>Success rate (students who finished their studies)</b>		40,00%	52,38%	44,74%	38,24%	6,25%	2,78%	0,00%
<b>Dropout rate (students who dropped their studies)**</b>		60,00%	45,24%	52,63%	47,06%	34,38%	8,33%	0,00%
<b>Average duration of study</b>		5,00	2,64	2,46	2,36	2,00	1,00	0,00
<b>Average grade of final degree</b>		3,37	3,38	3,39	3,66	3,80	3,14	0

**Table 4 - Statistical Data MBDM**

		<b>5. Cohort 2021</b>	<b>6. Cohort 2022</b>	<b>7. Cohort 2023</b>
<b># Study Places offered by HEI</b>		70	45	30
<b># Applicants</b>	$\Sigma$	73	41	73
	f	19	14	18
	m	54	27	55
<b>Application rate</b>		104,29%	91,11%	243,33%
<b># First-Year Students (accepted applicants)</b>	$\Sigma$	17	6	8
	f	2	3	5
	m	15	3	3
<b>Rate of female students</b>		0,117647059	0,5	0,625
<b># Foreign Students</b>	$\Sigma$	1	0	0
	f	0	0	0
	m	1	0	0
<b>Rate of foreign students</b>		0,058823529	0	0
<b>Percentage of occupied study places</b>		24,29%	13,33%	26,67%
<b># Graduates</b>	$\Sigma$	10	In process	In process

	f	1		
	m	9		
<b>Success rate (students who finished their studies)</b>		58,82%	0,00%	0,00%
<b>Dropout rate (students who dropped their studies)</b>		0,00%	0,00%	25,00%
<b>Average duration of study</b>		2,00	0,00	0,00
<b>Average grade of final degree</b>		3,76	0	0

## Appraisal

Besides the relatively high dropout rate the panel members are satisfied with development of the statistical data. The high dropout rate in ATM can be explained by the full schedule of the students working in the aviation industry. Although the students are able to finish the course phase, they are not able to finalise their thesis due to time and also motivation constraints. In order to motivate the students and the aviation companies they are working for, the panel members suggest that the HEI corporates with the aviation companies in the thesis phase. The possibility to work on company-related problems has the potential to enhance the motivation of both, the students and the companies they are working for.



# Programme Description and Appraisal in Detail

## 1. Objectives

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

#### All programmes

The Business School at IHU with its undergraduate and graduate programmes mainly aims to provide students with comprehensive theoretical knowledge and practical skills that can be effectively employed in the current dynamic business environment. The objectives of all programmes are aligned with the key learning taxonomies such as Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Moreover, the programmes are dedicated to professional ethics and intellectual freedom.

Mission of School of Business:

- To provide an interdisciplinary and innovative business curriculum promoting knowledge-based learning ecosystem;
- To promote high-quality research enabling a strong industry-university collaboration;
- To create a multi-cultural learning ecosystem blended with distinguished social and ethical values.

The School of Business at IHU dedicates itself to becoming a globally competitive and internationally accredited entity promoting intellectual independence, professionalism, highest standards of ethics, environmentally conscious mindsets, and innovative thinking for students, graduates, researchers, professionals and policy-makers.

#### BA in Management Programme (BMA)

**BMA** as a scientific and research-based programme, offers a set of innovative and multidisciplinary courses for its students with the aim of providing exceptional and competitive managerial skills and talents. Students graduating from the BA in Management Programme acquire skills and talents and are expected to play active roles in prominent organizations and multinational corporations. This programme also aims to equip students with the relevant knowledge, analytical skills and competencies necessary to cope with the complexities of today's competitive business world.

The innovative teaching mode includes simulation-based teaching and learning methods, providing students the necessary practical skills and talents of crafting and executing several skills such as competitive business strategy-making, forecasting, data management, business analytics, digital marketing, leadership, effective communication and green practices, all of which are required in today's modern business world and digital era.

With its distinguished academic staff, favorable physical environment, unique teaching and learning practices and value-based approach, **BMA** cultivates students' analytical thinking skills and broadens their market-oriented perspectives.

By completing in Management Programme, students will be able to:

- explain the fundamental business ecosystem and process of management;
- classify diverse teams and functions of business;
- explain the fundamentals of the financial and accounting ecosystem for an organization;
- demonstrate financial planning and analysis skills;
- execute the appropriate human resources practices;
- analyse market-based data and globe reports;
- develop a strategic fit between organizational design and business ecosystem;
- Design a business model canvas with product portfolio and cost structure;
- implement digital marketing strategies;
- manage the digital transformation process and applications;
- demonstrate effective communication skills in Turkish, English and Arabic;
- accomplish environmental, social, corporate governance-based practices, and ethical standards in sustainable business ecosystem.

A graduate of the **BMA** will possess a broad skill set that will prepare them for entry-level positions in various industries. As they gain experience and develop their skills, they can progress into more senior management positions within organizations or pursue specialised roles in areas such as marketing, finance, operations, or human resources in various industries.

### **The MA in Management Programme (MMA)**

The **MMA** is designed for professionals and practitioners who pursue developing their knowledge and understanding of the current market realities along with the best practices of the global business ecosystem. Through the acquisition of competitive skills and talents, upon graduation, participants will be in a position:

- to manage business operations more effectively;
- to carry out business in foreign regions and/or countries with integrated knowledge and database;
- to assume better and more effective managerial responsibilities;
- to analyse the competitive conditions;
- to develop the necessary skills to work successfully in an unfamiliar cultural and legal-political global business environment, and
- to explore global market opportunities in a better way.

Apart from the core business and management modules that are common to all other MBA programmes, the Programme modules are designed to provide participants with the background for a more in-depth examination of the realities and practice of global business and management as well as help students to critically analyse existing research in the discipline and develop it further.

By completing the **MMA**, students will be able to:

- apply and analyse contemporary theories and techniques of the major management disciplines such as strategic management, finance, marketing, production, supply chain, human resources, and entrepreneurship;
- develop and apply unique solutions to the situations and challenges of the global business environment;

- enhance comprehensive solutions to business problems by evaluating relevant information through using qualitative and quantitative methods;
- identify research questions/hypotheses and design a quantitative research project under the supervision of his/her mentor;
- take part in diversified teams, demonstrate effective leadership and motivational skills, and play an active role as a team member;
- demonstrate a deep understanding of information technology applications and management information systems;
- demonstrate proficiency in at least three languages to engage with the latest developments and effectively communicate with colleagues in different countries;
- accomplish global corporate, social, environmental, and ethical standards in business with an emphasis on sustainable development.

A graduate of the **MMA** will possess a versatile skill set that prepares them for a wide range of career opportunities across various industries.

### **The MSc in Air Transport Management (ATM)**

The **ATM** aims to develop qualified professionals and visionary managers in the aviation industry through the courses provided by internationally recognised trainers and academic staff in cooperation with Turkey's global brand, THY's Aviation Academy, and AIRBUS.

Upon completion of the **ATM**, the graduates will be able to:

- develop a comprehensive understanding of the air transport industry and its ecosystem;
- acquire essential management skills and techniques applicable to various areas within the air transport sector, such as airline operations, airport management, air cargo logistics, aviation safety, and aviation policy;
- develop strategic thinking abilities, enabling them to analyse complex problems and make informed decisions in the context of the air transport industry;
- foster leadership qualities and enhance teamwork skills, preparing graduates to effectively lead and collaborate with diverse teams in the aviation industry;
- gain in-depth knowledge of the latest trends, challenges, and emerging technologies in air transport management;
- develop strong research and analytical skills, enabling them to critically evaluate data, conduct independent research, and contribute to the advancement of knowledge in the field of air transport management;
- possess a strong foundation in legal and ethical principles related to the air transport industry;
- cultivate a global perspective of the air transport industry, considering international aviation policies, cross-border operations, global alliances, and the impact of globalization on air transport management;
- enhance their communication and presentation skills, enabling them to effectively convey complex information, engage stakeholders, and deliver compelling presentations within the aviation industry;
- foster lifelong learning and professional development among graduates, preparing them for leadership roles and career advancement opportunities within the air transport management field.

Graduates of the **ATM** will be well-equipped to work in a variety of management roles in the aviation industry.

### **The MSc in Big Data and Business Analytics (MBDM)**

**MBDM** is designed to provide students with comprehensive knowledge and skills in processing big data to enable optimal decision-making, increased efficiency, and reduced costs. The programme aims to provide fundamental concepts and tools used in data analytics, as well as various technologies used in the analysis of both large and small-scale data. Students will also acquire the ability to apply business data analytics technology and decision support systems effectively to solve real-world business problems. Additionally, the unique programme emphasises gaining practical experience with analytical approaches and their applications in the business world.

In addition to the mandatory courses, **MBDM** offers various elective courses which will give students necessary skills and components of data management, business analytics covering the topics of new trends in business analytics, data management, applied statistics, blockchain applications, marketing analysis, optimization, machine learning, deep-learning, AI, Multi-Criteria-Decision-Making with R & Python.

Additionally, all courses in this programme focus on enhancing students' ability to conduct research and use scientific methodology through courses dedicated to these topics.

Upon completion of the **MBDM**, the graduates will be able to:

- apply the knowledge of Big Data technologies, tools and techniques to develop solutions for complex business decision making problems;
- extract and analyse Big Data from various sources and conduct a data analysis to develop relevant insights;
- design and develop data processing pipelines for large-scale data using distributed computing frameworks like Apache Hadoop and Spark;
- use applied statistics and machine learning techniques to build predictive models and extract reliable insights from Big Data;
- evaluate the performance of Big Data solutions using appropriate metrics and identify areas for improvement;
- convert Big Data insights into applicable business recommendations;
- apply ethical considerations and guide for best practices in the collection, storage, and analysis of Big Data.

Graduates of the **MBDM** programme will develop a unique skill set that is highly sought after in today's data-driven business landscape.

### **Appraisal:**

The qualification objectives of the programmes are 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.

		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)

The international orientation of the study programmes BA in Management, MA in Management, the MSc in Air Transport Management, the MSc in Big Data and Business Analytics each emphasise a global perspective and prepare students to navigate the challenges and opportunities of the global business environment.

Key aspects of the school geared towards international orientation include:

- **Global Business Environment:** The School of Business designs and continuously improves study contents of the programme with an international orientation. The curriculum of the programmes covers a range of topics that prepare the students to work in a global business environment. Global issues have been integrated into the courses, providing the students with a broader understanding of changing business world, technology, economics, and societal environment. It provides students with a comprehensive understanding of the global business landscape, including cultural, economic, political, and regulatory differences that impact business operations across countries.
- **Cross-Cultural Competence:** the world-class programmes in the field of social sciences are open to all sources of knowledge, nourished by tradition, and intertwined with culture and art. These programmes focus on developing students' cross-cultural competence, enabling them to work effectively in diverse teams and understand the cultural nuances that influence business practices and communication in international settings. Students from 81 different nationalities constitute 35 % of the total number of students at IHU, providing an international and diverse learning environment. The Business School has enrolled 199 students from 48 countries worldwide, out of which 161 are being provided financial support in the form of scholarships (see self-evaluation report p. 11).
- **International Business Concepts and Management Practices:** Students gain knowledge of international business concepts, such as global market entry strategies, international trade and finance, global supply chain management, business analytics, data science, air transport management and international business law. Furthermore, the programmes cover various aspects of international management, including strategic planning in global markets, applied business simulations with Management Simulation Toolkits, global market analysis with data science techniques, managing multinational teams, and adapting management approaches to different cultural contexts.

- **Study Abroad Opportunities:** The management programmes at both undergraduate and graduate levels offer study abroad opportunities, allowing the students to immerse themselves in different cultural and business environments, develop international networks, and gain firsthand experience of conducting business in diverse settings. Furthermore, IHU is a reputable international university on a global scale, with a diverse student population that can pursue international opportunities through partnerships with other higher education institutions, global companies, and participation in the ERASMUS+ programme (see self-evaluation report p. 11). As a research-focused university, IHU has gained international recognition in the latest years, attracting scholars and students from various countries and regions, ranging from Africa to the Far East.
- **Language Skills:** The international orientation policy of the programmes emphasises the development of language skills, particularly in languages commonly used in international business, such as German, Spanish, Russian, French, Chinese, and Malay in addition to compulsory languages of Turkish, Arabic, English. Furthermore, the management programmes at graduate and undergraduate levels aim to provide multilingual education, primarily in Turkish, English, and Arabic as compulsory languages (in master's and Ph.D. programmes English, Turkish and other language envisioned by the programme), to a diverse student body from various cities in Turkey and around the world. Its focus on the social sciences is geared towards developing researchers, and its commitment to offering high-quality education for its students is guided by the principle of becoming an influential high-ranking institution on the international stage.
- **Global Case Studies and Management Simulations:** Students engage in the analysis of global case studies and simulation practices, examining real-world business scenarios from different regions and industries, to understand the complexities of international business decision-making and strategy implementation process. Courses such as Strategic Management, Analytics in Marketing, Global Business Management at graduate and undergraduate levels are supported with CAPSIM® Global DNA Executive Management Simulation programmes (see self-evaluation report p. 11).
- **International Internships:** the programmes facilitate international internships, enabling students to gain practical experience in global companies, apply their knowledge in real-world settings, and enhance their understanding of international business practices (see self-evaluation report p. 11).
- **Networking Opportunities:** the students have opportunities to network with international business professionals, industry experts, and alumni who can provide insights into global career opportunities and industry trends.
- **High Visibility & Coverage with Distinguished Academic Research:** A significant portion of IHU's academic staff comprises individuals who have accomplished their Ph.D. studies in foreign universities and brought their distinctive experiences and viewpoints to the teaching environment as well. Notwithstanding this, academic staff have significantly contributed to scholarly publishing with outstanding publishing and research performance. Top-tier journals featuring IHU academics' interdisciplinary research papers include Applied Soft Computing, Journal of Cleaner Production, IEEE Access, and Journal of Business

Research. Moreover, the undergraduate and graduate programmes are in collaboration with international research organizations and centers.

The IHU School of Business hosts international academic journals, sponsors research projects, seminary course and workshops as well. In addition to this, the School of Business with its graduate and undergraduate programmes in collaboration with School of Graduate Studies at IHU has academic staff with international premier reference books published by global publishers. Selected books are indexed in WOS and SCOPUS, contributing the visibility of IHU. Furthermore, the distinguished academic staff at IHU encourage students to participate in research projects and joint academic papers. Published papers with students are rewarded within the scope of IHU’s academic promotion and incentive packages.

- International Faculty and Collaborations: the programmes at undergraduate and graduate levels have an international orientation, with faculty members with diverse backgrounds and international experience (see self-evaluation report p. 12).
- Additionally, they may collaborate with international universities, bringing guest lecturers and fostering academic partnerships.

Overall, the international orientation of IHU’s School of Business equips students with knowledge, skills, and perspectives needed to succeed in the global business landscape, preparing them for international career opportunities and enabling them to thrive in multicultural and cross-border business environments.

## Appraisal:

Owing to the emphasis of the programme design on international outlook in teaching and study especially in terms of experienced international academic staff, international publication strategy and language skills, the programmes, by imparting knowledge with that goal in mind and developing the concomitant skills, 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			

## 1.3 Positioning of the study programme

### **Positioning of the study programmes on the education market**

#### **All programmes**

Turkish Higher Education Institutions (HEIs) have made significant progress and advancements in recent years, positioning themselves as important players in the global education landscape. Here are some key aspects of the position of Turkish HEIs: academic

diversity, strategic location, quality of education, research and innovation, internationalization, government support, and cultural heritage and diversity.

Turkey has a total of 208 HEIs, comprising 129 state universities, 75 foundation universities, and four foundation vocational schools. The total number of students in universities is estimated to be around 8.2 million, with approximately 7.6 million students enrolled in state universities and 600,000 students in private foundation universities.

Among these universities are numerous business schools, and institutions compete fiercely to offer a high standard of instruction and draw in qualified applicants.

IHU as a research-based university was established with the mission of providing high-quality education to students interested in pursuing a business career. Since it was founded, the university has been successful in attracting top-performing students due to its focus on providing a comprehensive and practical education that prepares students for the real world. Since its inception, IHU has progressively enhanced its reputation as one of the premier universities in Turkey's business arena, thus solidifying its standing among the country's foundation institutions.

On an annual basis, universities submit their requests for student quotas to the Council of Higher Education (CoHE), which meticulously assesses these submissions and ultimately determines the allocated number of students for each university. Although the programmes are relatively young, only students who rank within the top 1 % to 10 % based on their results of the Students Selection and Placement Center (SSPC), are admitted.

Candidates applying to each programme have been interviewed by jury members and selected based on their overall qualifications. Therefore, occupancy rate is not the main target for related graduate programmes. In addition to programme quotas, the programmes offer comprehensive financial assistance to the undergraduate and graduate students, covering their tuition fees, accommodation costs, and meals, through the provision of full scholarships. To facilitate the academic endeavours of the students, the HEI presents them with the latest model of MacBook laptops as gifts, equipped with cutting-edge features to enable seamless utilisation in their scholarly pursuits.

In addition to receiving educational scholarships, meritorious students are also allowed to serve as research/teaching assistants and receive stipends. In addition to all of these opportunities, the university provides payment for students who publish or contribute to academic publications, through the university's academic incentives programme.

Undergraduate and graduate programmes at Ibn Haldun University are dedicated to achieving their objectives and learning outcomes through several strategies, including the systematic revision of curricula based on input from external experts, prioritizing the involvement of students in research projects, and providing plenty of elective courses that allow students to refine their academic interests and professional profiles.

An Advisory Board, comprising of executive managers, entrepreneurs, and professionals from diverse sectors has been established within the faculty since 2020; and once per year, its members convene with the academic staff to share their opinions on all aspects of the curriculum, educational processes and industry requirements. The programmes are carefully



crafted to provide a well-rounded learning experience that comprises both theoretical and practical courses, complemented by talks from industry experts.

In this context, courses suggested by the Board and now offered at IHU include Strategic Management with Business Simulation, Social Media Strategies, Blockchain Economics and Cryptocurrency Markets, Data Management and Digital Business Management. A significant number of elective courses available to students empower them to specialise in a relevant field of business, guided by distinguished academic staff. This emphasis on professional specialisation which ensures that students are well-equipped with the necessary skills and knowledge required to succeed in a competitive job market.

## **Positioning of the study programmes on the job market for graduates (Employability)**

### **All programmes**

IHU systematically analyses the job market for its graduates through its Career Center. All relevant data regarding the employment of graduates in public and private organizations, internship opportunities, and job-seeking alumni is collected and monitored systematically via IHU's Administrative Data Management System<sup>3</sup>.

Istanbul as a Turkey's current Finance Center with its geostrategic location that has made it a focal point for global enterprises and international investors seeking business opportunities, thus providing students with a valuable exposure to a diverse range of industries. IHU uses an alumni-tracking programme and the Career Center reports to continually refine their programme outcomes, syllabus, and curriculum to stay up-to-date with the dynamic demands of the industry.

As a result of the international orientation of the BA in Management, MA in Management, the MSc in Air Transport Management, the MSc in Big Data and Business Analytics Programmes at education and job market, the graduates possess the skills and knowledge necessary to competently handle international tasks in job market. They have a strong understanding of global issues, can communicate effectively with individuals from different cultural backgrounds and possess the necessary skills to work in a global business environment.

### **BMA**

A graduate of the **BMA** possesses a broad skill set that prepares them for entry-level positions in various industries. Here are some potential entry-level career opportunities for graduates:

- Assistant Specialist: Graduates can start their careers as Assistant Specialist, providing support to executives in various administrative tasks.
- Customer Service Representative: Graduates can work in customer service roles, interacting with customers, addressing inquiries, resolving issues, and ensuring a positive customer experience.

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<sup>3</sup> <https://ubys.ihu.edu.tr>.

- Entrepreneur/Small Business Owner: Some graduates may choose to start their own businesses or join startups, utilizing their management skills to launch and manage their ventures.
- Financial Analyst: Graduates can work as financial analysts, supporting financial planning, conducting data analysis, and providing insights for business decision-making.
- Human Resources Assistant: Graduates can start their careers in human resources departments, working as HR assistants, supporting recruitment processes, assisting in employee onboarding, maintaining HR records, and assisting with HR initiatives.
- Logistics and Supply Chain Assistant: Graduates can work in logistics or supply chain departments, assisting in managing inventory, coordinating shipments, and optimizing supply chain processes.
- Management Trainee: Many organizations offer management trainee programmes to recent graduates, providing them with structured training and exposure to different areas of the business. This can serve as a stepping stone to various management roles within the organization.
- Marketing Assistant: Graduates can work as marketing assistants, supporting marketing campaigns, conducting market research, assisting in digital marketing efforts, and contributing to the development of marketing materials.
- Operations Coordinator: Graduates can work as operations coordinators, assisting in the coordination and execution of day-to-day business operations, ensuring smooth workflow and efficient processes.
- Project Coordinator: Graduates can work as project coordinators, assisting in project planning, monitoring project timelines, coordinating team activities, and ensuring project deliverables are met.
- Retail Supervisor: Graduates can pursue careers in the retail industry, working as supervisors or assistant managers in retail stores, overseeing day-to-day operations, managing staff, and ensuring excellent customer service.
- Sales Representative: Graduates can pursue careers in sales, working as sales representatives or account managers, responsible for building relationships with clients, promoting products or services, and achieving sales targets.

These are just a few examples of the entry-level career opportunities available to graduates of a **BMA**. As they gain experience and develop their skills, they can progress into more senior management positions within organizations or pursue specialised roles in areas such as marketing, finance, operations, or human resources in various industries.

## **MMA**

A graduate of the **MMA** possesses a versatile skill set that prepares them for a wide range of career opportunities across various industries. Here are some potential career paths for graduates:

- Business Manager: Graduates can work as business managers, overseeing the overall operations of organizations, managing teams, setting strategic goals, and ensuring the efficient functioning of different departments.
- Project Manager: Graduates can pursue careers as project managers, responsible for planning, executing, and monitoring projects within organizations, ensuring that they are completed on time, within budget, and meet the desired objectives.

- **Human Resources Manager:** Graduates can work in human resources departments, handling various HR functions such as recruitment, talent management, employee relations, training and development, and ensuring compliance with employment laws and regulations.
- **Marketing Manager:** Graduates can pursue careers in marketing, working as marketing managers or marketing strategists, responsible for developing and implementing marketing plans, conducting market research, managing brand positioning, and overseeing promotional activities.
- **Operations Manager:** Graduates can work as operations managers, responsible for managing and optimizing the production processes, supply chain management, and logistics within organizations to ensure efficient operations and cost-effective delivery of products or services.
- **Entrepreneur/Startup Founder:** Graduates with an entrepreneurial mindset may choose to start their own businesses or join startups, utilizing their management skills to launch and grow successful ventures.
- **Consulting:** Graduates can work in management consulting firms, providing advisory services to organizations across various industries. They may assist in areas such as strategic planning, organizational development, process improvement, and change management.
- **Nonprofit Management:** Graduates can pursue careers in nonprofit organizations, working in management roles to oversee the operations, fundraising efforts, and programme implementation of nonprofit entities.
- **Government Administration:** Graduates can work in government agencies or public sector organizations, utilizing their management skills to contribute to policy development, programme management, and public administration.
- **Financial Services Manager:** Graduates can work in financial institutions, such as banks or investment firms, in managerial roles, overseeing financial operations, analysing financial data, and making strategic financial decisions.
- **Supply Chain Manager:** Graduates can specialise in supply chain management, working in roles that involve optimizing the flow of goods and services, managing vendor relationships, and ensuring efficient supply chain operations.
- **Retail Manager:** Graduates can work in retail organizations, managing store operations, sales teams, inventory, and customer service.

These are just a few examples of the career opportunities available to the graduates of **MMP**. The programme equips graduates with a solid foundation in management principles, leadership skills, strategic thinking, and problem-solving abilities, making them valuable assets across various industries and sectors.

## **ATM**

Overall, the graduates of the MSc in Air Transport Management will be well-equipped to work in a variety of management roles within

- **Airlines:** Operations management, fleet planning, revenue management, customer experience management, and strategic planning
- **Airport Management:** Airport operations, facilities management, security and safety management, and airline relations

- **Aviation Consulting:** Airlines, airports, and aviation organizations on various aspects, such as business strategy, operations optimization, regulatory compliance, and market analysis
- **Aviation Regulatory Bodies:** Aviation regulatory bodies, government agencies, or civil aviation authorities
- **Air Cargo Logistics:** Cargo operations, logistics management, supply chain management, and freight forwarding
- **Aviation Safety and Security:** Careers in aviation safety and security management, ensuring compliance with safety regulations, implementing security measures, and managing risk within the aviation industry
- **Aviation Education and Research:** Careers in academia or research institutions, where they can contribute to the field through teaching, research, and publishing scholarly articles on air transport management topics
- **Aviation Technology and Innovation:** Careers in aviation technology companies, startups, or research organizations, focusing on areas such as airline software systems, aviation data analytics, and emerging technologies like drones and unmanned aerial vehicles (UAVs)
- **Airline and Airport Marketing:** Careers in marketing and communications roles within airlines, airports, or marketing agencies specializing in the aviation sector, developing marketing strategies, managing branding, and promoting air travel services
- **International Aviation Organizations:** Graduates may find employment opportunities with international organizations such as the International Civil Aviation Organization (ICAO), International Air Transport Association (IATA), or regional aviation associations, contributing to global aviation policymaking, standardization efforts, and industry advocacy.

## **MBDM**

Graduates of the **MBDM** programme possess a unique skill set that is highly sought after in today's data-driven business landscape. Here are some potential job opportunities for graduates:

- **Data Analyst:** Graduates can work as data analysts, responsible for collecting, analysing, and interpreting large datasets to provide actionable insights and support decision-making processes within organizations.
- **Data Scientist:** With a strong foundation in data analytics and advanced statistical techniques, graduates can pursue careers as data scientists, leveraging their skills to develop predictive models, conduct complex data analyses, and generate data-driven solutions to business problems.
- **Business Intelligence Analyst:** Graduates can work as business intelligence analysts, utilizing their expertise in data analytics to gather, organise, and present data in a meaningful way, enabling businesses to make informed decisions and identify trends or patterns.
- **Data Engineer:** Graduates can specialise in data engineering, focusing on the design, construction, and maintenance of large-scale data systems, data pipelines, and data infrastructure that enable efficient data processing and analysis.
- **Data Architect:** Graduates can pursue careers as data architects, responsible for designing and implementing data structures, databases, and data integration solutions that ensure efficient data storage, retrieval, and accessibility within organizations.
- **Data and Analytics Consultant:** Graduates can work as consultants, providing expertise in big data and business analytics to clients across various industries. They can offer

guidance on data strategy, analytics implementation, and help organizations derive insights from their data to drive business growth.

- **Market Research Analyst:** Graduates can apply their analytical skills to work as market research analysts, conducting market research studies, analysing consumer behaviour data, and providing insights to assist businesses in making informed marketing and strategic decisions.
- **Risk Analyst:** Graduates can pursue careers as risk analysts, utilizing their expertise in data analytics to assess and analyse risk factors, develop risk models, and provide risk management strategies for organizations.
- **Data Visualization Specialist:** Graduates can specialise in data visualization, utilizing their skills to create visually compelling and informative dashboards, reports, and data visualizations that facilitate data exploration and communication within organizations.
- **Operations Analyst:** Graduates can work as operations analysts, using data analytics to optimise operational processes, improve efficiency, and identify areas for cost savings or performance improvement within organizations.

These are just a few examples of the job opportunities available to graduates of a MSc in Big Data and Business Analytics programme. The demand for skilled professionals in this field is rapidly growing across various industries, including finance, healthcare, e-commerce, marketing, and consulting, presenting graduates with a wide range of career prospects.

### **Positioning of the study programme within the HEI's overall strategic concept**

#### **All programmes**

Ibn Haldun University (IHU) is a relatively new private university located in Istanbul, Turkey. According to the University Monitoring and Evaluation General Report (2022), which is based on 199 universities in Turkey and written by the Council of Higher Education (CoHE), Ibn Haldun University ranked the second in the list of universities with the highest percentage of courses that can be taken outside of the registered programme, and second among private foundation universities with the highest percentage of students benefiting from scholarships provided by the university.

The university also ranked fourth in the list of foundation universities with the highest amount of donations received, as well as fourth in the list of foundation universities with the highest amount of current expenditure per student. Some insights for the BA in Management, MA in Management, the MSc in Air Transport Management, the MSc in Big Data and Business Analytics programmes within the IHU's overall strategic concepts:

- **Unique Academic Approach:** The study programmes within IHU are known for its interdisciplinary and holistic approach to education. Programmes integrate social sciences, humanities, and natural sciences to provide a comprehensive, inter-disciplinary, and well-rounded academic experience. This approach sets IHU apart from traditional discipline-focused universities.
- **Emphasis on Social Sciences:** The study programmes within IHU place a strong emphasis on social sciences, offering programmes in fields such as sociology, management, international relations, psychology, economics, and political science. The university aims to foster critical thinking, analytical skills, and a deep understanding of social dynamics.

- **Research and Collaboration:** The study programmes within IHU emphasise research and aims to contribute to academic knowledge and societal development. The university promotes research collaborations with national and international partners, encouraging faculty and students to engage in research activities and scholarly pursuits.
- **Global Outlook:** The study programmes within IHU aim to foster a global outlook among its students and faculty. It strives to provide international opportunities through collaborations, exchange programmes, and participation in international conferences and projects. This internationalization focus promotes cultural diversity and cross-cultural understanding.
- **Strong Faculty:** The study programmes within IHU see to attract qualified faculty members who are experts in their respective fields. These faculty members contribute to the quality of education, research, and mentorship at the university. Their expertise enhances the academic environment and contributes to the overall positioning of the institution.

IHU has strategically positioned its programmes in the sphere of education by conducting meticulous research to identify the unfulfilled needs of the business world. MSc in Air Transport Management and Master in Science in Big Data and Business Analytics are just some of distinguished programmes with novel contents. Furthermore, the curricula of the BA and MA programmes have been thoughtfully & continuously updated in the light of technological advances and digital transformation.

Through the provision of effective education in English as a global language, the university endeavors to equip its students with the necessary language skills to succeed in their future careers. Domestic and international graduates with at least three fluent languages, namely Turkish, English and Arabic, will attract international corporations and organizations. Such language skills are expected to allow them to thrive in their respective fields, thereby becoming preferred individuals upon graduation. The university's focus on policy of education with three-language enhances the career prospects of its students, as they can communicate effectively with individuals from diverse backgrounds and navigate various cross-cultural contexts.

## Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. For ATM the panel positively highlights the intensive interconnection and cooperation with the industry. Based on this strong connection, perquisites of the industry and students are incorporated in the programme.

The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

		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 (ATM)	X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

## 2. Admission

### Admission requirements (Asterisk Criterion)

#### BMA:

##### Domestic Students:

The Higher Education Act (No. 2547), enacted on November 4, 1981, along with the regulations and decisions of the Council of Higher Education (CoHE), establishes the admission process for applicants with Turkish citizenship who have completed their entire education in Turkey or Northern Cyprus. This process involves a two-stage, annual, nationwide university entrance examination conducted by the Students Selection and Placement Center (SSPC). The first stage, known as the Higher Education Entrance Test (HEEE, YGS in Turkish), is a prerequisite for the second stage, the University Placement Exam (UPE, LYS in Turkish). To qualify for the UPE, students must attain a minimum score of 140 out of 500 points in the HEEE. The UPE comprises five sessions and assesses applicants' verbal and quantitative skills, along with their knowledge in language and literature, science (including physics, chemistry, biology, mathematics, and geometry), and social sciences.

Successful completion of the UPE is essential for progressing to the second stage of undergraduate programmes, which requires a passing grade on the TM-1 (Turkish and Math) exam. Consequently, prospective students are required to enrol in classes covering mathematics, language/literature, and social sciences to meet the eligibility criteria for the admission process.

The final placement of candidates in the **BMA** is determined by combining their results from the two rounds of university entrance exams and their high school grade point averages, as calculated by the Students Selection and Placement Center (SSPC).

The School of Business at IHU does not possess the authority to directly admit students to Bachelor's Degree of Management. Instead, students, specifically those ranking within the top 1 % to 10 % based on their UPE exam scores, independently choose the programme. The quota for the Management programme is determined by the Council of Higher Education (CoHE) in Turkey, and this process is consistent across all Bachelor's programmes in Turkey. This practice has been in place since the establishment of the school.

Once the Students Selection and Placement Center (SSPCE) announces the replacement results, which include the name of the programme and university, students are expected to proceed with programme registration.

The registration process takes place on the dates specified by the institution following the announcement of the candidates' placement. During registration, students are required to submit the following documents, as outlined on the IHU website:

- i. Application Form
- ii. High School Certificate
- iii. Original copy of Certificate of Examination Results (SAT DI: 7226) (if applicable)
- iv. Passport or national ID with the applicant's photo
- v. Passport-sized photo



### International Students:

All applicants with dual citizenship or education abroad, among other conditions, are categorised as international students. These individuals must provide evidence of having successfully completed their secondary education at a high school or an equivalent institution where the curriculum aligns with that offered at Turkish high schools.

For international students, the registration and counseling processes are managed by the international office. Comprehensive information regarding each step of the procedure, the requirements, contact details, and registration timelines is available on the IHU website.

### **MMA, ATM, MBDM**

Prospective students, faculty members, and administrators can benefit from the insights into the criteria, procedures, and key considerations involved in the admission and selection of candidates for master programmes.

Admission and Selection process for **MMA**, **ATM** and **MBDM** have the same specific prerequisites and academic requirements.

### Fundamental admission requirements:

For any candidate applying to the Graduate School, certain criteria must be met, including a minimum GPA from their undergraduate degree, proficiency in a foreign language, an ALES exam score accepted by the Council of Higher Education (CoHE), and an interview score assessed by the selection committee.

#### *Academic Criteria*

Prospective students are required to hold a relevant undergraduate degree with a minimum GPA of 2.50/4.00 scale or 65/100 for MA in Management, 2.00/4.00 scale or 53.33/100 for MSc. in ATM and Big Data and Business Analytics Master Programmes. Furthermore, students are required to present the result of the Academic Staff and Graduate Education Entrance Exam (ALES) by the Council of Higher Education (CoHE). The minimum ALES score for aforementioned master's programmes is 55/100.

#### *Language Proficiency*

Applicants must demonstrate proficiency in the English language through recognized language tests such as YOKDIL, TOEFL, or IHU English Exam. Minimum scores of 84 on TOEFL, 70 on YOKDIL or 58 on IHU English Exam are required for admission.

#### *Letters of Recommendation*

Candidates are expected to submit two letters of recommendation, preferably from academic sources. The letters should highlight the applicant's academic achievements, research potential, and suitability for the chosen programme.

#### *Statement of Purpose*

Applicants are required to submit a well-crafted statement of purpose outlining their academic and professional goals, reasons for pursuing the master's programme at Ibn Haldun University, and how their background aligns with the chosen field of study.

#### *Interviews or Entrance Exams*

**MMA, ATM and MBDM** require interviews as part of the selection process. These interactions allow the committee to assess candidates' communication skills, critical thinking, and subject knowledge.

#### Application Process:

##### *Online Application Portal*

Prospective students can access the university's online application portal through the official website<sup>4</sup>. The portal provides step-by-step instructions for completing the application, including uploading required documents.

##### *Application Deadlines*

Application deadlines are set by graduate school under the responsibility of the programme chair, and are typically set to ensure thorough evaluation. It is crucial for applicants to submit their materials by the specified deadlines to be considered for admission.

### **Counselling for prospective students**

#### **All programmes:**

Every summer, the IHU routinely hosts campus visits. Candidates and students have the chance to meet the faculty at various departments, speak with existing students, and tour the campus. They get a chance to learn more about IHU's academic programmes. IHU also hosts informational sessions for high schools interested in learning more about the programmes. Prospective students might receive counselling from a call center as well. IHU offers applicants personal communication during set office hours, over the phone, and via email. The international students' registration and counselling are handled by the international office. Every step of the procedure, the requirements, the contact information, and the period for registration are stated on the IHU website.

#### **Selection procedure**

##### Evaluation Criteria

Applications are submitted to the School of Graduate Studies for each study programme during the specified periods outlined in the academic calendar for initial evaluation. Applicants who fail to provide all the required application documents within the designated period are considered invalid during the initial evaluation process.

Applicants who meet the initial requirements are then invited to participate in an interview conducted by a selection committee. Applications are evaluated based on a holistic approach, considering academic performance, letters of recommendation, and the statement of purpose in the initial evaluation stage.

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<sup>4</sup> <https://apply.ihu.edu.tr/tr/basvur>

The selection committee comprises at least three members including the chair of the programme, each holding a Ph.D. degree and holding an academic position at the Higher Education Institution (HEI).

Candidates undergo a ranking and selection process conducted by the selection committee. The overall score, determining the candidate's position, is calculated by the selection committee, with a total weight of 40 % assigned to the Grade Point Average (GPA), 30 % to the ALES exam, and the remaining 30 % to the interview scores.

The selection committee pays special attention to the alignment of the applicant's goals with the university's values and objectives. Finally, the selection committee assesses and sorts the applicants with valid applications, recommending those found suitable to join the programme.

### Notification and Acceptance

#### *Timeline*

Applicants can expect to receive admission decisions within two to four weeks after the application deadline. Accepted candidates will be notified via E-

Mail, and a detailed acceptance package including scholarship and other benefits at campus will be provided.

#### *Acceptance Procedure*

Accepted students must confirm their acceptance by the specified deadline, pay the enrolment deposit (if any), and submit additional required documents. Failure to complete these steps may result in the forfeiture of the admission offer.

### Registration Process

The documents required for master's programme student registrations are outlined below:

- i. The original version and a copy of the bachelor/master diploma or temporary graduation document (Bachelor's degree for master's registrations or doctorate registration with a bachelor's degree, master's diploma for doctorate registration with a master's degree).
- ii. The original version and a copy of the bachelor's/master's transcript.
- iii. ALES exam result document with a verification code (not required for master's programmes without a thesis).
- iv. Foreign language proficiency certificate, demonstrating that the student meets the required proficiency in the Foreign Language Proficiency Exam (YDYS) or other national/international exams accepted by the Council of Higher Education (CoHE) and the University Senate.
- v. The original version and a copy of the national ID or passport.
- vi. Four passport photographs (taken within the last six months).
- vii. For applicants of Turkish nationality who graduated from an institution abroad, the original version and a copy of the diploma equivalency certificate.
- viii. For male applicants, a military service document.

## **Ensuring foreign language proficiency (Asterisk Criterion)**

### **All programmes:**

The primary language of instruction for MA in Management and MSc. in Air Transport Management is English. Foreign language proficiency certificate, demonstrating that the student meets the required proficiency in the Foreign Language Proficiency Exam (YDYS) or other national/international exams accepted by the Council of Higher Education (CoHE) and the University Senate.

To guarantee that students, for whom English is considered a foreign language, can effectively complete the study programme, language proficiency is assessed through recognized language tests such as YOKDIL, TOEFL, or the IHU English Exam. Minimum scores of 84 on TOEFL, 70 on YOKDIL, or 58 on the IHU English Exam are mandatory for admission.

Similar to all IHU students, once students are admitted to the Master programmes, they are provided with the opportunity to improve their language skills. The IHU's Language School offers academic, general, and professional language courses to assist them in comprehending and generating written and spoken texts in their fields of study. These courses aim to help students acquire language and communicative skills that will enhance their future professional careers.

## **Transparency and documentation of admission procedure and decision (Asterisk Criterion)**

### **All programmes:**

The study programmes at IHU adhere to highest standards of transparency in the admission process which is crucial for maintaining fairness and accountability as a requirement of CoHE. Here is a description of how the admission procedure at IHU can be documented, accessible, and based on transparent criteria, with decisions communicated in writing:

- Admission Guidelines: IHU has a clear and comprehensive admission guideline that outline the criteria and requirements for admission. These guidelines are easily accessible to interested parties, such as prospective students and their parents.
- Published Policies: The admission policies and procedures at IHU are documented and made publicly available. They can be accessible on the institution's website, in brochures, or in admissions handbooks. These documents should clearly state the steps involved in the admission process and the criteria for evaluation.
- Transparent Criteria: The admission criteria at IHU are transparent, well-defined, and based on relevant factors such as academic qualifications, standardised test scores, interviews, portfolios, or other specific requirements. IHU clearly communicates the weighting of each criterion and how they are used in the evaluation process.
- Application Forms: IHU provides a standardised application form that collects necessary information from applicants. The form clearly states the required documents, deadlines, and any additional materials that need to be submitted.

- **Timelines and Deadlines:** IHU clearly communicates the application timelines, including the opening and closing dates for applications, as well as any specific deadlines for document submission, interviews, or tests. IHU ensures that this information is readily available to interested parties.
- **Selection Committee:** IHU establishes a selection committee or admission board for graduate study programmes, consisting of qualified individuals who are trained in evaluating applications and making informed decisions. The committee follows the established criteria and ensure consistency and fairness in the evaluation process.
- **Written Communication:** After evaluating applications, the admission decision is communicated to applicants in writing. This is done through formal admission letters or emails. The communication clearly states whether the applicant has been accepted, rejected, or placed on a waiting list. If additional conditions or requirements need to be fulfilled, they are clearly mentioned.
- **Appeals and Feedback:** IHU establishes a process for applicants to appeal admission decisions and provide feedback. This allows applicants to seek clarification or address any concerns they may have regarding the decision-making process.

## Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the university, 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 HEI ensures a good availability for prospective students by means of lots of facilities and communication channels, like informational sessions for high schools, where they can react quickly to incoming enquiries.

The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements of programmes conducted in English (language proficiency is assessed through recognized language tests such as YOKDIL, TOEFL, or the IHU English Exam. Minimum scores of 84 on TOEFL, 70 on YOKDIL, or 58 on the IHU English Exam) ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing. By following several practices (e.g. written communication, selection committee), the undergraduate and graduate study programmes at IHU promote transparency, provide equal opportunities to applicants, and ensure that admission decisions are made based on clear and consistent criteria.

		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**

##### **Logic and conceptual coherence (Asterisk Criterion)**

##### **All programmes:**

The BA in Management, MA in Management, MSc in Air Transport Management programmes are taught in English. Therefore, learning and teaching materials, including textbooks and other materials, are available in English. MA in Management programme is designed in Turkish & English versions as two different programmes. Therefore, learning and teaching materials, including textbooks and other materials, are available in Turkish for Turkish programme and English for English programme. Although the MSc in Big Data and Business Analytics programme is offered in the Turkish language, the curriculum prepares students for careers in a competitive job market.

The BA in Management at undergraduate level and MA in Management, MSc in Air Transport Management and the Big Data and the MSc in Business Analytics programmes at graduate level all comprise of compulsory courses and general elective courses. Additionally, a seminary course and a thesis/graduation project are compulsory for the students in graduate programmes. The students are monitored and supervised by an advisor, either the programme chair or a supervisor, in accordance with their individual interests. Assigned supervisor ensures that their choices align with the overall objectives of the program. Graduate studies students who successfully completed the Seminary Course by the end of their second semester for thesis-based programmes, are asked to present a thesis proposal to jury members.

Before these presentations, students are expected to submit a draft proposal including the thesis topic, the initial review of the related literature, conceptual framework, research model, hypothesis and variables. Jury members are responsible to evaluate the initial performance of the students during the interview and are expected to supervise students for possible improvement areas on the thesis proposal and its contents. By the end of the interview, students are given an extra time until the final exams to submit the revised version of their second draft proposals including the confirmation of a supervisor with signature.

At the end of the academic year, programme curricula are carefully monitored by the Chair, Faculty Board and Faculty Advisory Board (FAB) members. Based on the feedback from FAB members, industry experts, alumni, professors and students, programme chair invites related program's academic staff for further planning and development phrases of the new course content or programme curriculum. Once the Faculty Secretary and Chair officially receive the new course syllabus from the lecturer/professor or programme curriculum from the committee, Faculty Board is expected to submit this new course syllabus or programme curriculum to University Senate for approval.

Compulsory undergraduate courses at the School of Business include case studies, group projects, guest lectures from industry experts, and opportunities for the students to apply their knowledge through practical exercises and simulations.

The implementation of qualification objectives in the undergraduate and graduate study programmes curricula vary depending on the strategic competencies of the programme and strategic vision of the IHU:

- Identify qualification objectives: The first step is to clearly define the qualification objectives of the study program. These objectives outline the knowledge, skills, and competencies that students are expected to acquire upon completion of the program. The objectives are usually based on industry standards, professional requirements, and educational goals.
- Curriculum design: Once the qualification objectives are established, the curriculum is designed to align with these objectives. The curriculum consists of a structured plan of courses and learning activities that aim to develop the desired competencies in students.
- Course selection: Courses are selected and organised in a way that ensures coverage of the qualification objectives. Each course is designed to address specific aspects of the objectives and may focus on different knowledge areas or skills. The courses may be categorised into core courses, elective courses, or specialised tracks, depending on the programme structure.
- Learning outcomes: For each course, specific learning outcomes are defined. Learning outcomes describe what students are expected to achieve or demonstrate upon completing the course. These outcomes should be aligned with the qualification objectives and reflect the knowledge, skills, and competencies students need to acquire.
- Teaching methods and resources: The curriculum incorporates appropriate teaching methods and resources to facilitate student learning and achievement of the qualification objectives. This may include lectures, seminars, workshops, laboratory work, projects, case studies, internships, or other practical experiences. The teaching methods and resources are chosen to support the development of the desired competencies.
- Assessment and evaluation: Assessment methods are designed to measure students' progress towards achieving the qualification objectives. Various assessment techniques such as exams, assignments, presentations, projects, and practical evaluations are used to evaluate students' knowledge, skills, and competencies. The assessments are aligned with the learning outcomes and qualification objectives.
- Curriculum review and improvement: The curriculum is regularly reviewed and evaluated to ensure its effectiveness in achieving the qualification objectives. Feedback from students, faculty, employers, and other stakeholders is considered to identify areas for improvement. Based on this feedback, the curriculum may be updated, modified, or revised to enhance its alignment with the qualification objectives and meet the evolving needs of the field.

By following these steps, the study programmes' curricula can effectively implement the qualification objectives, providing students with the necessary knowledge, skills, and competencies to succeed in their chosen profession. Based on IHU's specific educational philosophies, disciplinary requirements, and regional contexts, the HEI are systematically updating the study programmes' curricula.



## **BMA**

**Table 5: Curriculum of BMA**

<b>1st Semester</b>					
<b>Code</b>	<b>Course Name</b>	<b>Hours</b>		<b>Credit</b>	<b>ECTS</b>
		<b>Theory</b>	<b>Practice</b>		
ECON101	Principles of Microeconomics	2	0	2	5
HIST 101	History of Modern Turkey I	2	0	2	5
HUM 101	The World Through Art and Literature I	2	0	2	5
NS 101	Nature and Science I	2	0	2	5
SPS 101	Humanity and Society I	2	0	2	5
TLL 101	Modern Turkish Literature I	2	0	2	5
			<b>Total</b>	12	30

<b>2nd Semester</b>					
<b>Code</b>	<b>Course Name</b>	<b>Hours</b>		<b>Credit</b>	<b>ECTS</b>
		<b>Theory</b>	<b>Practice</b>		
ECON102	Principles of Macroeconomics	2	0	2	5
HIST 102	History of Modern Turkey II	2	0	2	5
MAN 101	Introduction to Business Management	2	0	2	5
TLL 102	Modern Turkish Literature II	2	0	2	5
UC CE	University Courses - Civilization Elective	2	0	2	5
UC SE	University Courses - Science Elective	2	0	2	5
			<b>Total</b>	12	30

### *University Elective Courses*

NS 103	The Intellectual Implications of Modern Science and Technology	2	0	2	5
SPS 102B	History of the Modern World, 1789-1991	2	0	2	5
SPS 106	Introduction to Islamic Civilization	2	0	2	5

<b>3rd Semester</b>					
<b>Code</b>	<b>Course Name</b>	<b>Hours</b>		<b>Credit</b>	<b>ECTS</b>
		<b>Theory</b>	<b>Practice</b>		
LAW 107	Introduction to Law	3	0	3	5
MAN 202	Organizational Behaviour	3	0	3	5
MAN 241	Fundamentals of Financial Accounting	3	0	3	5
STAT 101	Statistics	2	0	2	5
MAN DE1	Departmental Elective	3	0	3	5
MAN LGE1	Arabic / Turkish / General Elective	3	0	3	5
			<b>Total</b>	14	30

<b>4th Semester</b>					
<b>Code</b>	<b>Course Name</b>	<b>Hours</b>		<b>Credit</b>	<b>ECTS</b>
		<b>Theory</b>	<b>Practice</b>		
MAN 242	Financial Management	3	0	3	5
MAN 322	Marketing Management	3	0	3	5
STAT 102	Statistics II	2	0	2	5

MAN LGE2	Arabic / Turkish / General Elective				5
UC AE	University Courses - Art Elective	3	0	3	5
UC CTSE	University Courses - Communication and Thinking Skills Elective	3	0	3	5
			<b>Total</b>	14	30

5th Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
MAN 344	Corporate Finance	3	0	3	5
MAN 362	Operations Management	3	0	3	5
MAN DE2	Departmental Elective	3	0	3	5
MAN DE3	Departmental Elective	3	0	3	5
MAN GE1	General Elective	3	0	3	5
MAN LGE3	Arabic / Turkish / General Elective	3	0	3	5
			<b>Total</b>	12	30

6th Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
MAN 301	Human Resource Management	3	0	3	5
MAN 343	Managerial Accounting	3	0	3	5
MAN DE6	Departmental Elective	3	0	3	5
MAN DE4	Departmental Elective	3	0	3	5
MAN DE5	Departmental Elective	3	0	3	5
MAN LGE4	Arabic / Turkish / General Elective				5
			<b>Total</b>	15	30

7th Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
MAN 401	Strategic Management	3	0	3	5
MAN 461	Management Information Systems	3	0	3	5
MAN DE7	Departmental Elective	3	0	3	5
MAN DE8	Departmental Elective	3	0	3	5
MAN LGE5	Arabic / Turkish / General Elective				5
MAN LGE6	Arabic / Turkish / General Elective				5
			<b>Total</b>	12	30

8th Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
MAN 402	International Business	3	0	3	5
MAN 403	Business Negotiations	3	0	3	5

MAN DE10	Departmental Elective	3	0	3	5
MAN DE9	Departmental Elective	3	0	3	5
MAN GE2	General Elective				5
MAN LGE7	Arabic / Turkish / General Elective				5
MAN LGE8	Arabic / Turkish / General Elective				5
				<b>Total</b>	12
				<b>Total</b>	<b>103</b>
					<b>240</b>

<b>DEPARTMENT ELECTIVE COURSES</b>					
<b>Code</b>	<b>Course Name</b>	<b>Hours</b>		<b>Credit</b>	<b>ECTS</b>
		<b>Theory</b>	<b>Practice</b>		
MAN 302	Organizational Design	3	0	3	5
MAN 323	Consumer Behaviour	3	0	3	5
MAN 325	Digital Business Management	3	0	3	5
MAN 345	Financial Markets and Institutions	3	0	3	5
MAN 351	Business Ethics and the Islamic Ahi Tradition	3	0	3	5
MAN 353	Quantitative Methods for Business	3	0	3	5
MAN 364	Business Research Methods	3	0	3	5
MAN 404	Innovation and Entrepreneurship	3	0	3	5
MAN 405	Small Business Management	3	0	3	5
MAN 406	Special Topics in Human Resource Management	3	0	3	5
MAN 407	E-Business	3	0	3	5
MAN 408	Leadership and Change Management	3	0	3	5
MAN 421	Marketing Communication	3	0	3	5
MAN 422	Strategic Brand Management	3	0	3	5
MAN 423	Global Marketing	3	0	3	5
MAN 424	Advertising	3	0	3	5
MAN 425	Social Media Marketing	3	0	3	5
MAN 441	Auditing	3	0	3	5
MAN 442	Risk Management	3	0	3	5
MAN 443	Derivatives and International Financial Markets	3	0	3	5
MAN 444	International Financial Accounting Standards	3	0	3	5
MAN 462	Business Forecasting	3	0	3	5
MAN 463	Supply Chain Management	3	0	3	5
MAN 465	Multivariate Data Analysis	3	0	3	5

Some possible paths towards specializations:

- Accounting & Finance: Fundamentals of Financial Accounting, Financial Management, Corporate Finance, Risk Management, Auditing, International Financial Accounting Standards
- Applied Business Strategy: E-Business, Innovation & Entrepreneurship, Digital Business, Strategic Management, Business Forecasting, SCM, Strategic Brand Management
- Marketing: Principles of Marketing, Consumer Behaviour, Strategic Brand Management, Social Media Marketing, Global Marketing, Business Forecasting, Marketing Communication

- Human Resource: HRM, Organizational Behaviour, Organization Design, Special Topics in Human Resource Management, International Business, Business Ethics and the Islamic Ahi Tradition, Leadership and Change Management
- v. Business Analytics: MIS, Business Forecasting, E-Business, Digital Business Management, Quantitative Methods for Business, Business Research Methods.

To graduate with a BA in Management degree, all students must fulfil the requirements of 103 credits and 240 ECTS credits. Moreover, as a requirement of the Multilingualism Policy, students must complete compulsory language courses in Turkish, Arabic and English and meet the proficiency scores for graduation.

## **MMA**

**Table 6: Curriculum of MMA (English)**

<b>1st Semester</b>					
<b>Code</b>	<b>Course Name</b>	<b>Hours</b>		<b>Credit</b>	<b>ECTS</b>
		<b>Theory</b>	<b>Practice</b>		
MAN 501	Research Methods and Publication Ethics	3	0	3	8
MAN 502	Marketing Management	3	0	3	8
MAN 503	Contemporary Management	3	0	3	8
.... ..	Departmental Elective Course	3	0	3	8
.... ..	Departmental Elective Course	3	0	3	8
	Language Courses				
<b>Total</b>				<b>15</b>	<b>40</b>

<b>2nd Semester</b>					
<b>Code</b>	<b>Course Name</b>	<b>Hours</b>		<b>Credit</b>	<b>ECTS</b>
		<b>Theory</b>	<b>Practice</b>		
MAN 500	Seminar	3	0	0	3
MAN 504	Accounting and Finance for Managers	3	0	3	8
MAN 506	Strategic Management	3	0	3	8
.... ..	Departmental Elective Course	3	0	3	8
.... ..	Departmental Elective Course	3	0	3	8
	Language Courses				
<b>Total</b>				<b>12</b>	<b>35</b>

<b>3rd Semester</b>					
<b>Code</b>	<b>Course Name</b>	<b>Hours</b>		<b>Credit</b>	<b>ECTS</b>
		<b>Theory</b>	<b>Practice</b>		
MAN 599	Master's Thesis	0	0	0	30
	Language Courses				
<b>Total</b>				<b>0</b>	<b>30</b>

<b>4th Semester</b>					
<b>Code</b>	<b>Course Name</b>	<b>Hours</b>		<b>Credit</b>	<b>ECTS</b>
		<b>Theory</b>	<b>Practice</b>		

MAN 599	Master's Thesis	0	0	0	30
	Language Courses				
<b>Total</b>				<b>0</b>	<b>30</b>
<b>Grand Total</b>				<b>27</b>	<b>135</b>

<b>REQUIRED COURSES</b>					
<b>Code</b>	<b>Course Name</b>	<b>Hours</b>		<b>Credit</b>	<b>ECTS</b>
		<b>Theory</b>	<b>Practice</b>		
MAN 500	Seminar	3	0	0	3
MAN 501	Research Methods and Publication Ethics	3	0	3	8
MAN 502	Marketing Management	3	0	3	8
MAN 503	Contemporary Management	3	0	3	8
MAN 504	Accounting and Finance for Managers	3	0	3	8
MAN 506	Strategic Management	3	0	3	8

<b>DEPARTMENTAL ELECTIVE COURSES</b>					
<b>Code</b>	<b>Course Name</b>	<b>Hours</b>		<b>Credit</b>	<b>ECTS</b>
		<b>Theory</b>	<b>Practice</b>		
MAN 510	Innovation and Entrepreneurship	3	0	3	8
MAN 511	Managerial Economics	3	0	3	8
MAN 512	Operations Management	3	0	3	8
MAN 513	Data Analysis and Decision Making	3	0	3	8
MAN 514	Human Resources Management	3	0	3	8
MAN 515	Management Information Systems	3	0	3	8
MAN 516	Global Business Management	3	0	3	8
MAN 517	Global Marketing	3	0	3	8
MAN 518	Multinational Business Strategies	3	0	3	8
MAN 519	Consumer Behaviour	3	0	3	8
MAN 520	Brand Communication and Strategic Brand Management	3	0	3	8
MAN 521	Supply Chain and Logistics Management	3	0	3	8
MAN 522	Business Process Analysis	3	0	3	8
MAN 523	Organizational Behaviour	3	0	3	8
MAN 536	Money-Capital Markets and Institutions	3	0	3	8
MAN 543	Auditing and Internal Control	3	0	3	8
MAN 544	Data Analytics for Managers	3	0	3	8
MAN 545	Applied Business Strategies	3	0	3	8
EFIN 510	Capital Markets and Institutions	3	0	3	8
EFIN 512	Globalization and International Financial Markets	3	0	3	8
EFIN 513	Derivative Markets	3	0	3	8
EFIN 514	Risk Management in Financial Institutions	3	0	3	8
EFIN 515	Alternative Finance Channels	3	0	3	8
EFIN 518	Islamic Finance	3	0	3	8
ECON 503	Microeconomic Analysis	3	0	3	8
ECON 523	Islamic Economics and Finance	3	0	3	8

LANGUAGE COURSES						
Code	Course Name	Hours		Credit	ECTS	Prerequisite
		Theory	Practice			
ARA 501	Basic Arabic I	1	4	0	5	*
ARA 502	Basic Arabic II	1	4	0	5	*
ARA 503	Intermediate Arabic I	1	4	0	5	*
ARA 504	Intermediate Arabic II	1	4	0	5	*
ARA 505	Advanced Arabic I	1	4	0	5	*
ARA 506	Advanced Arabic II	1	4	0	5	*
ARA 507	Intensive Basic Arabic	2	8	0	10	*
ARA 508	Intensive Intermediate Arabic	2	8	0	10	*
FRE 501	Basic French I	1	4	0	5	*
FRE 502	Basic French II	1	4	0	5	*
FRE 503	Intermediate French I	1	4	0	5	*
FRE 504	Intermediate French II	1	4	0	5	*
GER 501	Basic German I	1	4	0	5	*
GER 502	Basic German II	1	4	0	5	*
GER 503	Intermediate German I	1	4	0	5	*
GER 504	Intermediate German II	1	4	0	5	*
GRE 501	Basic Greek I	1	4	0	5	*
GRE 502	Basic Greek II	1	4	0	5	*
HEB 501	Basic Hebrew I	1	4	0	5	*
HEB 502	Basic Hebrew II	1	4	0	5	*
LAT 501	Basic Latin I	1	4	0	5	*
LAT 502	Basic Latin II	1	4	0	5	*
PERS 501	Basic Persian I	1	4	0	5	*
PERS 502	Basic Persian II	1	4	0	5	*
PERS 503	Intermediate Persian I	1	4	0	5	*
PERS 504	Intermediate Persian II	1	4	0	5	*
PERS 507	Intensive Basic Persian	2	8	0	10	*
PERS 508	Intensive Intermediate Persian	2	8	0	10	*
SPA 501	Basic Spanish I	1	4	0	5	*
SPA 502	Basic Spanish II	1	4	0	5	*
SPA 503	Intermediate Spanish I	1	4	0	5	*
SPA 504	Intermediate Spanish II	1	4	0	5	*
TLL 501	Basic Ottoman Turkish	1	4	0	5	*
TLL 502	Intermediate Ottoman Turkish	1	4	0	5	*
TLL 503	Advanced Ottoman Turkish I	1	4	0	5	*
TLL 504	Advanced Ottoman Turkish II	1	4	0	5	*
TLL 505	Ottoman Paleography and Diplomatica	1	4	0	5	*
TLL 506	Advanced Readings in Ottoman Historical Texts	1	4	0	5	*
TLL 507	Intensive Basic Ottoman Turkish	2	8	0	10	*
TLL 508	Intensive Intermediate Ottoman Turkish	2	8	0	10	*
TUR 501	Basic Modern Turkish I	1	4	0	5	*
TUR 502	Basic Modern Turkish II	1	4	0	5	*
TUR 503	Intermediate Modern Turkish I	1	4	0	5	*
TUR 504	Intermediate Modern Turkish II	1	4	0	5	*
TUR 505	Advanced Readings in Modern Turkish I	1	4	0	5	*

TUR 506	Advanced Readings in Modern Turkish II	1	4	0	5	*
TUR 507	Intensive Basic Modern Turkish	2	8	0	10	*
TUR 508	Intensive Intermediate Modern Turkish	2	8	0	10	*

\*Approval of School of Languages

Some possible paths towards specializations:

- Business Analytics: MIS, Data Analytics for Managers, Business Process Analysis, Data Analysis and Decision Making, Operations Management.
- Finance: Auditing and International Control, Capital Markets and Institutions, Global and International Financial Markets, Derivative Markets, Risk Management in Financial Institutions
- Global Marketing Analysis: Consumer Behaviour, Data Analytics for Managers, Business Process Analysis, Brand Communication and Strategic Brand Management
- Management and Strategy: Strategic Management, Applied Business Strategies, Multinational Business Strategies, Global Business Management

To graduate from the MA in Management, 27 credits in total and ten courses having 135 ECTS which include nine courses and one seminary course must be taken in addition to the thesis project. Six of these courses are compulsory and four are elective. Moreover, requirements of the Multilingualism Policy must be fulfilled for graduation. Regarding Multilingualism Policy, some level of proficiency in English, Turkish and Arabic (or in another language except for Arabic) is required as a condition for graduation for the students of the graduate programmes subject to this policy.

B1 level proficiency in English, B1 level proficiency in Turkish and A2 level proficiency in Arabic are required for the thesis-based graduate programmes. Since language courses offered in this programme will be opened as non-credit, with the condition of passing them successfully, grades from these courses will not be added to the Grade Point Average. Students fulfil graduation requirements regarding language courses by either attending preparatory programmes prior to the start of the academic term (if offered) or clearing their language courses simultaneously during the term.

**Table 7: Curriculum of MMA (Turkish)**

1st Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
ISL 501	Research Methods and Publication Ethics	3	0	3	8
ISL 502	Marketing Management	3	0	3	8
ISL 503	Contemporary Management	3	0	3	8
.... ..	Departmental Elective Course	3	0	3	8
<b>Total</b>				<b>12</b>	<b>32</b>

2nd Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
ISL 500	Seminar	3	0	0	3
ISL 504	Accounting and Finance for Managers	3	0	3	8
ISL 506	Strategic Management	3	0	3	8
.... ..	Departmental Elective Course	3	0	3	8

.... ..	Departmental Elective Course	3	0	3	8
<b>Total</b>				<b>12</b>	<b>35</b>

3rd Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
ISL 599	Master's Thesis	0	0	0	30
<b>Total</b>				<b>0</b>	<b>30</b>

4th Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
ISL 599	Master's Thesis	0	0	0	30
<b>Total</b>				<b>0</b>	<b>30</b>
<b>Grand Total</b>				<b>24</b>	<b>127</b>

REQUIRED COURSES					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
ISL 500	Seminar	3	0	0	3
ISL 501	Research Methods and Publication Ethics	3	0	3	8
ISL 502	Marketing Management	3	0	3	8
ISL 503	Contemporary Management	3	0	3	8
ISL 504	Accounting and Finance for Managers	3	0	3	8
ISL 506	Strategic Management	3	0	3	8

DEPARTMENTAL ELECTIVE COURSES					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
ISL 510	Innovation and Entrepreneurship	3	0	3	8
ISL 511	Managerial Economics	3	0	3	8
ISL 512	Operations Management	3	0	3	8
ISL 513	Data Analysis and Decision Making	3	0	3	8
ISL 514	Human Resources Management	3	0	3	8
ISL 515	Management Information Systems	3	0	3	8
ISL 516	Global Business Management	3	0	3	8
ISL 517	Global Marketing	3	0	3	8
ISL 518	Multinational Business Strategies	3	0	3	8
ISL 519	Consumer Behaviour	3	0	3	8
ISL 520	Brand Communication and Strategic Brand Management	3	0	3	8
ISL 521	Supply Chain and Logistics Management	3	0	3	8
ISL 522	Business Process Analysis	3	0	3	8
ISL 523	Organizational Behaviour	3	0	3	8
ISL 524	Metropolitan Administrations	3	0	3	8
ISL 525	Entrepreneurship Financing	3	0	3	8
ISL 526	Legal Approaches in Innovation	3	0	3	8
ISL 527	Data Analytics and Innovative Marketing	3	0	3	8
ISL 528	Communication and Public Relations in Local Governments	3	0	3	8
ISL 529	Financing Methods and Asset Management	3	0	3	8
ISL 530	Strategic Leadership and Communication Skills in Local Governments	3	0	3	8
ISL 531	Negotiation Methods	3	0	3	8
ISL 532	Cultural Policies and Local Administrations	3	0	3	8
ISL 533	Budgeting in Local Governments	3	0	3	8
ISL 534	Corporate Governance and Sustainability	3	0	3	8
ISL 535	Project Management	3	0	3	8
ISL 536	Money-Capital Markets and Institutions	3	0	3	8
ISL 537	Financial Statements Analysis	3	0	3	8



ISL 538	Globalization and International Financial Markets	3	0	3	8
ISL 539	Derivative Markets	3	0	3	8
ISL 540	Risk Management in Financial Institutions	3	0	3	8
ISL 541	Alternative Finance Channels	3	0	3	8
ISL 542	Islamic Economics and Finance	3	0	3	8
ISL 543	Audit and Internal Control	3	0	3	8
ISL 545	Applied Business Strategies	3	0	3	8

## **MBDM**

**Table 8: Curriculum of the MBDM**

1st Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
BIA 502	Data Oriented Business Management	3	0	3	8
BIA 503	Applied Statistics	3	0	3	8
BIA 504	New Approaches in Business Analytics	3	0	3	8
BIA ...	Elective Course	3	0	3	8
<b>Total</b>				<b>12</b>	<b>32</b>

2nd Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
BIA 500	Seminar	3	0	0	3
BIA 501	Research Methods and Publication Ethics	3	0	3	8
BIA 505	Artificial Intelligence and Business Analytics with R	3	0	3	8
BIA ...	Elective Course	3	0	3	8
BIA ...	Elective Course	3	0	3	8
<b>Total</b>				<b>12</b>	<b>35</b>

3rd Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
BIA 599	Master's Thesis	0	0	0	30
<b>Total</b>				<b>0</b>	<b>30</b>

4th Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
BIA 599	Master's Thesis	0	0	0	30
<b>Total</b>				<b>0</b>	<b>30</b>
<b>Grand Toplam</b>				<b>24</b>	<b>127</b>

REQUIRED COURSES					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
BIA 500	Seminar	3	0	0	3

BIA 501	Research Methods and Publication Ethics	3	0	3	8
BIA 502	Data Oriented Business Management	3	0	3	8
BIA 503	Applied Statistics	3	0	3	8
BIA 504	New Approaches in Business Analytics	3	0	3	8
BIA 505	Artificial Intelligence and Business Analytics with R	3	0	3	8

DEPARTMENTAL ELECTIVE COURSES					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
BIA 510	Marketing Analytics	3	0	3	8
BIA 511	Deep Learning	3	0	3	8
BIA 512	Quantitative Methods for Optimization	3	0	3	8
BIA 513	Decision Making and Data Visualization	3	0	3	8
BIA 514	Law and Ethics in the Use of Big Data	3	0	3	8
BIA 515	Financial Technologies: Blockchain, Cryptocurrencies	3	0	3	8
BIA 516	Text Mining for Business	3	0	3	8
BIA 517	Revenue Management	3	0	3	8
BIA 518	Machine Learning	3	0	3	8
BIA 519	Heuristics for Optimization	3	0	3	8
ISL 510	Innovation and Entrepreneurship	3	0	3	8
ISL 513	Data Analysis and Decision Making	3	0	3	8
ISL 519	Consumer Behaviour	3	0	3	8
ISL 520	Brand Communication and Strategic Brand Management	3	0	3	8
ISL 522	Business Processes Analysis	3	0	3	8
ISL 527	Data Analytics and Innovative Marketing	3	0	3	8
ISL 545	Applied Business Strategies	3	0	3	8
ISL 546	Data Analytics for Social Innovation	3	0	3	8

Some possible paths towards specializations:

- Big Data and AI: Data Analysis and Decision Making, Artificial Intelligence and Business Analytics with R, Deep Learning, Text Mining for Business, Machine Learning, Decision Making and Data Visualization
- Business Analytics: Data Oriented Business Management, New Approaches in Business Analytics, Applied Statistics, Business Process Analysis, Decision Making and Data Visualization, Heuristics for Optimization
- Market Analytics: Marketing Analytics, Data Analytics for Social Innovation, Data Analytics and Innovative Marketing, Consumer Behaviour, Revenue Management

To graduate from the MSc in Big Data and Business Analytics, a total of nine courses are required, which consist of eight courses with a total of 24 credits and 127 ECTS, as well as a seminar course and the Master thesis. Six of these courses are mandatory, and three are elective.

## **ATM**

**Table 9: Curriculum of the ATM**

1st Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
AIR 502	Fundamentals of Airline Management	3	0	3	8
AIR 515	Information Systems and Business Analytics in Air Transportation	3	0	3	8
AIR 503	Aviation Economics and Financial Analysis	3	0	3	8
AIR 505	Airlines Marketing Strategies	3	0	3	8
Total				12	32

2nd Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
AIR 500	Seminar	3	0	0	8
AIR 501	Research Methods and Publication Ethics	3	0	3	8
AIR 506	Airline Business Models and Strategic Management	3	0	3	8
AIR 513	Network, Fleet and Schedule Planning	3	0	3	8
AIR 523	Revenue Management in Aviation	3	0	3	8
Total				12	40

3rd Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
AIR ...	Departmental Elective Course	3	0	3	8
AIR ...	Departmental Elective Course	3	0	3	8
AIR 599	Master's Thesis	0	0	0	30
Total				6	46

4th Semester					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
AIR 599	Master Thesis	0	0	0	30
Total				0	30
Grand Total				30	148

REQUIRED COURSES					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
AIR 500	Seminar	3	0	0	8
AIR 501	Research Methods and Publication Ethics	3	0	3	8

AIR 502	Fundamentals of Airline Management	3	0	3	8
AIR 503	Aviation Economics and Financial Analysis	3	0	3	8
AIR 505	Airlines Marketing Strategies	3	0	3	8
AIR 506	Airline Business Models and Strategic Management	3	0	3	8
AIR 513	Network, Fleet and Schedule Planning	3	0	3	8
AIR 515	Information Systems and Business Analytics in Air Transportation	3	0	3	8
AIR 523	Revenue Management in Aviation	3	0	3	8

DEPARTMENTAL ELECTIVE COURSES					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
AIR 504	Supply Chain and Logistics in Air Transportation	3	0	3	8
AIR 511	Air Law and Regulations	3	0	3	8
AIR 514	Airport Planning and Management	3	0	3	8
AIR 517	Aviation Safety, Security and Crisis Management	3	0	3	8
AIR 518	Service Management and Innovation	3	0	3	8
AIR 521	Management of Engineering Projects	3	0	3	8
AIR 522	International Strategic Management	3	0	3	8
AIR 524	Project Finance in Air Transportation	3	0	3	8
AIR 525	Flight and Ground Operations	3	0	3	8
AIR 526	International Human Resources Management	3	0	3	8
AIR 527	Organizational Behaviour in Aviation	3	0	3	8

To graduate with an MSc in Air Transport Management (Thesis), a total of eleven courses must be taken, which consist of ten courses and one seminar course, with a total of 30 credits (including thesis) and 148 ECTS. Nine of these courses are mandatory, and two of them are elective.

Some possible paths towards specialisations:

- Airlines Business: International Strategic Management, Fundamentals of Airline Management, Organizational Behaviour in Aviation, Supply Chain and Logistics in Air Transportation, Airline Business Models and Strategic Management, Airport Planning and Management
- Airlines Marketing: Service Management and Innovation, Airlines Marketing Strategies
- Aviation Economics and Revenue Management: Fundamentals of Airline Management, Project Finance in Air Transportation, Revenue Management in Aviation, Aviation Economics and Financial Analysis
- Flight Operations & Network Management: Flight and Ground Operations, Airport Planning and Management, Air Law and Regulations, Airline Business Models and Strategic Management, Network, Fleet and Schedule Planning
- Supply Chain and Logistics in Aviation: Supply Chain and Logistics in Air Transportation, Airline Business Models and Strategic Management, Flight and Ground Operations, Network, Fleet and Schedule Planning.

## **Rationale for degree and programme name (Asterisk Criterion)**

### **All programmes:**

Prior to the establishment of new programmes by either state or private foundation universities, evidence must be provided that they have the necessary infrastructure to support these programmes. Therefore, at IHU, all programmes and their programme application files including contents and name are reviewed by the CoHE to ensure that they meet all the necessary CoHE's higher education principles and standards.

## **Integration of theory and practice (Asterisk Criterion)**

### **All programmes:**

To give students a well-rounded education that prepares them for real-world applications, study programmes must link theoretical and practical information. The normal relationship between theoretical and applied content in the curricula is summarised as follows:

- The programme starts out by establishing a strong theoretical framework. This entails instructing students in the core ideas, tenets, theories, and frameworks underlying the discipline. Students who possess theoretical knowledge are better able to comprehend the conceptual structure and setting upon which practical applications are based.
- The programme stresses the practical application of theoretical concepts when students have a firm grasp of them. Numerous techniques, including case studies, simulations, projects, and problem-solving exercises, are used to accomplish this. These activities require students to apply their theoretical knowledge to real-world situations, allowing them to see the relevance and practical implications of the concepts they have learned.,
- Using software for business simulations and experimental teaching techniques: Applied business concepts, learning by doing, a multidisciplinary perspective, developing strategic thinking, team collaboration, leadership, data-driven decision making, continuous feedback and improvement, and business simulations are some of the innovative approaches developed in the programmes, which include Strategic Management, International Business, and Marketing Analysis courses at the graduate and undergraduate level.
- Fieldwork and internships: Not compulsory but the academics encourage students for participating different fieldworks and internships. Students may be placed in real-world settings relevant to their field, such as companies, organizations, or research institutions. Through these experiences, students gain practical exposure, work on real-life projects, and interact with professionals, applying their theoretical knowledge in practical scenarios.
- Courses with a practical focus: the study programmes contain certain courses or modules that put a clear emphasis on developing practical skills. These programmes may include workshops, training sessions, or practical exercises specific to the industry or subject area. They give students the chance to hone and acquire abilities directly connected to their future vocations.
- Industry collaborations and guest speakers: To enhance the practical relevance of the programmes, collaborations with industry partners and guest speakers are often integrated. Industry professionals are invited to share their expertise, insights, and practical experiences with students in class and on campus activities. This allows students to learn

about real-world challenges, industry trends, and practical applications directly from practitioners.

- Graduate programmes end with capstone projects or dissertations, in which students do extensive research or implement practical initiatives. Students are frequently required to use the theoretical information they have acquired during the curriculum to address problems in the actual world for these projects. Capstone projects give students a thorough opportunity to show how well they can connect theory and practice.

IHU's study programmes work to give students a well-rounded educational experience by actively integrating theoretical and practical knowledge. Students are prepared to negotiate complicated professional contexts, make educated judgments, and make significant contributions to their chosen disciplines through the combination of theoretical understanding and practical application.

### **Interdisciplinary thinking**

#### **All programmes:**

Through a variety of instructional methods and tactics that promote the fusion of numerous academic fields, IHU students are trained to be adept in interdisciplinary thinking. The following represent a few concrete strategies to encourage transdisciplinary thinking among the students: Experiential Learning, Critical Thinking and Reflection, Faculty Collaboration, Collaborative Projects, Interdisciplinary Courses, Guest Speakers and Experts, Research Opportunities.

Curriculum design, group projects, chances for experiential learning, and a concentration on critical thinking are all part of building a learning environment that values and fosters interdisciplinary thinking. Students can acquire the abilities and mentality required for comprehensive problem-solving and innovation in an increasingly complicated world by involving them in multidisciplinary experiences.

The elective courses, such as Civilization, Business Ethics and the Islamic Ahi Tradition, Innovation and Entrepreneurship, and Leadership and Change Management, provide students with specialised knowledge and skills that can be applied in various fields.

### **Ethical aspects**

#### **All programmes:**

The CoHE has set fundamental guidelines and advanced attempts to institutionalise ethics in Turkish HEIs. A new code of ethics titled Ethical Code of Conduct in Turkey's Higher Education Institutions was accepted by the CoHE. In tandem with the CoHE's vision, IHU established an Ethics Studies Application and Research Centre on March 5, 2019. The aim of the Center is to gather the academic research and publication activities of the disciplines ranging from business to philosophy, communication to Islamic sciences, and political science to international relations, active within the university into a framework of a multidisciplinary research and application center querying ethical issues in their fields.

Studies carried out in areas such as business ethics, bio-ethics, media ethics, political ethics, religion and ethics will be coordinated with this Center. The main goal of these studies is to initiate the development of principles shaped around universal ethical awareness in all areas of social life. Each academic programmes at undergraduate and graduate levels seek to create its own ethical culture in coordination with IHU's institutionalization efforts and strategic vision. For instance, ethical standards and guidelines are introduced to new students, academic and administrative staff in an orientation session at the beginning of each academic year.

Some ideas for ethical concepts and rules that graduate and undergraduate students learn include: Integrity, Respect, Plagiarism and Academic Honesty, Responsible Conduct, Confidentiality and Privacy, Inclusivity and Diversity, Environmental Sustainability, Ethical Research and Innovation, Community Engagement, Personal Responsibility. Programmes BA in Management, MA in Management, the MSc in Air Transport Management, the MSc in Big Data and Business Analytics at IHU deliberately supplement the introduction of ethical guidelines with ongoing discussions, workshops, and resources throughout students' university journey. This helps reinforce the principles and provide opportunities for the students to engage in ethical decision-making and critical thinking.

### **Methods and scientific practice (Asterisk Criterion)**

IHU is a research-focused university, emphasising hands-on scientific practice for students. The educational mission prioritises equipping students with essential research skills. The learning approach fosters collaboration between students and faculty, exposing them to foundational debates and emerging fields. Master's students engage in independent research projects and faculty research, promoting independent thinking and problem-solving.

**BMA** includes courses like STAT 101 and STAT 102, teaching statistical analysis techniques using software like Excel and SPSS.

**MMA** focuses on scientific research in managerial variables, with courses like MAN-ISL 501 and MAN-ISL 500 emphasizing research methods and seminar discussions on management issues. Research supervisors and students actively participate in publishing high-quality research papers.

In **ATM**, students learn statistical methods and analytical tools like SPSS and AirManager. They also use RapidMiner for data mining and engage in topics like Revenue Management and Linear Programming to address industry challenges.

**MBDM** combines theoretical knowledge with practical applications. Courses cover data-driven decision-making, statistical foundations, AI, and business analytics tools like R. The curriculum includes descriptive, predictive, and prescriptive analytics, focusing on data acquisition and processing. Students engage in rigorous research processes, preparing them for impactful roles in data-driven decision-making.

## Examination and final thesis (Asterisk Criterion)

### All programmes:

The overall term grade is determined based on two main evaluation criteria (Midterm Activities and Final Exam). The Midterm Activities may be a midterm exam, a project, homework, workshops, peer evaluations, self-evaluation reports or interactive discussions. Midterm marks are released prior to the final exam. A final exam is scheduled following the end of the semester. Students prior to the final exam are acknowledged via IHU webpage at least a month ago. The majority of exams taken at the IHU are on-site, as classic exams or as a term project.

Any course grade serves as a measure of a student's academic performance. The final grade is made up of at least 30 % of the final exam, and the remaining percentage is determined by how well students performed in other types of assessment (such as midterm exams, homework assignments, presentations, projects, quizzes, and papers). The weight of assessment and evaluation criteria in determining semester grades cannot exceed 60 %. Grade points range from 0 to 100 and are translated into letter grades and grade points on a 0 to 4 scale.

A score of 60 is required to pass. Students must, on average, accrue 60 points from grade-related factors in order to pass a course. Transparency is deemed essential in the announcement of all assessment and evaluation results. The results must be announced within two weeks. A faculty member is obliged to give feedback on evaluation results and methods upon the request of the student.

At the end of the semester, the faculty member will enter the grades in the student information system within five working days after the last day of the final exams. Full-time or part-time instructors are required to outline their evaluation criteria for each course in the syllabus, along with details on how the exams will be graded. The OBS system has these course outlines. The academic schedule is made known to the students via the IHU Internet web page at the start of each semester. Midterm and final exam times are defined in the typical academic calendar. The bachelor's degree programmes do not require a thesis for graduation.

### Appraisal:

The curricula adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The programmes include electives which enable various perspectives and approaches so that students can acquire additional competences and skills.

The degree and programme name correspond to the contents of the curricula and the programmes' objectives.

Theoretical questions are, where possible, explained by means of practical examples. Although voluntarily internships are possible, they panel members believe that in **BMA** internships should be obligatory due to their high value for gathering and integrating practical insights. Therefore, they **recommend** integrating obligatory internships in the BMA curriculum.



The study programme puts an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level. However, the panel members note that as the HEI positions itself as a research university, it should avoid Bachelor programmes without thesis. Furthermore, they suggest that the HEI could integrate their students more strongly in the publication activities of the faculty.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats including open ended questions, simulations and projects.

	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		
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	BMA: 4 years MMA: 2 years ATM: 2 years MBDM: 2 years
Number of Credit Points (CP)	BMA: 103 credit points/240 ECTS MMA: 27 credit points/ 135 ECTS ATM: 30 credit points/ 143 ECTS MBDM: 24 credit points /127 ECTS
Workload per CP	BMA: 1 ECTS credit: 30 hours of workload MMA: 1 ECTS credit: 30 hours of workload ATM: 1 ECTS credit: 30 hours of workload MBDM: 1 ECTS credit: 30 hours of workload
Number of courses	BMA: 48 courses MMA: 8 Courses + 1 Seminary ATM: 10 Courses + 1 Seminary

	MBDM: 8 Courses + 1 Seminary
Time required for processing the final thesis and awarded CP	BMA: No thesis MMA: 60 ECTS = 1800 Hours ATM: 60 ECTS = 1800 Hours) MBDM: 60 ECTS = 1800 Hours
Number of contact hours	BMA: Hours in Class: 2016 MMA: Hours in Class: 378 ATM: Hours in Class: 378 MBDM: Hours in Class: 378

### **Modular structure of the study programme**

#### **All programmes:**

One of the main working areas of Turkey's Bologna Process implementations, along with the Diploma Supplement, has been ECTS activities. In particular, Turkish institutions have concentrated on how to adapt their credit and grade systems to the ECTS principles over the past two years, taking into account student workload as well as the learning goals, skills, and competencies that define the degree. To represent the student workload, learning objectives, competencies, and abilities in ECTS, teams of ECTS/DS Coordinators have been established at several universities to carry out the ECTS/DS activities at departmental, faculty, and university levels.

The independent national credit system based on theoretical or practical hours per week is used by all HEIs in Turkey. As a result, the weekly lecture hours plus half of the weekly laboratory or practical hours are equivalent to the credits assigned per semester to a particular course.

The expected length of study for all undergraduate programmes is four years in Turkey. Two semesters or 28 weeks of theoretical instruction make up the academic year (fall and spring terms). The workload is distributed over eight semesters rather equally (it differs between 30-35 ECTS credits per semester). For graduate programmes, the workload is distributed over 4 total semesters, but additional two semesters might be allowed for thesis writing.

The curricula include the compulsory common courses along with the theoretical courses and practices that will take place during the academic year and semesters, laboratories and workshops, their ECTS credits, the number of hours, and the information on whether the courses are compulsory, elective or prerequisite. ECTS credits of educational activities such as internship, graduation work, and thesis are also specified in the curriculum.

ECTS credits refer to all the studies for a student to complete a course successfully such as theoretical course, practices, seminar, individual study, exams, assignments. ECTS credits of the courses are determined according to their workload. In one academic year, the total ECTS credits of theoretical courses and practices is 60 and the total ECTS credits for undergraduate programmes at the end of the fourth year should be at least 240.

The course descriptions cover every course offered by the bachelor's and master's programmes. The descriptions include details about the credits, the lecturer(s), the teaching language, the subject matter, the learning objectives and outcomes, the teaching strategy, the

evaluation, and suggested readings. The norms outlined in the IHU decrees, which are incorporated into the University's Academic Policy, serve as the foundation for the study and examination regulations for the programmes.

Exam performance levels are often in line with the module's learning objectives. Before the semester starts, timetables and academic calendar are fully disclosed. The university's Student Affairs Department is where students may access all the information. Students who have already completed a course at another higher education institution may request an exemption. The Board of Governors of the school makes decisions about exemption requests and takes the lecturer in charge of the subject that can be substituted into account.

Having been signed in 2006 and coming into effect in 2007, the Lisbon Recognition Convention, all universities abide by the guidelines established nationally, and the ENIC/NARIC Office, which was founded under the Council of Higher Education, is the organization responsible for the recognition of foreign degrees.

### **Study and exam regulations (Asterisk Criterion)**

#### **All programmes:**

The exam calendar, national and religious holidays, and any other sporadic breaks are all communicated to students at the start of each academic year. Course descriptions and the student information system under the OBS are used to convey information about academic performance evaluations and tests. Traditionally, the course descriptions are distributed to the students and thoroughly described in the first lecture of each subject. Each course has an area in the online learning system of the university, called the "Canvas" system, where teachers can post course descriptions, study materials, extra reading assignments, and/or connections to helpful resources.

Each course typically employs 14-week time periods for lectures and other learning materials. Students take their in-class midterm exams in the sixth or seventh week. They continue their curriculum for a further six to seven weeks after the midterm exams. Students get ready for their final exams to be taken in class when the second cycle is finished. Alternatively, take home exams or term projects might be assigned by lecturers. Undergraduate and graduate students that fulfil the requirements satisfactorily are awarded a degree diploma.

IHU offers its students the opportunity for double major and minor programmes. The purpose of the Double Major Programme is to provide the students who carry out the registered undergraduate programme with an outstanding success, an opportunity to study in a second programme concurrently in order to obtain second degree. The purpose of the Minor Programme is to provide the students who successfully carry out the registered undergraduate programme, an opportunity to study in a second programme concurrently.

Currently, there are a total of 26 students who are pursuing a minor programme in Business Administration from different departments at the institution. Additionally, there are 10 students enrolled in other departments and pursuing a minor in Business Administration. For the Fall semester of 2022-23, the Business School has allocated a quota of 20 places for students

interested in pursuing a double major program. In addition, the school has also allocated seven places for students interested in a minor programme during the same semester.

Grades expressed in letters, their weight coefficients and the meanings are shown below:

**Table 10: Course Grades**

Final Grade	Coefficient	Description
A+	4.0	Successful
A	4.0	Successful
A-	3.7	Successful
B+	3.3	Successful
B	3.0	Successful
B-	2.7	Conditionally successful
C+	2.3	Conditionally successful
C	2.0	Conditionally successful
F	0.0	Unsuccessful
IA	0.0	Unsuccessful due to Incomplete Attendance

The grades of the Master's and PhD courses:

Final Grade over 100	Final Grade	GPA	Description
	A+	4.0	Successful
95.00-100.00	A	4.0	Successful
90.00-94.99	A-	3.7	Successful
85.00-89.99	B+	3.3	Successful
80.00-84.99	B	3.0	Successful
75.00-79.99	B-	2.7	Successful
70.00-74.99	C+	2.3	Conditionally Successful
65.00-69.99	C	2.0	Conditionally Successful
0.00-64.99	F	0.0	Failed

The grades of the Undergraduate courses;

Final Grade over 100	Letter Grade	GPA	Success Status
	A+	4.0	Successful
95.00-100.00	A	4.0	Successful
90.00-94.99	A-	3.7	Successful
85.00-89.99	B+	3.3	Successful
80.00-84.99	B	3.0	Successful
75.00-79.99	B-	2.7	Successful
70.00-74.99	C+	2.3	Successful
65.00-69.99	C	2.0	Successful
60.00-64.99	C-	1.7	Conditionally Successful
55.00-59.99	D+	1.3	Conditionally Successful
50.00-54.99	D	1.0	Conditionally Successful
0.00-49.99	F	0.0	Failed

The Lisbon Recognition Convention was signed in 2006 and came into force in Turkey in 2007. All universities must adhere to the guidelines set at national level, and the ENIC/NARIC Office, which was established within the framework of the Council for Higher Education, is the organisation responsible for the recognition of foreign degrees.

After having studied in any higher education institution, the students who transferred by the way of lateral transfer, solely transfer or taking the exam can request a substitution for the

courses they have taken and deemed successful in the previous institution. Among the courses that are succeeded and deemed equivalent by the decision of the Related Board of Directors are converted to the success grades in terms of the University's grading scale and processed on the transcript. In order for a course to be transferred, it has to be accomplished in the last five years and it must be taken from a higher education institution recognized by the Council of Higher Education (YÖK).

### **Feasibility of study workload:**

In the university, the number of semester courses and the weekly hours of these courses have been determined in a way to ensure that ECTS loads are distributed in a balanced manner and are executable. The number of courses (modules) in the programmes varies between 5 and 7. Weekly in-class study time varies between 15 and 19 hours. In this way, students not only have enough time to fulfil the learning tasks given in the courses, but it is also possible for successful and interested students to do double majors and minors.

The sum of the semester ECTS credits in the programmes is planned to be 30 ECTS for each semester. The scope of the courses, homework, learning tasks, etc. are taken into consideration by the faculty members and the in-class and extracurricular activities that will create a student load specified in the syllabus are given in accordance with these hours.

Student workloads are reviewed once again at the beginning of the semester by faculty members sharing their syllabi with their students and receiving their opinions and can be improved during the semester if necessary.

### **Equality of Opportunity**

#### **All programmes:**

The Turkish Constitution now includes the concepts of equality and the prohibition of discrimination. Turkey also ratified the international standard of gender equality by signing the Convention on the Elimination of All Forms of Discrimination Against Women. The Turkish CoHE has also circulated a unique document in 2015 about gender equality. In terms of equal opportunity, Turkey's Higher Education Law mandates that all efforts must be made to create opportunities for all citizens in higher education.

IHU adheres to all of these national and international standards for gender equality and equal opportunity. The ratio of male to female students in IHU is higher than 50 %. For students participating in the programmes to experience gender equality and equality of opportunity, a proactive and inclusive strategy that values justice, diversity, and inclusivity is necessary. In order to promote gender equality and equal opportunity, IHU frequently adopts the following policies and procedures:

Non-Discriminatory Policies, Admissions Process, Access to Education and Resources, Gender-Sensitive Curriculum, Supportive Learning Environment, Mentorship and Role Models, Encouraging Female Participation in Male-Dominated Fields, Research and Data Collection, Awareness, and Sensitization. As outlined above, there are also numerous financial

assistance programmes available for underprivileged groups, including low-income students and students with disabilities.

For domestic and international students, there are several different scholarship options available (100 %, 75 %, 50 %, and 25 % tuition fee waivers). Many IHU students who come from underprivileged backgrounds receive financial assistance and economic support. Students with disabilities are an important component of the university community at IHU. As a result, they have a general right to an education that satisfies their unique needs, particularly with regard to exams and assessments. IHU aims to meet their demands in terms of both the physical environment and institutional culture. For instance, there are restrooms and parking spaces reserved especially for those with disabilities. The university library also stocks blind-student-friendly books and materials

## Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload. The course descriptions provide detailed descriptions of intended learning outcomes. However, the panel criticise that there is (1) no standardised (i.e. consistent) approach to ECTS Credit allocation and (2) the calculation method of ECTS Credits is not in accordance with the European Standards as it is based primarily on teaching hours and not on overall workload. This leads to inconsistencies and sometimes ambiguities in the labelling of ECTS credits (see chapter 3.1). In addition, the information on ECTS credits provided on the website (<https://man.ihu.edu.tr/en/>) does not correspond to the information provided in the curriculum. Hence, they recommend the following **condition**:

### **The HEI integrates a consistent calculation of ECTS credits according to the ECTS User's Guide 2015.**

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other higher education institutions (HEIs) or do internships without any extension of their overall study time. The recognition periods of study at other HEIs is also regulated. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. With regard to evaluation (refer to chapter 5.1) the panel members note that the HEI should also gather and take into account student workload evaluations in order to further develop the programmes.

The HEI ensures gender equality, especially by means of further enhancing the number of women in the academic staff, and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements 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)				condition	
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

#### Logic and plausibility of the didactical concept (Asterisk Criterion)

##### All programmes:

Ibn Haldun University has a student-centered education policy that prioritises the needs and interests of its learners. The university recognises that every student has unique learning requirements, and therefore, it offers a range of flexible learning options to diverse learning styles. The institution's teaching approach is based on active learning, where students are encouraged to participate, collaborate, and engage with the course content. The university's faculty members are trained to facilitate discussions, provide personalised feedback, and create a supportive learning environment.

The institution also promotes experiential learning, where students apply their knowledge to real-world scenarios through voluntary internships, research projects, and community engagement programmes. Thus, Ibn Haldun University's education policy is designed to empower students to take responsibility for their learning and achieve their academic goals. Each semester, the course instructor prepares a detailed syllabus outlining the course content, practices, sources, assessment and evaluation methods, and other pertinent information.

Every course is allocated to an instructor who possesses expertise in the respective field of study. The designated instructor assumes the role of the course coordinator and leads the efforts of other educators in developing the course content, teaching methods, and instructional materials. Subsequently, all instructors who teach that particular course adhere to the collectively developed syllabus that encompasses the course's objectives, content, learning outcomes, instructional methods, materials, and evaluation criteria intended to measure the attainment of the learning outcomes.

Programme curricula as well as each course's syllabus are uploaded to the Canvas and OBS systems. To succeed in the course, students are required to attend a minimum of 80 % of the classes, as well as practical sessions. Furthermore, they must participate in all assessment and evaluation processes and other activities specified in the syllabus by the course instructor.

Course assessment and evaluation include at least one midterm and one final exam per semester. In addition, faculty members may use assignments, practices, in-class activities, or other forms of evaluation.

The final exam and make-up exams are written, but the course instructor may decide to use oral, written, or applied exams. The final success grade is calculated based on all assessment and evaluation results, activities completed during the semester, attendance, and participation. Ibn Haldun University uses various teaching methods to encourage student participation and active learning. Both theory-based and practice-based methods are incorporated into all programmes, including courses and seminars with industry experts, workshops, volunteer internships, and projects.

In addition to traditional assessment methods, active learning assessment applications are utilised to evaluate critical thinking, problem-solving, and real-world application skills. These methods include project-based assessment, where students work together to solve real-world problems, and peer assessment, where students evaluate and provide feedback on each other's work. For instance, in the strategic management course the simulation of CAPSIM Global DNA is applied to students, providing them with the opportunity to practically apply the theoretical knowledge they have learned.

By implementing active learning assessment methods, the university aims to comprehensively evaluate students' abilities and enhance their motivation and engagement in the learning process. Ibn Haldun University is committed to providing a dynamic and innovative learning experience for its students. IHU understands that the lecture-style approach to teaching is not always effective and has, therefore, incorporated a range of modern and innovative teaching techniques:

- One such technique is group and peer work, where students work collaboratively on projects and assignments. This approach promotes teamwork, communication, and problem-solving skills, which are essential in the modern workplace.
- Simulation and role-play are other innovative teaching techniques that Ibn Haldun University utilises. These techniques provide students with an opportunity to apply theoretical knowledge to real-world scenarios, promoting critical thinking and experiential learning.
- Mind mapping and one-minute/sentence summaries are also incorporated into teaching methods. These techniques allow students to synthesise and summarise complex information quickly, promoting retention and recall of key concepts.
- This student-centered approach guarantees the application of the learnt material in practice. This way of instruction serves the objective of gaining 21st century skills. These skills include critical thinking, problem-solving, creativity, communication, collaboration, media literacy, technology literacy, and social and cross-cultural skills. They are not just limited to technical proficiency, but also encompass social and emotional intelligence, and the ability to think creatively and innovatively.
- The Coordination of Learning and Teaching at the university provides individual support for lecturers to integrate active learning techniques and educational technologies into their courses in order to provide a fruitful environment to develop these skills. Another subject of support that CILT provides for lecturers is the LMS Canvas.



## **Course Materials (Asterisk Criterion)**

### **All programmes:**

Canvas, a cloud-based learning management system (LMS) adopted by the university, allows lecturers to manage and deliver educational materials. Some of its basic functions include the following:

- Canvas allows educators to create and manage courses with a customizable syllabus, assignments, quizzes, and discussions.
- It provides a variety of tools for communication and collaboration, including announcements, messaging, video conferencing (Zoom integration) and group assignments.
- Canvas enables educators to share multimedia content such as videos, images and audio recordings.
- The LMS provides a grading and assessment process, with features such as rubrics, peer review and automatic grading.
- Canvas shows detailed analytics and reporting on student performance, course engagement, and other metrics.
- It can be integrated with a variety of tools and applications, such as Google Drive, Microsoft Office and Turnitin.

To ensure a shared comprehension of the learning objectives, the coordinators and instructors collaborate in the selection of the learning materials. In order to foster an appreciation of diverse academic viewpoints, instructors incorporate globally recognised textbooks, as well as lecture slides and notes they have developed. Additional supplementary materials may also be dispensed during lectures. Prior to the commencement of each term, department meetings are held by the coordinators and instructors to ensure that the course materials are current.

At the start of each term, all course materials are uploaded onto the Canvas system. The learning material is systematically organised on Canvas. In order to ensure ease of use, lecturers are encouraged to organise their materials and activities under weekly modules. The selection of the material is conducted under consideration of its up-to-dateness and appropriateness to the student's level of understanding. To motivate ambitious students for their individual work, recommended materials are also given.

### **Guest lecturers**

#### **All programmes:**

Programmes at graduate and undergraduate levels encourage faculty members to invite guest lecturers from diverse industries such as aviation, finance, textile etc. to share their sectoral experiences in their classes and seminars. The student clubs of the faculty are also active in organizing many engaging events and trips besides inviting guest lecturers and professionals from different sectors. For instance, the Career Development Club invited guest lecturers about the topics of self-development, fintech technologies, and leadership.

They also hosted executives from leading companies in the sector as speakers about cv preparation, public speaking, corporate risk and crisis management. The Career Development

Club also conducted a simulation competition in collaboration with another foundation university, in which 3rd- and 4th-year university students can discover and evaluate their talents and competencies before entering the workforce. The club also arranged visits to leading institutions in their respective fields such as a campus tour of Turkey's online sales platform Trendyol, and a visit to Baykar Defense, a pioneer in the development of the national defense industry.

Both the faculty and the student clubs promote active student participation in these events by awarding certificates.

### **Lecturing tutors**

#### **All programmes**

Both undergraduate and graduate programmes employ two full-time research assistants, along with some teaching fellows and research fellows. High-achieving students are employed as teaching fellows and research fellows and given stipends, in addition to their academic scholarships, to recognise merit. While teaching fellows assist their lecturers in their courses, research fellows take part in research projects and activities. Within the faculty, research assistants do not deliver lectures but instead engage in tutorials, evaluate student projects and academic initiatives, and aid lecturers in course preparation. Additionally, they serve as exam invigilators.

#### **Appraisal:**

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of a variety of teaching and learning methods, such as, for instance, case studies, practical projects and also digital tools like “Padlet”. 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. They are up to date and digitally accessible via the LMS “Canvas” 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. For ATM the panel members suggest to further intensify contracts with guest lecturers since the HEI has such strong relationships and network with the aviation industry.

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		
3.3.3	Guest lecturers		X		
3.3.4	Lecturing tutors		X		

## 3.4 International outlook

### International contents and intercultural aspects (Asterisk Criterion)

#### BMA

The **BMA** is offered in English. The curriculum involves several compulsory and elective courses that encourage active student participation and offer combined theory and practice in different fields of management by employing real-world case studies and inviting professionals as guest lecturers. These opportunities allow students to gain a comprehensive understanding of global business practices and develop the skills necessary to succeed in a dynamic, multicultural business environment.

#### MMA

The **MMA** is available in either English or Turkish, facilitating a diverse and multilingual learning environment. The programme's curriculum is structured to provide students with a comprehensive and international education, introducing them to various global business practices and perspectives. To achieve this objective, the programme offers courses on Global Business Management, Global Marketing, Globalization and International Financial Markets, Multinational Business Strategies, and other related topics that help prepare students for leadership positions in the international business area.

In addition to the core business and management modules, which are standard in most MBA programmes, the Ibn Haldun University MBA Programme provides participants with a deeper understanding of the intricacies and practical aspects of global business and management. The program's modules are designed to enable students to critically analyse existing research in the field and develop it further. By providing a diverse and comprehensive curriculum, the programme equips students with the necessary skills and knowledge to thrive in a global business environment.

#### ATM

The **ATM** programme in English offers a wide portfolio of modules ranging from basic theoretical courses in management to aviation-specific modules such as fundamentals of airline management, aviation economics and financial analysis, fleet planning, revenue management, supply chain management, and information systems and business analytics in aviation. With its aviation-specific modules offered in cooperation with global partners, THY

and AIRBUS, the programme is one of the global pioneers in the field. Besides having aviation-focused training, the participants enjoy a multi-directional and interdisciplinary master's programme at IHU. These opportunities equip students with the skills and knowledge necessary to succeed in the international air transport industry.

### **MBDM**

The **MBDM** programme is offered in the Turkish language. The program's curriculum is designed to offer a multidisciplinary approach to learning that combines technical and business skills. This allows students to gain a deeper understanding of the global business environment and how big data and analytics can be used to make informed business decisions. Courses such as Data-Driven Business Management, Applied Statistics, Advances in Business Analytics, Artificial Intelligence with R, Deep Learning, Machine Learning, Fintech Blockchain, and Cryptocurrencies provide students with the competencies required in the international business world.

### **All programmes:**

IHU is dedicated to adhering to the standards of European higher education, and as such, has developed its teaching and learning outcomes in tandem with the principles laid out in the Bologna Accords. To ensure the international recognition and acceptance of its academic programmes, IHU has adopted the European Credit Transfer System, a crucial element of the Bologna Process. Furthermore, IHU has successfully obtained the Erasmus+ University Charter, and is presently engaged in establishing bilateral agreements with numerous European institutions of higher learning.

IHU is focused on increasing its international presence by offering more English language study programmes and participating in ERASMUS+ exchanges. IHU has formed collaborations with 50 academic institutions abroad to encourage the exchange of students and lecturers, facilitate joint research projects, and organise academic events.

### **Internationality of the student body**

The student body is highly international (rate of foreign students reaches from around 50 to even 100 per cent - see chapter „information on institution), fostering intrinsic international and intercultural exchange both in and outside the classroom. Students benefit from international academic partnerships, participation in workshops, and opportunities like Erasmus+ (IPs), further enhancing the global nature of the programmes.

In 2022, **BMA** hosted 17 international students. In 2023, this commitment to global representation continued to strengthen, with 11 international students. In 2022, **ATM** hosted 13 international students, representing 12 different countries. In 2023, this commitment to global representation continued to strengthen, with 16 international students, now spanning 16 countries. **MMA** hosted 31 international students, representing 18 different countries. **MBDM** hosted 1 international student.

## **Internationality of faculty**

### **All programmes:**

The faculty composition also reflects an international perspective, with lecturers holding Ph.D. and working experience from esteemed institutions worldwide contributing their global expertise. With seven out of ten courses delivered in **ATM** by international staff, students benefit from diverse perspectives and insights. International staff at the School of Business is full time employed. One full-time staff member is currently at GULF University of Kuwait as a visiting professor. One part-time staff member is currently at Oklahoma State University in the USA.

## **Foreign language contents**

### **All programmes:**

**BMA**, **MMA** and **ATM** are all offered in English. Indeed, English has emerged as the predominant language in various industries and the global business market. It has become the lingua franca for international communication, facilitating collaboration and information exchange among individuals and organisations worldwide. This trend is reflected in the educational landscape as well, where proficiency in English is crucial for academic and professional success.

In alignment with this global reality, most of the programmes at the graduate and undergraduate levels, are exclusively taught in English at IHU. This approach ensures that students are well-equipped with the language skills necessary to navigate the international business environment, engage in global discourse, and pursue opportunities on a global scale. The commitment to English-language instruction aligns with the broader context of globalisation, where effective communication in English has become essential for individuals aspiring to thrive in diverse and interconnected professional settings.

## **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.

A significant proportion of the students come from various language areas and cultural backgrounds. Thus, discussions in the classroom and group work constantly reflect international aspects. The measures taken to ensure an international composition of the student body show a clear and sustainable effect.

The international composition of the faculty is sufficient. According to the panel members, in **ATM** internationality of the faculty is a fundamental element shaping the profile of the study programme, since most of them have a lot of international experience,

Since the HEI's philosophy, strong multilingual approach and high standard of foreign language contents, lectures and course materials in foreign languages predominate. Internationality is clearly a key element of the study programme's 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		
3.4.2	Internationality of the student body		X		
3.4.3	Internationality of faculty		X (ATM)	X	
3.4.4	Foreign language contents		X		

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

The curriculum at IHU Business School is consistent with the school's dedication to continuous learning and personal advancement, as it offers a diverse range of courses that cater to different interests and career goals. In addition to providing skills that are relevant to specific areas, the IHU Business School places a great emphasis on the social and personal improvement of its students. Between 2017 and 2020, the Honors Programme provided the students with extracurricular classical studies, cultural and artistic education programmes, and workshops.

As part of this programme, seminars that were previously offered are converted into credit-eligible elective courses and continue to be offered to the students from the 2020-21 academic year. Students who successfully complete these courses receive the Honors Certificate. IHU Business School offers a well-rounded curriculum that emphasises both academic knowledge and personal development. The compulsory courses in Humanity and Society, The World Through Art and Literature, and Nature and Science are designed to broaden students' perspectives and enhance their understanding of the world.

In addition to communication, leadership, and critical thinking skills, IHU Business School's curriculum aims to develop several other personal development skills, including:

- **Global awareness:** In today's interconnected world, business leaders need to be aware of cultural differences and global trends. The curriculum includes courses that expose students to different cultures, languages, and business practices, and prepares them to work in a global environment.
- **Ethical decision-making:** Business leaders face complex ethical dilemmas, and the curriculum at IHU Business School emphasises the importance of ethical decision-making. Students learn to recognise ethical issues, evaluate options, and make decisions that align with their values and principles.
- **Problem-solving:** The curriculum includes courses that challenge students to solve complex business problems using analytical and creative thinking. Students learn how to identify problems, analyse data, evaluate options, and make informed decisions.
- **Adaptability:** The business world is constantly evolving, and the curriculum at IHU Business School aims to help students adapt to change. Students learn to be flexible and resilient, and to embrace new ideas and approaches.

- Emotional intelligence: Business success often depends on how well individuals can understand and manage their own emotions and the emotions of others.

The curriculum includes courses that help students develop emotional intelligence, including self-awareness, motivation, empathy, 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 ethical decision-making or problem-solving abilities, 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 objective of IHU Business School is to introduce novelty and originality into the academic syllabus and pedagogical initiatives to equip students with the necessary knowledge, skills and competencies to enable them to pursue their desired career paths. Study programmes are designed to meet the requirements of the dynamic job market. To achieve this, close ties with various industries and professionals have been established to ensure that the curriculum is relevant and up to date (see chapter 4.3).

The faculty regularly engages with industry experts to identify emerging trends, skills and competencies required for the industry. The curriculum is designed to provide a balance between theoretical knowledge and practical application. IHU Business School understands that the job market demands graduates who can apply their knowledge to real-world situations. In this regard, specific courses tailored to the relevant field, as well as simulation-based courses, case analyses, and projects are provided to enable students to gain practical experience in adapting knowledge to real-life situations.

Although it is not mandatory, students are directed and encouraged to participate in voluntary internship programmes to gain practical experience. These opportunities provide students with valuable work experience, enhance their problem-solving skills, and prepare them for the challenges of the job market. Furthermore, the curriculum is structured to closely follow the latest developments and trends in the field. Students are taught about the most current and prominent topics, such as digitalization, blockchain, and cryptocurrencies.

Thanks to the university's education policy that covers English, Turkish, and Arabic, graduates are equipped with language skills and fluency in all three languages, enabling them to enter the workforce with a competitive edge. Additionally, a multicultural environment provides students with the opportunity to understand different cultures and perspectives and learn from

them. This allows them to gain the necessary foundational skills and mindset needed to succeed in international companies.

Each programme offered not only provides students with the knowledge and skills necessary to compete in the job market, but also includes supplementary courses for social and personal development. In terms of managerial skills, both lecturers and industry professionals use industry-leading cases to link theoretical knowledge with practical applications. For instance, in the “Innovation and Entrepreneurship” course participants will gain awareness of the sources, structure, and dynamics of entrepreneurial innovation.

Students will develop the ability to generate innovative ideas individually or in groups and apply them to current issues. In addition, they acquire skills in effective negotiation and communication with team members. In the course Business Ethics and the Islamic Ahi Tradition, students gain personal development skills by learning about the ethical values and principles of the Ahi Tradition, which promotes honesty, fairness, and social responsibility in business.

Through case studies and discussions, students can also develop their critical thinking and decision-making skills, as well as their ability to communicate effectively and work collaboratively with others. As a result, graduates of the IHU Business School possess these competencies:

- Proficiency in combining theory and practice
- Comprehensive knowledge of various business areas including human resources, finance, marketing, etc.
- Ability to conduct market research and keep up with international business trends
- Proficiency in three languages, including English, Turkish, and Arabic, with strong communication skills in both oral and written business language.
- Proficiency in using computer software for business analyses
- Familiarity with global business ethics
- Ability to work effectively in teams and resolve conflicts
- Awareness and appreciation of diversity in the workplace
- Understanding of the importance of personal development and social skills
- Strong analytical and problem-solving skills
- Effective communication and interpersonal skills
- Strategic and critical thinking abilities
- Financial management and decision-making skills
- Leadership and team management capabilities
- Innovative and entrepreneurial mindset
- Understanding of global business environments and trends
- Ethical and socially responsible decision-making
- Adaptability and flexibility in a constantly changing business landscape
- Continuous learning and professional development mindset.

IHU Business School values graduates’ feedback as it helps to improve study programmes to meet the changing demands of the job market. The faculty conducts regular graduate surveys to evaluate the effectiveness of study programmes in preparing graduates for the job market. The feedback received from graduates is used to make improvements to the curriculum,



identify areas where there is a need to focus efforts and make necessary adjustments to study programmes.

### Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its courses. For BMA the panel members note that the employability could be further promoted by integrating obligatory internships (see appraisal in chapter 3.1).

		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

#### **Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)**

The Council of Higher Education (CoHE) establishes academic standards by setting the criteria for both faculties and departments in all Turkish universities, to ensure academic qualifications. In accordance with the related CoHE Regulation, the establishment of a department requires a minimum of three PhD holders in the relevant field to serve as teaching members and instructors.

There are ten full-time lecturers, all of whom hold a PhD degree, and eighteen part-time lecturers who are not affiliated with the university. Furthermore, there are two research assistants in the faculty who do not primarily teach, but rather support teaching members of the faculty with their research.<sup>5</sup>

#### **Academic qualification of faculty (Asterisk Criterion)**

A teaching member having a doctorate in the area of study may have an assistant, associate, or full professorship. The academic qualification of an assistant professor must be approved by a jury of three faculty members based on a score demonstrating acceptable academic ability on the Academic Personnel Assessment Form scale used by the IHU. In order to be granted the position of associate professor, one must obtain further approval from the Inter-University Board Presidency (Üniversitelerarası Kurul Başkanlığı – ÜAK), which was created by the state through Law No. 2547 in November of 1981.

The attainment of the title of associate professor necessitates fulfilling various publication criteria established by the Inter-University Board Presidency (ÜAK), and undergoing a scientific evaluation by a panel comprised of randomly selected full professors from across the country, who examine the publications and academic outputs to determine whether the requirements have been met, and subsequently report the findings. To become a full professor, a minimum of five years of experience as an associate professor is required.

In order to qualify as an instructor, it is necessary to possess either a Master's degree in the relevant field, or a Bachelor's degree in the relevant field along with a minimum of ten years of practical experience in the industry. Additionally, to be considered, the instructor must achieve a score of at least 70 out of 100 on the Academic Personnel and Graduate Education Exam (ALES), as well as a score of 50 or above on a nationally recognised foreign language examination like the Proficiency of Foreign Language Determination Exam (YDS), or obtain an equivalent score on an international foreign language exam.

Furthermore, the instructor must pass a science exam for admission into the university. The selection process favours the candidate with the highest composite score across these three exams.

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<sup>5</sup> These lecturers are not divided into separate sections. Hence, these lecturers teach in all programmes.

Academic research is highly valued by the university's faculty. Research publications should be published on a regular basis by academic staff. The Academic Incentive Programme at IHU is designed to encourage the publication of academic research conducted by members (faculty, visiting scholars, students, and administrative staff) in national and international peer-reviewed journals and books. The programme aims to reward and incentivise such publications. In 2022, IHU faculty members have produced a total of 50 academic publications.

These include eight books and book chapters, 23 peer-reviewed articles (indexed in Q1 and Q2, published internationally), and nine conference papers that were presented at conferences and later published in proceedings. Most of the faculty members are leading researchers in their fields who have made pioneering publications, are ranked in world rankings, have high citation numbers, h-indices and i10-indices. Faculty members are actively engaged in project work in addition to academic publications.

Along with university-funded research projects, ministry-funded projects are also being carried out. For instance, a Thematic Cultural Development Studio project was conducted in collaboration with the Ministry of Culture. Within the faculty are two research centers where various projects and research activities are carried out: the "Center for Ethical Studies and Research" and the "Islamic Economics and Finance Center".

### **Pedagogical / didactical qualification of faculty (Asterisk Criterion)**

To become eligible for a position as a faculty member in an English-language department or as an instructor of an English-language course, it is mandatory to attain a minimum score of 85 (for instructors who do not teach English courses, a score of 50 is sufficient) of a foreign language examination that is nationally recognised, such as the Proficiency of Foreign Language Determination Exam (YDS), or an equivalent or higher score on a foreign language examination that is recognised internationally and accepted by the Council of Higher Education (CoHE), such as TOEFL<sup>6</sup>.

### **Practical business experience of faculty**

Most of the faculty members have extensive teaching experience, both nationally and internationally, encompassing many years across various universities. IHU provided an extensive training scheme for all its lecturers. Within this scheme, lecturers shall train and earn pedagogical and didactical certificates. A significant proportion of the faculty members have worked in a variety of positions in the past, such as banking specialists, auditors, or organizational presidents, and they continue to have strong commercial relationships with companies in various industries.

The dean of the faculty has held managerial positions in highly significant institutions for over 20 years, including experience at the Undersecretariat of the Prime Minister's Treasury,

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<sup>6</sup> All lecturers teaching in English should have a minimum score of 102 (equivalent to 85 in YDS)

membership on the Board of Directors of Takasbank, and serving as Deputy Chairman at the Istanbul Stock Exchange.

Further examples of practical business experience of the instructors:

- Experience on Applied Business, Corporate Finance, and Strategic Management for a wide range of national & international companies and non-governmental organisations in different sectors.
- Training and consultancy experience in a wide range of national and international companies for employees and senior management levels in different sectors in the fields of production and operations management, data analytics, multivariate statistical analysis, supply chain management and information management.
- Expertise in Leadership, Business Ethics, Human Resources Management and Strategic Management, has training and consultancy experience in different national and international companies.

### **Internal cooperation (Asterisk Criterion)**

Ensuring collaboration amongst faculty members is achieved through regular meetings of varying scopes and objectives. Departmental-level meetings are conducted at least twice per semester, and a management-level meeting is held once per semester. These meetings serve as a platform for faculty members to assess the current state of the faculty in terms of their teaching and curriculum efficacy. The discussions revolve around identifying potential measures and methodological changes that could enhance the overall quality of teaching.

A popular vote is used to make decisions after evaluations and discussions. For courses that have multiple lecturers, a course coordinator is designated for each. These coordinators, who are themselves lecturers of the courses, organise meetings with other lecturers involved in the course at least once every semester. These meetings are an opportunity for course lecturers to establish a consensus on the overall quality of the course and align their teaching methodologies and materials.

### **Student support by the faculty (Asterisk Criterion)**

At the start of every academic year, the departments conduct orientation programmes to inform new students of their development opportunities and responsibilities. These programmes provide students with a comprehensive understanding of the resources available to them, including mentorship and advising. Each student is assigned a dedicated advisor/mentor who can offer guidance on academic development, course selection, and other academic matters. To facilitate this process, faculty members have designated office hours for students, which are communicated through syllabi and displayed on office doors.

In addition, students are encouraged to reach out to their advisors via the OBS system and email whenever they require assistance or information. The availability of these resources serves to promote student success and ensure that students are fully informed about the academic opportunities available to them.

## Appraisal:

For the panel, the number and positions of the teaching staff are suitable to satisfy the demand of each study programme to reach the intended qualification objectives. They bring academic and practical perspective into the teachings.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The faculty's outstanding academic qualification is underlined by scientific publications and a high-ranked publication list. The University further motivates the academic staff with incentives for outstanding scientific achievements.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. 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 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. The faculty members are available for the students by means of a support "buddy" system (every student has its mentor). The students are "fully content" with the support they receive.

		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

### **Programme Director (Asterisk Criterion)**

The dean holds the ultimate responsibility for the academic performance of the departments. Consequently, the dean takes steps to ensure that the departments' curricula meet quality benchmarks and are regularly updated. Additionally, the dean provides oversight and supervision of departmental course syllabi to ensure proper implementation. Furthermore, the dean monitors the academic achievements of students enrolled in the programmes and takes appropriate action if necessary to maintain a high level of academic success.

### **Process organisation and administrative support for students and faculty**

The faculty's administrative personnel, comprised of the dean, faculty board, department heads, course coordinators, student advisors/mentors, and faculty members, play a unifying role by facilitating a seamless execution of procedures and processes between students and faculty. Moreover, all aspects related to the management and administration of the academic programmes are meticulously documented and made available to both faculty members and students through the university's website.

This ensures that all parties involved have access to up-to-date information, which fosters transparency and accountability within the institution. The International Office at IHU takes charge of a broad range of activities related to international mobility, with a particular focus on the Erasmus+ program. Specifically, this office arranges and manages various mobility programmes, including student mobility and internship programmes, as well as staff exchange programmes.

Apart from these operational responsibilities, the international office is also tasked with driving collaborative agreements with other academic institutions. The office plays a key role in managing the inflow of exchange students to IHU and organizing programmes for international delegations that visit the university at the administrative level. Through its efforts, the international office contributes significantly to the university's internationalization agenda, fostering cross-cultural exchange and engagement within the global academic community.

The involvement of students in the decision-making processes is facilitated through the student council, which holds a representative role in the board meetings and has the authority to speak on behalf of the students. These meetings serve as a crucial means of ensuring that the decisions made align with the needs and requirements of the student community. In this way, the student council serves as a vital link between the administration and the student body, providing a platform for students to voice their concerns and opinions, and fostering an inclusive and collaborative environment where the student perspective is valued.

The administrative staff is provided with the opportunity to further their qualifications through courses in various fields, such as IT, languages, and communication. Additionally, staff members are encouraged and supported when they participate in educational programmes or postgraduate studies at IHU or other institutions. This emphasis on professional development serves to enhance the capabilities and competencies of the administrative staff, enabling them

to better serve the needs of the academic community. Furthermore, it emphasises the institution's commitment to fostering a culture of continuous learning and development among its staff members.

## Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. Furthermore, the programme director successfully takes initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups, such as academics, lecturers, students and administrative staff. The panel members positively highlight the very enthusiastic and motivated programme leaders, which acts as stewards for both, students and faculty members.

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 HEI offers the administrative staff opportunities for continuous professional development. The administrative staff acts as a service provider for students and faculty. The panel members positively highlight that the administrative staff is very motivated, competent and have excellent language skills.

		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 HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)**

In order to promote student and lecturer exchanges and facilitate joint research activities and academic events, IHU has established partnerships with 50 academic institutions overseas which are listed below:

**Table 11: Partnerships with overseas institutions**

1.	Doshisha University	Japan
2.	Ahmet Yesevi University	Kazakhstan
3.	International Islamic University Malaysia	Malaysia
4.	George Mason University (Ali Vural Ak Center for Global Islamic Studies), USA	USA
5.	Imam Bukhari International Scientific Research Center	Uzbekistan
6.	University of Journalism and Mass Communications of Uzbekistan	Uzbekistan
7.	Qatar University	Qatar
8.	The World Islamic Science's & Education University	Jordan

9.	The Islamic University of Gaza	Palestine
10.	National University of Uzbekistan	Uzbekistan
11.	Doha Institute for Graduate Studies	Qatar
12.	Kolej Universiti Islam Perlis Malaysia (KUIPs)	Malaysia
13.	Center of Islamic Civilization in Uzbekistan	Uzbekistan
14.	Alneelain University	Sudan
15.	Hamad Bin Khalifa University	Qatar
16.	International Islamic Academy of Uzbekistan	Uzbekistan
17.	National Aviation Academy	Azerbaijan
18.	Riphah International University, Islamabad Pakistan	Pakistan
19.	American University of Central Asia	Kyrgyzstan
20.	Alisher Navo'i Tashkent State University of Uzbek Language and Literature	Uzbekistan
21.	Tashkent State University of The Uzbek Language and Literature	Uzbekistan
22.	Mir Arab Tertiary Madrasah	Uzbekistan
23.	Al Akhawain University, Morocco	Morocco
24.	Hanyang University, South Korea	South Korea
25.	Cyprus Health and Social Sciences University, Cyprus	Cyprus
26.	Mundiapolis University, Morocco	Morocco
27.	Sungkyunkwan University, South Korea	South Korea
28.	Kyrgyz-Turkish Manas University, Kyrgyz Republic	Kyrgyzstan
29.	Heriot-Watt University (Dubai Campus)	UAE/UK/Malaysia
30.	OSCE Academy in Bishkek, Krygyz Republic	Kyrgyzstan
31.	ADA University, Republic of Azerbaijan	Azerbaijan
32.	Allama Iqbal Open University, Pakistan	Pakistan
33.	Azerbaijan State University of Economics (UNEC)	Azerbaijan
34.	OSH State University, Krygyz Republic	Kyrgyzstan
35.	Andijan State University, Uzbekistan	Uzbekistan
36.	KIMEP University, Republic of Kazakhstan	Kazakhstan
37.	International University of Sarajevo, Bosnia and Herzegovina	Bosnia and Herzegovina
38.	KIMEP, Kazakhstan Institute of Management, Economics and Strategic Research	Kazakhstan
39.	Al Farabi Kazakh National University	Kazakhstan
40.	University of Sarajevo	Bosnia and Herzegovina
41.	Universiti Teknologi Mara (UiTM)	Malaysia
42.	University of Economics, Varna	Bulgaria
43.	International Balkan University	Macedonia
44.	E-Campus University	Italy
45.	University of Duesto	Spain
46.	Institute of Technology and Business in Ceske Budejovice	Czech Republic
47.	University of Firenze	Italy
48.	Islamic University Of Applied Sciences Rotterdam	Holland
49.	Adam Mickiewicz University in Poznań	Poland

**Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)**

Collaboration with business entities forms a crucial element of the IHU Business School's educational programmes. The faculty members establish close connections with the business



world to enable their students who wish to do internships to closely follow the latest developments in the industry. The companies with which the faculty maintains a close collaboration and are represented on the advisory board are listed below:

- Türk Hava Yolları
- Hayat Kimya
- JCR-ER Eurasia Rating
- Turkuvaz Media
- Türkiye Ürün Borsası
- Türev Çelik Ürünleri ve Sanayi Yatırımları A.Ş.
- İstanbul Teknokent Entertech
- MCS Factory Digitalization

In addition to the companies represented on the faculty advisory board, collaboration is also carried out with the leading institutions in the country listed below:

- Musiad (Independent Industrialists and Businessmen Association)
- Istanbul Stock Exchange
- Istanbul Chamber of Commerce.
- Boeing
- Yıldız Holding
- SOCAR Turkey Enerji A.S.
- FLO Mağazacılık ve Pazarlama A.Ş.
- Eroglu Holding

As one result of the close cooperation with the business world, the HEI can regularly bring together the experts in the field with the students in the courses and the HEI can hold seminars in which the important managers on the basis of the faculty participate as speakers. For instance, the Global Group Manager of Colin's recently met with students of the Strategic Management course. During her speech, the executive discussed the challenges and solution tactics encountered in Strategic Management practices, within the context of the private sector.

She also elaborated on topics such as the strategic management process, strategy development, implementation, and control mechanisms, as they are applied at Colin's firm. With the CEO of JCR Eurasia Rating in attendance, the HEI held another event titled "Credit Rating and the Business World." In addition to discussing how JCR Eurasia Rating's rating activities contribute to the expansion of the national economy and the initiatives they have developed to ensure continuous institutional development for their stakeholders, the CEO provided insights on the rating process and the content of rating reports during his speech.

The University creates internship opportunities for its students through the partnership protocols signed with the private sector and public organizations.

Currently, IHU has valid MOUs with the following institutions within this scope:

- Council of State Presidency,
- Court of Cassation Presidency,
- Eroglu Holding,
- Green Crescent Foundation,
- Halkbank,

- Kadem,
- Kuveyt Türk,
- Lorbi Tanıtım,
- Maarif Foundation,
- MUSIAD,
- Palet Schools,
- SETA,
- Türkerler Holding,
- Turkuvaz Media, and
- Turkish Human Rights and Equality Institution

## 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 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.

Cooperation with business enterprises and other organisations is actively promoted (for example by means of regular joint conferences/meetings of those who are involved in the study programme in responsible positions, in order to discuss further development of the programme). Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures, they significantly contribute to the development of qualifications and skills and to the quality of the final theses. The panel members are impressed with the huge network of stakeholders from different industries and positively highlight the integration of their needs in the programmes.

		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

### **Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)**

At IHU, 264,613 square meters are designated for educational facilities. Of the total 264,613 square meters, 7,508 square meters are designated for the Faculty of Management Sciences<sup>7</sup>. Of this area, 1,565 square meters are classrooms, 2,120 square meters are offices, 128 square meters are research classrooms, and the remaining areas are social areas such as open spaces and canteens. IHU has a total of 107 classrooms, including 14 in the Faculty of Humanities and Social Sciences, 26 in the Faculty of Management Sciences, 23 in the Main Building, 43 in the School of Languages, and 1 in the Student Center. The classes are outfitted with state-of-the-art technological amenities such as interactive whiteboards and advanced projection systems. The University has 5 conference halls within its premises with a total area of 1158.5 square meters and a capacity of 916 people. Apart from these, there is also a computer laboratory with 25 computers in the Faculty of Management Sciences. The classes are outfitted with state-of-the-art technological amenities such as interactive whiteboards and advanced projection systems. The University has five conference halls within its premises with a total area of 1158.5 square meters and a capacity of 916 people.

All students who register for undergraduate programmes at Ibn Haldun University are provided with a laptop as a gift upon graduation. In addition, there are 17 freely accessible desktop computers available for student use at the Ibn Haldun University Library. All personnel and students within the university are provided with email, computers, printers, and internet infrastructure.

### **Access to literature (Asterisk Criterion)**

The Ibn Haldun University Library, with a total of 2,488 square meters of enclosed space, has a collection of over 460 million printed and electronic information resources. It was established in accordance with international standards to facilitate researchers' access to the resources they need during their studies. The library provides an ideal working environment with options such as individual study rooms, group study rooms, a seminar hall, an e-library, a book cafe, and comfortable seating areas to meet users' research needs and support the community's research and professional requirements.

The IHU library provides access to 1,724,425 books and 72,422 e-journals in different languages. 95 database subscriptions such as: EBSCOHOST, Emerald, Heinonline, HukukTürk, IEEE, iThenticate, JStor, Kazancı Hukuk, MicroMedex, OVID-LWW, Sage, ScienceDirect, SciFinder, Scopus, Springer, Taylor & Francis, Turnitin, Türkiye Atıf Dizini, Uptodate, Web of Science and Wiley. Faculty members frequently check to see if the library's books and other resources are sufficient and current.

Based on the requests of the faculty, books and other sources relevant to the Faculty of Management Sciences are updated on a regular basis. Also, students are permitted to request acquisitions of new books from the Library. During the semester, the library's opening hours

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<sup>7</sup> All four programmes are part of the Faculty of Management Sciences.

are from 08:00 until 23:00 on weekdays and from 10:00 until 17:00 on weekends. IHU Library hours are announced before to each semester, as well as during the spring semester and summer break. On public holidays, the Library is closed.

## Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available. The teaching rooms and labs, especially the studio, where students can record podcasts, produce videos and digitise their knowledge in a modern way, are equipped with state-of-the-art technology. The HEI possesses appropriate rooms which possess the specific technical components and equipment needed.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals, especially to very important and various databases, as well as to digital media 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* 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

### **Career counselling and placement service**

The Career Center has been established under the authority of the Rectorate to further increase the competitiveness of the graduates in job market. The Center provides students the career support, and guides them towards becoming professionals who can excel in their respective fields. The IHU Career Center aids in strengthening ties between the institution and business community and supports students with career planning, resume creation, and job search preparation. The Career Center posts job and internship openings and intends to assist students in locating employment and internships in the industries and businesses that are most appropriate for them. The Center suggests its' graduates to update their information and create their CVs for the Talent Gate application, which is a platform of the Presidential Human Resources Office and submit their job applications to suitable job advertisements through the platform for evaluation.

The Career Center has initiated a project to track and maintain connections with its graduates, and a software is being developed for this purpose. This software is expected to be

implemented in the upcoming academic year, 2022-23. It will enable the Center to track the academic progress of its graduates who are currently pursuing further studies, including information on the university and programme they are enrolled in. Furthermore, the software will also provide details on graduates who have embarked on their professional careers, such as where they are employed, their job roles and responsibilities, and how the university has contributed to their success.

## **Alumni Activities**

Student clubs at IHU also actively assist students with their goals for career development. For example, the Career and Development Club is dedicated to organizing events that help students develop their personal skills, contribute to society, and effectively translate their academic knowledge into real-world achievements in the business sector. Organised events are listed below:

- Career and Development Club (20.10.2021)
- BAYKAR Technology Facilities Trip (20.12.2021)
- Leadership 101 (24.02.2022 / Duration: 5 Weeks)
- Enterprise Risk Management and Crisis Management (01.03.2022)
- Meta Summit (15.03.2022)
- Public Speaking Training (22.03.2022)
- CV Preparation Training (30.03.2022)
- Kızılay Blood Donation (30.03.2022)

Students in undergraduate and graduate programmes with thesis can take advantage of a work-study programme to make the most of their free time, advance their knowledge and skills, become more acclimated to university life, and partially cover their financial obligations. According to the Social Insurance and General Health Insurance Acts, students who work part-time are deemed insured. Currently, 49 students are employed part-time at Ibn Haldun University.

Several efforts have been carried out at IHU to provide the ideal learning environment for students with disabilities and to guarantee their full participation in the educational and training processes.

In this regard, the Disabled Student Unit was established on February 3, 2018. IHU has been physically designed with the aim of making it accessible to individuals with disabilities. The particular needs and requirements of these individuals, such as their physical limitations and educational needs, have been taken into consideration during the planning and design process. The structures, sizes, flooring, and other details of the school and classrooms have been customised to accommodate the needs of disabled students.

## **Appraisal:**

Career counselling and placement services are offered 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. The panel members positively highlight, that the alumni organisation is bolstered by regular meetings, a well-maintained database and website in which the data of the graduates are collected.

	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)

IHU is a private foundation-supported university and is self-sufficient financially. Foundation universities in Turkey are not permitted to seek financial gain for their operations, according to a legal regulation that was published in the Official Gazette and took effect on December 1, 2005. One of the IHU's most significant financial resources are tuition fees. Moreover, the Ministry of Public Finance may provide financial assistance to foundation universities. IHU prepares annual budgets to manage its costs and match it with revenues.

The annual fees for the study programmes of both schools for the year 2021-22 vary between 45,000 TL and 80,000 TL (~2.180–3.900 €). Interest-free loan support is offered to Turkish students, which allows them to divide their tuition fees into ten instalments with a bank payment plan through a contracted bank. At Ibn Haldun University, all undergraduate students receive full scholarships. IHU also provides achievement and preference scholarships to students in undergraduate programmes.

Merit-based scholarships are provided to students admitted to the university who earned specified rankings in the nationwide Student Selection and Placement Examination (ÖSYS). Bursaries are also offered to IHU students who have indicated IHU as their first choice for undergraduate studies as well as students who have indicated IHU as their choice of university in all three options. The scholarship categories that can be awarded to students accepted into the thesis-based graduate and doctoral programmes within Ibn Haldun University are classified as follows:

- Ibn Haldun Superior Achievement Scholarship (UBB): It is awarded to candidates with high academic achievement or a serious contribution to scientific literature; with a highly-selective process.
- Full Scholarship (TAB): It is awarded to successful candidates based on the results of an interview exam, taking into account academic achievement and scholarship application documents.
- Tuition Scholarship (OGB): It is awarded to successful candidates based on the results of an interview exam, taking into account academic achievement and scholarship application documents.
- Special Budgeted Scholarship (OBB): It is determined as a result of the agreement made between the conditional donor and the University, and is awarded to successful candidates

based on the results of an interview exam, taking into account academic achievement and scholarship application documents.

- **Affiliated Institution and Project Scholarship (APB):** It is awarded to affiliated institution employees or candidates whose education is financed within the scope of a project.

Each foundation university in Turkey is assigned a public university as its guarantor in case the Council of Higher Education (CoHE) discovers any fraud, abuse, or malpractice, the protector university has the authority to take control of the management of the foundation university. Istanbul University is assigned as the guarantor of the (IHU).

### Appraisal:

IHU provides sufficient funds related to the programme to ensure that each cohort of students starting within the accreditation period can complete the study programmes.

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

## 5. Quality assurance and documentation

### **Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)**

Ibn Haldun University Quality Assurance System provides the planning of the quality of education, training, research, social contribution activities, and administrative services. In addition, it procures the development of appropriate institutional practices and systems in line with the quality policy, and the realization and assurance of measurement, learning, and improvement activities to ensure continuous improvement. A Quality Commission chaired by the President to ensure quality.

In the absence of the President, the Vice President chairs the commission. The members of this commission, which includes representatives of all academic units, are determined by the Senate. The department of Strategic Plan, Accreditation, and Quality is in charge to support the administrative processes of the Quality Commission. In addition, three individuals from academic units and one individual from the administrative units quality representatives of each unit are chosen for the commission.

It is aimed to spread the quality culture to the entire institution with this structure. Meetings with quality representatives are organised periodically.

The quality management activities can be listed as follows:

- Defining and monitoring the Quality Policy
- Planning practices, systems, and mechanisms for quality
- Ensuring the implementation of the approaches decided to be adopted in the institution within the scope of quality management (Turkish Higher Education Quality Council quality assurance criteria, etc.) and the creation of relevant organizational structures
- Carrying out measurement, learning, and improvement activities to improve quality
- Reviewing and improving the approaches applied within the scope of quality management
- Carrying out information studies on quality practices in the units
- Providing information and consultancy activities for stakeholders
- Supporting internal and external evaluation processes
- Application of problem-solving techniques
- Following quality improvement best practices in Turkey and in the world and monitoring the innovations in this context

The quality policy of Ibn Haldun University is as follows:

- Ibn Haldun University defines and announces the necessary business processes in all its activities with its stakeholders.
- It regularly measures and monitors the service satisfaction of the members of Ibn Haldun University
- Ibn Haldun University offers a student-centered and integrated education infrastructure and educational approach.
- Ibn Haldun University constantly monitors and improves the research opportunities it offers to both its students and staff.
- Ibn Haldun University reviews and develops its activities both theoretically and practically, with a sense of responsibility towards society and the whole world.



- Ibn Haldun University regularly evaluates and improves its management practices and approach.

The process for quality management at the University is as follows: Strategic management, process management, satisfaction surveys, and internal and external evaluations. These are explained in the following parts respectively.

### Strategic Management

The strategic management process at Ibn Haldun University consists of three main stages: strategic planning, implementation, and monitoring. The whole process consists of the following activities:

Within the scope of preparatory studies before strategic planning:

- Strategic planning studies are initiated to cover the entire university and are announced by the Presidency.
- The teams that will carry out the strategic planning studies are determined and assigned.
- The strategic plan preparation approach, roadmap, and calendar are determined and shared.
- Relationships between processes are determined.

Within the scope of the current situation analysis:

- The bottleneck and delay areas in the workflows are analysed and the areas that need improvement are determined.
- Process performances are measured and analysed.
- According to the process performance results, areas and processes that need improvement are determined.
- Considering the feedback reports received as a result of internal and external evaluations, areas, practices, and processes that need improvement are determined.

Within the scope of strategy formulation and future planning:

- Mission, vision, core values, and policies are reviewed and/or updated.
- Strategies and goals are determined.
- Activities and projects necessary for the realization of the goals are determined.
- Performance indicators are determined to measure the achievement of targets.
- The annual target values for performance indicators and actions of the units are determined.
- Required resources and budget planning are made for activities and projects.
- The strategic plan is evaluated by the responsible units and boards and its final form is determined and announced to all units.

Within the scope of monitoring and evaluation after the implementation of the strategic plan;

- After the implementation of the actions determined within the scope of the strategic plan, the achievement of the objectives is measured and monitored periodically with the participation of academic and administrative units.
- According to the monitoring results obtained from the academic and administrative units, the results at the institutional level are evaluated and reported.
- Monitoring and evaluation results are used in planning the following year.

The 2022-25 Strategic Plan of Ibn Haldun University can be summarised as follows:

- There are four strategic areas which are education, research, ecosystem, and social contribution.
- Seven strategies have been determined for the strategic areas, reflecting Ibn Haldun University's future plans.
- 34 strategic goals have been defined on the basis of strategies.
- In order to ensure the measurability of the Strategic Plan, specific performance indicators have been determined for each of the strategic goals.

Strategic planning activities at Ibn Haldun University are carried out through the Enterprise Management Information System. All strategies, goals, targets, performance indicators, and action plans are included in the system and are accessible to stakeholders. In the monitoring period, which is carried out at the end of June and December, the system is opened for data entry, and the departments' quality representatives enter the realised values for their targets into the system.

Afterward, strategic plan performance presentations are made with the Presidency by each department. The target and action revision plan for the following years is discussed at these meetings.

### Process Management

Process management activities include defining processes, measuring their performance, monitoring, analysing, and making necessary improvements. The purpose of process management is the process-oriented management of the institution to implement the vision, policies, and strategies of Ibn Haldun University.

Process management activities at Ibn Haldun University are as follows:

Within the scope of determining and defining the processes:

- The main processes, processes, and sub-processes are identified and classified.
- All processes are defined by identifying input, output, customer, and supplier components by coming together with the relevant stakeholders, and workflows are created.
- Process performance indicators are determined to provide measurement in terms of quality, efficiency, and effectiveness in processes.
- Relationships between processes are determined.

Within the scope of analysing the processes:

- The bottleneck and delay areas in the workflows are analysed and the areas that need improvement are determined.
- Process performances are measured and analysed.
- According to the process performance results, areas and processes that need improvement are determined.
- Considering the feedback reports received as a result of internal and external evaluations,

Within the scope of improving processes:

- Among all identified process improvements, the process managers prioritise and decide on the improvements.
- If gradual improvement is to be realised, an improvement team is established, and the necessary improvement plan is created and implemented.

- If incremental improvement is to be carried out, necessary improvement is realised by applying change management.
- Within the scope of the reform of processes, continuous improvement is implemented by purging activities that do not add value, and reorganizing and simplifying those that add value. In case of need, a new process is defined and included in the process management.
- Existing process definitions are regularly reviewed and updated.

The process structure of the university is given in the table below. For each sub-process under the processes specified in this table, components such as input, output, customer, and supplier were determined by meeting with the relevant stakeholders and process flows were created. In the following period, monitoring and analysis processes will be started.

**Table 12: Process structure**

Main processes	Processes
Education and Training	Education and Training Management
	Student Support Services
	Learning and Teaching Competencies, and Development
	Alumni and Employer Relationship Management
Research	Knowledge Generation and Dissemination
	Scientific Activity Incentive and Support
	Research and Application Centers
Social Contribution	The Process of Benefiting Society
	Social Service
Administrative Support	Human Resources Management
	Student Affairs
	Financial Affairs
	Administrative Affairs
	IT Services
	Library
	Art, Culture, and Sports Services
	International Relations
	Publishing
	Social Support Services
Management	Governance
	Corporate Management
	Quality Management
	Corporate Communication Management

## Internal and External Evaluations

The activities carried out within the scope of the internal evaluation process at Ibn Haldun University are as follows:

- All academic and administrative units at the University are measured and monitored within the scope of strategic management. Monitoring results are presented by academic and administrative unit managers at meetings held within the Presidency and General Secretariat.
- Monthly activity reports are collected from the departments and these reports are consolidated to be presented at the Board of Trustees meeting.
- Institutional Self Evaluation Report (ISER) is prepared once a year in accordance with the Regulation on Higher Education Quality Assurance and the Higher Education Quality Council. The calendar and relevant guidelines are announced by the Turkish Higher Education Quality Council (THEQC). ISER is prepared according to the results of the internal evaluation of the University and submitted to THEQC.

The activities carried out within the scope of the external evaluation process at Ibn Haldun University are as follows:

- At the end of each academic year, an inspection process is carried out by the Council of Higher Education to review the annual activities. Before this process, various reports requested by the Council of Higher Education are prepared.
- External evaluation is carried out by THEQC to evaluate the quality assurance system every five years. In the second year after the evaluation, an interim monitoring programme is planned.
- A briefing report is presented for the governorship every six months.
- In addition, the Council of Higher Education conducts an annual audit and monitoring of IHU, and also conducts frequent on-site visits. CoHE evaluates the institution's performance and recommends measures to address any shortcomings and improve the quality assurance practices.

## Instruments of quality assurance

### **Evaluation by students**

**Student Satisfaction Survey & Alumni Satisfaction Survey:** At the end of the academic year, students and graduates are allowed to express their opinions by applying satisfaction surveys. The results of these surveys are also monitored within the scope of the strategic plan, and improvement plans are made by discussing the results with the departments.

**Instructor/Course Evaluation Survey:** This survey is sent to all undergraduate and graduate students via the student information system at the end of each academic semester and they are requested to respond for all the courses they have taken in that semester. The survey questions were revised to measure innovative learning and teaching methods in the fall semester of 2022-23. At Ibn Haldun University, the training of instructors continues, taking into account the results of the Instructor/Course Evaluation Survey. For example, 20 sessions of training were held in 2022.

With the decision taken by the university senate in the fall semester of 2023-2024, a Student Workload Survey was designed and integrated into the student information system to determine student workloads based on student opinions. In addition to the determination of the

workloads of the courses by the faculty members in consultation with the students, it will also be checked with the data from these surveys and necessary improvements, if any, will be made in the 2023-2024 Spring semester.

### **Evaluation by faculty**

Satisfaction Surveys: In the University, in order to measure satisfaction and collect information in various fields satisfaction surveys are applied, and determined the necessary improvements by analysing the survey results. In addition to maintaining the application of the existing surveys, the application techniques and evaluation methods of the new surveys to be applied are determined. In this context, various surveys are applied to internal and external stakeholders either face-to-face or online.

The applied surveys and the application systematics of these are briefly mentioned below:

Employee Satisfaction Survey: It is applied to all academic and administrative staff of the university. The results of the survey are analysed by comparing them with the results of the previous survey, and the increasing and decreasing points are determined. In addition, open-ended questions allow employees to convey all the ideas they wish to add. By examining the results of the survey, areas open to improvement are identified and improvement plans are created with the relevant departments. Subject-based satisfaction surveys regarding the areas to be improved are also applied and more detailed improvement plans are created.

### **External evaluation by alumni, employers and third parties**

External Stakeholder Satisfaction Survey: Ibn Haldun University creates development plans by collecting the opinions of external stakeholders as well as internal stakeholders. It has identified all its stakeholders by carrying out a stakeholder analysis and delivered a satisfaction survey to them at the end of the year. As in all other surveys, the results obtained from this survey are also examined and areas for improvement are identified.

In addition to the aforementioned surveys, there are also new surveys that University planning to implement. In the near future, an Employer Satisfaction Survey is planned to be sent to the institutions where the graduates work. In addition, a Leadership Behaviour Evaluation Survey will be conducted to evaluate the leadership behaviour characteristics of all leaders at the University.

## 5.2 Programme documentation

### **Programme description (Asterisk Criterion)**

The university provides information about its programmes through various sources such as its website and several documents, which include the Student Handbook, Programme Catalogue, Students' Information document, the Canvas and OBS systems. The Student Handbook offers general information on the study programme, as well as more specific details about courses, admissions, academic regulations, course descriptions, and campus information. The

Programme Catalogue contains information on the program's academic policies and admission requirements.

The Student Information document provides relevant information for both international and Turkish students, such as the overall structure of the institution and its respective departments, administrative procedures, and contact details of relevant staff and advisors. All student data are recorded by Student Affairs and can be accessed through internet-based services, such as the programme website and OBS system. These documents are regularly updated and can be easily accessed by anyone who is interested.

### **Information on activities during the academic year**

IHU organises various academic, social, and club activities to promote its visibility and reputation along with its relevant programmes. These activities are documented regularly throughout the academic year, and the accurate and relevant information about them is announced on the university's website and social media accounts. Additionally, research activities are included in an annual report by IHU, which is submitted to both the Council of Higher Education and the Association of Universities. These reports are available to students and their families upon request.

### **Appraisal:**

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results, success rate, and graduate employment as well as the profile of the student population.

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 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.

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: Ibn Haldun University, Turkey

## Bachelor / Master programme:

1. BA in Management Programme (English) - İşletme Lisans Programı
2. MA in Management (English) & MA in Management (Turkish) - İşletme Yüksek Lisans Programı
3. MSc in Air Transport Management (English) - Hava Taşımacılığı Yönetimi Yüksek Lisans Programı
4. MSc in Big Data and Business Analytics - Büyük Veri ve İş Analitiği Yüksek Lisans Programı

		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	X		
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 (ATM)	X		
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)					
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		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking		X			
3.1.5	Ethical aspects			X		



	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.6*			X		
3.1.7*			X		
3.2	Structure				
3.2.1*				condition	
3.2.2*			X		
3.2.3*			X		
3.2.4			X		
3.3	Didactical concept				
3.3.1*			X		
3.3.2*			X		
3.3.3			X		
3.3.4			X		
3.4	Internationality				
3.4.1*			X		
3.4.2		X			
3.4.3		X (ATM)	X		
3.4.4		X			
3.5*			X		
3.6*			X		
4.	<b>Academic environment and framework conditions</b>				
4.1	Faculty				
4.1.1*			X		
4.1.2*		X			
4.1.3*			X		
4.1.4			X		
4.1.5*			X		
4.1.6*		X			
4.1.7(*)					X
4.2	Programme management				
4.2.1*		X			

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