Decision of the FIBAA Accreditation and Certification Committee

13th Meeting on March 6, 2024

PROGRAMME ACCREDITATION

Project Number:	23/012 cluster 4
Higher Education Institution:	Ibn Haldun University
Location:	Istanbul, Turkey
Study programme:	1. BA in Political Science and International Relations (English)
	2. BA in Law (Turkish)
	3. BA in Economics (English)
	4. MSc in Financial Economics (English)
Type of accreditation:	initial accreditation

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

BA in Political Science and International Relations (English)
Master of Financial Economics

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 10 (2) 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 conditions.

BA in Political Science and International Relations (English)
- Condition (see chapter 3.1.): The HEI rearranges the current curriculum in a way that the number of compulsory courses is increased in order to meet objectives and title of the programme.

Master of Financial Economics

- Condition (see chapter 5.3): The vison and mission of the programme is transparently presented to prospective students by addressing the humanitarian, social and ecological aspects of its objectives and naming explicitly NGOs and charities as potential employers (compare chapter 1.1, 1.3.2).

Proof of meeting these conditions is to be submitted by December 5, 2024.

Bachelor of Law
Bachelor of Economics

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 10 (2) 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.

Period of Accreditation: March 6, 2024, until March 5, 2029.

The FIBAA Quality Seal is awarded.

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Assessment Report

Higher Education Institution:

Ibn Haldun University, Turkey

Bachelor and Master programmes:
- BA in Political Science and International Relations (English)
- BA in Law (Turkish)
- BA in Economics (English)
- MSc in Financial Economics (English)

Qualification awarded on completion:
- Bachelor programmes: Bachelor of Arts, BA
- Master programme: Master of Science, MSc

General information on the study programme

Brief description of the study programmes:

BA in Political Science and International Relations (English)
A graduate of the BA in Political Science and International Relations programme possesses a broad skill set that prepares them for entry-level positions in various industries. As they gain experience and develop their skills, they can progress into more assistant specialist positions within organizations or pursue specialized roles in areas such as diplomacy, ministries, consulting, public policy, and research institutions.

BA in Law (Turkish)
The programme aims to provide students with a solid foundation in legal principles, theories, and doctrines. The curriculum covers various areas of law with the goal to equip students with the necessary knowledge and analytical skills to understand and apply legal concepts. The Law School at IHU seeks to provide students with comprehensive theoretical knowledge and effective practical skills applicable in a dynamic legal environment.

BA in Economics (English)
A graduate of the BA in Economics programme possesses a broad skill set that prepares 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 organisations or pursue specialised roles in areas such as finance, consulting, public policy, and research institutions.

MSc in Financial Economics (English)
The MSc in Financial Economics programme aims to equip students with the necessary means to conduct scientific research to investigate the relationship between financial, economic, and social variables by using different statistical methods and tools. Its graduates are able to work in expert and managerial positions in various industries and/or to continue their academic lives. As they gain experience and develop their skills, they can progress into more senior management positions within organizations or pursue specialized roles in areas such as finance, consulting, public policy, and research.

Type of study programme:
Bachelor programmes, one Master programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:
BA in Political Science and International Relations (English): 8 semesters, 142 credits, 240 ECTS credits
BA in Law (Turkish): 8 semesters, 142 credits, 240 ECTS credits
BA in Economics (English): 8 semesters, 142 credits, 240 ECTS credits
MSc in Financial Economics (English): 4 semesters, 24 credits, 120 ECTS credits

Mode of study: full-time

Didactic approach:
study programme with obligatory class attendance

Double/Joint Degree programme:
no

Scope (planned number of parallel classes) and enrolment capacity:
No parallel classes

Programme cycle starts in:
Fall semester

Initial start of the programme:
All programmes: 2017

Type of accreditation:
All programmes: initial accreditation

Procedure

A contract for the initial accreditation of the programmes BA in Political Science and International Relations (English), BA in Law (turkish), BA in Economics (English) and MA in Financial Economics (English) was made between FIBAA and Ibn Haldun University on April 3, 2023. On September 12, 2023, the HEI submitted the self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel[1]. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Ulrich Hofmann
Hamburg University of Applied Sciences
Professor of Economics & Information Management

Prof. Dr. Thomas Hermann
HdWM University of Applied Management Studies, Mannheim
Professor of General Business Administration & Business Economics

Prof. Dr. Thomas Schomerus
Leuphana University of Lüneburg
Professor of Public Law

Prof. Dr. Dieter Mahncke
College of Europe Bruges
Professor for European Foreign and Security Policy

Oskar Breer
Free University of Berlin
Public Economics (M.Sc.)
Completed Political Science and Economics (B.Sc.) Ludwig Maximilian University of Munich

Michael Spaeth
RB-Investor GmbH

Prof. Oguz Solyali
Middle East Technical University Northern Cyprus Campus

FIBAA project manager:
Nora Winckel

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on November 9 and 10, 2023 via the video conferencing tool Zoom. At the end of the online

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[1] The panel is presented in alphabetical order.

conference, the panel has given 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 March 1, 2024. The statement on the report was given up on March 4, 2024. It has been taken into account in the report at hand.

Summary

The programmes BA in Political Science and International Relations (English), BA in Law (Turkish), BA in Economics (English) and MSc in Financial Economics (English) offered by Ibn Haldun University fulfil with two exceptions the FIBAA quality requirements for bachelor and master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 2024, March 6th and finishing on the end of March 2029, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects[2] Rationale for degree and programme name (only for BA in Political Science and International Relations (English)) and Programme description. They recommend the accreditation on condition of meeting the following requirements:

BA in Political Science and International Relations (English)
- **Condition 1** (see chapter 3.1.)**:** The HEI rearranges the current curriculum in a way that the number of compulsory courses is increased in order to meet objectives and title of the programme.

Master of Financial Economics

- **Condition 1** (see chapter 5.3): The vison and mission of the programme is transparently presented to prospective students by addressing the humanitarian, social and ecological aspects of its objectives and naming explicitly NGOs and charities as potential employers on its website (compare chapter 1.1, 1.3.2).

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

The panel members identified several areas where the programmes could be further developed:
- Logic and conceptual coherence (see chapter 3.1.1),
- Integration of theory and practice (chapter 3.1.3)
- Course materials (see chapter 3.2.2),

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

There are criteria in which the programmes exceed the quality requirements:
- Foreign language content (see chapter 3.4.4)
- Student support by the faculty (see chapter 4.1.6)

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

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[2] These aspects are asterisk criteria which means that they are essential for the study programme.

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 %.

At Ibn Haldun University, plenty of scholarship opportunities including full tuition fee waivers are available for the majority of students since IHE's establishment. With 1,521 students currently receiving full scholarships, the university holds an enviable scholarship recipient rate of 84 %. Additionally, with educational grants, the university offers undergraduate students the opportunity for free dormitory room use as well as lunch tickets. 320 out of 800 undergraduates at the university (or 40 %) enjoy the right to reside in the dormitory (see self-evaluation report, p. 5).

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).

Both the Department of Economics and the Department of Political Science and International Relations fall under the Faculty of Humanities and Social Sciences, with undergraduate and graduate programs aimed at providing students with comprehensive theoretical knowledge and practical skills that can be effectively employed in the public, private, civil society, and research organizations.
The Department of Financial Economics is a collaborative initiative of the Department of Economics and the School of Management at IHU, aimed at providing students a comprehensive knowledge of both financial markets, and other components of the economy.

Statistical data

Study Programmes: BA Political Science and International Relations

		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	12	10	10	8	9
# Applicants	∑	10	10	12	10	10	8	9
	f	5	2	4	2	6	3	5
	m	5	8	8	8	4	5	4
Application rate		100,00%	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
# Foreign Students	∑	5	7	4	5	4	5	9
	f	1	3		1	3	1	3
	m	4	4	4	4	1	4	6
# Graduates	∑	7	3	0	0	0	0	0
	f	4						
	m	3	3					
Success rate (students who finished their studies)		70,00%	30,00%	0,00%	0,00%	0,00%	0,00%	0,00%
Dropout rate (students who dropped their studies)		12,50%	23,53%	23,53%	46,67%	21,43%	7,69%	0,00%
Average duration of study		3,69	3,65	3,12	2,33	1,64	1,08	0
Average grade of final degree		3,51	3,42					
Dropout data		2	4	4	7	3	1	

Study Programmes: BA Law

		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		30	20	22	20	40	20	19
# Applicants	∑	30	19	22	20	12	18	19
	f	12	5	10	14	6	10	10
	m	18	14	12	6	6	8	9
Application rate		100,00%	95,00%	100,00%	100,00%	30,00%	90,00%	100,00%
# Foreign Students	∑	5	2	0	1	0	1	3
	f	5	2		1			2
	m						1	1
# Graduates	∑	24	0	0	0	0	0	0
	f	11						
	m	13						
Success rate (students who finished their studies)		80,00%	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%
Dropout rate (students who dropped their studies)		20,00%	61,90%	36,36%	22,73%	16,67%	10,53%	0,00%
Average duration of study		3,69	2,55	2,77	2,72	1,33	1,05	0,09
Average grade of final degree		3,32						
Dropout data		7	13	8	5	2	2	

Study Programmes: BA Economics

		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	9	9
	f	2	1	2	2	2	3	4
	m	8	9	8	8	8	6	5
Application rate		100,00%	100,00%	100,00%	100,00%	100,00%	90,00%	100,00%
# Foreign Students	∑	5	6	2	5	1	2	2
	f	3			1	1	1	
	m	2	6	2	4		1	2
# Graduates	∑	2	3	0	0	0	0	0
	f	1	3					
	m	1						
Success rate (students who finished their studies)		20,00%	30,00%	0,00%	0,00%	0,00%	0,00%	0,00%
Dropout rate (students who dropped their studies)		58,82%	47,06%	45,45%	64,29%	36,36%	16,67%	0,00%
Average duration of study		3,06	3,24	2,64	2,43	1,55	1,00	0
Average grade of final degree		3,31	3,66					
Dropout data		10	8	5	9	4	2	

Study Programmes: Master's in Finacial Economics

		1. Cohort 2017	2. Cohort 2018	3. Cohort 2019	4. Cohort 2020	5. Cohort 2021	6. Cohort 2022 (application was not opened)	7. Cohort 2023
# Study Places offered by HEI		25	10	10	10	10	0	15
# Applicants	∑	11	101	76	61	28	0	47
	f	2	11	12	16	8	0	3
	m	9	90	64	45	20	0	44
Application rate		44,00%	1010,00%	760,00%	610,00%	280,00%	#DIV/0!	313,33%
# Foreign Students	∑	2	4	3	3	0	1	5
	f	1	0	0	0	0	0	1
	m	1	4	3	3	0	1	4
Percentage of occupied study places		8,00%	50,00%	30,00%	30,00%	0,00%	#DIV/0!	33,33%
# Graduates	∑	1	3	2	In process	0	In process	In process
	f	1	0	0	0	0	0	
	m	0	3	2	0	0	0	
Success rate (students who finished their studies)		50,00%	60,00%	66,67%	0,00%	0,00%	0,00%	0,00%
Dropout rate (students who dropped their studies)		50,00%	40,00%	33,33%	66,67%	0,00%	0,00%	0,00%
Average duration of study		3	3,66	2,5	0	0	0	0
Average grade of final degree		3,63	3,38	3,72	0	0	0	0

Appraisal

The panel assessed the statistical data and formed the view, that all programmes show a good capacity utilisation and that the programmes are well balanced in terms of study duration and drop-out rate. Following the given recommendations and needs will help to sharpen the study programmes profiles and target group.

Programme Description and Appraisal in Detail

1.   Objectives

1.1   Objectives of the study programme (Asterisk Criterion)

BA in Political Science and International Relations (English)
A graduate of the BA in Political Science and International Relations programme possesses a broad skill set that prepares them for entry-level positions in various industries. As they gain experience and develop their skills, they can progress into more assistant specialist positions within organizations or pursue specialized roles in areas such as diplomacy, ministries, consulting, public policy, and research institutions.

BA in Law (Turkish)
The programme aims to provide students with a solid foundation in legal principles, theories, and doctrines. The curriculum covers various areas of law with the goal to equip students with the necessary knowledge and analytical skills to understand and apply legal concepts. The Law School at IHU seeks to provide students with comprehensive theoretical knowledge and effective practical skills applicable in a dynamic legal environment.

BA in Economics (English)
A graduate of the BA in Economics programme possesses a broad skill set that prepares 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 organisations or pursue specialised roles in areas such as finance, consulting, public policy, and research institutions.

MSc in Financial Economics (English)
The MSc in Financial Economics is offered to graduates from different fields who intend to or are working in the private sector or public sector, financial institutions and aim to equip themselves with the theoretical and practical competencies at the intersection of finance and economics. A graduate possesses a broad skill set that prepares them for expert and managerial positions in various industries and/or to continue their academic lives. As they gain experience and develop their skills, they can progress into more senior management positions within organizations or pursue specialized roles in areas such as finance, consulting, public policy, and research.

Appraisal:

The qualification of the programmes is adequately explained. They give a picture of their target groups, of the graduate profiles and of the professional field that they take as the basis for the development of the study programmes. The objectives are defined based on the national qualification framework and allow students to develop their personality and gain academic proficiency.

With regard to the **MSc Financial Economics**, the panel experienced during the interviews, that it aims also to qualify students for positions in NGOs and charities and that it focusses on humanitarian (social and ecological) aspects. In favour of the university and interested third

parties, the university should address and concretely explain this vision and mission (compare chapter 5.3.1).

	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 programmes in **Economics, Political Science and International Relations and Financial Economics** are by nature global with virtually no distinction between local theories, practice and conventions from global theories, practices and conventions. As such these programmes emphasize a global perspective in preparing students to navigate the challenges and opportunities of the global corporate and bureaucratic environment. Key aspects of the programmes' orientation include:
Global Environment, Cross-Cultural Competence, International Standards and Best Practices, Study Abroad Opportunities and Language Skills, International Internships, Networking Opportunities, Visibility & Coverage with Distinguished Academic Research, International Faculty and Collaborations. Additionally, there is active collaboration with international universities, bringing guest lecturers and fostering academic partnerships.
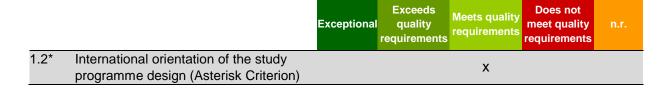Overall, the internationally oriented study programmes equip students with the knowledge, skills, and perspectives needed to succeed in the globalised corporate and economic landscape, preparing them for international career opportunities and enabling them to thrive in multicultural and cross-border business and policy environments.

The **BA in Law** programme incorporates various elements that enhance students' understanding of global legal systems, international law, and cross-cultural perspectives. Some key aspects of the Law School's orientation include Comparative Law, Compulsory Islamic Law I-II (IS 305-IS 306), Introduction to European Union Law (LAW 211), Comparative Law I-II (LAW 327-LAW 328), International Organizations (LAW 212). Several courses focus on International Law and emphasise the importance of treaties, conventions and international organisations like the United Nations and the International Court of Justice. The study of international law develops an understanding of global law. Studying and comparing different legal systems helps students to understand legal issues and debates at the global level.
Moreover, the Faculty of Law invites guest speakers, including legal professionals, scholars, and experts from international organisations, to deliver lectures and conduct events on global legal issues. Students are encouraged to research and write articles on comparative and international law issues. Overall, the programme equips students with the knowledge, skills, and perspectives needed to succeed in the global legal landscape, preparing them for international career opportunities and enabling them to thrive in multicultural and cross-border legal environments.

Appraisal:

By talking to lecturers and students during the online conference and by reviewing the

documents provided, the panel gained the impression that the international orientation of the study programmes design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

		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

The University explains that 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 education, research and innovation, internationalisation, government support, and cultural heritage and diversity.

Turkey has a total of 208 HEIs, comprising 129 state universities, 75 foundation universities, and 4 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. According to IHU, 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. Each year the occupancy rate of all programmes of Ibn Haldun University lies between 98 % and 100 %. The total quota for Bachelor students at the University was set as 125 for the year 2022-23, and 122 students have enrolled, resulting in an occupancy rate of 98 %.

In additional to programme quotas, the programmes offer comprehensive financial assistance to their 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 utilization in their scholarly pursuits.

IHU explains that the programmes are designed to achieving their objectives and learning outcomes through various strategies, including 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.

IHU has strategically positioned its programmes in the education market by conducting meticulous research to identify the unfulfilled needs of the academic world. Furthermore, the curricula of the programmes have been continuously updated in the light of technological advances and digital transformation. This process aligns with thorough analysis of surveys, field research, and alumni and expert opinions from various industries. An advisory board, comprised of executive managers, entrepreneurs, and alumni from diverse sectors, has been established since 2023; and once per year, its members convene with academic staff to share their opinions on all aspects of the curriculum, educational processes and industrial needs.

<u>Positioning of the study programme on the job market for graduates (Employability)</u>
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 organisations, internship opportuinities and job-seeking alumni is collected and monitored systematically via IHU's Administrative Data Management System at https://ubys.ihu.edu.tr.

Istanbul as Turkey's current financial capital with its geostrategic location is 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 IHU Career Center reports to continually refine their programme outcomes, syllabus, and curriculum to stay up-to-date with the dynamic demands of the industry.

BA in Political Science and International Relations (English)
Future employments of graduates could be Research Assistant, Policy Analyst, International Relations Specialist, Diplomatic Officer, Political Consultant, Nonprofit Program Coordinator, Intelligence Analyst, International Development Officer, Political Risk Consultant, International Humanitarian Aid Worker, Public Affairs Specialist or Conflict Resolution Specialist

BA in Law (Turkish)
Some potential entry-level career opportunities for graduates are Freelance Lawyer, Law Firm Associate, In-House Counsel, Government Attorney, Judge or Prosecutor, Legal Consultant, Alternative Dispute Resolution (ADR) Practitioner, Legal Researcher, Corporate Law Specialist, Legal Writer or Editor, Compliance Officer or Public Inspector.

BA in Economics (English)
Some potential entry-level career opportunities for graduates are Assistant Specialist, Financial Analyst, Policy Analysts, Economic Consultants, Market Research Analyst, Actuary, Credit Analysts, Business Intelligence Analyst, Data and Analytics Consultant, Risk Analyst and Data Visualization Specialist

MSC in Financial Economics (English)
Graduates of this programme may work as Research/Teaching Assistant, Junior/Senior/Chief, Specialist, Financial Analyst, Policy Analysts, Economic Consultants, Market Research Analyst, Actuary, Credit Analysts, Business Intelligence Analyst, Data and Analytics, Consultant, Risk Analyst or Data Visualization Specialist.

For all programmes
The University's focus on policy of trilingualism enhances the career prospects of its students, as they can communicate effectively with individuals from diverse backgrounds and navigate various cross-cultural contexts. Through the provision of effective education in English as a global language, the University endeavours to equip its students with the necessary language skills to succeed in their future careers. Domestic and International graduates with fluency at least three languages, namely Turkish, English, and Arabic.

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

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 prepared 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 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. The Department of Economics, the Department of Political Science and International Relations, the School of Law, and the Department of Financial Economics at IHU are dedicated to becoming globally competitive and internationally accredited entities promoting intellectual independence, professionalism, ethical, and environmentally conscious students, graduates, researchers, professionals, and policymakers. As in the view of the university centers of research and excellence, the Department of Economics and the Department of Political Science and International Relations of the Faculty of Humanities and Social Sciences, the School of Law, and the Department of Financial Economics, offer a blend of rigorous and innovative courses with the aim of providing distinguished competitive analytical skills and talents.

Appraisal:

The panel finds the reasons for the positioning of each study programme on the educational market to be convincing.
The panel also concludes that current and future needs of the job market are accurately grasped by each study programme. It recommends to outline more clearly the future employment fields of the MSc in Financial Economics (compare Chapter 5.3.1).

With respect to IHU's mission and vision, all four study programmes express their aligned objectives. Their qualification goals also show a clear connection to the University's 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		
1.3.3 Positioning of the study programme within the HEI's overall strategic concept			x		

2. Admission

The Higher Education Act (No. 2547), which was passed on November 4, 1981, and the rules and decisions of the Council of Higher Education (CoHE) both play a role in the admission to Bachelor programmes for applicants who have Turkish citizenship and completed their entire education in Turkey or Northern Cyprus. The process consists of two stages. An annual, countrywide university entrance exam that is run by the Students Selection and Placement Center (SSPC). In addition, the Higher Education Entrance Test (HEEE, YGS in Turkish). To be eligible to take the second exam, the University Placement Exam (UPE, LYS in Turkish), which is administered over five sessions, students must receive at least 140 out of a possible 500 points. These tests evaluate applicants' verbal and quantitative skills as well as their knowledge of language and literature, science (e.g., physics, chemistry, biology, maths, geometry), and social sciences. The second stage requires a passing grade on the TM-1 (Turkish and Math) exam.

The candidates' final placement in a HEI is determined by adding their results from the two rounds of university entrance exams and their grade point averages from high school, as determined by the SSPC. They register for the programmes on the days set forth by the institution after the announcement of the candidates' placement, showing the following documents:

  i.   Application Form
  ii.   High School Certificate
  iii. Original copy of Certificate of Examination Results (SAT DI: 7226) (if any)
  iv.   The passport or national ID, including the applicant's photo
  v.   A passport photo

All other applicants (those with dual citizenship, education abroad, etc.) are regarded as international students who must substantiate that they have successfully completed their secondary education at a high school or other comparable institution where the curriculum is comparable to that offered at Turkish high schools.

Students who enrol for programmes in which the medium of instruction is fully or partially in a foreign language are subject to compulsory foreign language preparatory programmes in the relevant foreign language. In the case of the four study programmes presented in this report, the language of instruction is English. Students who want to be exempted from the English Preparatory Programme must submit a document showing that they have received the valid score to the School of Languages. Accepted exams and scores are as follows: YDS/YÖKDİL: 90, TOEFL-IBT: 80, PTE ACADEMIC: 55, CPE: C, CAE: C, FCE: B.

The University is given yearly quotas by the Ministry as to the maximum number of national and international students that may be admitted. The universities do not have to utilise this number, but it may not accept more students than the number indicates. In accordance with the Higher Education Act in Turkey regarding the allocation of study places, the University cannot be involved in the selection process for Bachelor programmes and is assigned the students.

Counselling for prospective students
Every summer, the IHU routinely hosts campus visits. Candidates and students have the chance to meet the faculty, 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.

<u>Ensuring foreign language proficiency</u>
The proficiency levels of the students are ascertained upon their documentation of the success at the determined level in the English Proficiency Exam (YDYS) or one of the national/international exams recognized by the Council of Higher Education (YÖK) and the Senate. Students who do not attend or are not successful in at least one of these exams for the required language are enrolled in the compulsory foreign language preparatory programme. In this case an English preparatory programme is obligatory.
Students will only register in language courses that conform with their levels, which will be decided after the placement test held by the Language School.

The programmes do not solely focus on language skills and proficiency but also prepares these skills and competencies according to the academic needs of the University's students. At this level, students take courses related to their departments, such as Principles of Academic Research, Civilization Studies, and Global Affairs. Pre-Faculty students continue to enhance their reading, analytical, and discussion skills by exposing them to long academic texts, listening, and note-taking excerpts. Students are expected to develop academic research skills throughout the process of source selection, evaluation, and use for a significant research assignment.

For a student enrolled in the English Preparatory Programme to take the English Proficiency Exam conducted either during or at the end of the academic year, they must succeed in each module they are enrolled in throughout the academic year. In total, there are five modules in an academic year, with each module lasting for eight weeks.

In accordance with the senate decision dated 16.06.2017 regarding trilingual education, it is required to have at least B2 level language proficiency in each of Turkish, English and Arabic as a graduation requirement in all departments.
The course plan of the **Political Science and International Relations, Law and Economics** undergraduate programmes is arranged in such a way that students can take 4 semesters of Arabic language courses in order to meet these requirements. Students will only be allowed to enroll in the language course appropriate to their level through placement exams organized by the School of Languages. Students who have the required level of language proficiency or who are able to achieve this proficiency before 4 semesters will take the departmental elective courses specified in the course plan instead of the Arabic courses coded ARA 301, ARA 302, ARA 303, ARA 304.

2) According to the decision of the Senate regarding Multilingualism Policy on 24.09.2018, 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 programs subject to this policy.

a- B1 level proficiency in English, B1 level proficiency in Turkish and A2 level proficiency in Arabic are required for Financial Economics Thesis Master Program. Since the language courses offered in this program will be opened as non-credit, reserving the condition to pass them successfully, grades gained from these courses will not be added to the Grade Point Average.

b- Students can fulfill the graduation requirement regarding the language courses by either attending preparation program before program course period (if offered by the Program) or taking language courses along with their program courses during the program semester and passing these language courses successfully. Students who prove their proficiency by language test scores that are approved by the University will be considered as fulfilling graduation requirement.

Regarding the language courses, the students are provided with two options;

First option: The course is taught 1 hour a day for 5 days a week (in total: 5 hours a week) between 08:00-09:00 in the morning.
Second option: The students may take the language course for 2 hours a day for 5 days a week (in total: 10 hours a week).

The number of courses that should be taken to fulfill the required proficiency levels by the programs is stated below:

For B1 level in Turkish and in English: Students must either select the First Option for 3 semesters or select the First Option for 1 semester and the Second Option for 1 semester (2 semesters in total) and pass them.

For A2 level in Arabic: Students must either select the First Option for 2 semesters or the Second Option for 1 semester and pass them.

Notice: Students will only register in language courses that conform with their levels, which will be decided after the placement test held by the Language School.

Transparency and documentation of admission procedure and decision
In the following is a description of how the admission procedure at IHU is 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, defined, and based on relevant factors such as academic qualifications, standardized 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 standardized 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 programs, 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 panel finds the admission requirements to be comprehensibly defined. The rules for admission to IHU's Bachelor programmes are developed on the basis of the state regulatory documents issued by Council of Higher Education (YÖK).

Applicants who have a question regarding personal aptitude or career perspectives can rely on multiple channels to get information, like a call enter. Personal interaction is possible as well.

The regulations require a sufficient level of language proficiency for the programmes which are entirely taught in English. The Preparatory English Programme is designed to ensure that students are able to successfully complete the programme.

Overall, the admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing. For Bachelor programmes, this is a state process that is practised equally for every applicant. In addition, the admission decision contains detailed information on the results of the admission procedure.

		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

At the end of the academic year, the curricula are evaluated by the Chair, Faculty Board and Faculty Advisory Board (FAB) members. Based on the feedback from FAB members, industry experts, alumni, professors and students, the programme chair invites academic staff of the relevant programme to further plan and develop of new course content or curriculum.

All programmes comprise compulsory courses and general elective courses. Fundamental courses include courses in the humanities and social sciences, obligatory courses in their respective fields, and opportunities for students to apply their knowledge through practical exercises and simulations.

The implementation of qualification objectives varies according to the strategic competencies of the programme and the strategic vision of the IHU, although a general overview of how qualification objectives are typically incorporated into a curriculum in the study programmes is provided:

- Identify qualification objectives: The first step is to clearly define the qualification objectives of the study programme. 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 categorized into core courses, elective courses, or specialized 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.

- 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 university states, the programme´s curriculum can effectively implement the qualification objectives, providing students with the necessary knowledge, skills, and competencies to succeed in their chosen profession.

IBN HALDUN UNIVERSITY POLITICAL SCIENCE AND INTERNATIONAL RELATIONS BA CURRICULUM

Course Language: English/Turkish	Course Code	Course	ECTS Credits								Workload		Methods of Teaching	Form and Duration of Examinations	Weight of Exam related to Final Grade
			1	2	3	4	5	6	7	8	Hours in Class	Hours in Self-Study	i.e. Lecture, Tutorial, Seminar		
		Semester 1	Total: 28												28/ 240
E	SPS 101	Humanity and Society I	5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to	
E	HUM 101	The World Through Art and Literature I	5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to	
E	HIST 101	History of Modern Turkey I	5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to	
E	TLL 101	Modern Turkish Literature I	5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to	
E	POLS 101	Political Science	8								42	198	L//Q/H/WE	P/PwD/H/WE (face to	
	Course Code	Semester 2		Total: 32											32/240
E	HIST 102	History of Modern Turkey II		5							56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to	
E	TLL 102	Modern Turkish Literature II		5							56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to	
E	POIS 102	International Relations		7							42	168	L/P/Q/H/WE	P/PwD/H/WE (face to	
E		University Courses - Art Elective		5							56	94		P/PwD/H/WE (face to	
E		University Courses - Civilization Elective		5							56	94		P/PwD/H/WE (face to	
E		General Elective*		5							42	108		P/PwD/H/WE (face to	
	Course Code	Semester 3			Total: 30										30/240
E	POLS 250	Classical Political Theory			5						42	108	L/P/Q/H/WE	P/PwD/H/WE (face to	
E	LAW 107	Introduction to Law			5						42	108	L/P/Q/H/WE	P/PwD/H/WE (face to	
E	NS 101	Nature and Science I			5						56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to	
E	STAT 101	Statistics			5						42	108	L/P/Q/H/WE	P/PwD/H/WE (face to	
E		General Elective*			5						42	108		P/PwD/H/WE (face to	
		Arabic / Departmental Elective/ General Elective*			5						42	108		P/PwD/H/WE (face to	
	Course Code	Semester 4				Total: 30									30/240
E	POLS 224	Social Statistics				5					42	108	L/P/Q/H/WE	P/PwD/H/WE (face to	
E	POLS 241	Constitutional Politics & Law				5					42	108	L/P/Q/H/WE	P/PwD/H/WE (face to	
E	POLS 251	Modern Political Theory				5					42	108	L/P/Q/H/WE	P/PwD/H/WE (face to	
E		University Courses - Communication and Thinking Skills Elective				5					42	108		P/PwD/H/WE (face to	
E		University Courses - Science Elective				5					42	108		P/PwD/H/WE (face to	
		Arabic / Turkish / General Elective*				5					42	108		P/PwD/H/WE (face to	
	Course Code	Semester 5					Total: 32								32/240
E	POLS 301	Comparative Politics					6				42	138	L/P/Q/H/WE	P/PwD/H/WE (face to	
E	POLS 307	Research Methods					6				42	138	L/P/Q/H/WE	P/PwD/H/WE (face to	
		Arabic / Turkish / General Elective					5				42	108		P/PwD/H/WE (face to	
		Arabic / Turkish / General Elective					5				42	108		P/PwD/H/WE (face to	
E		General Elective*					5				42	108		P/PwD/H/WE (face to	
E		General Elective*					5				42	108		P/PwD/H/WE (face to	
	Course Code	Semester 6						28							28/240
E	POLS 315	Diplomatic History						7			42	168	L/P/Q/H/WE	P/PwD/H/WE (face to	
E	POLS 346	International Law & Organizations						6			42	138	L/P/Q/H/WE	P/PwD/H/WE (face to	
E		General Elective*						5			42	108		P/PwD/H/WE (face to	
		Arabic / Turkish / General Elective*						5			42	108		P/PwD/H/WE (face to	
		Arabic / Turkish / General Elective*						5			42	108		P/PwD/H/WE (face to	

	Course Code	Semester 7							Total: 32							32/240
E	POLS 401	Turkish Politics							6		42	138	L/P/Q/H/WE	P/PwD/H/WE (face to	
E	POLS 430	International Political Economy							6		42	138	L/P/Q/H/WE	P/PwD/H/WE (face to	
		Arabic / Turkish / General Elective*							5		42	108		P/PwD/H/WE (face to	
E		Skill Course Elective/General Elective*							5		42	108		P/PwD/H/WE (face to	
E		General Elective*							5		42	108		P/PwD/H/WE (face to	
E		General Elective*							5		42	108		P/PwD/H/WE (face to	
	Course Code	Semester 8							Total: 28							28/240
E	POLS 412	Turkish Foreign Policy							8		42	198	L/P/Q/H/WE	P/PwD/H/WE (face to	
		Arabic / Turkish / General Elective							5		42	108		P/PwD/H/WE (face to	
E		General Elective*							5		42	108		P/PwD/H/WE (face to	
E		General Elective*							5		42	108		P/PwD/H/WE (face to	
E		General Elective*							5		42	108		P/PwD/H/WE (face to	
		TOTALS	28	32	30	30	32	28	32	28	2016	5184			
							240 ECTS				7200				

Faculty Elective Courses

Course Unit Code	Course Name	Hours Theory	Hours Practice	Credit	ECTS	Prerequisite
POLS 317	Diplomatic Correspondence	3	0	3	5	–
POLS 327	Russia in World Politics	3	0	3	5	–
POLS 352	Political Ideologies	3	0	3	5	–
POLS 370	Comparative Politic of the Middle East	3	0	3	5	–
POLS 372	Public Administration in Turkey	3	0	3	5	–
POLS 380	Great Powers in World Politics	3	0	3	5	–
POLS 411	Non-Western International Relations	3	0	3	5	–
POLS 414	International Security	3	0	3	5	–
POLS 418	War Studies	3	0	3	5	–
POLS 420	Perspectives on Human Rights and Democracy	3	0	3	5	–
POLS 427	Religion and Politics	3	0	3	5	–
POLS 440	Conflict Analysis and Resolution	3	0	3	5	–
POLS 443	Ethnic Conflicts & Civil Wars	3	0	3	5	–
POLS 445	Nationalism and Ethnicity	3	0	3	5	–
POLS 446	Terrorism and Political Violence	3	0	3	5	–
POLS 455	Gulf Politics	3	0	3	5	–
POLS 463	Grand Strategy and Geopolitics	3	0	3	5	–
POLS 464	Media and Politics	3	0	3	5	–
POLS 477	American Foreign Policy	3	0	3	5	–
POLS 478	Politics in East Asia	3	0	3	5	–
POLS 495	Internship in Political Science and International Relat	3	0	3	5	–

Bachelor in Law (30 % English)

IBN HALDUN UNIVERSITY FACULTY OF LAW (%30 ENGLISH) CURRICULUM

Course Language:	Course Code	Course	ECTS Credits								Workload		Methods of Teaching i.e. Lecture, Tutorial,	Form and Duration of Examinations	Weight of Exam
			1	2	3	4	5	6	7	8	Hours in	Hours in			
		Semester 1	Total: 31												31/ 240
TR	LAW 101	Constitutional Law I	4								56	64	L/PE/P/PwD/H	P/PwD/H/WE (face to	
TR	LAW 103	Civil Law I	4								56	64	L/PE/P/PwD/H	P/PwD/H/WE (face to	
E	LAW 107	Introduction to Law	5								42	108	L/PE/P/H	P/PwD/H/WE (face to	
E	TLL 101	Modern Turkish Literature I	5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to	
E	HIST 101	History of Modern Turkey I	5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to	
E	LAW 109	Legal English I	3								42	48	L/PE/P/H	P/PwD/H/WE (face to	
E		University Elective Courses*	5								56	94	L//P/H	P/PwD/H/WE (face to	
	Course Code	Semester 2		Total: 29											29/240
TR	LAW 102	Constitutional Law II		4							56	64	L/PE/P/PwD/H	P/PwD/H/WE (face to	
TR	LAW104	Civil Law II		5							56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to	
E	TLL 102	Modern Turkish Literature II		5							56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to	
E	HIST 102	History of Modern Turkey II		5							56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to	
E	LAW 110	Legal English II		5							42	108	L/PE/P/H	P/PwD/H/WE (face to	
E		University Elective Courses*		5							56	94	L//P/H	P/PwD/H/WE (face to	
	Course Code	Semester 3			Total: 30										30/240
TR	LAW 201	Law of Obligations General Provisions I			5						56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to	
TR	LAW 203	Administrative Law I			5						42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to	
TR	LAW 205	Criminal Law General Provisions I			5						56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to	
E	LAW 207	Public International Law I			5						42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to	
E	IS 305	Islamic Law I			5						42	108	L/P/PwD/H	P/PwD/H/WE (face to	
		Arabic / Departmental Elective/ General Elective*			5						42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to	
	Course Code	Semester 4				Total: 30									30/240
TR	LAW 202	Law of Obligations General Provisions II				5					56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to	
TR	LAW 204	Administrative Law II				5					42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to	
TR	LAW 206	Criminal Law General Provisions II				5					56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to	
E	LAW 208	Public International Law II				5					42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to	
E	IS 306	Islamic Law II				5					42	108	L/P/PwD/H	P/PwD/H/WE (face to	
		Arabic / Departmental Elective/General Elective*				5					42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to	
	Course Code	Semester 5					Total: 29								29/240
TR	LAW 301	Civil Procedure Law I					4				42	78	L/PE/P/PwD/H	P/PwD/H/WE (face to	
TR	LAW 303	Commercial Law I					4				56	64	L/PE/P/PwD/H	P/PwD/H/WE (face to	
TR	LAW 305	Law of Obligations Special Provisions					4				56	64	L/PE/P/PwD/H	P/PwD/H/WE (face to	
TR	LAW/PHIL 307	Philosophy of Law					4				42	78	L/P/PwD/H	P/PwD/H/WE (face to	
TR	LAW 309	Criminal Law Special Provisions					3				42	48	L/PE/P/PwD/H	P/PwD/H/WE (face to	
		Arabic / Departmental Elective/ General Elective*					5				42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to	
		Departmental Elective / General Elective*					5				42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to	

	Course Code	Semester 6											Total: 31					31/240
TR	LAW 302	Civil Procedure Law II						4						42	78	L/PE/P/PwD/H	P/PwD/H/WE (face to
TR	LAW 304	Commercial Law II						4						56	64	L/PE/P/PwD/H	P/PwD/H/WE (face to
TR	LAW 306	Property Law						4						56	64	L/PE/P/PwD/H	P/PwD/H/WE (face to
TR	LAW/SOC 308	Sociology of Law						4						42	78	L/P/PwD/H	P/PwD/H/WE (face to
E	LAW 310	General Public Law						5						56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to
		Arabic / Departmental Elective/ General Elective*						5						42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to
		Departmental Elective / General Elective*						5						42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to
	Course Code	**Semester 7**									Total: 31							31/240
TR	LAW 401	Law of Enforcement and Insolvency							5					70	80	L/PE/P/PwD/H	P/PwD/H/WE (face to
E	LAW 403	Private International Law I							5					42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to
TR	LAW 405	Labor and Social Security Law I							3					42	48	L/PE/P/PwD/H	P/PwD/H/WE (face to
TR	LAW 407	Law of Taxation							3					42	48	L/PE/P/PwD/H	P/PwD/H/WE (face to
E	LAW 409	Human Rights Law							5					42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to
		Departmental Elective / General Elective*							5					42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to
		Departmental Elective / General Elective*							5					42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to
	Course Code	**Semester 8**										Total: 29						29/240
TR	LAW 402	Law of Criminal Procedure								4				56	64	L/PE/P/PwD/H	P/PwD/H/WE (face to
E	LAW 404	Private International Law II								5				42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to
TR	LAW 406	Labor and Social Security Law II								4				42	78	L/PE/P/PwD/H	P/PwD/H/WE (face to
TR	LAW 408	Law of Inheritance								4				56	64	L/PE/P/PwD/H	P/PwD/H/WE (face to
TR	LAW 410	Administrative Procedure Law								2				28	32	L/PE/P/PwD/H	P/PwD/H/WE (face to
		Departmental Elective / General Elective*								5				42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to
		Departmental Elective / General Elective*								5				42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to
		TOTALS	31	29	30	30	29	31	31	29	2534	4666						
			240 ECTS								**7200**							

Faculty Elective Courses

Course Unit Code	Course Name	Hours		Credit	ECTS	Prerequisite
		Theory	Practice			
LAW 211	Introduction to European Union Law	3	0	3	5	–
LAW 212	International Organizations	3	0	3	5	–
LAW 213	Law of Political Parties	3	0	3	5	–
LAW 214	Environmental Law	3	0	3	5	–
LAW 215	Roman Law	3	0	3	5	–
LAW 216	Legal Research and Legal Writing Methods	3	0	3	5	–
LAW 217	Politics and Law	3	0	3	5	–
LAW 218	Criminology	3	0	3	5	–
LAW 219	European Union Law	3	0	3	5	–
LAW 220	Psychology of Justice	3	0	3	5	–
LAW 313	Zoning Law	3	0	3	5	–
LAW 314	Banking Law	3	0	3	5	–
LAW 315	Energy Law	3	0	3	5	–
LAW 316	International Human Rights Law	3	0	3	5	–
LAW 317	Sports Law	3	0	3	5	–
LAW 318	Constitutional Judiciary	3	0	3	5	–
HIST 329	Turkish Legal History	3	0	3	5	–
LAW 320	Legal Methodology	3	0	3	5	–
LAW 321	International Investment Law	3	0	3	5	–
LAW 322	International Commercial Law	3	0	3	5	–
LAW 323	Negotiation and Drafting of Contracts	3	0	3	5	–
LAW 324	Mergers and Acquisitions	3	0	3	5	–
LAW 325	International Criminal Law	3	0	3	5	–
LAW 326	Artificial Intelligence and Law	3	0	3	5	–
LAW 327	Comparative Law I	3	0	3	5	–
LAW 328	Comparative Law II	3	0	3	5	–
LAW 329	Law Clinics I	3	0	3	5	–
LAW 330	Law Clinics II	3	0	3	5	–
IS 401	Usul al- Fiqh	3	0	3	5	–
LAW411	Consumer Law	3	0	3	5	–
LAW 412	International Investment Arbitration Law	3	0	3	5	–
LAW 413	Forensic Medicine	3	0	3	5	–

LAW 414	Competition Law	3	0	3	5	–
LAW 415	Copy Right Law	3	0	3	5	–
LAW 416	Health Law	3	0	3	5	–
LAW 417	Maritime Law	3	0	3	5	–
LAW 418	Insurance Law	3	0	3	5	–
LAW 419	Law of Children	3	0	3	5	–
LAW 420	Law of Attorneyship	3	0	3	5	–
LAW 421	IT Law	3	0	3	5	–
LAW 422	Insolvency Law	3	0	3	5	–
LAW 423	International Commercial Arbitration Law	3	0	3	5	–
LAW 424	Introduction to Air Law	3	0	3	5	–
LAW 425	Capital Markets Law	3	0	3	5	–
LAW 426	Kıymetli Evrak Hukuku	3	0	3	5	–
LAW 427	Legal Justification and Decision Writing	3	0	3	5	–

Bachelor in Economics

Course Language: English/Turkish	Course Code	Course	ECTS Credits								Workload		Methods of Teaching	Form and Duration of Examinations	Weight of Exam related to Final Grade
			1	2	3	4	5	6	7	8	Hours in Class	Hours in Self-Study	i.e. Lecture, Tutorial, Seminar		
		Semester 1	Total: 30												30/ 240
E	SPS 101	Humanity and Society I	5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E	HUM 101	The World Through Art and Literature I	5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E	TLL 101	Modern Turkish Literature I	5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E	NS 101	Nature and Science I	5								56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E	MATH 101	Calculus I	5								56	94	L/PE/T/H	H/WE (face to face) avg. 100 minutes	
E	ECON101	Principles of Microeconomics	5								56	94	L/PE/P/H/T	P/H/WE (face to face) avg. 100 minutes	
	Course Code	Semester 2		Total: 30											30/240
E		University Courses - Civilization Elective*		5							56	94	L//P/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E		University Courses - Art Elective*		5							56	94	L//P/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E		University Courses - Science Elective*		5							56	94	L//P/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E	TLL 102	Modern Turkish Literature II		5							56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E	MATH 102	Calculus II		5							56	94	L/PE/H	H/WE (face to face) avg. 100 minutes	
E	ECON102	Principles of Macroeconomics		5							70	80	L//P/H/PwD	P/PwD/H/WE (face to face) avg. 100 minutes	

	Course Code	Semester 3			Total: 30										30/240
E	HIST 101	History of Modern Turkey I			5						56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E	STAT 101	Statistics I			5						70	80	L/PE/P/PwD/H/T	P/PwD/H/WE (face to face) avg. 100 minutes	
E	ECON 201	Intermediate Microeconomics			5						70	80	L/PE/P/PwD/H/T	Q/H/WE (face to face) avg. 100 minutes	
E	MAN 241	Fundamentals of Financial Accounting			5						42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E	LAW 107	Introduction to Law			5						42	108	L/PE/P/H	P/PwD/H/WE (face to face) avg. 100 minutes	
		Arabic / Turkish / General Elective			5						42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	

	Course Code	Semester 4			Total: 30										30/240
E	HIST 102	History of Modern Turkey II				5					56	94	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E		University Courses - Communication and Thinking Skills Elective*				5					56	94	L//P/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E	STAT 102	Statistics II				5					56	94	L/PE/P/PwD/H/T	P/PwD/H/WE (face to face) avg. 100 minutes	
E	ECON 202	Intermediate Macroeconomics				5					70	80	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E	ECON 204	Mathematical Economics				5					56	94	T/L/P/PwD/H	Q/P/H/WE (face to face) avg. 100 minutes	
		Arabic / Turkish / General Elective				5					42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	

	Course Code	Semester 5				Total: 29									30/240
E	ECON 301	Econometrics I					5				70	80	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E	ECON 303	Industrial Organization					5				42	108	L/PE/P/PwD/H	/P/H/WE (face to face) avg. 100 minutes	
E	ECON 305	International Economics					5				42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E		General/Departmental Elective					5				42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E		Arabic / Turkish / General Elective					5				42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
		Arabic / Turkish / General Elective					5				42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	

	Course Code	Semester 6						Total: 30							30/240
E	ECON 302	Econometrics II						5			70	80	L/PE/P/PwD/H/T	P/PwD/H/WE (face to face) avg. 100 minutes	
E	ECON 304	Game Theory						5			42	108	L/PE/P/H/T	Q/P/H/WE (face to face) avg. 100 minutes	
E	ECON 306	Money, Banking and Financial Institutions						5			84	66	L/PE/P/H	Q/P/H/WE (face to face) avg. 100 minutes	
E		Arabic / Turkish / General Elective						5			42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E		General / Departmental Elective						5			42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
		Departmental Elective						5			42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
	Course Code	Semester 7						Total: 30							30/240
E	HIST 401	History of Economic Thought							5		42	108	L/PE/PwD/H	H/WE (face to face) avg. 100 minutes	
E		Arabic / Turkish / General Elective							5		42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E		Arabic / Turkish / General Elective							5		42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E		Departmental Elective							5		42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E		Departmental Elective							5		42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E		Departmental Elective							5		42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
	Course Code	Semester 8								Total: 30					30/240
E	ECON 402	Turkish Economy								5	42	108	L/PE/P/PwD/H	H/WE (face to face) avg. 100 minutes	
E	ECON 490	Graduation Project								5	28	122	T/PE/PwD	PwD (face to face) avg. 100 minutes	
E		Arabic / Turkish / General Elective								5	42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E		Departmental Elective								5	42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E		Departmental Elective								5	42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E		General Elective								5	42	108	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
		TOTALS	30	30	30	30	30	30	30	30	2436	4764			
						240 ECTS					7200				

DEPARTMENTAL ELECTIVE COURSES					
Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
Economic Theory Electives					
ECON 403	Advanced Microeconomics	3	0	3	5
ECON 404	Advanced Macroeconomics	3	0	3	5
ECON 405	Economics of Growth and Development	3	0	3	5
ECON 407	Globalization and Emerging Markets	3	0	3	5
ECON 408	Islamic Economics and Finance	3	0	3	5
ECON 409	Public Finance	3	0	3	5
ECON 410	International Finance	3	0	3	5
ECON 411	Labor Economics	3	0	3	5
Sectoral Electives					
ECON 422	Economics of Innovation and Technology	3	0	3	5
ECON 424	Energy Economics	3	0	3	5
ECON 426	Environmental Economics	3	0	3	5
Quantitative Analysis Electives					
ECON 433	Time Series Econometrics	3	0	3	5
ECON 434	Panel Data Econometrics	3	0	3	5
ECON 435	Forecasting in Financial Markets	3	0	3	5
MATH 431	Linear Algebra	3	0	3	5
MATH 432	Differential Equations	3	0	3	5

Master in Financial Economics

Course Language: English/Turkish	Course Code	Course	ECTS Credits per Semester				Workload		Methods of Teaching i.e. Lecture, Tutorial, Seminar	Form and Duration of Examinations	Weight of Exam related to Final Grade
			1	2	3	4	Hours in Class	Hours in Self-Study			
		Semester 1	Total: 32								32/ 120
E	EFIN 501	Research Methods and Publication Ethics	8				42	198	L/PE/P/PwD/H	P/PwD/H/Project	
E	EFIN 503	Microeconomic Analysis	8				42	198	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E	EFIN 505	Corporate Finance	8				42	198	L/PE/P/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E		Departmental Elective	8				42	198	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E		Language Courses									
	Course Code	**Semester 2**		Total: 27							27/120
E	EFIN 500	Seminar		3			42	48	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E	ECON 506	Macroeconomic Theory		8			42	198	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E	EFIN 506	Financial Econometrics		8			42	198	L/PE/P/PwD/H	P/PwD/H/Project	
E		Departmental Elective		8			42	198	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E		Language Courses									

	Course Code	Semester 3			Total: 38						30/240
E	EFIN 599	Master's Thesis			30		0	900			
E		General Elective			8		42	198	L/PE/P/PwD/H	P/PwD/H/WE (face to face) avg. 100 minutes	
E		Language Courses									
	Course Code	Semester 4			Total: 30						30/240
E	EFIN 599	Master's Thesis			30		0	900			
E		Language Courses									
		TOTALS	32	27	38	30	378	3432			
					127 ECTS			3810			

DEPARTMENTAL ELECTIVE COURSES

Code	Course Name	Hours		Credit	ECTS
		Theory	Practice		
EFIN 512	Globalization and International Financial Markets	3	0	3	8
EFIN 514	Risk Management in Financial Institutions	3	0	3	8
EFIN 518	Islamic Finance	3	0	3	8
MAN 506	Strategic Management	3	0	3	8
ECON 512	Game Theory	3	0	3	8
ECON 513	Monetary Economics	3	0	3	8
ECON 523	Islamic Economics and Finance	3	0	3	8
ECON 524	Economic Jurisprudence in Islam	3	0	3	8
ECON 527	Behavioral Economics and Finance	3	0	3	8

For all programmes

Possible language courses:

Course Unit Code	Course Name	Saatler		Credit	ECTS
		Theory	Practice		
ARA 301	Basic Arabic I	1	4	3	5
ARA 302	Basic Arabic II	1	4	3	5
ARA 303	Intermediate Arabic I	1	4	3	5
ARA 304	Intermediate Arabic II	1	4	3	5
ARA 305	Advanced Arabic I	1	4	3	5
ARA 306	Advanced Arabic II	1	4	3	5
ARA 307	Intensive Basic Arabic	2	8	6	10
ARA 308	Intensive Intermediate Arabic	2	8	6	10
FRE 301	Basic French I	1	4	3	5
FRE 302	Basic French II	1	4	3	5
FRE 303	Intermediate French I	1	4	3	5
FRE 304	Intermediate French II	1	4	3	5
GER 301	Basic German I	1	4	3	5
GER 302	Basic German II	1	4	3	5
GER 303	Intermediate German I	1	4	3	5
GER 304	Intermediate German II	1	4	3	5
GRE 301	Basic Greek I	1	4	3	5
GRE 302	Basic Greek II	1	4	3	5
HEB 301	Basic Hebrew I	1	4	3	5
HEB 302	Basic Hebrew II	1	4	3	5
LAT 301	Basic Latin I	1	4	3	5
LAT 302	Basic Latin II	1	4	3	5
PERS 301	Basic Persian I	1	4	3	5
PERS 302	Basic Persian II	1	4	3	5
PERS 303	Intermediate Persian I	1	4	3	5
PERS 304	Intermediate Persian II	1	4	3	5
PERS 307	Intensive Basic Persian	2	8	6	10
PERS 308	Intensive Intermediate Persian	2	8	6	10
SPA 301	Basic Spanish I	1	4	3	5
SPA 302	Basic Spanish II	1	4	3	5
SPA 303	Intermediate Spanish I	1	4	3	5
SPA 304	Intermediate Spanish II	1	4	3	5
TLL 301	Basic Ottoman Turkish	1	4	3	5
TLL 302	Intermediate Ottoman Turkish	1	4	3	5
TLL 303	Advanced Ottoman Turkish I	1	4	3	5
TLL 304	Advanced Ottoman Turkish II	1	4	3	5
TLL 305	Ottoman Paleography and Diplomatica	1	4	3	5
TLL 306	Advanced Readings in Ottoman Historical Texts	1	4	3	5
TLL 307	Intensive Basic Ottoman Turkish	2	8	6	10
TLL 308	Intensive Intermediate Ottoman Turkish	2	8	6	10
TLL 309	Intensive Advanced Ottoman Turkish	2	8	6	10

All courses, including language courses, in the curricula of all Ibn Haldun University's Bachelor programmes, as well as the Department Elective courses of the individual programmes, can be taken as general electives. According to the regulations of the Higher Education Council (YÖK), elective courses can be opened by a decision of the university senate. Therefore, the elective courses that are intended to be opened are determined by a senate decision as a pool. The relevant department decides which elective courses will be opened in that period. The courses to be opened in the next term are discussed at the department meeting, where there is also a student representative. Moreover, the university collects feedback from current students and evaluates survey results. All of this information helps to determine which elective courses can be feasibly offered based on available resources. Before the term begins, the elective courses to be opened are announced to the students in advance. During the course selection phase, students can also see which elective courses will be available in the system.

Rationale for degree and programme name

In Turkey, the Council of Higher Education (CoHE) is responsible for regulating the names of academic programmes. Prior to the establishment of new programmes by either state or foundation universities, the institutions must provide evidence 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

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 programmes start 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 program 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.

- Fieldwork and internships: Students may be placed in real-world settings relevant to their field, such as companies, organisations, 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 programs 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 academic programmes, collaborations with industry partners and guest speakers are often integrated. 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.

Interdisciplinary thinking

Through a variety of instructional methods and tactics that promote the fusion of numerous academic fields, IHU students can become qualified for interdisciplinary thinking. The following represent a few concrete strategies to encourage transdisciplinary thinking among 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

IHU fosters interdisciplinary connections by integrating content and skills from different disciplines while encouraging students to make connections across subjects, promoting a holistic understanding of knowledge. Students are given a broad range of latitude in elective courses to increase their competitive talents and skills with different levels of specialisation. Each and every course listed under all IHU Bachelor curricula, including all language courses, may be taken as general electives.

Ethical aspects
The CoHE has set fundamental guidelines and advanced attempts to institutionalize 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 parallel with the CoHE's vision, IHU established Ethics Studies Application and Research Center on March 5, 2019. The aim of the centre 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 within the University into a framework of a multidisciplinary research and application centre on ethical problems 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 centre. The main goal of these studies is to initiate the development of principles shaped around universal ethical awareness in all areas of social life, starting from the University.

Each academic programme seeks to create its own ethical culture in addition to IHU's institutionalisation efforts and strategic vision. For instance, the 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 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.

The programmes at IHU deliberately supplement the introduction of these ethical guidelines with ongoing discussions, workshops, and resources throughout the students' university journey. All four areas of studies face complex ethical quandaries, and the programmes emphasize the significance of ethical reasoning and decision-making. Students learn to recognize ethical dimensions of issues, assess possible responses, and make decisions that align with their ethical frameworks and principles.

Methods and scientific practice
The compulsory English Preparatory Programme already introduces students to the Principles of Academic Research and students are expected to develop their first academic research skills throughout the process of selecting, evaluating and using sources for a significant research task.

BA in Political Science and International Relations (English)
The curriculum includes courses that challenge students to solve complex problems using analytical and creative thinking. Students learn how to identify problems, analyse data, evaluate options, and make informed decisions. Especially the courses Research Method,

Statistics and Social Statistics deal with the acquisition of academic skills.

BA in Law (Turkish)
The programme uses active learning methods, especially the inclusion of law clinics courses in the curriculum. Law Clinics is an applied education model developed for law school students which allows students to transfer the theoretical knowledge they have learned at the faculty to real life. Within the scope of this course, it is aimed to increase the competence of the students to solve legal disputes that may arise in their professional lives by providing them with the ability to research and write projects on current legal problems.

BA in Economics (English)
MATH 101, MATH 102, ECON 204, ECON 101 and ECON 201, and ECON 102 and ECON 202 are geared towards providing students with the foundation knowledge, skills and rigor to be able to take much more practically oriented courses. As such, these courses are more theoretical and conceptually oriented.

MA in Financial Economics (English)
Students gain methodological and scientific competencies in investigating the relationship between financial, economic, and social variables by using different statistical methods and tools.

For all programmes

Examination and final thesis
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. 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.

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 **Master in Financial Economics** concludes with a final thesis, while the **bachelor** programmes focus more on practical implementation through various internships and fieldwork, which are graded.

Appraisal:

The curricula with the broad range of electives adequately reflect the qualification objectives of the study programmes. The contents of the modules/courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. Basically, degree and programme names correspond to the contents of the curriculum (including the electives) and the programme objectives. The names of study programmes are also regulated by the state and the Council of Higher Education (CoHE) is responsible for regulating the names of academic programmes.

Nevertheless, the panel sees potential for improvement:

BA in Political Science and International Relations (English)
Only 14 of the 45 courses in the programme belong to the disciplines of Political Science and International Relations. The 'government' component of Political Science is underrepresented and crucial components of International Relations are missing. It is correct that these courses can be found in the impressive list of Departmental Electives. However, the appropriate electives may or may not be chosen. Setting up a structure that is appropriate to the degree is left to the student and his/her advisor. Thus, the panel recommends the following **condition**:

> **The HEI rearranges the current curriculum in a way that the number of compulsory courses is increased in order to meet objectives and title of the programme.**

Fortunately, this can be done without major changes or disruptions. Of course, it is up to the Department to decide in what way the present programme can be 'beefed up' to meet the requirements. The following are suggestions only. Possibly the easiest way would be to make use of the ten available General Elective slots. Thus, one would add to the existing programme 4 additional compulsory courses. In addition, the present requirement that 4 electives have to be chosen from the list of departmental electives would be maintained. This would boost the number of Political Science and International Relations courses to 22, just under half the overall number of courses. Moreover, the added courses could close current gaps in the programme. Examples might be International Security (POLS 414), Great Powers in World Politics (POLS 380), Political Parties and Interest Groups (POLS 429) and Policy Analysis (POLS 456). The first two of these would fill gaps in the IR part of the programme, the latter two would boost the 'government' component. In sum, the programme would be more oriented toward the disciplines of Political Science and International Relations and lose the appearance of something like a 'shopping mall'. An additional advantage would be that the suggested changes would meet the criticism by the Higher Education Quality Board (YOKAK) regarding the large number electives.

Considering the statement of the university, the experts point out: It does not make sense to gloss over the hard fact that the B.A. Programme in Political Science and International Relations suffers from an insufficient number of compulsory courses, a mere 14 out of 45. This simply does not reflect the objectives and the title of the degree.

It is recognized that the elective courses can make up for this, particularly with the advice of the professors. But this is not guaranteed, for two reasons. First and most important, the elective courses are not reliably and regularly guaranteed. It is more or less chance, which elective courses are in fact offered. It also seems that this takes place on relatively short notice, so that longer term planning of the study programme is difficult for the student.

Secondly, there is no formal obligation that advice has to be sought. Students are free to choose their elective courses; they are not compelled to follow the advice (otherwise the courses would not be 'electives').

Thus, the fact remains that the elective courses do not guarantee an adequate compensation for the insufficient number of compulsory courses. Elective courses are not regularly and reliably available and can be chosen in a haphazard manner (shopping mall).

Finally, for an outside observer or prospective applicant the programme as it is does not clearly show up as a solid Political Science and International Relations programme. There are just too many gaps filled by 'electives'. It is notable that the Turkish Higher Education Quality Board (YOKAK) is equally critical with regard to the large number electives.

BA in Law (Turkish)
In order to specify student`s competencies in the chosen field, the panel recommends to strengthen department based electives.

BA in Economics (English)
The panel recommends introducing a new (facultative) course "Digital Economics".

With reference to the goals of the university (IHU), the effects of language models such as ChatGPT, Bard, Claude etc. on economics should be integrated into teaching in the next study reform in the subject of economics. Through language models, the limited rationality of economic agents can be reduced to decisions due to a lack of information. This spectacular paradigm shift, a quantum step in information processing, is based mostly currently on huge capital investments and further developments in hardware and not on a significant development of new methods. The basis of the language models are the long-known methods of multivariate statistics such as clustering, classifications, nearest- neighbors-analysis, Markov chain simulations, etc. These methods are taught in a qualified manner at the university under STAT01, STAT02 and ECON301. There is a lack of connection between these methods and the technological environment that is now possible.

Two subjects are suggested:

Introduction to LLM: Training machine probability-based linking of text modules based on metric methods according to different objectives (Theory 1; Practice (Laboratory) 2 (3 ECTS))

Impact analysis LLM, ChatGPT etc. on the economy: Case studies should demonstrate specific effects of IT technologies on key macroeconomic concepts such as productivity and growth, labor market, market dynamics and pricing, data management as well as on changed behavior of market participants. This can be done by comparing conventional behaviors and decisions with processes that are supported by the language models (with and without). (Theory 2; Practice 2 (4 ECTS))

The capacity for these two subjects could possibly be achieved by reducing the extensively supported range of framework subjects - if the general prerequisites at school are sufficient.

MA in Financial Economics (English)
The panel recommends introducing a new (facultative) course "Digital Economics" and considering the possibility to choose Behavioural Economics (with focus on Behavioural

Finance (Shiller) and Social Preferences Theory (Fehr, Falk) as compulsory. In developing the programme further, the university could integrate explicitly modern critical theories of Financial Economics (e.g., Post-Keynesianism (Financial Fragility, Financialization, Herd Behaviour, bubbles), Socio-Economics (embeddedness, strong reciprocity, caring and sharing); Institutional Economics (Too-big-to-fail, Regulation of the Financial Sector)) in the programme, in order to encourage critical thinking of the students and to understand better e.g. the dynamics of banking networks or the causes of the continuous financial crises. Introducing courses in Development Economics and Sustainable Investment and Finance (including e.g., sustainability-related rating, sustainable crowd investments etc.) or enriching existing courses by these topics would also enhance student`s perspectives.

In all programmes, theoretical questions are combined with practical exercises and examples such as discussion sessions and groupwork, especially by teaching practitioners. As the experts learned in the interviews, the majority of students takes advantage of the voluntary internship which enables students to put what they have learned into practice in a professional environment. The panel encourages the university in offering a practical semester in which the students are accompanied by professors from the university. After completing an internship, students increasingly evaluate course content from the perspective of the potential for solving practical problems and also with regard to the requirements of the labour market.

With regard to the diverse electives across departments, all four study programmes focus on acquiring trans- or interdisciplinary knowledge. Here IHU takes advantage of the fact that the respective programmes have a small number of students (see statistical data) and can therefore also offer joint electives.
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 through various courses, which are anchored in the respective curricula.
All exams are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams include a variety of test formats. Students also prove their ability to do scientific work and the achievement of the study programme's qualification objectives.

	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	Condition (PoSCaIR)	
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

BA in Political Science and International Relations (English)

Projected study time	8 semesters / 4 years
Number of credits (national credits and ECTS credits)	240 ECTS credits
Workload per credit	1 ECTS credit = 30 hours
Number of modules/courses	46
Time required for processing the final thesis/project and awarded credits	No final thesis/project
Number of contact hours	Hours in Class: 2072 Hours in Self-Study: 5128 Total: 7200/30 = 240 ECTS credits

For graduation from the Politics and International Relations undergraduate program, at least four (4) elective courses must be taken from among the Department's elective courses. Students who are exempt from Arabic and Turkish must take at least one departmental elective in the sixth semester. To graduate from the Political Science and International Relations undergraduate program, 45 courses with a total of 240 ECTS are taken. 13 of these are common university courses, 14 are departmental compulsory courses and 18 are elective courses.

BA in Law (Turkish)

Projected study time	8 semesters / 4 years
Number of credits (national credits and ECTS credits)	240 ECTS credits
Workload per credit	1 ECTS credit = 30 hours
Number of modules/courses	46
Time required for processing the final thesis/project and awarded credits	No final thesis/project
Number of contact hours	Hours in Class: 2072 Hours in Self-Study: 5128 Total: 7200/30 = 240 ECTS credits

In order to graduate from the Law (30% English) undergraduate programme, a total of 240 ECTS credits are taken. At least 72 ECTS courses must be taken in English for graduation. In this context, if the English ECTS load cannot be completed with compulsory courses, it must be completed with elective courses given in English.

BA in Economics (English)

Projected study time	8 semesters / 4 years
Number of credits (national credits and ECTS credits)	240 ECTS credits
Workload per credit	1 ECTS credit = 30 hours
Number of modules/courses	46
Time required for processing the final thesis/project and awarded credits	No final thesis/project
Number of contact hours	Hours in Class: 2072 Hours in Self-Study: 5128 Total: 7200/30 = 240 ECTS credits

To graduate from the BA in Economics program, students must fulfill the requirements of 240 ECTS credits in total. Moreover, as a requirement of the Multilingualism Policy, students must complete compulsory language courses in Arabic and meet the proficiency scores for graduation.

MSc in Financial Economics (English)

Projected study time	4 semesters / 2 years
Number of credits (national credits and ECTS credits)	120 ECTS credits
Workload per credit	1 ECTS credit = 30 hours
Number of modules/courses	46
Time required for processing the final thesis/project and awarded credits	No final thesis/project
Number of contact hours	Hours in Class: 2072 Hours in Self-Study: 5128 Total: 7200/30 = 240 ECTS credits

To graduate from MSc in Financial Economics program, 10 courses with 120 ECTS credits in total which includes nine courses, and one seminar course must be taken in addition to a Thesis/Project. Six of these courses are compulsory and four of them are elective. Additionally, as required by the Multilingualism Policy, the requirements below must be fulfilled for graduation.

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. In Turkey, credits only show the number of class hours, not the student's own working hours. This results in an conversion in which one national credit equals around 1.7 ECTS credits. However, the number and load of in-class courses vary from programme to programme.

The expected duration of study for all Bachelor programmes in Turkey is four years. Two semesters of 28 weeks of theoretical instruction make up the academic year (fall and spring).

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

Study and examination regulations

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. Before the semester starts, the timetables and academic calendar are fully disclosed. The University's "Student Affairs Department" is where students may access all the information.

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).

Within the scope of exchange programmes, the admission and course registration of the student are carried out by the related department. The students are given a transcript of records listing the courses taken along with the grades awarded at the end of the programme. The period during which the student is going to study at another university within the scope of exchange programmes is included in the study period. The adjustment of the courses taken in the exchange programme is done by the decision of the Related Board of Directors.

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. Also, 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.

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

Table 1: Course Grades

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

Each course typically employs 14-week time periods for lectures and other learning materials. Students take their in-class midterm exams after six or seven weeks. 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 the lecturers.

Feasibility of study workload
The workload is spread fairly evenly over eight semesters, each with 30 ECTS credits. IHU has established a workload evaluation, which will be included in the course evaluation from the coming semester. The template and the official confirmation that it is effective immediately are available.

An academic advisor is appointed to each student. Advisers assist students in making track and elective course selections, providing answers to their academic issues, answering their inquiries, and assisting them in achieving their own career goals. During office hours, students can meet with their advisors, or they can get in touch with them at any time using OBS.

Equality of Opportunity
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. Also, the Turkish CoHE created 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 chances 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 about 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 uses the following tactics 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.

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 % scholarships). 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 as best it can in terms of both the physical environment and institutional culture. For instance, there are restrooms and parking spaces reserved especially for those with disabilities. There are materials for those who are blind at the University library. Article 5 (1) of the Regulation of the Unit for Disabled Students states additionally that efforts are made to provide disabled students with the opportunity to receive education in integrated environments under equal and accessible conditions with non-disabled individuals, taking into account their special circumstances and needs.

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 in 2018. Designs for IHU have been made 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 customized to accommodate the needs of disabled students.

Appraisal:

The panel finds the structure of the four study programmes to be suitably implemented. The programme consists of courses and assigns credits per course on the basis of the necessary student workload.
During the online conference, the panel learnt more about the double major and minor major options. However, the minor major and its structure and curriculum of the respective study programmes were not evaluated. Here, the panel believes that it is generally advisable to present the process of the double major and minor programmes more clearly in writing, because although there are clear regulations, e.g. how many courses students have to take, the University still seems to handle this very case by case and it could be unclear to students what options they have (see recommendation in chapter 5).

There are legally binding study and exam regulations which contain necessary rules and procedures and consider 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.

In the opinion of the panel, the structure of the courses and the workload in the study programmes is comprehensible and appears appropriate to enable the students to achieve the intended goals of the programme in the designated time. The general feasibility of the workload is ensured by a suitable curriculum design as well as an appropriate number and frequency of examinations in the courses and overall in each semester. Support in academic and general matters is ensured by the lecturers and academic advisors.
As part of the current accreditation process, IHU has now established a workload survey, which will be used in the upcoming semester evaluation. An official statement from the University confirming this process was provided, as well as the evaluation form to be used in future.

The University ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative action concerning formal requirements throughout the programme and examinations. There is also a Service Unit for Students with Disabilities. Students in special circumstances are particularly assisted.

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

3.3   Didactical concept

Ibn Haldun University has a student-centered education policy that prioritizes the needs and interests of its learners. The University recognizes 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 personalized 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. This 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, and practices. Furthermore, they must participate in all assessment and evaluation processes and other activities specified in the syllabus by the course instructor.

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 utilized 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 traditional lecture-style approach to teaching is not always effective and has, therefore, incorporated a range of 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 utilizes. 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 synthesize and summarize 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.

- Workshops, laboratory work, projects, case studies, internships, are also used to gain practical experiences. Students must also gain practical field work and counselling experience.

- 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
Canvas is the LMS adopted by the University. It is a cloud-based learning management system (LMS) that allows lecturers to manage and deliver educational content. 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 recognized 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 the Learning Management System Canvas. In order to ensure ease of use, lecturers are encouraged to organise their materials and activities under weekly modules. To motivate ambitious students for their individual work, recommended materials are also given. All programmes, except Law, are taught in English. Therefore, learning and teaching materials, including textbooks and other materials, are available in English.

Guest lecturers

The programmes encourage faculty members to invite guest lecturers from diverse fields to share their sectoral experiences in their classes and seminars. The student clubs of the faculty are also active in organising 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 knowing and managing yourself, Fintech Technologies, and leadership. They also hosted executives from leading companies in the sector to talk to students about CV preparation, public speaking, corporate risk, and crisis management. The Career Development Club also conducts 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. The Political Science Club has also on several occasions invited guest lecturers to speak on controversial political and international topics and visited The Turkish Parliament (TBMM), to observe proceedings firsthand

Accordingly, both the faculty and the student clubs promote active student participation in these events by providing certificates.

Lecturing tutors

The programmes employ one or two full-time research assistants, along with some teaching fellows and research fellows. High-achieving students who have been employed as teaching fellows and research fellows are granted monetary scholarships, in addition to their academic scholarships, as a form of recognition for their diligent efforts. 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 variety of teaching methods offered by the programmes are chosen according to the learning outcomes of each course. According to the student-centred learning, they encourage students to take an active role in creating the learning process. The small group of students in particular creates the possibility of an interactive environment.

The course materials correspond to the teaching approach used and the respective qualification level of the course for which it is intended. In order to keep the materials up to date, regular meetings are held between those responsible. The style of the materials is suitable for encouraging students' individual learning initiative. Students can also access these resources online via the University's learning management system Canvas. Assessing the literature, the panel recommends completing the recommended literature of the Courses in Microeconomics and Macroeconomics (as Mankiw, Varian, Pindyck&Rubinfield) by modern textbooks which transmit a broader view of economics and encourage critical thinking, one of the main goals of Ibn Haldun University. Examples may be Goodwin et al. Microeconomics in Context; Goodwin, Dullien et al. Macroeconomics in Context; van Staveren: Economics after the Crisis, or https://www.core-econ.org/ .

Guest lecturers are invited and contribute to the students' qualification process with their special experience. In addition, lecturing tutors contribute to the students' 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		n.r. (Master)

3.4 International outlook

International contents and intercultural aspects

BA in Political Science and International Relations (English)
The programme 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 political science and international relations by employing real-world data to analyse political situations and inviting professionals as guest lecturers. These opportunities

allow students to gain a comprehensive understanding of political trends and practices and develop the skills necessary to succeed in a dynamic, multicultural environment.

BA in Law

The programme is a 30 percent English-Language programme. The curriculum involves several compulsory and elective courses that encourage active student participation and offer practical skills training such as law clinics and case studies. The programme also provides opportunities for students to compare international and domestic law. For example, LAW 403 International Private International Law, LAW 207 Public International Law, LAW 315 Energy Law are some of them. On the other hand, we prepare our students for international moot court competitions and provide them with the necessary support. In this way, the University makes it easier for many students to go abroad for master's and PhD programmes.

The legal courses combine theory and practice in different fields of law by employing real-world case studies. These opportunities allow students to gain a comprehensive understanding of global legal practices and develop the skills necessary to succeed in a dynamic, multicultural competitional environment.

BA in Economics

The programme, conducted in English, comprises mandatory and optional economic courses designed to engage students actively. It combines theoretical frameworks with practical applications across diverse economic fields, utilizing real-world statistical data to analyse economic and financial occurrences. Guest lectures by industry professionals further enhance the learning experience. These elements collectively offer students a thorough comprehension of economic trends, fostering the development of skills essential for success in a dynamic, multicultural setting. Notably, the international dimensions of the curriculum are particularly emphasized in specific courses, namely ECON 305, ECON 424, ECON 405, ECON 410, and ECON 306.

MSc in Financial Economics

The programme reflects the international outlook of Ibn Haldun University. All of the graduates of the programme since the beginning are non-Turkish students. The curriculum and the course contents are almost completely related to international financial markets. There is no course that is specifically related to Türkiye. The theses written by the graduates are also indicating the rather international nature of the programme. Since the beginning, there has been no thesis that is specifically related to Türkiye. Another indicator is the career path the students follow after graduation. Almost all graduates are now either continuing their academic careers in countries like Malaysia, Qatar, France, and the USA, or they have taken professional positions in different financial institutions and/or international humanitarian organizations in Malawi, France, and Türkiye.

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. The university has formed collaborations with 50 academic institutions abroad to encourage the exchange of students and lecturers, facilitate joint research projects, and organize academic events.

Currently, there are 633 international students from 81 different countries enrolled at IHU, which constitutes 35 % of the total student population.

A significant number of faculty members possess international expertise in educational or professional domains and several instructors have obtained graduate or PhD degrees from foreign institutions and/or have worked for international companies or organizations.

Faculty members participate in foreign conferences or seminars and publish papers abroad to stay up to date. The faculty members of IHU are highly productive in terms of publications. In 2022 alone, the faculty produced 11 academic publications. These publications consisted of 100% articles in international and highly ranked journals indexed in the Q1 to Q3 categories. In 2022 and 2023, the faculty members of the Law School produced 19 academic publications. These publications consisted of 26% articles, 10% conference papers, 31.5% book chapters, and 31.5 % books. In 2022 alone, faculty members of the department of political science and international relations produced 50 academic publications. These publications consisted of 57% articles, 19% conference papers, 17% book chapters, and 7% other types of publications. Of the published articles, 23 were published in journals indexed in the Q1 and Q2 categories.

IHU encourages its students to apply for master's, doctoral programs, and internships abroad. Students who succeed in ranking among the top 100 in any type of score and enroll in the university and obtain a ranking within the top 3 in our university, are eligible for financial support for their postgraduate and doctoral education abroad. IHU equally encourages its faculty members to pursue academic research abroad. In the last two years, six members of the School of Law have gone abroad to countries such as Germany, Switzerland, England, Luxembourg for academic research.

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.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

Lectures and course materials in foreign languages predominate in the programmes except BA in Law. 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		
3.4.4 Foreign language contents		x	X (Bachelor in Law)		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The curricula at IHU are 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 Department of Economics, School of Law and the Department of Political Science and International Relations place great emphasis on the social and personal improvement of its students. Between 2017 and 2020, the Onur Program provided the students with extracurricular classical studies, cultural and artistic education programmes and workshops. As part of this program, seminars that were previously offered have been converted into credit-eligible elective courses and will continue to be offered to our students from the 2020-2021 Academic Year. Students who successfully complete these courses will receive an "Honors Certificate."

IHU offers a well-rounded curriculum that emphasizes 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.

The Department of Economics' elective courses, such as energy economics, forecasting in financial markets, labour economics, and international finance, provide students with specialized knowledge and skills that can be applied in various fields. The School of Law elective courses such as Politics and Law (LAW 217), Psychology of Justice (LAW 219), Environmental Law (LAW 214), Criminology (LAW 218), Energy Law (LAW 315), Sports Law (LAW 317), IT Law (LAW 421), provide students with specialized knowledge and skills that can be applied in various fields. While elective courses such as energy and geopolitics, great powers in world politics, political ideologies, and comparative politics of the Middle East of the Department of Political Science and International Relations, provide students with specialized knowledge and skills that are applicable in various fields.

Appraisal:

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

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

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

3.6 Skills for employment / Employability (Asterisk Criterion)

The 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. The faculty regularly engages with industry experts to identify emerging trends, skills and competencies required for the industry.

The curricula are designed to provide a balance between theoretical knowledge and practical application. 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 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.

Through 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, the multicultural environment provides students with the opportunity to understand different cultures and perspectives and learn from them (see chapter 3.4). This allows them to gain the necessary foundational skills and mindset needed to succeed in the international sector.

All programmes value graduates' feedback as it helps to improve the programmes to meet the changing demands of the job market. The faculty conducts regular graduate surveys to evaluate the effectiveness of its programmes in preparing graduates for the job market. Feedback from graduates is used to improve the curriculum, identify areas where efforts need to be focused 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 modules/courses.

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

4. Academic environment and framework conditions

4.1 Faculty

The School of Law boasts of 11 full-time lecturers, all of whom hold a PhD degree, and 11 part-time lecturers who are not affiliated with the university. Furthermore, there are 8 research assistants in the faculty who do not primarily teach, but provide support to teaching members of the faculty with their research. Similarly, all the lecturers, full-time and part-time are PhD holders in their field of expertise. Furthermore, one research assistant in the department assists in all academic matters and support faculty members with their research.

The faculty of the School of Law have produced a total of 19 academic publications in 2022 and 2023. These include 6 books, 6 book chapters, 5 articles and 2 conference papers that were presented at conferences and later published in proceedings.

Members of the Department of Economics (10 full-time and 3 part-time lecturers with PhD) in 2022 and 2023 created 23 academic publications.

Most of the faculty members have extensive teaching experience, both nationally and internationally, encompassing many years across various universities.

A significant proportion of the faculty members have worked in a variety of professional positions in the past, such as investment, research, consulting, politics, legal, diplomatic and they continue to have strong commercial relations with companies in various industries. Most of the members of the Law School are active practitioners in various areas of law. Some of the members have remarkable experiences in prestigious institutions such as Hong Kong International Arbitration Centre, Chinese International Economic and Trade Arbitration Centre, International Chamber of Commerce, the Turkish Investment Office, Istanbul Chamber of Commerce, Istanbul Chamber of Commerce Arbitration and Mediation Center. Additionally, two of our academicians are consultants at the Council of Europe's projects.

For all programmes

Academic and didactical qualification of faculty
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.

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.

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 on a foreign language examination that is nationally recognized, such as the Proficiency of Foreign Language Determination Exam (YDS), or an equivalent or higher score on a foreign language examination that is recognized internationally and accepted by the Council of Higher Education (CoHE), such as TOEFL.

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, 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 recognized 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.

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 incentivize such publications.

IHU provided an extensive training scheme for all its lecturers. Within this scheme, lecturers shall train and earn pedagogical and didactical certificates. In addition, the University promotes lecturer exchanges and joint research activities.

Internal cooperation
Ensuring collaboration amongst faculty members is achieved through regular meetings of varying scopes and objectives. Departmental-level meetings are conducted at least twice per month, as well as two big whole day discussion workshops per year. 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
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 current demand of each study programme to reach the intended qualification objectives. Each study programme has full-time and part-time lecturers. They bring academic and practical perspective into the teachings.

On the basis of the CVs provided, the panel was able to get an overview of the staff employed and came to the conclusion that the academic qualification of the faculties corresponds to the requirements and objectives of the study programmes. For example, all lecturers on the programmes have a PhD degree. Overall, the University verifies the qualifications of the faculty members by means of an established procedure. 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 University ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.

In addition, the practical business experience of the faculty corresponds to the requirement of the specific programmes to integrate theory and practice. Regular interaction between the faculty members is instituted as well. During the interviews, the panel was also able to see that a regular interaction between faculty members takes place, in which the study programmes' contents are discussed in order to improve and coordinate them, as many courses in the curricula take place across departments or faculties.

The faculty members are available for the students outside the specified office hours as well. 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)					n.r.

4.2 Programme management

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.

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 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+ programme. 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 organising programmes for international delegations that visit the University at the administrative level. Through its efforts, the international office contributes significantly to the University's internationalisation 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.

Administrative staff are 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 emphasizes the institution's commitment to fostering a culture of continuous learning and development among its staff members.

Appraisal:

The panel gained a good impression of the Deans of the study programmes and appreciates that they are well involved in the coordination of activities. They ensure that the programmes operate efficiently.

Services for many academic and administrative issues are available. Administrative employees can also attend trainings to develop their professional skills. In principle, the panel is convinced that the services are very sufficient.

	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

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

1	Doshisha University	Japan
2	Ahmet Yesevi University	Kazakhstan
3	International Islamic University Malaysia	Malaysia
4	George Maison 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 named after Mirzo Ulugbeg	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 Beshkek, Krygyz Republic	Kyrgyzstan
31	ADA University, Republic of Azerbaijan	Azerbaijan
32	Allama Iqbal OpenUniversity, 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

Collaboration with business entities forms a crucial element of the four programmes. The faculty members establish close connections with the educational and sectorial world to enable their students who wish to do internships to closely follow the latest developments. The companies with which IHU 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
- Yildiz Holding
- SOCAR Turkey Enerji A.S.
- FLO Mağazacılık ve Pazarlama A.Ş.
- Eroglu Holding
- Yetev

- Kızılay
- Yeşilay
- Anadolu Agency

Currently, the School of Law has valid protocols with the following institutions within this scope:
- Republic of Türkiye Court of Cassation
- Republic of Türkiye Council of State
- Human Rights and Equality Institution of Türkiye
- Istanbul Chief Public Prosecutor' s Office
- Justice Academy of Türkiye

As a result of the close cooperation with industry, we regularly bring together the experts in the field with the students in our courses to hold seminars in which the experts are invited as guest speakers.

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.
In case that other academic institutions or organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.
In case that other organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

	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

At IHU, 264,613 square meters are designated for educational facilities. IHU has a total of 107 classrooms, including 14 in the Faculty of Humanities and Social Sciences, 23 in the Main Building, 43 in the School of Languages, and 1 in the Student Center. The classes are outfitted with 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 Bachelor 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.

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 indifferent languages. 95 database subscriptions such are: 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 for the programmes 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 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.

The Ibn Haldun University Campus has separate dormitories for female and male students. The dormitories have the capacity to accommodate 743 students in total, with 361 female and 382 male students. The dormitory rooms are designed to accommodate three students per room and are equipped with all the necessary amenities to ensure a comfortable stay. The dormitory buildings have dedicated study areas, relaxation spaces, social and cultural activity areas, as well as a small library. In addition, there are aerobic studios for girls and fitness centers for boys, as well as hobby kitchens available. Next to the dormitory buildings, there are sports facilities such as a football field, a basketball court, and a tennis court. Various workshop activities and social and cultural events are organized based on the students' interests and preferences.

The IHU Sports Center provides services not only to university students, faculty, and administrative staff but also to the local community. The Sports Center has a total indoor area of 9,560 square meters, including a closed basketball court with a seating capacity of 215, a

closed football field, an indoor swimming pool, a closed tennis court, a wrestling hall, fitness centers, archery area, squash courts, sauna, steam room, and a salt room. The Sports Center is distinct from other sports centers due to its archery area, squash courts, sauna, steam room, and salt room. Additionally, it offers its users the opportunity to relax and engage in various activities in the 11,700 square meters of surrounding green space. The Sports Center provides its users with all the necessary facilities such as warm-up and changing rooms, a vitamin bar, a cafe, a mosque, and a first aid room.

At Ibn Haldun University, in line with the goal of being a "Green Campus," campus buildings have been installed with rooftop solar panels to generate energy from renewable and zero-emission sources. The installation of solar energy systems is being accelerated, with plans to place them on the roofs of all completed buildings on campus, as well as on existing open-air parking lots (Solar Carport). This infrastructure aims to generate approximately 20 % more energy than what is consumed on campus. The total installed capacity of the facility is 1,900 AC (kwe) / 2170 DC (kwp).

Appraisal:

On the basis of the documents provided and the on-site inspection of the facilities of the panel members onsite, the panel concluded that the smooth operation of the programmes is guaranteed in terms of teaching, research, study and administration capacities.

With regard to the students' IT equipment, the panel is also impressed that all students are given their own laptops, which also have programmes such as SPSS installed.
The library is accessible during most of the day and takes students' needs into account. Access to the literature and journals as well as to digital media through various databases is ensured. Access to relevant digital media is available from the students' home and qualified library staff is there to advise students. Since the panel could not attend the online access of the students`account or visit the library onsite assessing in detail the equipment for each study programme they assess the access as sufficient based on the interview with students and the description of the university.

	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

The IHU career center aids in strengthening ties between the institution, business community, and academia 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, 2022-2023. 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.

Student clubs at IHU are also actively assisting students with their goals for career development. For example, "The Career and Development Club" is dedicated to organising 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 | Meeting Meeting (20.10.2021)
- BAYKAR Technology Facilities Trip (20.12.2021)
- Leadership 101 (Start 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)

Appraisal:

The IHU career center offers counselling and placement services to the students and graduates to promote their employability.

An alumni organisation has been set up with the aim of developing an alumni network. As there have not yet been that many graduates, since all four programmes started in 2017 and the duration of study is four years, this is still under construction.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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)

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 Bachelor 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

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.

<u>Strategic Management</u>
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 2: 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.

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.

This software is expected to be implemented in the upcoming academic year, 2022-2023. It will enable 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.

Programme description
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 programme'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 OBS system. These documents are regularly updated and can be easily accessed by anyone who is interested.
The university website offers information in Turkish language, partially in English language.

<u>Information on activities during the academic year</u>

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:

In the opinion of the panel, 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. Responsibilities are clearly defined.
As part of the current accreditation process, IHU has now established a workload survey, which will be used in the upcoming semester evaluation. An official statement from the University confirming this process was provided, as well as the evaluation form to be used in future.

Evaluations by students, by the faculty and external parties are carried out regularly and according to a predefined procedure and provide input for the quality development process. Students can only access their grades once they have completed the evaluation. The University has recently started using software that will provide details on graduates who have embarked on their professional careers, such as where they are employed, their job roles and responsibilities. In this regard, the panel would like to encourage the University to use the figures systematically, as they can provide good indications of how the programmes could be improved.

The study programmes` content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations), may it be English or Turkish. However, the panel misses the transparent information about vision and mission of the Master of Financial Economics.
Thus, the panel recommends the following **condition <u>for Master of Financial Economics:</u>**
- The vison and mission of the programme is transparently presented to prospective students by addressing the humanitarian, social and ecological aspects of its objectives and naming explicitly NGOs and charities as potential employers on its website (compare chapter 1.1, 1.3.2).

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

	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,			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	processes and outcomes (Asterisk Criterion)					
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)				Condition (FINEC)	
5.3.2	Information on activities during the academic year			x		

Quality profile

HEI: Ibn Haldun University, Turkey
Bachelor / Master programme: BA in Political Science and International Relations (English), BA in Law (turkish), BA in Economics (English), MA in Financial Economics (English)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	**Objectives**					
1.1*	Objectives of the study programme (Asterisk Criterion)			x		
1.2*	International orientation of the study programme design (Asterisk Criterion)			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		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			x		
2	**Admission**					
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**					
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	Condition (PoSCaIR)	
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					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			x		
3.2.2*	Study and exam regulations (Asterisk Criterion)			x		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			x		
3.2.4	Equality of opportunity			x		
3.3	Didactical concept					
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					
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		
3.4.4	Foreign language contents		x			
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6*	Skills for employment / Employability (Asterisk Criterion)			x		
4.	**Academic environment and framework conditions**					
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					
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					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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		
5	**Quality assurance and documentation**					
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)				Condition (FINEC)	
5.3.2	Information on activities during the academic year			x		