

## Decision of the Accreditation Commission of AQAS

on the study programmes:

“Exercise and Sports Sciences” (B.Sc.)

“Coach Training” (B.Sc.)

“Sports Management” (B.Sc.)

offered by Istanbul Gelişim University

Based on the report of the expert panel and the discussions of the Accreditation Commission in its 69<sup>th</sup> meeting on 4/5 December 2017, the Accreditation Commission decides:

1. The study programmes “Exercise and Sports Sciences” (Bachelor of Sciences), “Coach Training” (Bachelor of Science) and “Sports Management” (Bachelor of Science) offered by Istanbul Gelişim University are accredited according to the AQAS criteria for Programme Accreditation.

The accreditation is **conditional**.

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

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **31 August 2018**.
3. The accreditation is given for the period of **six years** and is valid until **30 September 2024**.

### Conditions:

1. The School of Physical Education and Sports must focus explicitly on a target oriented concept of its programmes and describe the **Intended Learning Outcomes (ILOs)** more systematically in the course handbook:
  - a. the ILOs of the individual programme must be described for the programme as a whole.
  - b. the ILOs of each course have to be described in a transparent manner. The course descriptions must also give clear information how subject specific knowledge and cross-subject knowledge as well as generic skills are taught.
  - c. Information on the methods of teaching and assessment must be included in the course handbook.

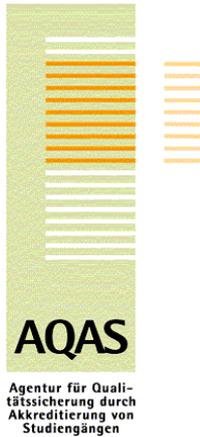
2. It must be described in a clear manner why the **workload** of the same courses differs between the programmes and which additional tasks have to be fulfilled to get a higher number of credits.
3. To allow for assessment of the personal resources IGU must hand in a documentation which provides an overview on the **academic staff** in the School of Physical Education and Sports, including their academic and other relevant qualifications as well as teaching hours. As teaching staff is usually hired on the basis of short-term contracts, the university has to develop a plan on how staff resources can be secured during the accreditation period.
4. The School of Physical Education and Sports must describe the process how the **scientific literature** in the area of Sports is updated and how this process considers international literature in particular.

<p>The conditions were fulfilled on time. The Accreditation Commission confirms this with its decision of 03./04.12.2018.</p>
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The following **recommendations** are given for further improvement of the programme:

1. With regard to the reaccreditation IGU should record the outcomes of the **exchange with the labour market** so that it can be demonstrated which measures are taken on the basis of this feedback.
2. The School of Physical Education and Sports should describe a process which defines how the **core results of the QA system** are communicated to internal and external stakeholders.
3. **Research methods** should be taught earlier in the programmes to raise scientific awareness and develop the ability of the students to judge the scientific quality of studies.
4. Due to the goal of IGU to become an **international institution**, the university should provide some courses in English, invite guest lecturers to teach in its programmes and establish more international relations to the academic community.
5. The programme "**Exercise and Sport Sciences**" should include theoretical and practical courses or topics which are related to the aspect of health.
6. The School of Physical Education and Sports should develop a concept how to build up **some laboratory facilities** for its programmes in the middle run.
7. Longer **internships** should be included in the programmes to strengthen the labour market orientation.

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



## **Experts' Report**

on the bachelor degree programmes:

**“Exercise and Sport Sciences” (Bachelor of Science)**

**“Sports Management” (Bachelor of Science)**

**“Coach Training” (Bachelor of Science)**

offered by Istanbul Gelişim University

Visit to the University: October 2 – 5, 2017

### **Panel of Experts:**

<b>Prof. Dr. Hans Peter Brandl-Bredenbeck</b>	University of Augsburg, Institute of Sport Sciences, Germany
<b>Prof. Dr. Christoph Breuer</b>	German Sport University of Cologne, Institute of Sport Economics and Sport Management, Germany
<b>Prof. Dr. Ali Haydar Demirel</b>	Hacettepe University, Ankara, Department of Sports Medicine, Turkey
<b>Anke Nöcker</b>	State Sports Federation, Berlin, Germany (representative of the labour market)
<b>Jonas Prigge</b>	Friedrich-Schiller-University Jena, Germany (student representative)

### **Coordination:**

Doris Herrmann

Dr. Dorothee Groeger

AQAS, Cologne, Germany

## **Preamble**

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AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation, supported by more than 90 member institutions, both higher education institutions (HEIs) and academic associations. Since 2002, the agency has been accredited by the German Accreditation Council (GAC). It is therefore a notified body for accreditation of higher education institutions and programmes in Germany.

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

Based on the experiences and the expertise AQAS gained in the field of external quality assurance in the last years the agency was asked to carry out comparable external QA procedures abroad. AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with a common set of principles for quality assurance in Europe.

While the criteria and procedure for accreditation in Germany are defined by GAC, the agency uses the European Standards and Guidelines (ESG), on which all Bologna countries agreed, as a basis for accreditation procedures abroad. The ESG are a set of standards and guidelines for internal and external quality assurance in higher education. The core idea of a programme accreditation by AQAS is to check if the quality of a study programme is in line with the ESG (version 2015).

## **I. Accreditation procedure**

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This report results from the external review of the bachelor programmes in “Coach Training”, “Exercise and Sport Sciences” as well as “Sports Management” offered by Istanbul Gelişim University (IGU). The site visit took place in October 2017 at the university in Istanbul.

### **1. Criteria**

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

The ESG are not prescriptive but they provide guidance, covering the areas which are vital for successful quality provision and learning environments in higher education.

### **2. Approach and methodology**

#### *Initialisation*

Istanbul Gelişim University mandated AQAS to perform the accreditation procedure in June 2017.

The university prepared a Self Evaluation Report (SER). In July 2017, IGU handed in a draft of the SER together with the relevant documentation of the study programmes and an appendix.

The appendix included e.g.: overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student drop outs); CVs of the teaching staff; Infor-

mation on student services; core information on the main library; undergraduate academic regulations.

AQAS checked the SER draft for completeness, comprehensibility and transparency. The accreditation procedure has been officially initialised by a decision of the AQAS Accreditation Commission on August 28/29, 2017. The final version of the SER was handed in in September 2017.

#### *Nomination of the expert panel*

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

The Accreditation Commission officially nominated the expert panel. AQAS informed the university thereafter about the members of the expert panel and IGU did not raise any concerns against the composition of the panel.

#### *Preparation of the site visit*

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

#### *Site visit*

After review of the Self Evaluation Report, the site visit to the university took place from October 2 – 5, 2017. On site, the experts interviewed in separate discussions different stakeholders, such as the management of the university, the programme management, teaching and other staff as well as students, and consulted additional documentation as well as examples of graded work from students' achievements. The visit concluded with presenting preliminary findings by the experts to the university's representatives.

#### *Report writing*

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

#### *Accreditation Decision*

The report included a recommendation to the Accreditation Commission. The experts' report together with the statement by IGU form the basis for the AQAS Accreditation Commission to make a decision regarding the accreditation of the programmes.

Based on these documents, the Accreditation Commission decided on the accreditation on December 04/05, 2017. AQAS forwarded the decision to IGU. The university had the right to appeal against the decision or any of the imposed conditions.

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

## **II. General Information on the University**

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Gelişim University is a private higher education institution located in Istanbul, Turkey. It started as a vocational school in 2008, having been founded by the "Gelişim Foundation for Education, Culture, Health and Social Development". In 2011, the institution acquired university status and has since expanded its programmes and number of students. Today, Istanbul Gelişim University is characterised by a student population of ca. 22.000 and a number of teaching staff of nearly 500.

Currently, IGU employs overall 466 full time academic staff, according to the numbers given in the SER. Among those are 43 professors, 10 associate professors, 180 assistant professors, 148 teaching assistants, 70 research assistants as well as 15 lecturers. From its foundation in 2011/12 up to 2015/16, its number of yearly student attendance increased from 1,372 to 6,757.

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

Every private university is obliged by the Amendments of the Law on Higher Education to have a "Board of Trustees". It enters a contract with the Rector, all faculty members and all other staff. Furthermore, it decides on the budget, all hiring and termination decisions and the amount of annual tuition fees. The university has a senate as well as all other organs comparable to a public institution of identical state.

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

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

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

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

#### *Information on School of Physical Education and Sports*

The programmes to be accredited are part of the School of Physical Education and Sports. 858 students are currently enrolled. The school has been established in 2012/13; its mission, according to the information given by the university, is to foster global values of sport by educating students to follow current developments in the international sports industry. The School is governed by a Director.

#### **Experts' Comment**

Although Istanbul Gelişim University is newly established, the strategic plan of the university describes the goals of the institutions which include the aims of becoming an international education and learning institution and, moreover, of becoming one of the top leading universities in the world in research. With regard to the relatively short period of time since the programmes were implemented the experts are impressed by the achievements reached in the field of curriculum devel-

opment as well as in teaching and learning, but still see the need to develop more profound structures to strengthen research activities.

The university including the School of Physical Education and Sports seems to be growing fast in terms of numbers of students. The number of applicants is high (2,200 applicants in the last admission term), of which 319 students have been admitted. The rapidly growing number of students confirms that the university reacts to needs of society in offering these programmes but the large number also poses a burden on the limited number of academic staff giving classes, taking care of the feasibility of the programmes and working on its own academic qualification by carrying out research activities. The experts will come back to the overall situation of the School of Physical Education and Sports in the individual chapters.

### III. Assessment of the study programmes

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#### 1. Policy and Procedures for Quality Assurance

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

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

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

[ESG 1.1]

#### Description

The University has installed several committees and commissions to assure that the responsibility for quality assurance (QA) is decentralized and well taken care of on different levels:

With this purpose it has established an "Advisory Committee" which consists of other advisory councils established under other faculties, institutes and colleges. The members of these councils include private sector representatives and graduated students.

The university's "Quality Commission" consists of various faculty, institute, school, vocational school or college members. This Commission carries out its activities in accordance with all stakeholders of the university and other sectors to define factors necessary to improve quality standards, to implement measures and ensure their effectiveness.

The university has also established an "Office of Strategic Planning and Quality Assurance" in order to measure, evaluate and improve performance and quality. This Office supervises the development of the university by means of performance indicators and presents the findings twice a year. Main performance benchmark indicators set at IGU are: a) number of programmes/departments, b) number of students, c) number of academic personnel, d) rate of fullness, e) number of programmes taught in English, f) Erasmus mobility, g) student activities, h) number of research projects, i) scientific publication.

The quality assurance system of the university is based on ISO 9000 Quality Management System, TS EN ISO-9001: 2015 and Higher Education Law No. 2547 and Official Gazette No. 29423, "Higher Education Quality Assurance Regulation".

Furthermore, several measures are supposed to be in place to monitor a programme's quality: regular course and teaching staff assessment questionnaires as well as student assessment and internship evaluation questionnaires. As mentioned above, the university obtains data covering

various activities of its programmes. At the end of term, student's evaluations are taken into account in a success analysis.

The Commission of Quality Assurance evaluates all reports, surveys and suggestions gathered from stakeholders to modify its strategic goals accordingly and to define necessary steps to overcome any deficiencies.

After the rector approves the findings of the evaluation report and the necessary steps to improve the quality processes, these are reviewed by deans, administrators and heads of departments. After they have formulated additional measures and make alterations or suggestions, the final roadmap is submitted to the University Senate. Its implementation lies in the responsibility of the different actors.

The university organizes meetings with the external stakeholders at least once a year. Different stakeholders are able to participate in the decision-making process.

Istanbul Gelişim University Graduates and Members Association was established in May 2017 to continue the university's relation with its graduates, to increase information sharing, to foster the graduates' solidarity and to follow-up on their career developments.

### **Experts' Evaluation**

The university established a quality assurance system which is oriented on other good practice examples and which is also based on Turkish Higher Education Quality Assurance Regulation.

Responsibilities and expectations within the programmes are clearly defined but due to the fact that a collection of course descriptions were only provided during the site visit the panel of experts had some difficulties to check at short notice if all programme elements are clearly defined and available to students (see also chapter III.2.).

The panel of experts has no concerns that an effective quality assurance system is in place and that this is appropriate for the relevant study programme. The QA system on the university level is well documented and comprehensive. It involves instruments with different scopes like course evaluations and feedback to each lecturer, evaluation of each programme and evaluations of the learning environment and support services. During the site visit the administration of Gelişim University provided documents and data on a wide range of aspects of quality control like student numbers and progression and completion rates which are also available on the School of Physical Education and Sports level.

The University aims to incorporate students into the evaluation, supervision and updating of the teaching programmes. With this purpose a Student Council has been established within the university and Student Clubs and student representatives assist this body. These student bodies exchange ideas regarding improvement and quality of the programmes. Representatives of the students confirmed in the discussion with the panel of experts during the site visit that their opinion is heard and that experiences from student bodies are used for the enhancement of the programmes.

The School of Physical Education and Sports collects feedback from its partners in the labour market on the performance of their students in the internships and after graduation. Although the exchange with the labour market seems to work well, it would be recommendable with regard to the reaccreditation procedure to record the outcomes of this exchange with the companies and with the public sector. **(Finding 1)** In this case it would become easier to demonstrate which measures resulted out of this feedback.

Due to the start of the programmes in 2013/14 the first students will graduate shortly but all instruments are in place to follow the career progression of graduates in the future. There is no

doubt that the university will consider the data and feedback from its alumni for the further development of the study programmes.

The results of quality-assurance procedures lead to concrete measures to enhance quality or to resolve identified conflicts. Members of the School of Physical Education and Sports gave examples for such measures in the discussion with the panel of experts. For the reaccreditation of the programmes it would be necessary to provide a short documentation on changes and adjustments made to the programmes on the basis of the results of the QA system of IGU.

On the basis of the SER it stayed unclear to the panel of experts if the QA instruments of IGU include the aspect of evaluation of student workload. Although the university includes the exchange with stakeholders in different ways, it is intransparent how the results of the evaluations and discussions are shared with teaching staff and students. The School of Physical Education and Sports should describe a process which defines how the core results of the QA system are communicated to internal and external stakeholders. **(Finding 2)**

## Conclusion

Istanbul Gelişim University has a robust QA system in place which fulfils the needs of the organisation in delivering a good analysis of the situation of teaching, learning and research. The criterion is fulfilled. Nevertheless, the university should close the feedback loop by sharing the core outcomes of the QA procedures with staff and students.

## 2. Quality of the Curricula

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

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

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

[ESG1.2]

## Description

The School of Physical Education and Sports, as defined in the SER, aims at educating students to become trainers and managers in various sport institutions. The programmes offered are supposed to follow an integrated approach which covers all areas of the discipline. They are designed to also strengthen the general education of students by providing skills in courses such as social psychology, English and digital marketing which are obligatory for all students. Students shall be enabled to master their professional life in an effective and productive way.

According to the School, it provides an academic environment where emphasis is put on continuous and independent learning, critical thinking and the use of information communication networks. The qualifications of the programmes are supposed to be compatible with the Turkish Higher Education Qualifications Framework (TYYÇ).

The programmes have a duration of study of 8 semesters and a credit volume of 240. Credits for courses vary from 3 to 9 CP. 25 % of courses in the curriculum are defined as elective, offering students the opportunity to sharpen their individual profile by selecting courses from the study programme and from outside their major. All programmes are supposed to interlink teaching and research and students shall carry out scientific research. In the 8. semester students have to put their knowledge into practice via a project and thesis assignment. Mandatory – as prescribed by

the Turkish Council of Higher Education YÖK – are courses on Turkish, a foreign language and “Ataturk’s Principles and History of Turkish Revolution” in all programmes.

### Exercise and Sport Sciences

The curriculum of the programme “**Exercise and Sport Sciences**” rests in parts on similar modules as in the other programmes, especially in the initial phase. Electives complement the curriculum throughout the duration of study. The academic goals of the programme, as defined by the School, include the training of students to be able to perform conditional, technical and tactical applications for sportive performances, to perform training and specialist training in fitness and health institutions, and to carry out performance analysis, evaluation, goal setting and application steps effectively. Major-specific courses which are defined as mandatory cover the following:

Semester 1: Information Technologies, Introduction to Sport Sciences, Functional Anatomy, General Fitness, Gymnastics for All

Semester 2: History of Physical Education, Exercise Physiology, Fitness, Sport Psychology, Communication and Public Relations in Sport, History of Physical Education and Sport

Semester 3: Track and Field, Fitness, Health Information and First Aid, General Training Theory

Semester 4: General Training Theory, Swimming, Nutrition, Teaching Methods in Sports, Presentation Techniques in Sports, Recreation and Sports Organization

Semester 5: Biomechanics, Measuring and Evaluating the Sportive Performance, Nutrition in Sports and Ergogenic Help, Sociology of Sports, Internship

Semester 6: Physical Fitness, Sports Technology and Ergonomics, Talent Selection, Body Building, Research Methods in Sports Sciences

Semester 7: Coronary Sport, Computer Applications in Statistics, Sports Injuries and Performance Structuring Afterwards, Psychomotor Development, Sports and Nutrition in the Elderly

Semester 8: Graduation Thesis, Sports for Disabled, Entrepreneurship

### Coach Training

With the implementation of the study programme “**Coach Training**” the School aims at educating and training coaches who are able to select, train, coach and mentor athletes by making use of scientific improvements, measurements and theories for Olympic goals. Students shall be trained to apply sports, fitness and tactical applications to sportsmen. Modules in the first five semesters are compulsory and cover subject-related topics with regard to sports exercises and sport management. Electives are offered in the advanced semesters and form a pool of team and individual sports courses, winter and summer camping projects as well as non-major related courses to choose from. The mandatory major-related curriculum includes in detail the following courses:

Semester 1: Information Technologies, Introduction to Sport Sciences, Functional Anatomy, Coaching Training and Principles, General Fitness, Gymnastics

Semester 2: History of Physical Education, Exercise Physiology, Fitness, Sport Psychology

Semester 3: Fitness Training Models, Athletics, Health Information and First Aid, General Training Principles

Semester 4: General Training Principles, Swimming, Sports Injuries, Teaching Methods at Sport

Semester 5: Biomechanic, Measuring and Evaluating the Sportive Performance, Tactics, Special Training Methods, Nutrition in Sports and Ergogenic Aid, Sociology of Sports

Semester 6: Motor Learning, Sports and Nutrition in the Elderly, Tactics, Special Training Methods, Presentation Techniques in Sports

Semester 7: Psychomotor Development, Life-long Sports, Research Methods in Sports Sciences, Tactics, Coaching Internship

Semester 8: Tactics, Graduation Thesis, Coaching Internship, Evaluation Systems and Kinanthropometry, Entrepreneurship

### Sports Management

Graduates of the programme “**Sports Management**” shall be enabled to take all necessary administrative decisions required by the management of enterprises in the sports sector. The School pursues the objective to raise sport managers who internalize sport management in efficiency and rationalism. The curriculum, as outlined by the university, addresses physical aspects of exercises, forms of sports as well as sports management related content. Electives may be chosen from team or individual sports courses, non-area electives as well as summer/winter camping. In particular, the mandatory major-specific courses are:

Semester 1: Introduction to Computer, Introduction to Sport Sciences, Functional Anatomy, Introduction to Administration Sciences, Comparative Administrative Structures in Sports Institutions, Gymnastics for All

Semester 2: History of Physical Education and Sport, Exercise Physiology, Fitness, Sports Psychology, Public Relations in Sports Communication

Semester 3: Track and Field, Introduction to Economics, General Accounting, Health Information and First Aid, General Training Principles

Semester 4: Presentation Techniques in Sports, Recreation and Sports, Swimming, Sports Administration, Introduction to Law

Semester 5: Sportsman Feeding and Ergonomic Help, Sport Sociology, Sport Marketing, Sports Media, Sports Management Practice

Semester 6: Scientific Research in Sports Management, Sports Facilities Technologies and Ergonomics, Sports Law, Economy and Politics of Sports

Semester 7: Accounting and Budget in Sports Organization, Case Study in Sports Management, Computer Applications in Statistics, Total Quality Management in Sport

Semester 8: Graduation Thesis, Disability Sports, Human Resource Management in Sport

Internships are mandatory in “Coach Training”, “Exercise and Sport Sciences” and also for “Sports Management”. The School outlines that it supports students in finding an internship and that it holds e.g. an agreement with the Istanbul Metropolitan Municipality Sports Agency, which provides internship opportunities. Among others, sports clubs, sports departments of public institutions, athletic health centres, sports halls and fitness centres are defined by the university to be potential employment opportunities. Specialists are invited as guests to lectures to share their knowledge. The School is planning on establishing a graduate tracking system within all programmes to facilitate graduate education.

All programmes are led by a Head of Department. Commissions on curricula are responsible for the organisation of the curriculum in each programme, its content and for the avoidance of overlap.

### Course descriptions

The university provides a student handbook which is updated every year under the supervision of the Head and the approval of the Director. All descriptions of the courses are also available on the homepage of the School of Physical Education and Sports.

## Experts' Evaluation

### Documentation and Transparency

Responsibilities within the School of Physical Education and Sports and within the programmes are clearly defined.

All curricular elements (courses) and their functions are documented. The panel received a collection of short versions of the course descriptions together with the SER. Due to the fact that a kind of "module handbook" which summarizes all information was missing and a printed version of the descriptions from the homepage was handed out only during the site visit, it was difficult for the experts to gain a clear picture of the goals of the courses in detail.

The curriculum covers subject-specific and cross-subject knowledge as well as subject-related, methodological and general skills. Incorporation of obligatory courses such as social psychology, English and digital marketing in each curriculum enhance students' job opportunities by developing soft skills and basic competences for the working place in a modern world. However, the documentation of these aspects should be improved to strengthen the transparency for students.

The curricula consist of sports science, concentration courses in either (a) coaching training, (b) exercise science, (c) sports management or (d) recreation, elective courses and imported courses from other departments. Furthermore, the curriculum has national characteristics (e.g. a course on „Principles of Atatürk and history of Turkish Republic“). From a formal point of view there are no major problems. Therefore, experts agree with the programmes' targets and the information about the programmes that the group received during the discussions with members of the School of Physical Education and Sports. There are no concerns about the targets and the quality of the programmes in general, but the transparency has to be improved.

Information on the courses are available to the students (on the homepage) but the study programmes should be described in a way that all stakeholders can receive transparent information on each individual programme. The School of Physical Education and Sports must focus explicitly on a target oriented concept of its programmes and describe the Intended Learning Outcomes (ILOs) more systematically:

- 1) the ILOs of the individual programme must be described on an overall level
- 2) the ILOs of each course have to be described in a transparent manner. The course descriptions must also give clear information how subject specific knowledge and cross-subject knowledge as well as generic skills are taught. **(Finding 3)**

The academic degree awarded to the graduates corresponds to the learning outcomes and the requirements of the appropriate level of the European and Turkish Qualifications Frameworks.

### Curricular Elements and Programme Quality

The curricula define which elements are compulsory and which are electives. A typical course plan was handed in together with the SER and is also available to the students. On a general level the order of curricular elements supports the learner's progression. On a more detailed level the interlinkage between the courses and the learner's progression can only be assessed after a complete course handbook was handed in. The ratio of 25 % of courses being elective is well chosen. This can definitely contribute to the goal of students to sharpen an "individual" profile.

The curricula define which courses are offered exclusively for the programmes and which parts are used in other programmes. Some of the programmes have some courses in common which is considered to make sense as it saves staff resources and supports the collaboration between the students.

The total programme workload is allocated to the different courses. All elements of the curricula are assigned a certain number of credits related to the expected workload. The panel of experts noticed that some of the courses which are offered in all programmes have different numbers of ECTS credits, for example “Functional Anatomy” which has sometimes 3 or 5 credits. The School of Physical Education and Sports gave an explanation for this during the site visit but for students it should be described in a clear manner why the workload differs and which additional tasks have to be fulfilled to get a higher number of credits. **(Finding 4)**

Curricular modifications took place and were documented but because the programmes are relatively new there are little changes.

The panel of experts had the chance to take a look into some selected exams which demonstrated that the intended level of qualification has been achieved after completing the programme. The level of the exams should not be lowered in the future.

#### Comment on the Programmes

The panel of experts supports IGU in offering practical and theoretical courses like summer or winter camps which are good opportunities to get in touch with practical work. Internships are also included in the programmes. In “Sports Management” the internship is included in the course “Sports Management Practice” which is somehow intransparent.

Looking at the curricula of the different study programs, it is noticeable that research methods are taught in semester 6 or 7. It stays unclear to the experts why they are not taught during an earlier semester. **(Finding 5)** This could help to raise scientific awareness and develop the ability of the students to judge the scientific quality of studies they read at an earlier point in time.

One topic concerns all the study programmes and plays a crucial role in the employment market: the issue of health. It is one of the most important fields in sport and exercises and plays an important role in the present labour market as well as in the foreseeable future. Modern health systems need well educated experts for public health sector as well as for business health programmes. Health sports professionals are needed both in the practical work and also for management. The university should reflect on this aspect especially because the already existing cooperation with the Department of Health Science could be strengthened to develop a specific profile of IGU.

To become an international institution, including running joint projects with international schools and setting up a global research network, it is important for students and staff to get a comprehensive and professional education in English language skills. During the site visit the panel of experts noticed that especially the students need to improve their English skills. This is important for working abroad, internships and also for reading international books and journals. By giving some courses in English and inviting guest lecturers, IGU can provide opportunities to their students to improve their English skills. **(Finding 6)**

#### Sports Management

The Sports Management programme is application-oriented and has a similar basic structure as undergraduate sport management programmes internationally. Its module structure clearly accords with international standards. Taking the remarkable high employment rate of graduates into account the programme satisfies the labor market needs of the sport industry. Another strength lies in the strong linkage between the School and the sport management related labor market in the Istanbul area, which ensures that a change in employers’ needs and expectations can be noticed early by the School and that the programme can be adjusted accordingly.

The professors have already realized that it is important to have close ties to the international sport management academic community to guarantee state-of-the-art-teaching. However, noteworthy relations have not been established yet. **(Finding 6)**

### Exercise and Sport Sciences

“Exercise and Sport Sciences” programme is the newest developed one among the programmes offered by the School of Physical Education and Sports. By considering the relationship between physical inactivity and chronic disease, it is an important goal to train students to become specialized in the area of health related fitness. In addition, considering Istanbul as a major metropolitan area graduates of the programme will have great chance to find a job and improve the health and well-being of the society. In that respect, most of the students have part time positions at various health clubs in İstanbul which facilitates their understanding of the required knowledge in the labour market and thus fosters the appreciation of the programme. Although the programme has a course related to aging and exercise, which is highly important, the panel of experts would recommend to add both theoretical and practical courses or topics on 1) how to write an exercise prescription, 2) chronic disease and exercise as well as 3) exercise with special groups such as children. **(Finding 7)** In addition, the learning outcome of e.g. measuring and evaluating the sportive performance requires some laboratory facilities in which students are able to gain competences in the area of performance analysis.

### Coaching

The goal of the “Coach Training” programme is education and training of students to become a coach with great knowledge in selecting talented future athletes, coaching, mentoring and testing them in a best way by using scientific information and knowledge to develop the Olympic levels of athletes. Although some of the practical courses in the area of special sports are offered by part-time lecturers, the knowledge and expertise of the full-time lecturers in the special sports area seems to be one of the strengths of the programme (for example, the expertise in basketball coaching). Therefore including more full-time lecturers should be one of the targets of IGU in the middle run. **(Finding 8)** In addition, inviting the important coaches to deliver seminars to students and providing internship with the clubs in Istanbul would enlighten students’ understanding and approach to the field of coaching as a future job.

Even though offering the same fundamental courses is inevitable and required, the similarity between the “Coaching” programme in comparison with “Exercise and Sports Science” causes difficulty to distinguish learning outcomes of the two programmes. The main difference to distinguish “Coaching” from “Exercise and Sports Science” seems to be the existence of “Special Training Methods” and “Tactics” related courses. Talent selection which could be important for the aim of the “Coaching” programme is not included. Surprisingly, however, a course on “Sports and nutrition in elderly” which seems to fit better with the aims of “Exercise and Sports Science” is included. The group of experts expects that courses of programmes are continuously revised and required changes will be done during the revision of programmes. In order to improve the competitiveness of graduates of the “Coaching” programme, the experts recommend establishing some research laboratories to support both teaching in courses and student selection as well as to facilitate evaluating and testing the effectiveness of trainings; problem-solving capacities of future coaches may also be strengthened thereby. **(Finding 9)**

### **Conclusion**

The criterion is partly fulfilled because the ILOs for the programmes and the individual courses have to be reviewed and described in a more transparent manner. Measures to strengthen the internationalisation of the programmes should be taken.

### 3. Learning, Teaching and Assessment of Students

*The delivery of material encourages students to take an active role in the learning process.*

*Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.*

*Assessment procedures are designed to measure the achievement of the intended learning outcomes.*

[ESG 1.3]

#### Description

##### Learning, Teaching

At Istanbul Gelişim University, one academic year consists of two periods. It is based on the workload corresponding to 30 ECTS per semester, including a total of 60 ECTS credits in one academic year (1530 hours of student workload). 1 ECTS corresponds to 25.5 hours of workload. The Bachelor programmes in Sports have a duration of 4 years (240 ECTS).

The curriculum is conveyed via more theoretically-focused courses and courses specializing in application. Students are supposed to apply theoretical knowledge in projects and become familiar with project management. These projects allow students to get into contact with stakeholders. Some of these projects involve a social approach, e. g. sports projects with disadvantaged children. Additionally, summer and winter camps are offered to improve application knowledge and to enhance the social and interpersonal communication of the students.

As illustrated by the School, students are encouraged to carry out scientific research methods which culminates in the first and second parts of the eighth semester in which students have to demonstrate their knowledge and apply their acquired competences in projects and thesis assignments.

In Fall 2017/18 6 students will be sent to universities abroad within the Erasmus programme.

##### Assessment

Examination methods are defined by the curriculum committee, which meets with student representatives at the beginning of each academic year. Based on the students' feedback and the findings from surveys, examination methods are put into the foreground.

Examinations take place mid-term and end-of-term. A Planning Unit bears responsibility for the organization of the examinations. Times and locations are being published on the student information system OBIS. Make-up exams for excused students are being offered.

#### Experts' Evaluation

The university pointed out in the SER that it is one of its targets to support students in becoming independent learners. The description of the curriculum shows that there is a range of teaching and learning methods, an offer of theoretical and practical courses and lessons which intend to strengthen also the soft skills of the learners. But due to the course descriptions which were handed in quite late it was difficult for the panel of experts to come to a conclusion if the methods of teaching and learning are appropriate for and correspond to the Intended Learning Outcomes. **(see Finding 3)** It is also not transparent if methods of teaching and learning respect and take into account the diversity of students and their needs, enabling flexible learning paths.

There is a lack of information on didactic methods which stimulate student motivation, self-reflection and engagement in the learning process. The students confirmed during the discussion with the experts that the lecturers try to take into consideration students' special life situations respond to them individually.

Assessment regulations and procedures are defined and made available in published form to students. If the assessment methods for each course are suitable for the achievement of the Intended Learning Outcomes as defined in the module description can be only evaluated after an updated course handbook will be made available to the experts **(see Finding 3)**. There are transparent and published regulations to compensate for disadvantages, illness, absence or other circumstances that may affect a student. Support of students with disabilities is available at IGU.

The programmes' design ensures that every student is familiarised with **an appropriate spectrum of examination types** over the course of studies. Requirements for the examinations are transparent and made known to the students. Because the programmes are relatively new changes to the examination concept are not relevant for the first accreditation. For the reaccreditation procedure they should be documented and explained.

Responsibilities and structures related to the organisation of exams are clearly defined. The timing of exams is organised appropriately and examination dates are announced in a timely manner. Suitable opportunities to re-sit an exam are offered.

It is also possible for international and disabled students to qualify for a study programme at the university. The School of Physical Education and Sports also provides tutor roles, alumni associations, consultations and an international network, which are supporting opportunities for all students. The number of courses and the diverse range of exams are comparable to similar programmes at other universities. The integration of students into the decision for the appropriate examination method is also a positive way to find a good solution for both sides.

The administration of IGU collects all relevant data of the student-life-cycle, such as long-term data regarding the number of failed course examinations. Grading scales and the distribution of grades are documented and assessed. The data is used for the evaluation and improvement of the programmes.

It is the intention of IGU that its programmes enable students to transfer their knowledge to situations outside the university context. Methods of teaching, learning and assessment support an interlacing of theoretical and practical aspects. In all of the Sports programmes internships of four weeks are demanded and the university supports students in searching for places. Students have to write a report about their experiences which is also made available to other students. Although many of the students already work part-time, the experts recommend to strengthen the labour market orientation of the programmes in the middle run by the provision of longer internships. **(Finding 10)**

### **Conclusion**

In the opinion of the panel of experts the criterion is fulfilled as all regulations and criteria for student assessment are available and assessment procedures are designed adequately. Nevertheless, an updated course handbook has to be handed in to give evidence if some of the indicators are met.

## **4. Student Admission, Progression, Recognition and Certification**

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

*[ESG 1.4]*

## **Description**

### Admittance to the study programme

Admission to the programmes requires a pre-defined score in the Transition to Higher Education Examination (YGS) as well as the passing of a special aptitude test at the sports track organized by the university.

Admission to the programmes is based on a central examination system regulated by the national Council of Higher Education. The requirement for admission to IGU is a pre-defined score in the Transition to Higher Education Examination and the Undergraduate Placement Examination. Furthermore, students must pass a foreign language proficiency test if a programme is offered in English. Opportunities for transition to IGU from vocational high schools or other higher education institutions are subject to the “Regulations on Transfer among Associate and Undergraduate Degree Programs, Double Major, and Subspecialty and the Principles of Credit Transfer among Institutions in Higher Education Institutions”.

The special aptitude test includes track running. Applicants receive grades for the time they need to master the track. Together with the above-mentioned central examination grade, a weighted secondary education achievement score and a sports resume score are being calculated which form the basis for admission.

IGU charges tuition fees but provides financial support such as scholarships and discounts.

### Progression

According to the university, the programme’s structure takes into account the level of readiness of the students, occupational requirements as well as age requirements of the students. Data on student progression are collected by the administration and used to monitor the programmes.

As programmes are taught in English, IGU offers free English language courses on Saturdays.

### Creditation and Recognition

Istanbul Gelişim University is part of the European Higher Education Area and applies ECTS credits to all its study programmes. ECTS credits and workload are assigned on the basis of the weekly course hours, midterm and final exams as well as other assignments, laboratory work, seminars and other learning component. In addition, IGU uses local credits.

Outgoing students sign a learning agreement and receive full academic recognition of their courses taken abroad. According to the university, ECTS transfer is guaranteed. Likewise, incoming students receive a Transcript of Records with ECTS credits and grades for recognition at their home institution.

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

### Certification

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

## **Experts’ Evaluation**

The panel of experts discussed the formal requirements for admission during the site visit and was satisfied with the answers they received. The requirements for the programmes are clearly defined and available in published form. The university provides information on the requirements at the university website. Specific prerequisites relevant for the programmes reflect substantive

qualities needed for a successful completion of the programme and are included in the published admissions criteria.

The admission includes a special aptitude test at sports which is appropriate to test general sport skills. The selection procedure for the study programmes follows defined criteria and procedures that are publicly available. There is no doubt that the admission requirements are shown to support the objectives of the study programme.

Qualitative and quantitative data is available on the admission procedures of past cohorts.

Regulations for recognition of Higher Education Qualifications and previous periods of study are in place. These regulations are documented in legally binding form and are available to students. Learning agreements are used to facilitate mobility of students.

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

By using this system, the university assigns full academic recognition for outgoing and incoming students which constitutes a strength of the university. The university is free to define a ratio between national Credit Points and ECTS and has decided to adapt the practice that one ECTS has an equivalent of 25-30 hours student workload. Compared to the practice of other universities in Europe it seems to be inconvenient for administration and students to calculate with half credit points (25,5 hours workload) per ECTS.

### **Conclusion**

The criterion is fulfilled.

## **5. Teaching Staff**

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

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

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

*[ESG 1.5]*

### **Description**

As outlined by the university, human resource management is supported by the “Strategic Planning and Quality Assurance Office” with the aim of a consistent distribution and equal workload of members among the School. IGU outlines that it adheres to a defined process for hiring new staff. Within the scope of the Turkish Higher Education Law, appointment and promotion conditions for higher education institutions are taken as the basis for recruitment and appointment of teaching staff.

According to the university, teaching staff at the School includes 4 full-time-professors, 1 associate professor as well as 5 assistant professors. Lecturers and research assistants provide teaching hours as well.

The university encourages staff to conduct research by offering a financial incentive for the publication of articles.

Didactic training and further education is supposed to be fostered by the participation in trainings, conferences and seminars, both at national and international level.

## Experts' Evaluation

During the site visit at IGU the panel of experts met highly qualified teaching staff from different fields of sports. There is a process in place to verify staff resources with regard to the capacity of the institution. There is a documentation of human resources involved in teaching within the programmes. Nevertheless, due to the fast growing number of students over the last years it seems that the number of staff is inappropriate compared to the number of learners. The university pointed out that it is in the middle of appointment proceedings; however, there seems to be a lack of PhD-holders in Sports in Turkey which makes it difficult to find highly qualified teaching staff with a scientific background. Two of the Sports programmes are currently headed by academic staff who does not hold a full-time position.

Within the period of 9 month the university must hand in a documentation which provides an overview on the academic staff in the School of Physical Education and Sports, including their academic and other relevant qualifications as well as quantitative involvement (i.e. teaching hours) in the programmes. If their teaching hours include offerings open to other programmes, this must be made transparent. As teaching staff is usually hired on the basis of short-term contracts, the university has to develop a plan on how staff resources can be secured during the accreditation period (e.g. kind of continuity plan). **(see Finding 8)**

Representatives of companies and government organisations who were available during the site visit confirmed that some of them are involved as part-time lecturers in the programme. Procedures to ensure the qualifications of these lecturers are in place. The course handbook should also give transparency concerning these lecturers and their involvement in the programmes. Lecturers are made familiar with the requirements of the programmes. **(see Finding 3)**

The panel has no concerns that there are transparent recruitment procedures for teaching staff in place.

IGU also offers courses to support an appropriate didactic qualification of its teaching staff. There is a wide range of courses offered for teaching staff which includes lectures on teaching qualification as well as language courses.

Staff of IGU receives support in carrying out research, e.g. costs for the participation in international conferences are covered. For publication in national or international journals academic staff of IGU can receive benefits.

## Conclusion

The criterion is partly fulfilled. IGU has procedures in place which guarantee professional recruitment of staff and there is a support system for staff regarding different aspects. Nevertheless, the ratio between staff and students seems to be inappropriate at the moment. Therefore the situation has to be described in transparently and a concept has to be handed in how the problem will be solved.

## 6. Learning Resources and Student Support

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

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

*[ESG 1.6]*

## **Description**

### Facilities and resources

IGU is distributed over 3 campuses in the neighbourhood of Avcilar, Istanbul. Overall, facilities shall comprise 24.400 m<sup>2</sup> of indoor areas with classrooms, conference rooms, reading rooms and exhibition rooms. Students can benefit from 13 fully equipped computer laboratories and several libraries, as defined by the university. In addition, the campuses host cafeterias, health centers, a fitness club and a radio and television studio.

According to the university, additional agreements have been made with the Provincial Directorate of Sports and Municipal Sports facilities.

A new building was bought which will improve the situation of rooms for teaching, labs and offices in the next years significantly.

Students can access learning material and online courses via a Learning Management System provided by IGU. A Student Information System and a Student Mail System facilitate registration and the information exchange. The Department of Information Technology monitors all soft- and hardware systems and IT areas for students and staff.

IGU Library and Documentation Centre currently contains ca. 115.000 items of learning material, including electronic sources such as E-Books and online journals. The seating capacity amounts to 200. According to the university, the library and documentation centre is designed to meet all kinds of information and documentation requirements of its students, academic and administrative staff.

The study programmes are financed mainly by tuition fees. According to IGU, the financial resources of the university are determined and distributed in the budget period every year considering the physical and technical requirements for the sustainability of programmes as well as student and teaching staff numbers.

### Information, consultation and guidance

Information to interested students is distributed in so-called Promotion Days, in which the university presents its programmes and schools. During registration, students receive guidance and support by the Directorate of Public Affairs as well as by the Head and research assistants.

According to the SER, IGU aims to support students' individual, social and academic development during university life. The university applies an academic advisor support system in which advisors help students with all academic as well as administrative issues during their studies. Instructors offer regular consultation hours. The university highlights the Psychological Guidance, Counselling and Research Center, the Centre for Continuing Education as well as the Office of Career Development as further support units which offer guidance in personal as well as professional development and growth of students.

Among the services offered by the Office of Career Development are consultation, seminars and conferences, the invitation of experts and specialists as well as the allocation of internships. The Psychological Guidance, Counselling and Research Center holds meetings, seminars and organizes social activities to help students adapt.

Students who wish to do a semester or internship abroad may apply for Erasmus+ or Mevlana, an international student and teaching staff exchange programme established at the initiative of Turkey. Support is provided by the International Relations Office and by research assistants. According to the university, the budget allocated by the National Agency to IGU is used in its entirety for financial support to students.

The university offers assistance to a diverse student body: Working students benefit from courses carried out via distance education. International students receive support by the International Relations Office, which organizes an orientation programme and offers guidance concerning visa and other administrative issues. Students with disabilities are supported by a Disabled Student

Unit within the framework of the “IGU Regulation on the Advisory and Coordination of Higher Education Institutions”. The unit provides guidance and makes arrangements to facilitate the student life of disabled students. For example, special examinations are offered which address the individual need of the student. According to the university, the campus and its facilities are suitable for disabled students.

IGU actively supports students in their effort to found student clubs and student councils. Moreover, it organizes summer schools and conferences. These bodies invite various experts and specialists from private and public sectors to the university and they also organize technical visits.

### **Experts’ Evaluation**

Course descriptions are available to students on the homepage of IGU. These documents contain various information on e.g. the Intended Learning Outcomes, assessment methods and the expected workload. As mentioned before these descriptions have to be updated.

Processes and responsibilities are in place and defined to ensure that offered courses are coordinated on both content and organisational level to avoid overlap. The panel of experts has no doubt that the programmes’ organisation allows students to complete their studies within the expected period of time as defined in the curriculum.

#### Learning Resources

The university provides three campuses distributed in different areas. The facilities include a scientific library. Necessary and appropriate material resources (computer workplaces, classrooms etc.) are available for the programmes to achieve the Intended Learning Outcomes. Sufficient facilities are available with regard to room and space required for the number of students in the programmes.

Some of the facilities for practicing sports have to be rented outside of the campus of IGU. Sport facilities are not only required for taking special courses but also for after class practices of students. Although this situation is not ideal, staff and students confirmed that it is manageable to travel between the sports facilities without significant problems. IGU bought new premises this year which will allow the School of Physical Education and Sports to improve its situation.

A major problem is the lack of laboratories for carrying out research. Some kind of research can be carried out in the labs of other Institutes/Department, e.g. Health Sciences, but this does not solve the general problem of missing labs with professional standards. **(see Finding 9)**

By having such a high number of students and lectures it is important to provide enough space for laboratories. IGU just bought a new building with sufficient space. However, the quality has to be ensured as well. Staff and students require good facilities for research and writing their thesis. The experts visited the library and overall got a positive impression of the situation. But it is difficult for the experts to come to a conclusion if the availability of scientific literature in the area of Sports is sufficient. Therefore the School of Physical Education and Sports should describe the process how the scientific literature which is available to students is updated and how this process considers international literature in particular. **(Finding 11)**

Some programmes of the School of Physical Education and Sports offer obligatory courses that require laboratory work of students who will learn basic performance evaluation techniques and methods of athletes as well as evaluation methods of health related fitness; for example both “Exercise and Sports Sciences” and “Coaching” programmes offer Biomechanics, Measuring and Evaluations of Sportive Performance, Exercise Physiology and Graduate thesis courses which require at least basic levels of laboratory work. Adequate laboratories will not only allow students to learn basic lab techniques but they are also necessary for faculty members and research assistants to conduct research, pose new questions and become updated with current research in the field of Exercise and Sports Sciences.

There is no need for a lab in the “Sports Management” programme.

### Student Support Services

The university has a varied student support service including promotion days for all (future) students, regular consulting hours and social activities. It also runs a Career Development programme. Students are informed about all programme details at their registration and afterwards. There is also the possibility of abroad internships for students and an orientation programme for incoming students. This support shows that the university cares about its students. IGU has different offers for student consulting in place and there are no concerns that this is offered on a high level. Introductory offerings are available for new and potential students. Institutionalised student advisory services are available to students on a constant level and information on these services is available in an adequate form; specialised information sessions are offered regularly.

Individualised advising for specific programme content is provided. Although the workload for teaching staff is high, its members offer frequent consultation hours and are available to students. Depending on the number of full-time professors who should be employed in the future, the situation could be enhanced even further.

Specific offers are available for exchange and incoming students. So far, 4 Turkish students went abroad within the Erasmus programme. The panel of experts recommends strengthening the aspect of internationalisation with regard to English language courses for students, guest lecturers and student exchange.

The School of Physical Education and Sports includes credited internships in its programmes. There is a network with a wide range of organisations from the labour market and students are given support in finding practical placements. In addition to the short report which has to be written by students after the internship has taken place it would be helpful if they have to reflect more thoroughly on their experiences.

The programmes are financed by tuition fees. The university also provides various scholarships and discounts to help its students with their fees.

Student diversity is considered when allocating, planning and providing learning resources and student support.

### **Conclusion**

The criterion is only partly fulfilled due to the lack of laboratories. The overall issue of student support and guidance is on a high level.

## **7. Information**

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

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

### **Description**

According to the university, IGU gathers information from internal and external stakeholders and holds regular meetings with academic staff, students and local, regional and national stakeholders. Questionnaires among students are regularly distributed and analysed. Deans, the Heads and lecturers are supposed to monitor the scope of programmes with regard to changes in the business world. The Office of Career Development regularly examines the potential employment opportunities of graduates.

The university publishes information on study programmes on its website. Students and staff receive information via the Student Information System, the Student Mail System and the Personnel Information System. The university confirms that it collects data on students' profiles and progression, their satisfaction as well as on the effectiveness of teachers with the help of an information system.

### **Experts' Evaluation**

There is an intense exchange with organisations from the labour market so that information on the labour market requirements is collected and the School of Physical Education and Sports considers the results. The description of potential employment fields for graduates is available but could be improved. During the discussions with teaching staff it became more transparent to the experts which ideas exist concerning this issue. It would be helpful for students and external stakeholders if this aspect would be described in more detail.

Due to the fact that the first graduates will leave the university shortly there is no evaluation available yet on sectors graduates are employed in and on how many graduates continue in further education programmes (Master-, PhD-programmes etc.). Information on the duration of studies is available. This data will be relevant for the reaccreditation of the programmes.

Information on the composition of the programmes' student body is available. IGU has a data management system for students which is on a good level. It is documented how many students do not complete their studies.

It is in the interest of IGU as a private university to inform its stakeholders. Information is provided to the public on the programmes, Intended Learning Outcomes, selection procedure of students, qualifications awarded as well as on teaching and assessment procedures. All information on programmes is published on the university website.

The university gathers all information from stakeholders, regular staff meetings and its students. It also proves the potential employment opportunities of graduates to check on their own quality of teaching.

One aspect which could be improved is the information of external stakeholders and students on the outcome of the QA procedures and the measures taken.

### **Conclusion**

The criterion is in many regards fulfilled. The information on the labour market and the feedback loop of the evaluation procedures could be improved.

## **IV. Recommendations of the panel of experts**

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The panel of experts recommends to accredit the following programmes with conditions:

- "Exercise and Sport Sciences" (Bachelor of Science)
- "Sports Management" (Bachelor of Science)
- "Coach Training" (Bachelor of Science)

offered by Istanbul Gelişim University.

#### Findings:

1. With regard to the reaccreditation IGU should record the outcomes of the **exchange with the labour market** so that it can be demonstrated which measures are taken on the basis of this feedback.
2. The School of Physical Education and Sports should describe a process which defines how the **core results of the QA system** are communicated to internal and external stakeholders.
3. The School of Physical Education and Sports must focus explicitly on a target oriented concept of its programmes and describe the **Intended Learning Outcomes (ILOs)** more systematically in the course handbook:
  - a. the ILOs of the individual programme must be described on an overall level
  - b. the ILOs of each course have to be described in a transparent manner. The course descriptions must also give clear information how subject specific knowledge and cross-subject knowledge as well as generic skills are taught.
  - c. Some information on the methods of teaching and assessment should be included in the course handbook.
4. It should be described in a clear manner why the **workload** of the same courses differs between the programmes and which additional tasks have to be fulfilled to get a higher number of credits.
5. **Research methods** should be taught earlier in the programmes to raise scientific awareness and develop the ability of the students to judge the scientific quality of studies.
6. Due to the target of IGU to become an **international institution**, the university should provide some courses in English, invite guest lecturers to teach in its programmes and establish more international relations to the academic community.
7. The programme "**Exercise and Sport Sciences**" should include theoretical and practical courses or topics which are related to the aspect of health.
8. IGU must hand in a documentation which provides an overview on the **academic staff** in the School of Physical Education and Sports, including their academic and other relevant qualifications as well as teaching hours. As teaching staff is usually hired on the basis of short-term contracts, the university has to develop a plan on how staff resources can be secured during the accreditation period.
9. The School of Physical Education and Sports should develop a concept how to build up **some laboratory facilities** for its programmes in the middle run.
10. Longer **internships** should be included in the programmes to strengthen the labour market orientation.
11. The School of Physical Education and Sports should describe the process how the **scientific literature** in the area of Sports is updated and how this process considers international literature in particular.