



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

ISTANBUL GELİŞİM UNIVERSITY, TÜRKİYE

CLUSTER AVIATION

AVIATION MANAGEMENT (BACHELOR OF SCIENCE) (TURKISH PROGRAMME)

AVIATION MANAGEMENT (BACHELOR OF SCIENCE) (ENGLISH PROGRAMME)

LOGISTICS MANAGEMENT (BACHELOR OF SCIENCE) (TURKISH PROGRAMME)

LOGISTICS MANAGEMENT (BACHELOR OF SCIENCE) (ENGLISH PROGRAMME)

AVIATION MANAGEMENT (APPLIED) (BACHELOR OF SCIENCE)

AIRCRAFT MAINTENANCE AND REPAIR (BACHELOR OF SCIENCE)

April 2025



Content

Decision of the Accreditation Commission of AQAS	3
I. Preamble	8
II. Accreditation procedure	8
1. Criteria	8
2. Approach and methodology	8
III. General information on the university	10
IV. Assessment of the study programmes.....	11
1. Quality of the curriculum.....	11
2. Procedures for quality assurance.....	20
3. Learning, teaching and assessment of students.....	22
4. Student admission, progression, recognition and certification.....	24
5. Teaching staff	26
6. Learning resources and student support.....	28
7. Information.....	31
V. Recommendation of the panel of experts.....	33

DRAFT DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- AVIATION MANAGEMENT (BACHELOR OF SCIENCE)
(TURKISH PROGRAMME)
- AVIATION MANAGEMENT (BACHELOR OF SCIENCE)
(ENGLISH PROGRAMME)
- LOGISTICS MANAGEMENT (BACHELOR OF SCIENCE)
(TURKISH PROGRAMME)
- LOGISTICS MANAGEMENT (BACHELOR OF SCIENCE)
(ENGLISH PROGRAMME)
- AVIATION MANAGEMENT (APPLIED) (BACHELOR OF SCIENCE)
- AIRCRAFT MAINTENANCE AND REPAIR (BACHELOR OF SCIENCE)

OFFERED BY ISTANBUL GELİŞİM UNIVERSITY, TÜRKİYE

Based on the report of the expert panel and the discussions of the AQAS Standing Commission in its 24th meeting on 24 February 2025 and the circulation procedure of 30 April 2025, the AQAS Standing Commission decides:

1. The study programmes “Aviation Management” (Turkish programme) (Bachelor of Science), “Aviation Management” (English programme) (Bachelor of Science), “Logistics Management” (Turkish programme) (Bachelor of Science), “Logistics Management” (English programme) (Bachelor of Science), “Aviation Management” (Applied) (Bachelor of Science), and “Aircraft Maintenance and Repair” (Bachelor of Science) offered by **Istanbul Gelişim University, Türkiye** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The accreditations are conditional.

The study programmes essentially comply with the requirements defined by the 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 twelve 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 May 2026**. The confirmation of the conditions might include a physical site visit within the time period of twelve months.
3. The accreditation is given for the period of **six years** and is valid until **31 May 2031**, provided that the conditions listed above are fully met. Otherwise, the accreditation may be withdrawn.

Conditions:

1. Course descriptions need to be updated regarding the scientific literature employed in the courses. Specifically for the Aircraft Maintenance and Repair programme, course descriptions must include the recommended literature and legal CAA and international requirements and laws as well as digital maintenance instructions as state of the art in the aviation industry (e.g. current AMM; CMM etc.).
2. The pool of elective courses must be adjusted to better complement the mandatory courses of the respective programme and help achieve the ILOs.
3. IGU needs to implement more effective measures in teaching and assessment to ensure a level of English proficiency that enables and encourages students to effectively communicate with stakeholders and prepares them for their future careers.
4. A Bachelor's thesis or final project must be added to the programmes:
 - a. For the two Aviation Management programmes (applied and non-applied) and the Logistics Management programme, a Bachelor's thesis or a final project must be added to the curriculum to demonstrate more clearly the EQF level 6 qualification acquired by graduates.
 - b. For the Aircraft Maintenance and Repair programme, the thesis or final project must be added to be completed on a voluntary basis for students who wish to pursue an academic career.
5. The level of difficulty of exams must be increased to effectively demonstrate that the course-level ILOs are met.
6. Other forms of examination, particularly essays and open-ended questions, must be employed more frequently to better reflect the academic approach of the programmes.
7. IGU must update the diploma supplements to be available in English and include comprehensive information on the obtained qualification, including context, level, and status of the respective study programme.

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

1. ILOs should be further specified:
 - a. The ILOs of the Aviation Management programmes (both non-applied and applied) should be modified to include both the needs and requirements of airlines and airports.
 - b. The ILOs of the Logistics Management programme should be further specified to include the needs and requirements of new trends and basic operations for the logistics sector.
 - c. For the Aircraft Maintenance and Repair programme, the ILOs should be adjusted to better accommodate the academic aspect of the Aircraft Maintenance and Repair field.
2. For the Aviation Management (Turkish/English), Logistics Management, and Aircraft Maintenance and Repair programmes, to strengthen the students' digital skills, mandatory courses of the curricula should include new trends such as Artificial Intelligence and its modes of application in the respective field.
3. For the Aviation Management (Turkish/English) programme, students should receive mandatory training in intercultural awareness and competencies.
4. Up-to-date practical expertise should be included in the curricula:

- a. For all programmes, to ensure the inclusion of up-to-date expertise in the curriculum, more sector-related courses (e.g., lecture series) by guest lecturers from the industry should be offered.
 - b. Additionally for the Logistics Management programme, field trips should be included in the curriculum as well.
5. Internship opportunities should be adjusted in the four programmes:
 - a. For the Aviation Management programme (English/Turkish), the experts recommend adding a mandatory internship to the curriculum.
 - b. For the Logistics Management and Aircraft Maintenance and Repair programmes, the experts recommend adding at least one more voluntary internship to the programme.
 - c. For the Aviation Management (Applied) programme, the duration of the mandatory internship should be extended from currently 30 to 60 days.
6. The curriculum of the Logistics Management programme should be restructured to establish a more coherent learning trajectory that better enables students to gain a holistic understanding of the field.
7. For the Aircraft Maintenance and Repair programme, the hours of the curriculum that are not bound to acquiring the certificates should be allocated to aviation-related courses with an academic focus.
8. Open sections for individual positive and negative written feedback should be included in the questionnaires for student evaluation.
9. The teaching methods of some courses should be updated to better reflect the academic orientation of the programme.
10. To create a better balance between theoretical instruction and practical application, opportunities for students to go on field trips should be expanded.
11. To reduce the workload during the final exam period, the scheduling of exams should be enhanced and they should be spread more evenly over the course of the two-week period.
12. The transcript of records that accompanies the diploma supplement should be made available in English to graduates from all programmes.
13. It is strongly recommended that IGU develop measures to enhance the English language proficiency of the current teaching staff.
14. IGU should continue its efforts to keep the teaching workload of its staff at a balanced level to further foster the research environment.
15. Additional low-threshold training opportunities should be provided for teaching staff to enhance their academic writing and research skills.
16. English-language resources should be further increased in the libraries to better meet the needs of international students and support the internationalisation of the study programmes.
17. IGU should better advertise internship opportunities among their students, including financial support opportunities, to enhance student awareness and better align student preparation with industry expectations.
18. It is recommended to establish a plan to expand Erasmus agreements in the long run and promoting already available opportunities more prominently to further support student mobility and thus the internationalisation of the study programmes.

19. IGU should update the information on the programmes on its website and monitor the proper implementation of the maintenance measures that are in place.
20. It is strongly recommended that IGU clearly present the distinctive features and qualifications of the study programmes under review to external stakeholders on its website and other platforms.
21. It is recommended that official social media channels be managed by the respective departments.

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

EXPERT'S REPORT**ON THE STUDY PROGRAMMES**

- **AVIATION MANAGEMENT (BACHELOR OF SCIENCE)
(TURKISH PROGRAMME)**
- **AVIATION MANAGEMENT (BACHELOR OF SCIENCE)
(ENGLISH PROGRAMME)**
- **LOGISTICS MANAGEMENT (BACHELOR OF SCIENCE)
(TURKISH PROGRAMME)**
- **LOGISTICS MANAGEMENT (BACHELOR OF SCIENCE)
(ENGLISH PROGRAMME)**
- **AVIATION MANAGEMENT (APPLIED) (BACHELOR OF SCIENCE)**
- **AIRCRAFT MAINTENANCE AND REPAIR (BACHELOR OF SCIENCE)**

OFFERED BY ISTANBUL GELİŞİM UNIVERSITY, TÜRKİYE

Visit to the university: 4-6 February 2025

Panel of experts:

Prof. Dr. Yvonne Ziegler	Frankfurt University of Applied Sciences, Professor of Business Administration with special focus on Aviation Management (Germany)
Dr.-Ing. Holger Friehmelt	FH JOANNEUM Graz (University of Applied Sciences), Head of the Institute of Aviation (Austria)
Prof. Dr. Ebru Demirci	Istanbul University, School of Transportation and Logistics, Department of Transportation and Logistics (Türkiye)
Mr. Emre Eldener	CEO KITA Logistics (Türkiye) (labour market)
Mr. Martin Peschel	Student at University of Stuttgart (Germany)

Coordinator:

Jana Newiger

AQAS, Cologne, Germany

Christina Schönberger-Stepien

I. Preamble

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

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

II. Accreditation procedure

This report results from the external review of the Bachelor's programmes **“Aviation Management” (Turkish programme)**, **“Aviation Management” (English programme)**, **“Logistics Management” (Turkish programme)**, **“Logistics Management” (English programme)**, **“Aviation Management” (Applied)**, and **“Aircraft Maintenance and Repair”** offered by **Istanbul Gelişim University**.

1. Criteria

Each programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Programme Accreditation (Bachelor/Master). The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review, each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of each programme since not all indicators can necessarily be applied to every programme.

2. Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in October 2023. The university produced a Self-Evaluation Report (SER). In March 2024, the institution handed in a draft of the SER together with the relevant documentation on the programmes and an appendix as well as statistical data on the programmes. The appendix included e.g.:

- an overview of statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts),
- the CVs of the teaching staff/supervisors,
- information on student services,
- core information on the main library,
- as well as academic regulations.

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 26 August 2024. The final version of the SER was submitted in October 2024.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective disciplines, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in December 2024. AQAS informed the university about the members of the expert panel and the university 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 needs for additional information. AQAS forwarded these preliminary statements to the university and to all panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

Site visit

After a review of the SER, a site visit to the university took place from 4-6 February 2025. On site, the experts interviewed different stakeholders, e.g. representatives of the management of the higher education institution, the programme management, of teaching staff, as well as students and graduates and labour market representatives in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded with the presentation of the preliminary findings of the group of experts to the university representatives.

Reporting

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

Decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on day month year. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In month year, AQAS published the report, the result of the accreditation as well as the names of the panel members.

III. General information on the university

Istanbul Gelişim University (IGU)

Istanbul Gelişim University (IGU) is a foundation university and operates under the supervision of the Turkish Council of Higher Education (CHE). IGU comprises six faculties, two schools, two vocational schools, and an institute of graduate studies. Education and training programmes include 77 undergraduate programmes, 61 associate degree regular programmes, 34 associate evening programmes, 39 thesis and 38 non-thesis graduate programmes, and 9 doctoral programmes. IGU states to have cooperations with more than 130 international universities. Human resources consist of 1,007 academic and administrative staff as well as 287 support and international staff. As of January 2024, IGU has had 49,666 graduates and 36,000 currently enrolled students, of which more than 5,000 are international students.

Funding comes from (a) appropriations included in the annual budget, (b) aid provided by institutions, (c) tuition fees, (d) publishing and sales revenues, (e) income from movable and immovable properties, (f) profits from revolving fund enterprises, and (g) donations, bequests, and other income. The university has more than 140 laboratories and 20 research centres located at the Istanbul campus, one central library and four branch libraries in all campuses. As stated in the Self-Evaluation Report (SER), students can engage in social, cultural, scientific and sports activities in 93 student clubs.

Faculty of Economics, Administrative, and Social Sciences (FEASS)

FEASS was established in the 2011-2012 academic year with five undergraduate programmes and has since expanded to offer 25 undergraduate programmes. The faculty has obtained a first AQAS accreditation in 2018, indicating its adherence to European educational standards. FEASS offers double majors, minors, and lateral transfers, and has established over 100 Erasmus+ and bilateral agreements. The faculty also supports 17 student clubs. The Department of Aviation Management (Turkish/English), introduced in the 2014-2015 academic year, is said to prepare students for various roles in civil aviation. The curriculum follows the European Credit Transfer System (ECTS) and includes theoretical and practical courses, with options for graduate-level education. The Department of Logistics Management (Turkish/English) began as one of the faculty's initial programmes in the 2011-2012 academic year, with the English programme added in 2014-2015. This department is said to adhere to ECTS and the Bologna Process, aiming to prepare students for international careers in logistics.

Faculty of Applied Sciences (FoAS)

Originally established as the School of Applied Sciences in 2013-2014, FoAS attained faculty status in 2021. The faculty offers 12 undergraduate programmes, overseen by the Faculty Dean, two deputy deans, and support staff. It organises events such as the International Congress of Applied Social Sciences and maintains active communication with its alumni. The Department of Aviation Management (Applied), initiated in the 2016-2017 academic year, focuses on preparing professionals for the aviation sector. The programme curriculum includes practical training components such as a compulsory 30-day internship. The Department of Aircraft Maintenance and Repair also started in the 2016-2017 academic year, providing training in aircraft maintenance. It has received certification from SHY147 Recognised School and emphasises practical applications, including laboratory work.

IV. Assessment of the study programmes

1. Quality of the curriculum

Bachelor's degree

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

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

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

[ESG 1.2]

a. Aviation Management (Turkish/English) (Bachelor of Science)

Description

The Bachelor's programme "Aviation Management" aims to prepare students for careers in the aviation industry. The programme is provided in two language tracks, Turkish and English. The programme's main objective is to equip students with a comprehensive range of skills and knowledge, covering both theoretical and practical aspects of aviation management. The intended learning outcomes (ILOs) focus on the areas of knowledge acquisition, skill development, and personal and occupational competencies. Students are expected to gain an understanding of the aviation industry's historical development and key management principles, including aspects of law, sociology, and business related to aviation. The programme also focuses on practical skills, such as using industry-specific software, strategic planning, and managing airline and airport operations. According to the SER, the curriculum emphasises developing critical thinking and decision-making abilities. It is said to include fostering communication skills and teamwork and to encourage social responsibility. These competencies are supposed to align with level 6 of the European Qualifications Framework (EQF) and the Turkish Qualifications Framework (TQF). The curriculum spans over four years, divided into eight semesters, with a total of 144 credits which is comparable to 256 ECTS. It includes a mix of compulsory and elective courses. The first two years cover foundational courses such as Introduction to Civil Aviation, Aviation Safety and Security, Airline Management, Transportation Economics, and Aviation Rules and Regulations, making up approximately 73.91% of the curriculum. In the third and fourth year, students attend elective courses, which constitute about 26.09% of the curriculum. Electives include subjects like Advanced Meteorology, Ticketing and Reservation Systems, Aircraft Accidents and Case Investigations, Crew Resource Management, and Human Factors in Aviation, which are supposed to allow students to tailor their education to specific interests and career goals. The programme includes practical training, such as a compulsory 30-day internship. Both tracks follow the same curriculum and ILOs, differing only in the language of instruction. The Turkish track is tailored for students planning to work within Türkiye, while the English track is designed for students pursuing international careers.

Expert evaluation

From the experts' point of view, the intended learning outcomes (ILOs) of the Aviation Management programme taught in Turkish and English reflect both academic and labour market requirements. The programme aims to prepare students for careers in the aviation industry which comprises airlines, air cargo companies, airports, air traffic control organisations, ground handling providers, aircraft manufacturers, associations as well as upstream and downstream service providers. While most of these fields are sufficiently considered in the programme's ILOs, currently the following is stated among the skills: "Manage operational activities related

to the airline". It is thus not currently clear, especially to external stakeholders, if the programme also includes operational airport activities which should be covered as otherwise the scope would be too limited. Therefore, the ILOs should be modified to include both the needs and requirements of airlines and airports (**Finding 1a**). More clearly defined ILOs will sharpen the programme's graduate profile and thus enable students and other stakeholders to get a better understanding of the knowledge, skills, and experience graduates have acquired to fulfil both commercial and operational roles in the industry. In this context, IGU should also more clearly present the distinctive features and qualifications of the two Aviation Management programmes, especially to external stakeholders, e.g., on its websites and other platforms, especially since they are hosted by different faculties (see **Finding 28**). Currently, the ILOs and description of the two Aviation Management programmes are almost identical. The only difference is the compulsory internship in the Aviation Management (Applied) programme. Potential students and other stakeholders might be confused to find two different programmes that are almost identical. It would be helpful to point out to the public that the Aviation Management (Turkish/English) programme is preparing students for further academic studies and careers, while the Aviation Management (Applied) prepares students for a direct entry to the industry.

Overall, the curriculum is adequately designed to achieve the defined ILOs. All compulsory and elective curricular elements are well-documented. However, the most recent literature mentioned is from 2019, indicating that the literature has not been reviewed since the last accreditation. The course descriptions therefore need to be updated regarding the scientific literature employed in the courses (**Finding 2a**). The first two semesters of the curriculum offer a broad interdisciplinary spectrum of courses (e.g., Turkish language, English language, Introduction to Sociology, Introduction to Philosophy, and Introduction to Political Sciences). Against this background, it is crucial that the remaining six semesters provide specialised courses that focus on commercial and operational aspects of the aviation industry. Currently, students can choose from a wide range of courses that are entirely unrelated to their field of study. The pool of elective courses must therefore be adjusted to better complement the mandatory courses and help achieve the ILOs (**Finding 3**). In this regard, the experts suggest limiting electives to business or aviation-related subjects, which will make it easier for students to specialise in a certain area of the field. For example, modules like "Agricultural Economy" or "Photography and Camera" that are currently included in the elective pool should be omitted. The same applies to electives such as "Advanced Meteorology" and "Aircraft Accidents and Case Investigations", which are only relevant for pilots, air traffic controllers, and aircraft mechanics. As for mandatory courses, they currently do not address new technologies such as Artificial Intelligence (AI) and Machine Learning, Virtual Reality and Biometric Technology that are essential to stay up to date with the field. At the same time, topics like Aviation Meteorology and Communication and Navigation Systems that are only relevant for pilots and ATC-controllers are included. Therefore, compulsory courses should include new trends like Artificial Intelligence and its applications in the industry to strengthen the students' digital skills (**Finding 4**). Additionally, students should receive mandatory training in intercultural awareness and competencies, as the aviation industry is highly international and involves interaction with people from diverse cultural backgrounds (**Finding 5**). To ensure students acquire both theoretical knowledge and practical insights, course content should be designed with a balanced approach that integrates academic foundations with industry applications. The experts therefore recommend offering more sector-related courses (e.g., lecture series) by guest lecturers from the industry (**Finding 6a**). During the discussions, the experts learned from students and representatives of the labour market that besides sector-related courses, more internship opportunities are strongly desired. The expert panel fully supports this as this will complement the students' academic learning and give them the opportunity to gain work experience in the industry. The experts therefore recommend adding a mandatory internship to the curriculum (**Finding 7a**).

An important industry requirement for graduates of the programme is English language proficiency even if graduates aspire to a domestic career, as the aviation industry is a highly international field. This was also repeatedly stressed in the on-site discussion with industry representatives. During the discussions with

students and graduates of the Aviation Management programme, the experts learned that especially students of the Turkish track have difficulties expressing themselves in English. This was also noted in the first accreditation of the programme in 2018. IGU therefore needs to implement more effective measures in teaching and assessment to ensure a level of English proficiency that enables and encourages students to effectively communicate with stakeholders and prepares them for their future careers (**Finding 8**). For the Turkish track, the expert panel suggests teaching some of the mandatory classes in English to familiarise students with the active usage of English. As the aviation industry is highly international and involves interaction with people from diverse cultural backgrounds, the experts further deem it useful to provide students with the opportunity to join trainings in intercultural awareness and competencies.

Based on the material provided by IGU and the interviews conducted during the site visit, it became clear to the experts that the defined ILOs and the curriculum of the Aviation Management programme comply with level 6 of the European Qualifications Framework (EQF) and that these ILOs are also achieved by graduates. The experts understand that IGU also offers graduation theses for other programmes yet not for the programme under review. However, a thesis or final project would emphasise the research-oriented profile of the programme and enable students to effectively showcase their acquired competencies and knowledge. Therefore, a Bachelor's thesis or a final project must be added to the curriculum to demonstrate more clearly the EQF level 6 qualification acquired by graduates (**Finding 9a**).

Conclusion

The criterion is partially fulfilled.

b. Logistics Management (Turkish/English) (Bachelor of Science)

Description

The Bachelor's programme "Logistics Management" is designed to prepare students for careers in the logistics and supply chain management sector. The programme is offered in two language tracks: Turkish and English. The primary aim of the programme is to provide students with a comprehensive understanding of logistics management, combining theoretical knowledge and practical skills. The ILOs focus on key areas such as understanding the basic concepts and theories of logistics, integrating this knowledge with other social sciences, and applying it to real-world situations. Students are said to be trained to handle logistics management functions, including transportation, warehousing, inventory control, and supply chain coordination. The programme is further said to emphasise the development of analytical and problem-solving skills, critical thinking, and the ability to engage in interdisciplinary research. The curriculum spans four years, divided into eight semesters, with a total of 144 credits which is comparable to 256 ECTS. It includes a mix of compulsory and elective courses. In the first two years, students take foundational courses such as Introduction to Logistics Management, Supply Chain Management, Transportation and Warehousing, and Economics, which cover approximately 74% of the curriculum. In the third and fourth year, students can choose elective courses that make up about 26% of the curriculum. Elective options include Advanced Logistics and Supply Chain Strategies, International Trade Logistics, E-commerce and Logistics, and Sustainable Logistics. These electives allow students to specialise in particular areas of interest and gain expertise tailored to their career aspirations. It is stated that a significant component of the programme is practical training, which includes opportunities for internships. Both tracks maintain identical curricula and ILOs, with the only difference being the language of instruction. The Turkish track is geared towards students who intend to work within Türkiye, while the English track is suitable for students aiming for international careers.

Expert evaluation

The ILOs of the Logistics Management programme taught in Turkish and English reflect both academic and labour market requirements adequately. The programme aims to prepare students for careers in the logistics industry which comprises not only transportation and logistics, but also logistics service providers, warehousing operations, customs management, humanitarian logistics, supply chain management, digitalisation, and e-commerce enterprises. Most of these fields are sufficiently considered in the programme's ILOs. However, the ILOs should be further specified to include the needs and requirements of new trends and basic operations for the logistics sector (see **Finding 1b**). More clearly defined ILOs will sharpen the programme's graduate profile and thus enable students and other stakeholders to get a better understanding of the knowledge, skills, and experience graduates have acquired to fulfil both commercial and operational roles in the industry.

The curriculum is overall adequately designed to achieve the defined ILOs. All compulsory and elective curricular elements are well-documented. However, the curriculum lacks a clearly defined structure that systematically connects coursework with industry requirements. For example, courses should foster critical thinking, problem-solving, and decision-making skills that are essential for both commercial and operational roles in the field and include operational and practical information. To address this gap, the curriculum should be slightly restructured to establish a more coherent learning trajectory that better enables students to gain a holistic understanding of the field of logistics management (**Finding 10**). In addition, the most recent literature mentioned is from 2019, indicating that the literature has not been reviewed since the last accreditation. The course descriptions therefore need to be updated regarding the scientific literature employed in the courses (see **Finding 2a**).

The first two semesters of the curriculum offer a broad interdisciplinary spectrum of courses (e.g., Turkish language, English language, Introduction to Sociology, Introduction to Philosophy, and Introduction to Political Sciences). Against this background, it is crucial that the remaining six semesters provide specialised courses that focus on theoretical and applied dimensions of logistics management and operations to ensure students develop expertise relevant to the field. Currently, students can choose from a wide range of courses that are entirely unrelated to their field of study. While the compulsory courses of the curriculum cover all essential aspects of the field, the pool of elective courses must be adjusted to better complement the mandatory courses and help achieve the ILOs (see **Finding 3**). In this regard, the experts suggest limiting electives to logistics-related subjects, which will make it easier for students to specialise in a certain area of the field. For example, modules like "Agricultural Economy" or "Photography and Camera" that are currently available in the elective pool should be omitted. At the same time, it might be beneficial to include subjects critical to contemporary logistics and supply chain operations such as "Procurement and Sourcing Strategies", "Supply Chain Management", "Project Management in Logistics", "International Business and Trade Logistics", or "Digitalisation and Software Applications in Logistics" in the elective pool. To ensure students acquire both theoretical knowledge and practical insights, course content should be designed with a balanced approach that integrates academic foundations with industry applications. The experts therefore recommend offering more sector-related courses (e.g., lecture series) by guest lecturers from the industry (see **Finding 6a**) as well as field trips (**Finding 6b**), providing students with first-hand insights into current trends, challenges, and innovations in logistics and supply chain management. A strategically structured elective system, combined with industry-driven learning experiences, will contribute to a cohesive and competency-based educational framework that properly prepares students for the dynamic and evolving logistics sector. In addition, the experts learned from students and representatives of the labour market during the discussions that opportunities for internships in the programme are strongly desired to enhance practical learnings for students. The expert panel fully supports this as this will ensure that students graduate with industry-relevant experience, making them more competitive on the labour market while reinforcing the programme's alignment with practical skill development and employability-focused education. Therefore, the experts recommend adding at least one more voluntary internship to the programme

to complement students' academic learning, develop their professional skills such as communication and teamwork, and strengthen their transition to the professional sector (see **Finding 7b**). One option might be to enable students to complete this internship in the final year of study and take place in a company operating in the logistics, aviation, e-commerce or supply chain industry to ensure direct exposure to real-world applications of logistics management concepts. As the logistics industry is increasingly turning to digital operations because of e-commerce and customer needs, the experts recommend including new trends such as Artificial Intelligence and its modes of application in the in logistics and supply chain management field in the mandatory courses of the curriculum to strengthen the students' digital skills (see **Finding 4**).

An important industry requirement for graduates of the programme is English language proficiency even if graduates aspire to a domestic career, as the aviation industry is a highly international field. This was also repeatedly stressed in the on-site discussion with industry experts. During the discussion round with students and graduates of the Logistics Management programme, the experts learned that especially students of the Turkish track have difficulties expressing themselves in English. This was also noted in the first accreditation of the programme in 2018. As outlined above, IGU needs to implement more effective measures in teaching and assessment to ensure a level of English proficiency that enables and encourages students to effectively communicate with stakeholders and prepares them for their future careers (see **Finding 8**). For the Turkish track, the expert panel suggests teaching some of the mandatory classes in English to familiarise students with the active usage of English. As the logistics industry is highly international and involves interaction with people from diverse cultural backgrounds, the experts further deem it beneficial to provide students with the opportunity to join trainings in intercultural awareness and competencies. This will prepare graduates to effectively navigate multicultural professional environments, fostering cross-cultural communication skills and global business acumen which is critical for success in the field.

Based on the material provided by IGU and the interviews conducted during the site visit, it became clear to the experts that the defined ILOs and the curriculum of the Logistics Management programme comply with level 6 of the European Qualifications Framework (EQF) and that these ILOs are also achieved by graduates. The experts understand that IGU also offers graduation theses for other programmes yet not for the programme under review. However, a thesis or final project would emphasise the research-oriented profile of the programme and enable students to effectively showcase their acquired competencies and knowledge. It would serve as a culminating academic experience, allowing students to apply theoretical knowledge to real-world logistics challenges, conduct independent research or industry-relevant case studies, and showcase analytical, problem-solving, and critical thinking skills that are essential for professional success. Therefore, a Bachelor's thesis or a final project must be added to the curriculum to demonstrate more clearly the EQF level 6 qualification acquired by graduates (**Finding 9a**).

Conclusion

The criterion is partially fulfilled.

c. Aviation Management (Applied) (Bachelor of Science)

Description

The Bachelor's programme "Aviation Management" (Applied) aims to prepare students for practical and managerial roles within the aviation sector. The programme is conducted in Turkish and structured to provide hands-on experience alongside theoretical knowledge. The programme's primary objective is to impart a comprehensive understanding of aviation management, with a strong emphasis on practical skills and applied knowledge. The ILOs are designed to cover various facets of the aviation field, including knowledge of aviation operations, airport and airline management, aviation safety and security, and the use of relevant technologies and software. Students are trained to handle the operational aspects of aviation, including flight operations,

ground services, and customer service management. Additionally, the programme is said to foster skills in decision-making, problem-solving, teamwork, and effective communication, all of which are critical for success in the aviation industry. The curriculum spans four years, is divided into eight semesters, and totals 240 ECTS credits. It consists of a mix of compulsory and elective courses. In the initial semesters, students focus on core courses such as Introduction to Civil Aviation, Fundamentals of Aircraft, Aviation Safety, Aviation Security, and Airline Marketing. These compulsory courses are supposed to provide a broad base of essential knowledge and account for a significant portion of the curriculum. As students advance into the later semesters, they are offered a range of elective courses that allow for specialisation in specific areas of interest within aviation management. Elective courses include subjects such as Airport Operations, Ground Handling Management, Air Cargo Logistics, Aviation Law, and Crew Resource Management. A distinct feature of the programme is said to be its strong focus on practical training. A compulsory 30-day internship is included in the curriculum. The programme also includes practical sessions in areas such as airport equipment handling, flight safety procedures, and emergency response. The SER states that the applied programme “Aviation Management” is unique in its applied focus which makes it particularly suitable for students who seek direct entry to operational and management roles within the aviation industry.

Expert evaluation

The experts assess that the ILOs of the Aviation Management (Applied) programme taught in Turkish reflect both academic and labour market requirements. The programme aims to prepare students for careers in the aviation industry which comprises airlines, air cargo companies, airports, air traffic control organisations, ground handling providers, aircraft manufacturers, associations as well as upstream and downstream service providers. While most of these fields are sufficiently considered in the programme’s ILOs, currently the following is stated among the skills: “Manage operational activities related to the airline”. It is thus not currently clear, especially to external stakeholders, if the programme also includes operational airport activities which should be covered as otherwise the scope would be too limited. Therefore, the ILOs should be modified to include both the needs and requirements of airlines and airports (see **Finding 1a**). More clearly defined ILOs will sharpen the programme’s graduate profile and thus enable students and other stakeholders to get a better understanding of the knowledge, skills, and experience graduates have acquired to fulfil both commercial and operational roles in the industry. In this context, IGU should also more clearly present the distinctive features and qualifications of the two Aviation Management programmes, especially to external stakeholders, e.g., on its websites and other platforms, especially since they are hosted by different faculties (see **Finding 28**). Currently, the ILOs and description of the two Aviation Management programmes are almost identical. The only difference is the compulsory internship in the Aviation Management (Applied) programme. Potential students and other stakeholders might be confused to find two different programmes that are almost identical. It would be helpful to point out to the public that the Aviation Management (Turkish/ English) programme is preparing students for further academic studies and careers, while the Aviation Management (Applied) prepares students for a direct entry to the industry.

Overall, the curriculum is adequately designed to achieve the defined ILOs. All compulsory and elective curricular elements are well-documented. However, the most recent literature mentioned is from 2019, indicating that the literature has not been reviewed since the last accreditation. The course descriptions therefore need to be updated regarding the scientific literature employed in the courses (see **Finding 2a**). The first two semesters of the curriculum offer a broad interdisciplinary spectrum of courses (e.g., Turkish language, English language, Introduction to Sociology, Introduction to Philosophy, and Introduction to Political Sciences). Against this background, it is crucial that the remaining six semesters provide specialised courses that focus on commercial and operational aspects of the aviation industry. Currently, students can choose from a wide range of courses that are entirely unrelated to their field of study. The pool of elective courses must therefore be

adjusted to better complement the mandatory courses and help achieve the ILOs (see **Finding 3**). In this regard, the experts suggest limiting electives to business or aviation-related subjects, which will make it easier for students to specialise in a certain area of the field. For example, modules like “Customer relations management in banking” or “Sauces and soups” that are currently available in the elective pool should be omitted. To ensure the inclusion of up-to-date expertise in the curriculum as well as the relevance of the lecture content, the experts recommend offering more sector-related courses (e.g., lecture series) by guest lecturers from the industry (see **Finding 6a**). In addition, the experts strongly recommend extending the duration of the mandatory internship from currently 30 to 60 days (**Finding 7c**). Not only will this further sharpen the distinct profile of the applied Aviation Management programme compared to the non-applied programme; by extending the internship, students will receive the opportunity to take over more meaningful tasks and create an opportunity to be taken over by the company after graduation.

An important industry requirement for graduates of the programme is English language proficiency even if graduates aspire to a domestic career, as the aviation industry is a highly international field. This was also repeatedly stressed in the on-site discussion with industry experts. During the discussion round with students and graduates of the Aviation Management (Applied) programme, the experts learned that students have difficulties expressing themselves in English. This was also noted in the first accreditation of the programme in 2018. As has been stated for the other programmes, IGU needs to implement more effective measures in teaching and assessment to ensure a level of English proficiency that enables and encourages students to effectively communicate with stakeholders and prepares them for their future careers (see **Finding 8**). In this context, the expert panel suggests teaching some of the mandatory classes in English to familiarise students with the active usage of English. As the aviation industry is highly international and involves interaction with people from diverse cultural backgrounds, the experts further deem it useful to provide students with the opportunity to join trainings in intercultural awareness and competencies.

Based on the material provided by IGU and the interviews conducted during the site visit, it became clear to the experts that the defined ILOs and the curriculum of the Aviation Management (Applied) programme comply with level 6 of the European Qualifications Framework (EQF) and that these ILOs are also achieved by graduates. The experts understand that IGU also offers graduation theses for other programmes yet not for the programme under review. However, a thesis or final project would enable students to effectively showcase their acquired competencies and knowledge. Therefore, a Bachelor’s thesis or a final project must be added to the curriculum to demonstrate more clearly the EQF level 6 qualification acquired by graduates (**Finding 9a**).

Conclusion

The criterion is partially fulfilled.

d. Aircraft Maintenance and Repair (Bachelor of Science)

Description

According to the SER, the Bachelor’s programme “Aircraft Maintenance and Repair” is designed to equip students with the technical knowledge and practical skills required for careers in aircraft maintenance. The programme is conducted in Turkish and is said to provide a thorough understanding of aircraft systems, maintenance procedures, and regulatory compliance. The primary objective of the programme is to train students in the maintenance and repair of aircraft, covering theoretical knowledge and hands-on skills. The ILOs emphasise understanding key concepts of aeronautical engineering, maintenance standards, safety protocols, and the application of technical skills in real-world scenarios. Students are expected to develop competencies in diagnosing and repairing aircraft systems, performing routine and specialised maintenance, and adhering to strict safety and regulatory standards. The curriculum spans four years and is divided into eight semesters,

with a total of 240 ECTS credits. It includes a combination of compulsory and elective courses. In the first two years, students take foundational courses such as Basic Aircraft Knowledge, Aerodynamics, Aircraft Systems, Aviation Rules and Regulations, and Human Factors in Aviation. These courses are supposed to provide the necessary theoretical background and technical understanding, forming the core of the programme. As students progress, the curriculum includes more specialised courses such as Aircraft Electrical Systems, Piston Engine Systems, Gas Turbine Engines, Aircraft Structures, and Maintenance Practices. These courses are complemented by practical laboratory sessions and workshops, where students gain hands-on experience with aircraft components and systems. The curriculum also includes courses on using maintenance manuals, technical documentation, and software tools. A notable aspect of the programme is its strong emphasis on practical training. The curriculum includes hands-on sessions in advanced laboratories and workshops, such as the Aircraft Structural/Mechanical Workshop and the Aircraft Engine Workshop. These facilities are said to provide students with the opportunity to perform real-world maintenance tasks, ranging from basic troubleshooting to complex repairs. Furthermore, the programme features a compulsory internship component. The Aircraft Maintenance and Repair programme places a strong emphasis on safety and regulatory compliance in accordance with international standards such as SHY-147. Students are said to be trained to understand and apply regulations, ensuring that all maintenance activities meet strict safety standards.

Expert evaluation

The Aircraft Maintenance and Repair programme aims to provide students with a combination of an academic Bachelor's degree and an officially recognised aviation maintenance licence either in the mechanical and/or the engine/propulsion domain. Therefore, a large portion of the curriculum is bound to the requirements of the national CAA (Civil Aviation Authority) and predominantly caters to the high labour market demand for graduates of the field, which is expected to grow even further in the coming years. While the experts acknowledge the programme's orientation towards the labour market, they find that the ILOs should be adjusted to also accommodate the academic aspect of the field (**Finding 1c**). This is particularly important for students who want to pursue an academic instead of a certified aircraft mechanics career. Against this background, even though approximately 2,400 hours of classes are required by the national CAA to fulfil the ILOs of certified B1.1 or B.2 aircraft mechanics, the remaining hours of the curriculum should be allocated to aviation-related courses with an academic focus (**Finding 11**). This will give graduates the opportunity to pursue careers besides becoming certified aircraft maintenance staff (e.g., pursuing a Master's degree). This is also in line with the requirements of all stakeholders in the industry.

Overall, the curriculum is adequately designed to achieve the defined ILOs. All compulsory and elective curricular elements are well-documented. However, the course descriptions need to be updated regarding the scientific research literature employed in the courses to also prepare students for academic careers besides becoming certified mechanics (see **Finding 2a**). The aviation maintenance industry is rapidly changing due to new technologies. To stay competitive, lecture content thus needs to be up to date with the latest technology trends. More specifically, this means that the Aircraft Maintenance and Repair programme should include the recommended literature and legal CAA and international requirements and laws as well as digital maintenance instructions as state of the art in the aviation industry (e.g., current AMM; CMM etc.) (**Finding 2b**). The first two semesters of the curriculum offer a broad interdisciplinary spectrum of courses (e.g., Turkish language, English language, Introduction to Sociology, Introduction to Philosophy, and Introduction to Political Sciences). Against this background, it is crucial that the remaining six semesters provide specialised courses that focus on aircraft maintenance and repair in particular and the aviation industry in general. Currently, students can choose from a wide range of courses that are entirely unrelated to their field of study. While the compulsory courses of the curriculum cover all essential aspects of the field, the pool of elective courses must be adjusted to better complement the mandatory courses and help achieve the ILOs (see **Finding 3**). In this regard, the

experts suggest limiting electives for the programme to business or aviation-related subjects such as “Advanced Meteorology” and “Aircraft Accidents and Case Investigations”. To ensure the inclusion of up-to-date expertise in the curriculum, the experts recommend offering more sector-related courses (e.g., lecture series) by guest lecturers from the industry (see **Finding 6a**). During the discussions on site, the experts learned from students and representatives of the labour market that students often do not have the network, time, and industry opportunities to pursue a more practical education in their favoured areas. Sector-related courses and more internship opportunities are strongly desired to offer students an adequate opportunity to explore their own focus area within the study programme. The expert panel fully supports this and therefore recommends adding at least one more voluntary internship to the curriculum (**Finding 7b**). The experts suggest completing this internship in the final year of study. If conducted at a certified maintenance and repair company, this internship could substitute some of the formal practical work hour requirements by the national CAA and thus would not jeopardise the overall goal to fulfil the legal B1.1 or B.2 aircraft mechanics requirements. Even though the aircraft maintenance and repair work involves a lot of mechanical/vocational work skills, digital skills are emerging rapidly also in this industry. Therefore, to further strengthen the students’ digital skills, mandatory courses of the curriculum should include new trends and training devices such as Artificial Intelligence or augmented reality and its modes of application in the aviation industry (see **Finding 4**). As virtual or at least augmented reality devices and maintenance instructions on notepads are state-of-the-art in international maintenance and repair industry, both students and staff should be made familiar with these novel training and instructions devices and have access to them.

An important industry requirement for graduates of the programme is English language proficiency even if graduates aspire to a domestic career, as the aviation industry is a highly international field. This was also repeatedly stressed in the on-site discussion with industry experts. During the discussion round with students and graduates, the experts learned that students have difficulties expressing themselves in English. IGU needs to implement more effective measures in teaching and assessment to ensure a level of English proficiency that enables and encourages students to effectively communicate with stakeholders and prepares them for their future careers (see **Finding 8**). Even though some classes already include English language blocks, the expert panel suggests teaching some of the mandatory classes of the curriculum in English to familiarise students with the active usage of English. This would provide the chance to teach aviation terminology in combination with current examples of the industry’s challenges and opportunities.

Based on the material provided by IGU and the interviews conducted during the site visit, it became clear to the experts that the defined ILOs and the curriculum of the Aircraft Maintenance and Repair programme comply with level 6 of the European Qualifications Framework (EQF) and that these ILOs are also achieved by graduates. The experts understand that IGU also offers graduation theses for other programmes yet not for the programmes under review. However, a thesis or final project would enable students to effectively showcase their acquired competencies and knowledge. Therefore, a Bachelor’s thesis or a final project must be added as a voluntary option to the curriculum to demonstrate more clearly the EQF level 6 qualification acquired by graduates, especially for students who wish to pursue an academic career (**Finding 9b**).

Conclusion

The criterion is partially fulfilled.

3. Procedures for quality assurance

Bachelor's degree

The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.

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

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

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

[ESG 1.1, 1.7 & 1.9]

Description

IGU is reported to have established a Quality Assurance System (QAS) aimed at maintaining and enhancing the quality of its study programmes. According to the university, the system is based on the "Istanbul Gelişim University Quality Assurance Directive". The QAS is said to adhere to international and national standards, specific departmental accreditation requirements, and guidelines provided by Türkiye's Higher Education Quality Council (YÖKAK). The system is said to be implemented consistently across all academic and administrative units, with the aim of ensuring a comprehensive approach to quality management. The design and development of IGU's educational programmes are reportedly aligned with the Turkish Higher Education Qualifications Framework (TYYÇ), comply with relevant national core education programmes (UÇEP), and have undergone international accreditation procedures with different accreditation agencies. A significant feature of the QAS includes the establishment of Unit Quality Boards and sub-working groups associated with the Quality Commission. These groups are responsible for reviewing and updating the vision, mission, and objectives of their respective units, ensuring alignment with accreditation standards and the university's strategic goals. The QAS is said to foster a culture of continuous improvement by engaging all stakeholders in regular evaluations and assessments such as annual Programme Internal Self Evaluation Reports (BIDRs), covering reviews of leadership, management, quality assurance systems, curriculum structure, teaching methods, and student workload. IGU reportedly places a strong emphasis on inclusivity and non-discrimination within its quality policies and has implemented various policies, such as the Equal Opportunity Policy, Gender Equality Policy, and Respect for Diversity Policy. These policies are reportedly supported by units like the Disability Solidarity and Coordination Unit and the Social Responsibility Application and Research Centre. IGU is said to engage several stakeholders in its quality assurance processes, including students, graduates, academic staff, and industry representatives. According to the university, stakeholders are informed about procedures and outcomes through multiple channels, such as official meetings, announcements on the university's website, and digital communication platforms. The QAS also reportedly includes mechanisms for collecting feedback from these stakeholders which is used to guide decision-making and improve programme quality. To monitor and support the career development of its graduates, IGU is said to utilise the Graduate Tracking System (METSIS) which monitors alumni career paths and gathers data on employment outcomes. The university states that it has strong relationships with industry partners, providing students and graduates with internship and employment opportunities. Additionally, the Career Guidance Application and Research Centre offers extensive support for career planning and development. The QAS is further said to include a comprehensive internal information system monitoring various quality indicators, such as student performance, retention and dropout rates, satisfaction levels, and graduation rates. Data collected from this system are used to make informed decisions about curriculum updates, teaching methods, and other academic practices.

Expert evaluation

From the experts' point of view, IGU's policies and procedures for quality assurance (QA) are comprehensive and emphasise the commitment to maintaining and enhancing educational standards both at programme and institutional level. Quality assurance policies at IGU cover the entire programme lifecycle such as design, approval, monitoring, and revision of programmes. Internal and external stakeholders (students, staff, alumni, and employers) are included in regular feedback mechanisms, which underlines IGU's commitment to the continuous enhancement of the quality of its study programmes. However, the experts learned on site that precise data on graduate employability is not yet available. According to university representatives, IGU is working on collecting and providing this data shortly. The expert panel strongly supports these efforts and encourages IGU to set clear timelines and benchmarks for data collection as employability is an essential metric for assessing the long-term success and impact of IGU's educational programmes. Further, it is crucial that the university accelerates their efforts in providing employability data as prospective students, employers, and accreditation bodies rely on employment statistics to gauge the effectiveness of academic programmes and the university's ability to prepare graduates for the labour market. Additionally, reliable employability data would allow IGU to further refine curricula, ensuring that they align with industry demands and thus enhance the career prospects of graduates. Comprehensive employment data could also enhance IGU's reputation and attractiveness for prospective students who usually seek institutions with a strong track record of graduate success.

QA policies and procedures are well-documented and publicly available for all stakeholders, e.g., via IGU's website. Responsibilities and targets of IGU's QA system are clearly defined as academic staff, programme coordinators, students, and other stakeholders are each assigned specific roles in monitoring, reviewing, and enhancing the quality of programmes. The QA system further employs a range of tools, including a state-of-the-art software tool, to conduct course evaluations, feedback surveys, and assessments of student workload. The feedback resulting from these evaluation measures is used for updating and enhancing curricula, teaching methods, and other programme-related and central aspects such as student support services. Evaluation results are documented and shared with teaching staff and students in several ways, including meetings, reports, and feedback sessions. On site, the labour market representatives reported frequent visits and an appropriate level of inclusion in IGU's QA procedures.

As for student evaluations, the experts learned on site that questionnaires currently only consist of closed questions and ratings. The experts recommend including open sections for individual positive and negative written feedback in the questionnaires (**Finding 12**). While numerical ratings and multiple-choice questions provide valuable quantitative insights, they often fail to capture the nuances of student experiences. Written feedback would allow students to express their opinions in greater detail, highlighting specific strengths and weaknesses of courses, instructors, and university services. This qualitative data could offer more actionable insights for faculty and administrators, helping them to address concerns and build upon successes. Additionally, allowing students to voice their thoughts freely fosters a sense of engagement and inclusion. Ultimately, this change could enhance transparency and accountability, as faculty and administrators would receive more direct and personalised feedback. To ensure the effectiveness of this approach, IGU could also provide clear guidelines on constructive feedback to help students better formulate their thoughts. Categorising written responses by themes such as course content, teaching methods, and administrative support could streamline analysis and interpretation.

In addition, IGU employs measures to safeguard academic integrity and prevent academic fraud such as anti-plagiarism tools and codes of conduct. These measures are observed and implemented at central, faculty, and department level. Support for students and staff facing intolerance and/or discrimination is available at IGU as well.

The documentation of changes that have been made since the last accreditation of the programmes is thorough and transparent. In this regard, IGU has effectively considered and implemented the respective recommendations to enhance study programmes and QA policies.

Conclusion

The criterion is fulfilled.

4. Learning, teaching and assessment of students

Bachelor's degree

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

The SER states that IGU follows an accountable and innovative student-oriented education system that embraces lifelong learning, aligns with the goals and strategies of both the European and Turkish higher education system, values the participation of internal and external stakeholders, and is centred on quality assurance. Various teaching and learning methods are said to be employed in courses. Methods include lecturing, class discussions, case studies, problem-solving, questions and answers, programmed learning, brainstorming, video conferencing, group work, collaborative and cooperative learning, project-based learning, and problem-based learning. Teaching and learning methods are selected according to the type of course and the ILOs and are intended to enhance critical thinking, problem-solving skills, and teamwork among students. Teaching is conducted offline (in person) and online (distance learning). The latter is facilitated through a Learning Management System (ALMS) which provides students with flexible learning activities. Student success is assessed through exams and assignments. Students typically take midterm and final exams for each course, with final grades calculated by combining the weighted averages of these assessments. IGU states that the minimum percentage contributions for exams are 50% for finals and 30% for midterms, with up to 20% allocated for assignments. IGU also supports internship programmes to help students integrate into professional life. According to the SER, access to educational opportunities is provided for disadvantaged, vulnerable, and underrepresented groups. The university has reportedly developed a distance learning infrastructure to ensure barrier-free access to academic units for these groups. Special examinations and accommodations are reportedly provided for students with disabilities or special needs.

IGU is said to employ various examination types, including oral, written, practical, and multiple-choice formats, tailored to fit the ILOs of each course. The selection of examination types depends on the course format and the ILOs. Exams are organised in a manner that avoids scheduling conflicts and ensures that results are communicated promptly.

Expert evaluation

The panel of experts confirms that IGU has transparent and reliable procedures in place that govern learning, teaching, and assessments based on Bloom's taxonomy. Learning and teaching methods employed in the programmes under review are student-centred and appropriate for achieving the respective programme's ILOs. They include lectures, class discussions about current issues and news, case studies on current topics, and interactive quizzes (e.g., Kahoot) to accommodate diverse learning needs. Theoretical knowledge and practical aspects are interwoven. All these aspects combined result in a high level of student engagement.

However, the teaching methods of some courses do not always fully correspond to the academic orientation of the programmes as theoretical foundations and a more in-depth tackling of the subject matter cannot always be adequately addressed with currently employed teaching methods. To enhance this, teaching methods should be updated to better reflect the academic orientation of the programme (**Finding 13**). This would not only provide students with a better basis of knowledge, but would also reflect the university's increasing focus on research. For the Logistics and Aviation Management programmes, field trips to companies and airports are already included in the courses. However, to create a better balance between theoretical instruction and practical application in these programmes, opportunities for students to go on field trips should be expanded (**Finding 14**). This was also explicitly mentioned both by representatives of the labour market and students.

As for assessment methods, they consist mainly of multiple-choice exams. Project work and presentations are used as well. On site, the experts learned that the content of multiple-choice exams does not always properly reflect the course content and the allocated ECTS. While the experts assess that the achievement of course-level ILOs is ensured with currently employed exams, the level of difficulty of exams must be increased to effectively demonstrate this (**Finding 15**). One additional benefit of this might be that students will be slightly more challenged by their exams. In addition, other forms of examination, particularly essays and open-ended questions, need to be employed more frequently to better reflect the academic approach of the programmes (**Finding 16**). By shifting towards open-ended exam formats, the assessment process enables deeper engagement with course material and allows students to demonstrate their ability to apply theoretical concepts in real-world scenarios, problem-solving skills, and independent reasoning, thus providing a more holistic measuring of the alignment with both course- and programme-level ILOs. In this context, the expert panel suggests defining transparent evaluation criteria for these types of exams that focus on conceptual understanding, quality of argumentation, and the ability to synthesise knowledge.

The assessment and grading policies at IGU are clearly and transparently defined in IGU's Undergraduate Assessment Policy, which is accessible for students. Information on the form of assessment, the grading percentage, and other exam-related requirements and regulations are provided at the beginning of the semester. Examinations take place during a two-week examination period that is clearly defined in IGU's academic calendar. However, the experts learned during the site visit that sometimes students take several exams on the same day. This is especially the case for students who have to retake exams from the previous semester. To reduce the workload during the final exam period, the experts recommend enhancing the scheduling of exams and spread them more evenly over the course of the two-week period (**Finding 17**). It might also be worth considering examining more content in the midterm exams to reduce the workload for the final exams. As for retaking exams, the experts found that sufficient opportunities are offered by the programmes, and the students are made aware of them. Regulations to compensate for disadvantages, illness, absence, or other circumstances that may affect students' ability to sit exams are in place and are accessible for students.

Conclusion

The criterion is partially fulfilled.

5. Student admission, progression, recognition and certification

Bachelor's degree

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

[ESG 1.4]

Description

Admission

For Turkish students, IGU states that admission to associate and undergraduate programmes is conducted through the central examination system managed by Türkiye's Council of Higher Education (CoHE). Upon completing secondary education, students must undertake the Higher Education Institutions Examination (YKS), which includes the Basic Proficiency Test (TYT), the Field Proficiency Test (AYT), and a language exam. Based on their performance in these exams, students are placed into their desired programmes by the Student Selection and Placement Centre (OSYM). As for international students, IGU's International Students Office (ISO) develops guidelines for international admissions, considering factors such as the applicant's home country, type of diploma, and passing average. Eligible international students can be admitted based on qualifications such as the International Baccalaureate (IB) or success in the Foreign Student Examination (YOS) conducted by IGU. Furthermore, IGU offers scholarships to international students who achieve high IB scores, excel in YOS, or maintain a cumulative GPA of 2.72 in their first year. International transfer students are accepted after their eligibility has been assessed by the ISO and further evaluated by the relevant department based on their transcripts and programme content. For certain programmes, IGU specifies additional requirements. Candidates for Aviation Management (Turkish/English), Aviation Management (Applied), and Aircraft Maintenance and Repair (Applied) must provide a recent medical report confirming their fitness for the profession. Additionally, a clean criminal record is mandated for those needing access to restricted areas such as airports. The rules and regulations for student admission are said to be clearly defined in the IGU Associate and Undergraduate Education and Examination Regulations.

Progression

The SER states that IGU employs a structured approach to monitor student progression. According to university guidelines, comprehensive measures such as academic counselling, academic performance evaluations, and the European Credit Transfer System (ECTS) are implemented to monitor student progress. Detailed guidelines are available on IGU's website. The university monitors student performance in in-class activities and exams through reports generated by the Persis automation system. The reports, which track the achievement of strategic goals, are evaluated by the relevant department board, and actions to enhance student success are decided upon in departmental meetings. The SER highlights that IGU's commitment to student-centred education is reinforced through university, faculty, and departmental arrangements, and is overseen by the Quality Commission. IGU further states that it ensures proper coordination of courses to avoid content and time overlap. The Education and Training Planning Coordination Office is responsible for scheduling and organising the academic calendar. IGU also reportedly has an ISO 10002 Customer Satisfaction Management System Certificate, indicating its commitment to managing student complaints and feedback effectively. Students can submit feedback through the Istanbul Gelişim University Communication Centre (IGUMER), and the responses are reportedly used to improve the educational experience.

The External Relations Coordination Office supports student mobility. The Erasmus+ Programme allows students to study abroad for one or two semesters at partner institutions. The university maintains 380 Erasmus+ agreements with 134 universities across 27 European countries. Further details reveal that the Erasmus+ Internship Programme enables students to gain vocational training and work experience abroad. All students

can participate, with internships lasting between two and twelve months. Additionally, the university mentions its Bilateral Cooperation Programme, which facilitates international activities beyond Erasmus+. The university accepts guest students and provides opportunities for its own students to study at partner institutions worldwide. To apply for the Erasmus Programme, students must meet certain requirements and submit applications within specified dates via an online portal.

Recognition

The SER outlines specific procedures for the recognition of competencies acquired at other higher education institutions, as well as those obtained outside the formal higher education system. The recognition of competencies at the course, module, or credit level acquired from other higher education institutions is governed by the Higher Education Institutions Legislation and the IGU Directive on Exemption, Adjustment Procedures, and Horizontal Transfer Principles. This is said to apply to external, internal, and international transfers. Students seeking recognition of their previously acquired competencies must apply through the online application system available on IGU's transfer webpage. The respective academic units review these applications, and decisions are subsequently communicated to student affairs. Accepted transfer lists and results are published on IGU's website and notice boards in accordance with the Academic Calendar. Final registration procedures for eligible candidates are managed by the Registrar's Office on the dates specified in the Academic Calendar. The university provides documentation of recognised competencies to students, which is accessible through official channels. IGU highlights that the procedures for the recognition of competencies acquired outside the higher education system, including prior learning, are detailed in Article 5, paragraph b of the IGU Diploma, Diploma Book, Graduation Certificate, and Certificate Issuance Principles Directive. The directive states that individuals who participate in courses and similar studies organised independently or jointly by the centres and departments of IGU and meet the requirements are awarded a "Certificate," a "Course Completion Certificate," or a "Certificate of Participation".

Certification

Graduates from undergraduate programmes across all departments obtain a Bachelor's degree upon successful completion of their studies and receive a diploma supplement. This applies to programmes such as Aviation Management (Turkish/English/Applied), Aircraft Maintenance and Repair (Applied), and Logistics Management (Turkish/English). Additionally, graduates of the Aircraft Maintenance and Repair programme are awarded a Licensed Maintenance Technician Candidate certificate if they meet the criteria set by the Directorate General of Civil Aviation (SHGM). IGU is authorised to award the "Maintenance Training and Examination Organisation Approval Certificate" for continuous maintenance training in the A1 (TA1-Turbine Engine Aircraft), B1.1 (TB1.1-Turbine Engine Aircraft), and B2 (TB2-Aviation Electronics) License Categories.

Expert evaluation

IGU has established comprehensive regulations and policies for student admission, progression, recognition, and certification that are consistently implemented at all levels. Regulations and policies are well-documented, e.g., in student handbooks, and accessible for all stakeholders on platforms such as OBIS and GBS. This ensures that students are well-informed about the respective requirements and processes at all times.

The admission requirements and procedures for each study programme are clearly defined and include criteria such as academic qualifications and language proficiency. The defined admission criteria are well-aligned with the respective programme's objectives. They are outlined in detail and available on IGU's website as well as in official documents. IGU collects both qualitative and quantitative data on admission procedures of past cohorts, including demographic information and application success rates. This data is used for internal analysis and helps inform programme improvements.

As for the recognition of external competencies and knowledge, IGU adheres to the Lisbon Convention and thus maintains formal regulations for recognising competencies gained at other higher education institutions. These regulations are competence-based, legally documented, and publicly available. IGU further has regulations in place to recognise prior learning, which require students to present appropriate documentation to get previous learning assessed for academic credit. For students participating in exchange programmes or studying abroad, IGU relies on learning agreements for the transfer and recognition of academic credits. These learning agreements are well-documented and accessible for all stakeholders.

Graduates receive a diploma supplement. However, the expert panel learned on site that the information on the diploma supplement is not detailed enough. For example, diploma supplements do not outline whether students were enrolled in an applied or non-applied programme. IGU must therefore update the diploma supplements to be available in English and include comprehensive information on the obtained qualification, including context, level, and status of the respective study programme (**Finding 18**). This modification is crucial to ensure that graduates and stakeholders have a clear understanding of the awarded qualification and to align the supplement with the EQF. In addition, the modification will facilitate domestic and international graduate mobility and enhance collaboration with international stakeholders. The transcript of records that accompanies the diploma supplement should also be made available in English to graduates from all programmes (**Finding 19**). This will enhance the graduates' competitiveness on the highly international labour market and support IGU's efforts in terms of internationalisation and international visibility and recognition.

Conclusion

The criterion is partially fulfilled.

6. Teaching staff

Bachelor's degree

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

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

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

[ESG 1.5]

Description

Recruitment

The SER states that IGU's recruitment, selection, and appointment processes are based on applicable laws and regulations that are supposed to ensure transparency and fairness. Academic staff recruitment begins with a review of academic needs based on staff/student ratio and turnover rates. The programme board discusses these needs, and following approval from the dean's office and Rectorate, announcements are made in the Official Gazette and on the programme website. Applications are evaluated according to IGU's criteria, and all applicants have equal rights regardless of ethnicity, religion, or gender. Minimum requirements include a Master's degree and the fulfilment of university prerequisites. The SER outlines that course planning anticipates the potential expiry of faculty contracts during the accreditation period. New plans are devised for each position to ensure continuity. If faculty members leave or contracts expire, new faculty members are employed following the "Relevant Articles of the Regulation," Law No. 2547, and specific university regulations.

Staff Development and Qualification

IGU explains that to support the quality and development of academic staff, continuous in-service training is provided. Regular meetings, seminars, and webinars are organised to help staff acquire up-to-date skills. Training covers various areas including education techniques, research skills, and the use of technology in teaching. IGU supports research activities through the Scientific Research Projects Coordination, offering seminars on national and international project applications and providing information on incentive mechanisms. In this context, the SER states that research projects and publications by faculty members significantly impact the learning and teaching of programmes. IGU reports that academic staff participate in various training programmes to enhance their teaching and learning skills. Periodic training sessions such as the “Academic Orientation Programme,” “Trainer Training Programme,” “E-Educator Training Programme,” and “In-Service Training Programme” are provided. Feedback from these programmes is used to improve future training. Additionally, the university systematically organises seminars to develop research and development competencies. Videos of online training sessions are made available to all academic staff. The university states that regular training sessions, such as “Bloom Taxonomy training,” are organised to develop the assessment skills of academic staff. These sessions aim to ensure accurate measurement of teaching techniques and their impact on students. The relationship between course learning outcomes and exam questions is emphasised, and training is adjusted at the beginning of each academic term. IGU states that part-time lecturers are familiarised with the requirements of their programmes through an “employee handbook” and department orientations. Training is organised by the Deanship and the university to inform part-time faculty members about programme requirements.

The SER states that the Aviation Management (Turkish/English) department has a total of nine full-time academic staff members. The Turkish track is covered by two doctoral lecturers and three research assistants, while the English track comprises three PhD faculty members and two research assistants. Additionally, there are four part-time contracted academic staff with industry experience, two of whom teach in both tracks, and two who teach exclusively in the English track.

The Logistics Management (Turkish/English) department has sixteen academic staff members. The Turkish track includes eight doctoral faculty members, one Associate Professor, and two research assistants. The English track comprises three Assistant Professors and one research assistant.

The Aviation Management (Applied) department has six academic staff members, including one Professor (Head of Department), one Associate Professor, two Assistant Professors, and two research assistants.

The Department of Aircraft Maintenance and Repair includes six academic staff members, i.e., four doctoral faculty members and two research assistants.

As for administrative and technical staff, in the Aviation Management (Turkish/English) and Aviation Management (Applied) departments there is no dedicated staff. However, faculty members cover administrative roles. In the Logistics Management (Turkish/English) department, several faculty members hold administrative positions. The Aircraft Maintenance and Repair department employs three technical instructors with Aircraft Technician licenses to conduct courses.

Expert evaluation

The number of teaching staff is adequate for the student body and the cohort size allows for personal contact and interaction between students and teaching staff. Lecturers are highly responsive to student needs and received very positive evaluations from students. Recruitment procedures are transparent and follow the local legal framework. On site, there was no indication of any lack of teaching staff foreseeable for the next six years.

The current teaching staff of the programmes is adequately qualified to deliver the programmes and to support students in achieving the programmes' ILOs. During the site visit, many members of the teaching staff demonstrated their ability to communicate in English. However, some members of the teaching staff preferred an interpreter. This predominantly applies to teaching staff involved in programmes taught in Turkish. As profound English language skills are essential for all graduates aspiring to work in the aviation industry, even in a domestic context, the English language proficiency of the teaching staff needs to be adequate to impart these skills to students. Therefore, the experts strongly recommend that IGU develop measures to enhance the English language proficiency of the current teaching staff (**Finding 20**). As for the recruitment of new teaching staff, the experts suggest paying strong attention to the candidates' English skills.

Since the last accreditation, the average workload of the teaching staff has been significantly reduced (depending on the rank of the respective teaching staff). However, the workload still seems to remain slightly high when it comes to achieving a good balance of teaching and research. IGU should therefore continue its efforts to keep the teaching workload of its staff at a balanced level to further foster the research environment (**Finding 21**). At university level, the panel of experts recognises a positive development as the number of international publications has increased since the last accreditation. IGU implements a staggered monetary incentive scheme to reward publications. Teaching staff can also apply for external or internal research grants, conference visits, or training sessions for skill development. While the experts appreciate these measures, they find that specifically the level of academic writing and research skills can be further enhanced to increase the quality of those publications and make them more competitive, especially on the international level. The experts therefore recommend providing additional low-threshold training opportunities for teaching staff to enhance their academic writing and research skills (**Finding 22**). This will enable the teaching staff to participate in the relevant academic and professional communities and stay up to date with their research. In this context, it might be beneficial for the Aircraft Maintenance and Repair department to get actively involved in local and/or national aerospace networks such as SAHA to increase both the research network of academic staff as well as internship and job opportunities for graduates.

Conclusion

The criterion is fulfilled.

7. Learning resources and student support

Bachelor's degree

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

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

[ESG 1.6]

Description

Learning resources

As of 2023, IGU's campuses include a total of 400 classrooms and lecture halls and 143 laboratories, 20 research centres, and 82 student clubs. The Department of Information Technology provides support for software, hardware, systems, and IT issues. According to the SER, FEASS facilities are equipped with laboratories and classrooms such as the Computer Laboratory, the Trade and Finance Laboratory, the EEG Laboratory, the Health Psychology Laboratory, and the Keyboard SPSS Computer Laboratory. Specialised laboratories such as the Aircraft Electronics/Avionics Laboratory, Aircraft Composite Laboratory, Aircraft Engine Laboratory, Aircraft Systems Laboratory, Aircraft Structural/Mechanical Laboratory, and Cabin Services Laboratory are available as well. The university states that it is committed to the sustainable renovation, maintenance,

and repair of its campus infrastructure. The Construction Works and Technical Department develops an annual maintenance and repair plan that is supposed to ensure regular inspections and upgrades.

The library system consists of a Central Library and four branches and offers a total of 87,144 printed books, 14,875 periodicals, 339,707 electronic books, and 338 audio-visual materials. During exam periods, the libraries extend their operating hours. IGU reports that its library services and facilities are being enhanced to better accommodate students with disabilities. Improvements include ramps, elevators, computers for disabled users, and entrances without stairs for easier access. The university library is said to have joined the Assistive Technology and Education Laboratory for Individuals with Visual Disabilities (GETEM), providing audio-described resources in Turkish and English for visually impaired students. IGU describes a structured process for updating its library materials. The Directorate of Library and Documentation issues announcements biannually to collect requests for new materials via a "Library Material Request Form." These requests are reviewed and approved by the Rectorate, after which price quotes are obtained from multiple suppliers before placing orders. The Directorate of Library and Documentation subscribes to numerous databases, providing current articles and information to students and academic staff. Purchase requests for materials are collected twice a year.

Student support

Student advisory services at IGU include the Psychological Counselling Guidance and Research Centre (PDRAM), Continuing Education Centre, Career Development Coordination Office, Social and Academic Life Skills (SALS) course, and a mentoring programme which pairs new students with experienced mentors for integration and career guidance. It is stated that each student is assigned an academic advisor for personalised support. These services are communicated via the Gelişim Information System (GBS), university websites, email, and social media. According to IGU, staff office hours allow students to seek assistance with course materials. Faculty can also be contacted via email. A research assistant is always available in the programme office, and the office hours of professors are posted on the programme website. The university highlights that the Disability Student Unit provides necessary infrastructure and support for disabled students, including exam accommodations and access to sports and cultural activities. They further state that the International Relations Coordinatorship Office supports exchange students with orientation and procedural information. Several scholarships and discounts are available for students which are awarded based on academic performance and other specific criteria. This includes full scholarships as well as 50% and 25% scholarships for OSYM-placed students, preference scholarships for students who rank IGU in their top 5 preferences, corporate scholarships for students from partner institutions, and sibling scholarships. A 5% preference discount is offered to campus visitors during promotion days. The Come to Gelişim Programme offers scholarships for students demonstrating exceptional talents or projects. IGU also provides Degree scholarships based on YKS rankings, Success scholarships, R&D Incentive scholarships, and IB Support scholarships for students with high IB scores.

IGU organises an annual Academic Year Student Orientation for all departments which introduces students to their faculties and departments through presentations by deans, directors, and the IGU Rector. Students receive information on Double Major and Minor opportunities, Erasmus, exams, and student clubs. The orientation also includes a reception where students can meet department heads. The Aircraft Maintenance and Repair department additionally offers orientation on the Directorate General of Civil Aviation (DGCA) instructions and departmental details.

IGU is said to implement several policies to support equal opportunities for students. This includes the Disability Counselling and Coordination Unit, the Anti-Sexual Harassment and Anti-Mobbing Policy, and the Respect for Diversity Policy. IGU also implements the Equal Opportunity Policy and the Women and Disadvantaged Student Support Policy. These policies are reportedly applied across all programmes to ensure fair treatment and support for all students.

Expert evaluation

IGU's learning resources and student support system are generally well-structured and comprehensive. The infrastructure is up to date and contributes to students' academic and personal development. With more than 500 annual activities and 82 active student clubs, IGU is committed to creating a vibrant social environment for its students.

As for the study programmes under review, IGU offers adequate material resources, including computer work-places, laboratories, technical equipment, and archives which support students in achieving the respective programme's ILOs. Laboratories are well-equipped and adequately maintained, meeting professional standards and providing sufficient support for academic and practical training. The available classrooms and study spaces are adequate for the student population of the programmes. The library offers both physical and online resources for the respective fields, ensuring students have access to essential research literature. However, particularly English-language resources should be further increased to better meet the needs of international students and support the internationalisation of the study programmes (**Finding 23**).

IGU offers several student support and advisory services. This includes orientation programmes to familiarise domestic and international students with university life as well as regular consultation hours with academic staff, the assignment of academic advisors, and mentoring programmes. The Psychological Guidance, Counselling and Research Centre (PDRAM) provides essential mental health support and offers counselling services in multiple languages. IGU further comprises a Career Centre that provides peer-mentoring and supports students with finding internships, preparing for the labour market, and connecting with potential employers through job fairs and seminars. Despite these measures, IGU should better advertise internship opportunities among their students, including financial support opportunities, to enhance student awareness and better align student preparation with industry expectations (**Finding 24**). Extended support regarding internships is particularly crucial for international students as they often face language-related challenges when applying for internships in Türkiye.

As for internationalisation, exchange students, both incoming and outgoing, receive appropriate support. Multilingual cultural integration events ensure a welcoming environment for international students. IGU offers several opportunities for students to go abroad, mainly via the Erasmus programme. However, not many students of the programmes under review have yet made use of the opportunity to go abroad. While the experts realise that this is partially due to external factors such as lengthy visa approval processes, they recommend establishing a plan to expand Erasmus agreements in the long run and promoting already available opportunities more prominently to further support student mobility and thus the internationalisation of the study programmes (**Finding 25**). In this context, it might also be beneficial to better align the foreign language courses that are offered in the elective pool with available Erasmus opportunities. In addition, the experts suggest providing more international networking activities such as guest lectures, joint research projects, industry partnerships, and student conferences to further integrate students into the global logistics and aviation communities. These initiatives would not only improve the internationalisation strategy of the programmes but also equip students with the necessary competencies for careers in multinational organisations.

IGU offers several scholarships and discounts for their students. While scholarships and tuition fee waivers are communicated quite effectively, additional advertising could increase their visibility among eligible students.

Conclusion

The criterion is fulfilled.

8. Information

Bachelor's degree

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

The SER states that IGU provides information about departments, quotas, curriculum, academic staff, events, and announcements on its websites, via the Student Information System (OBIS), the Learning Management System (ALMS), and the Gelişim Information System (GBS). OBIS allows students to access exam results, schedules, and registration processes, while ALMS offers course materials and communication tools. GBS provides detailed programme information, including curricula and learning outcomes. IGU's website is said to offer comprehensive information for current and prospective students as well as for internal and external stakeholders. During the university registration process, detailed information about the programmes is provided with support from the Directorate of Public Affairs staff. FEASS also shares updates and event information with students through its social media accounts. The Department of Corporate Communication and Publicity is said to manage the dissemination of information through social media, weekly bulletins, and stakeholder surveys. The Public Relations and Publicity Directorate and the International Student Office handle public information and communication services, including regional and international activities. IGU aims to ensure the factual correctness of information by adhering to regulations and ethical principles such as the ISO/IEC 27001 and TSE ISO 10002 certificates. Information is said to be regularly updated according to IGU's Information System Guidelines. This is overseen by the Directorate of Corporate Communications. Department websites are reportedly monitored and updated in both Turkish and English.

Expert evaluation

IGU has established a systematic and comprehensive framework for the dissemination of public information across various platforms. This includes the university's official website, an active social media presence, and in-person events. IGU's website is the central hub for information and is divided into five main sections (University, Academic, Research, Student, and International). Overall, the website transparently provides details on admission procedures, study programmes, qualifications, teaching and assessment methods as well as accreditation and international collaborations. However, while sufficient information on the study programmes under review are available, they appear to be slightly dated. Against this background, IGU should update the information on the programmes on its website and monitor the proper implementation of the maintenance measures that are in place (**Finding 26**). On site, the experts also observed that some of the printed information materials such as brochures did not appear to be completely up to date. While nowadays the online presence is certainly more crucial for the dissemination of information, it might be beneficial to keep the print material on the study programmes up to date as well. In addition, the experts strongly recommend that IGU clearly present the distinctive features and qualifications of the study programmes under review to external stakeholders on its website and other platforms (**Finding 27**). It is crucial for all study programmes, and particularly for the two Aviation Management programmes (applied and non-applied) that are offered by two different faculties (FoAS and FEASS), to provide specific and clearly structured information online, so the programmes are properly advertised to external stakeholders, specifically prospective students.

IGU uses social media platforms to promote university events, updates, and announcements and to stay connected to relevant stakeholders such as prospective students, academic staff, and industry partners. However, during the site visit the experts learned that for the programmes under review, social media channels are

mostly managed by student groups. To ensure that the programmes are efficiently and professionally advertised to external stakeholders and prospective students, the experts recommend that official social media channels be managed by the respective departments (**Finding 28**). It might also be beneficial to run these channels in English to attract an international audience and foster internationalisation. In addition to its online presence, IGU also organises in-person promotion days that facilitate interaction between prospective students and faculty members.

Systems such as OBIS, ALMS, and GBS facilitate efficient access to essential information for already enrolled students and academic staff. While enrolled students have sufficient access to all information materials, some module handbooks appear to be only available in Turkish, which could be challenging for international students.

Conclusion

The criterion is fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programmes “**Aviation Management**” (Turkish programme), “**Aviation Management**” (English programme), “**Logistics Management**” (Turkish programme), “**Logistics Management**” (English programme), “**Aviation Management**” (Applied), and “**Aircraft Maintenance and Repair**” offered by **Istanbul Gelişim University** with conditions.

Commendation

IGU actively engages with all stakeholders to foster collaboration and ensure continuous improvement of their study programmes. The comprehensive and effective quality assurance system implemented on the basis of transparent and well-documented policies supports this objective. Feedback from students and external stakeholders is considered to enhance decision-making and programme development. The study programmes under review demonstrate a very good quality, essentially meeting both academic and industry requirements. The curricula are well-structured, ensuring comprehensive coverage of essential topics and skills. IGU’s infrastructure including essential technical equipment is up to date and sufficient to accommodate the student body. IGU website and social media channels are well maintained, providing comprehensive and up-to-date information on central policies and processes (e.g., admission, recognition, certification, studying abroad) as well as on the study programmes.

Findings

1. ILOs should be further specified:
 - a. The ILOs of the Aviation Management programmes (both non-applied and applied) should be modified to include both the needs and requirements of airlines and airports.
 - b. The ILOs of the Logistics Management programme should be further specified to include the needs and requirements of new trends and basic operations for the logistics sector.
 - c. For the Aircraft Maintenance and Repair programme, the ILOs should be adjusted to better accommodate the academic aspect of the Aircraft Maintenance and Repair field.
2. Course descriptions need to be updated:
 - a. Course descriptions need to be updated regarding the scientific literature employed in the courses.
 - b. Specifically for the Aircraft Maintenance and Repair programme, course descriptions should include the recommended literature and legal CAA and international requirements and laws as well as digital maintenance instructions as state of the art in the aviation industry (e.g. current AMM; CMM etc.).
3. The pool of elective courses must be adjusted to better complement the mandatory courses of the respective programme and help achieve the ILOs.
4. For the Aviation Management (Turkish/English), Logistics Management, and Aircraft Maintenance and Repair programmes, to strengthen the students’ digital skills, mandatory courses of the curricula should include new trends such as Artificial Intelligence and its modes of application in the respective field.
5. For the Aviation Management (Turkish/English) programme, students should receive mandatory training in intercultural awareness and competencies.

6. Up-to-date practical expertise should be included in the curricula:
 - a. For all programmes, to ensure the inclusion of up-to-date expertise in the curriculum, more sector-related courses (e.g., lecture series) by guest lecturers from the industry should be offered.
 - b. Additionally for the Logistics Management programme, field trips should be included in the curriculum as well.
7. Internship opportunities should be adjusted in the four programmes:
 - a. For the Aviation Management programme (English/Turkish), the experts recommend adding a mandatory internship to the curriculum.
 - b. For the Logistics Management and Aircraft Maintenance and Repair programmes, the experts recommend adding at least one more voluntary internship to the programme.
 - c. For the Aviation Management (Applied) programme, the duration of the mandatory internship should be extended from currently 30 to 60 days.
8. IGU needs to implement more effective measures in teaching and assessment to ensure a level of English proficiency that enables and encourages students to effectively communicate with stakeholders and prepares them for their future careers.
9. A Bachelor's thesis or final project must be added to the programmes:
 - a. For the two Aviation Management programmes (applied and non-applied) and the Logistics Management programme, a Bachelor's thesis or a final project must be added to the curriculum to demonstrate more clearly the EQF level 6 qualification acquired by graduates.
 - b. For the Aircraft Maintenance and Repair programme, the thesis or final project must be added to be completed on a voluntary basis for students who wish to pursue an academic career.
10. The curriculum of the Logistics Management programme should be restructured to establish a more coherent learning trajectory that better enables students to gain a holistic understanding of the field.
11. For the Aircraft Maintenance and Repair programme, the hours of the curriculum that are not bound to acquiring the certificates should be allocated to aviation-related courses with an academic focus.
12. The experts recommend including open sections for individual positive and negative written feedback in the questionnaires for student evaluation.
13. The teaching methods of some courses should be updated to better reflect the academic orientation of the programme.
14. To create a better balance between theoretical instruction and practical application, opportunities for students to go on field trips should be expanded.
15. The level of difficulty of exams must be increased to effectively demonstrate that the course-level ILOs are met.
16. Other forms of examination, particularly essays and open-ended questions, must be employed more frequently to better reflect the academic approach of the programmes.
17. To reduce the workload during the final exam period, the experts recommend enhancing the scheduling of exams and spread them more evenly over the course of the two-week period.

18. IGU must update the diploma supplements to be available in English and include comprehensive information on the obtained qualification, including context, level, and status of the respective study programme.
19. The transcript of records that accompanies the diploma supplement should be made available in English to graduates from all programmes.
20. The experts strongly recommend that IGU develop measures to enhance the English language proficiency of the current teaching staff.
21. IGU should continue its efforts to keep the teaching workload of its staff at a balanced level to further foster the research environment.
22. The experts recommend providing additional low-threshold training opportunities for teaching staff to enhance their academic writing and research skills.
23. English-language resources should be further increased in the libraries to better meet the needs of international students and support the internationalisation of the study programmes.
24. IGU should better advertise internship opportunities among their students, including financial support opportunities, to enhance student awareness and better align student preparation with industry expectations.
25. The experts recommend establishing a plan to expand Erasmus agreements in the long run and promoting already available opportunities more prominently to further support student mobility and thus the internationalisation of the study programmes.
26. IGU should update the information on the programmes on its website and monitor the proper implementation of the maintenance measures that are in place.
27. The experts strongly recommend that IGU clearly present the distinctive features and qualifications of the study programmes under review to external stakeholders on its website and other platforms.
28. The experts recommend that official social media channels be managed by the respective departments.