

# Decision of the FIBAA Accreditation and Certification Committee



20<sup>th</sup> Meeting on November 26, 2025

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	23/120
<b>Higher Education Institution:</b>	Istanbul Gedik University, Türkiye
<b>Location:</b>	Istanbul, Türkiye
<b>Study programme:</b>	<ol style="list-style-type: none"><li>1. Bachelor of Arts in Management Information Systems</li><li>2. Bachelor of Arts in International Trade and Logistics</li><li>3. Bachelor of Arts in International Trade and Finance</li><li>4. Bachelor of Arts in Political Science and International Relations</li></ol>
<b>Type of accreditation:</b>	initial accreditation

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

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

### Conditions:

#### For all study programmes:

- **Condition 1:** The University improves the graduation project by defining clearer evaluation criteria, scope, and requirements for the scientific literature review. Either a final exam or practice project must be compulsory, with exam questions aligned to the revised learning outcomes (see chapter 3.1)
- **Condition 2:** The University ensures that the final grade is accompanied by an ECTS grading table, and the standardised Study and Examination Regulations are available in English and easily accessible to both faculty and students (see chapter 3.2)

**Condition 3:** The University increases the use of student-centred teaching methods - such as problem-based learning, flipped classrooms, peer teaching, interactive workshops, and formative assessments - to foster active engagement and better address students' needs (see chapter 3.3)

#### For the Bachelor in International Trade and Finance, the Bachelor in International Trade and Logistics and the Bachelor in Political Science and International Relations:

- **Condition 4:** The University strengthens the English-taught programmes by raising English proficiency requirements through higher internationally benchmarked minimum

scores and by implementing a two-step verification process, including both recognised external examinations and an internal diagnostic assessment (see chapter 2.5)

**For the Bachelor in Management Information Systems and the Bachelor in Political Science and International Relations**

- **Condition 5:** The University updates course materials, including digital research-based resources and a broader range of assessment methods, and revises reading lists to ensure alignment with the intended learning outcomes (see chapter 3.3)

**For the Bachelor in International Trade and Finance, the Bachelor in International Trade and Logistics**

- **Condition 6:** The University increases the proportion of full-time faculty by reducing reliance on visiting lecturers (see chapter 4.1)

**For the Bachelor in Management Information Systems**

- **Condition 7:** The University provides a complete programme description in both Turkish and English to ensure accessibility and consistency (see chapter 5.3)

Proof of meeting these conditions is to be supplied by August 25, 2026.

Period of Accreditation: November 26, 2025 until November 25, 2030

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Higher Education Institution:**  
İstanbul Gedik University, Türkiye

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**Bachelor programmes:**

1. Management Information Systems (MIS)  
(undergraduate, full-time, Turkish)
2. International Trade and Logistics (undergraduate, full-time, English) (ITL)
3. International Trade and Finance (undergraduate, full-time, English) (ITF)
4. Political Science and International Relations  
(undergraduate, full-time, English) (PSI)

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**Qualification awarded on completion:**

1. Bachelor of Arts in Management Information Systems (Turkish)/  
Yönetim Bilişim Sistemleri Lisans Derecesi
2. Bachelor of Arts in International Trade and Logistics (English)/  
Uluslararası Ticaret ve Lojistik Lisans Derecesi
3. Bachelor of Arts in International Trade and Finance (English)/  
Uluslararası Ticaret ve Finansman Lisans Derecesi
4. Bachelor of Arts in Political Science and International Relations (English)/  
Siyaset Bilimi ve Uluslararası İlişkiler Lisans Derecesi

# General information on the study programme

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**Brief description of the study programme:** (Abbreviation used here: MIS, ITL, ITF, PSI):

**Management Information Systems (MIS)** undergraduate programme (in Turkish) introduced in September 2021, blends business management and computer science to prepare graduates for careers as management information specialists. Students develop strong analytical, technical, managerial, communication, and professional competencies. The curriculum fosters creativity, solution-oriented thinking, effective use of information, entrepreneurship, and teamwork - highly valued qualities across diverse industries and professions. Upon graduation, students are well-equipped to pursue careers in the public and private sectors, both nationally and internationally, in positions where information technology plays a pivotal role.

**International Trade and Logistics (ITL)** undergraduate programme (in English) launched in October 2023, provides students with the knowledge and skills required to succeed in the dynamic world of global trade. The discipline encompasses international trade theories, logistics management, and the interconnected processes that drive the movement of goods on a global scale. The curriculum has been developed with consideration of sectoral requirements, the recommendations of national and international stakeholders (related to the United Nations Sustainable Development Goals). Graduates of the programme are prepared to enter the industry as professionals in global logistics and international trade, capable of critically assessing market changes, identifying sectoral opportunities, and managing and producing with a human-centred approach. The programme's curriculum is structured with the advice and recommendations of its advisory Board.

**International Trade and Finance (ITF)** undergraduate programme evolved from the original International Trade Department, established in 2011. It was launched in its current form in September 2019. The programme combines economic foundations with the practicalities of global trade, preparing students for careers in both public and private sectors. It aims to develop managers and specialists capable of designing competitive strategies and strengthening the global position of organisations in line with economic policy goals. Covering business, economics, trade, finance, law, international relations, and entrepreneurship, the curriculum reflects the growing importance of international finance in a globalised economy. Strong university–industry links provide opportunities for internships and projects, enabling graduates to pursue roles in foreign trade companies, banks, logistics and other companies.

**Political Science and International Relations (PSI)** undergraduate programme introduced in September 2022, develops the knowledge and skills needed to analyse modern political trends and the international system. Taught entirely in English, the programme fosters critical thinking, interdisciplinary insight, and strong communication abilities, while ensuring proficiency in academic writing and public speaking. Students engage with contemporary research, gaining a thorough understanding of political theory and practice. Core modules include Political Science, International Relations, Turkish Politics, Foreign Policy, and Global Relations, with opportunities for vocational training in the final semester. Graduates pursue careers in public institutions, international organisations, NGOs, media, finance, and multinational companies.

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## Type of study programme:

For all programmes: Bachelor programme

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

Each study programme: 4 years, 240 ECTS Credits, 125 national credits

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**Didactic approach:**

For all programmes: study programme with obligatory class attendance

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**Double/Joint Degree programme:**

No

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

1. MIS - 50 students
2. ITL - 32 students
3. ITF - 35 students
4. PSI - 25 students

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**Programme cycle starts in:**

All programmes - in Fall

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**Initial start of the programme:**

1. MIS – Sep. 2021
2. ITL – Oct. 2023
3. ITF – Sep. 2019
4. PSI – Sep. 2022

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**Type of accreditation:**

For all programmes - initial accreditation

# Procedure

A contract for the initial accreditation of study programmes in Management Information Systems (undergraduate, full-time), International Trade and Logistics (undergraduate, full-time), International Trade and Finance (undergraduate, full-time), and Political Science and International Relations (undergraduate, full-time), offered by Istanbul Gedik University, Türkiye, was concluded between FIBAA and Gedik University (GU), Türkiye on 4 March 2024.

On 31 July, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

## **Prof. Dr. Şafak Gündüz**

Yeditepe University-Istanbul  
Professor in Business Administration  
(Strategic Management, Organisational  
Behaviour, Management Psychology, Leadership)

## **Prof. Dr. Georg Herzwurm**

University of Stuttgart  
Professor of Information Systems  
(Business Informatics, Business Administration,  
Software Engineering, Quality Management,  
Product and Project Management, Software-  
Intensive Business)

## **Jacob Krüger**

University of Bayreuth  
Economics B.Sc. with additional degree programmes  
'Afrizert' and 'Data Literacy'

## **Prof. Dr. Volker Nitsch**

Darmstadt University of Technology  
Full Professor of Economics, Chair of International  
Economics  
(International Macro Economics and Finance,  
International Trade, Economic Diplomacy)

## **Assoc. Prof. Dr. Rūta Petrauskienė**

Kaunas University of Technology  
Coordinator of the Committee of Political Science,  
Sociology and Public Governance study programs  
Former Director/Head of Study Programmes  
Associate Professor  
(Political Science, Public Governance, Public

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

Administration,  
Non-governmental Sector, Strategic Management in  
Public Sector, Public Services Management)

**Prof. Dr. Wolfgang Schulz**

Zeppelin University

Professor of Mobility, Trade and Logistics  
(Logistics, Trade, Transport, International  
Business, Digital Business Management,  
Industrial Economics, Economics, Media  
Economics)

**Magdalena Wittmann**

Körber Supply Chain Logistics GmbH  
Head of Finance Customer Services Parcel  
International and Mail Lifecycle Business  
(Trade & Business, Business Administration, Public  
Administration, Banking & Finance, Economics,  
Management, Human Resource Management,  
Marketing, (International) Project Management,  
Industrial Engineering, Digitalisation,  
Sustainability)

FIBAA project manager:

Dr. Yelena Istileulova

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on 08 and 09 May 2025 at the HEI's premises in Istanbul. At the end of the on-site visit, the panel gave short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on 07 November 2025. The statement on the report was given up on 10 November 2025. It has been taken into account in the report at hand.

## Summary

The Management Information Systems (MIS), International Trade and Logistics (ITL), International Trade and Finance (ITF), and Political Science and International Relations (PSI) programmes offered by Istanbul Gedik University, Türkiye, fulfil - with few exceptions - the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 26 November, 2025 and finishing on 25 November, 2030, under several specific conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement in all four programmes (MIS, ITL, ITF, PSI) regarding the following aspects<sup>2</sup>:

- examination and final thesis (chapter 3.1), where the programmes should require either a compulsory final exam or a practice project; both with clear evaluation criteria aligned with the intended learning outcomes;
- study and examination regulations (chapter 3.2), where greater transparency and accessibility are needed; and
- the logic and plausibility of the didactical concept (chapter 3.3), where a stronger focus on student-centred methods is required.

Therefore, the panel members recommend accreditation for **all study programmes** on the condition of meeting the following requirements:

- **Condition 1:** The University improves the graduation project by defining clearer evaluation criteria, scope, and requirements for the scientific literature review. Either a final exam or practice project must be compulsory, with exam questions aligned to the revised learning outcomes (see chapter 3.1)
- **Condition 2:** The University ensures that the final grade is accompanied by an ECTS grading table, and the standardised Study and Examination Regulations are available in English and easily accessible to both faculty and students (see chapter 3.2)
- **Condition 3:** The University increases the use of student-centred teaching methods - such as problem-based learning, flipped classrooms, peer teaching, interactive workshops, and formative assessments - to foster active engagement and better address students' needs (see chapter 3.3)

The panel members also identified need for improvement in **three programmes (ITF, ITL, PSI)** on the aspects of ensuring English language proficiency due to low entry standards and insufficient verification procedures:

- **Condition 4:** The University strengthens the English-taught programmes by raising English proficiency requirements through higher internationally benchmarked minimum scores and by implementing a two-step verification process, including both recognised external examinations and an internal diagnostic assessment (see chapter 2.5)

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

For the **MIS and PSI programmes** additionally - on the aspects of course material due to the need for a stronger alignment between course content, learning outcomes, and contemporary professional requirements:

- **Condition 5:** The University updates course materials, including digital research-based resources and a broader range of assessment methods, and revises reading lists to ensure alignment with the intended learning outcomes (see chapter 3.3)

For the **ITF and ITL programmes** additionally - on the aspects of structure and quantity of faculty in relation to curricular requirements due to insufficient permanent academic staff to ensure coherence, and adequate supervision:

- **Condition 6:** The University increases the proportion of full-time faculty by reducing reliance on visiting lecturers (see chapter 4.1)

For the **MIS** programme additionally - on the aspects of programme description

- **Condition 7** - The University provides a complete programme description in both Turkish and English to ensure accessibility and consistency (see chapter 5.3)

Proof of meeting these conditions is to be submitted August 25, 2026.

Furthermore, the quality requirement that has not been fulfilled:

- Evaluation by faculty for all four programmes (see chapter 5.2);
- External evaluation by employers, alumni, and third parties for all four programmes (see chapter 5.2)

which are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified several areas where **all study programmes** could be further developed and **recommend**:

- encouraging students to produce a greater number of seminar papers and to establish a stronger and more coherent framework for the thesis component across all programmes (see chapter 1.3);
- strengthening internal cooperation in research and teaching (see chapter 4.1);
- ensuring that the results of student evaluations are made accessible to students in a clear and timely manner, thereby promoting transparency and supporting the quality development process based on student feedback (see chapter 5.2);
- enhancing student awareness of the availability and effective use of research databases (see chapter 5.3).

For **MIS** study programme the panel members **recommend**:

- strengthening students' English proficiency, given that the medium of instruction is Turkish, by integrating English-taught modules, increasing the use of international case studies, and expanding opportunities for exchange programmes and internships abroad (see chapter 1.2);
- introducing a course on Change Management into the MIS curriculum, as system implementation often involves organisational transformation and requires skills to manage adoption effectively (see chapter 3.3).

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

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

- Supporting students by the faculty (asterisk) for all programmes (see chapter 4.1)

In addition, for **MIS** and **ITL**:

- Positioning of the study programmes on the job market for graduates for MIS and ITL programmes (see chapter 1.3).

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

## Information on the Institution – Gedik University

**Istanbul Gedik University** (the “University”), established by the Gedik Education Foundation under Law No. 6114 on 3 March 2011, is a foundation university - a non-profit private higher education institution established by a foundation and governed by the regulations of the Council of Higher Education (YÖK). The University offers a broad academic structure comprising six faculties, a vocational school, a School of Foreign Languages, a Graduate Education Institute (with master’s and doctoral programmes), and 21 applied research centres.

The University currently enrols 8,686 students and employs 277 academic staff and 138 administrative personnel. On its website, the University presents its mission and vision as follows:

**Mission:** *to become a university that can generate universal values by utilising scientific knowledge within the integrity of humanity, nature, and technology*

**Vision:** *to be a global university with distinguished faculties, educating individuals who can shape the future through sustainable educational programmes, being innovative, making a difference, creating new values, and striving for excellence.*

The University operates across three campuses: Kartal, Halil Kaya Gedik, and Nişantaşı, which together comprise 66 classrooms, 38 laboratories, 16 studios, three libraries, and extensive sports and conference facilities. Library holdings include 32,993 printed books, 96,139 electronic periodicals, and 263 databases.

**The Faculty of Economics, Administrative and Social Sciences** (the “Faculty”) aims to equip students not only with academic knowledge but also with the skills and competencies directly applicable to professional practice. The Management Information Systems, International Trade and Logistics, International Trade and Finance, and Political Science and International Relations study programmes are designed to foster research, analytical, and innovative abilities, while also cultivating individuals with cultural empathy and a strong sense of social responsibility through interdisciplinary education.

The Faculty has six programmes:

1. Psychology
2. Political Science and International Relations (English)
3. International Trade and Finance (English)
4. International Trade and Logistics (English)
5. Business, and
6. Management Information Systems

These programmes cover a wide range of subjects, including political theory, international relations, diplomacy, and Turkish politics.

The Faculty’s mission is expressed as follows:

*The programmes within the Faculty are dedicated to cultivating professionals who possess a deep understanding of the fundamental concepts and theories of their fields, who think critically, and who are committed to ethical and social values.*

## Statistical data and evaluation results

The statistics of four listed study programmes have undergone a review based on student admissions, attrition (dropouts, withdrawals, or transfers) progression, and the completion rates for the 4-year programmes, and they are presented in the tables below.

## **Management Information Systems (MIS)**

**Table 1. Statistical Data of the Management Information Systems**

		1.Cohort (2021-2022)	2.Cohort (2022-2023)	3.Cohort (2023-2024)	4.Cohort (2024-2025)
# Study Places offered by The Turkish Council of Higher Education for Turkish Students	$\Sigma$	50	49	58	70
#Study Places offered for Scholarship Students	100%	8	7	10	10
	50%	42	42	48	58
	Fee-Paying	0	0	0	2
# Turkish Students Applied to The Turkish Council of Higher Education for ITF Dept of Istanbul Gedik University		Not Applicable	Not Applicable	682	499
#Students who were eligible to attend International Trade and Finance Department	$\Sigma$	42	51	60	71
	f	12	20	22	39
	m	30	31	38	32
Acceptance Rate		Not Applicable	Not Applicable	8,80%	14,23%
# Turkish Students enrolled in International Trade and Finance Department (#First Year Students)	$\Sigma$	41	49	56	70
	f	12	19	28	39
	m	29	30	28	31
Enrolling Rate	%	97,62%	96,08%	93,33%	98,59%
#Study Places offered for Foreign Students by The Turkish Council of Higher Education	$\Sigma$	25	50	103	12
# Foreign Students Enrolled	$\Sigma$	0	0	10	9
	f	0	0	2	1
	m	0	0	8	8
Total Number of Students Enrolled	$\Sigma$	41	49	66	79
Percentage of foreign students	%	0,00%	0,00%	15,15%	11,39%
Total Number of Female Students	$\Sigma(f)$	12	19	30	40
Rate of female students	%	29,27%	38,78%	45,45%	50,63%
# of Study Places for Turkish and Foreign Students	$\Sigma$	75	99	161	82

# of Occupied Study Places (Turkish+Foreign)	$\Sigma$	41	49	66	79
Percentage of occupied study places	%	54,67%	49,49%	40,99%	96,34%
# Graduates	$\Sigma$	0	0	0	35
	f	0	0	0	12
	m	0	0	0	23
Success rate (students who finished their studies)		97,56%	95,92%	96,97%	91,14%
# Students dropped their studies		1	2	2	7
Dropout rate (students who dropped their studies)		2,44%	4,08%	3,03%	8,86%
Average duration of study		Estimated 4 years	Estimated 4 years	Estimated 4 years	Estimated 4 years
Average grade of final degree		No Graduates	No Graduates	No Graduates	2,75

The student success rate of MIS programme is above 91%, with the lowest dropout rates among similar programmes. The average length of study is estimated at 4 years. The number of first-year students increased from 41 in 2021 to 79 in 2025, with a significantly improved gender balance, reaching 50% female in the latest cohort.

Foreign participants, although still limited, accounted for 15.2% in the 2023-2024 academic year.

### **International Trade and Logistics (ITL)**

ITL programme currently provides limited data on student admissions and progression, as shown in the table below.

**Table 2: Statistical Data of the International Trade and Logistics (ITL) programme**

		1. Cohort (2023-2024)	2. Cohort (2024-2025)
# Study Places offered by The Turkish Council of Higher Education for Turkish Students	$\Sigma$	32	40
#Study Places offered for Scholarship Students	100%	7	5
	50%	25	35
	Fee-Paying	0	0
# Turkish Students Applied to The Turkish Council of Higher Education for ITL Dept of İstanbul Gedik University		749	416
	$\Sigma$	32	40
	f	10	12

#Students who were eligible to attend Ca International Trade and Logistics	m	22	28
Acceptance Rate		4,27%	9,62%
# Turkish Students enrolled in International Trade and Logistics (#First Year Students)	$\Sigma$	30	38
	f	10	12
	m	20	26
Enrolling Rate	%	93,75%	95,00%
#Study Places offered for Foreign Students by The Turkish Council of Higher Education	$\Sigma$	32	49
# Foreign Students Enrolled	$\Sigma$	0	4
	f	0	0
	m	0	4
Total Number of Students Enrolled	$\Sigma$	30	42
Percentage of foreign students	%	0,00%	9,52%
Total Number of Female Students	$\Sigma(f)$	10	12
Rate of female students	%	33,33%	28,57%
# of Study Places for Turkish and Foreign Students	$\Sigma$	64	89
# of Occupied Study Places (Turkish+Foreign)	$\Sigma$	30	42
Percentage of occupied study places	%	46,88%	47,19%
# Graduates	$\Sigma$	0	0
	f	0	0
	m	0	0
Success rate (students who finished their studies)		90,00%	80,95%
# Students dropped their studies		3	8
Dropout rate (students who dropped their studies)		10,00%	19,05%
Average duration of study		Estimated 4 years	Estimated 4 years
Average grade of final degree		No Graduates	No Graduates

The data from the International Trade and Logistics (ITL) programme reveals the following: Student Success Rate: recorded at 90% in 2023-24 and 81% in 2024-25. First-Year Students: Increased from 30 to 42 over the two cohorts, while maintaining a clear male majority. Foreign Participants: rising from 0% to 9.5%, indicating growing international interest.

## **International Trade and Finance ITF**

Table 3. Statistical Data of the International Trade and Finance programme (ITF)

		Cohort 2019- 2020	2.Cohort 2020- 2021	3.Cohort 2021-22	4. Cohort 2022-23	5. Cohort 2023-24	6 Cohort 2024-25
# Study Places offered by The Turkish Council of Higher Education for Turkish Students	$\Sigma$	30	35	25	25	34	44
#Study Places offered for Scholarship Students	100%	3	5	12	3	4	6
	75%	23	0	0	0	0	0
	50%	2	30	13	22	30	38
	Fee-Paying	2	0	0	0	0	0
# Turkish Students Applied to The Turkish Council of Higher Education for ITF Dept of İstanbul Gedik University		n/a	n/a	128	450	326	260
#Students who were eligible to attend International Trade and Finance Department	$\Sigma$	21	17	14	27	37	43
	f	8	5	9	11	13	17
	m	13	12	5	16	24	26
Acceptance Rate		n/a	n/a	10,94%	6,00%	11,35%	16,54%
# Turkish Students enrolled in International Trade and Finance Department (#First Year Students)	$\Sigma$	20	15	14	25	34	43
	f	9	10	13	17	19	17
	m	11	5	1	8	15	26
Enrolling Rate	%	95,24%	88,24%	100,00%	92,59%	91,89%	100,00%
#Study Places offered for Foreign Students by The Turkish Council	$\Sigma$	30	30	30	25	85	49

of Higher Education							
# Foreign Students Enrolled	$\Sigma$	2	9	11	15	12	14
	f	1	4	3	4	4	5
	m	1	5	8	11	8	9
Total Number of Students Enrolled	$\Sigma$	22	24	25	40	46	57
Percentage of foreign students	%	9,09%	37,50%	44,00%	37,50%	26,09%	24,56%
Total Number of Female Students	$\Sigma(f)$	10	14	16	21	23	22
Rate of female students	%	45,45	58,33%	64,00%	52,50%	50,00%	38,60%
# of Study Places for Turkish and Foreign Students	$\Sigma$	60	65	55	50	119	93
# of Occupied Study Places (Turkish+Foreign)	$\Sigma$	22	24	25	40	46	57
Percentage of occupied study places	%	36,67%	36,92%	45,45%	80,00%	38,66%	61,29%
# Graduates	$\Sigma$	0	0	0	4	12	11
	f	0	0	0	0	8	6
	m	0	0	0	4	4	5
Success rate (students who finished their studies)		86,36%	70,83%	56,00%	70,00%	93,48%	82,46%
# Students dropped their studies		3	7	11	12	3	10
Dropout rate (students who dropped their studies)		13,64%	29,17%	44,00%	30,00%	6,52%	17,54%
Average duration of study		Estimated 4 years	Estimated 4 years	Estimated 4 years	Estimated 4 years	Estimated 4 years	Estimated 4 years
Average grade of final degree		No Graduates	No Graduates	No Graduate s	2,93	2,95	3,13

Note: n/a – not applicable

Student Success Rate fluctuating from 86,4% (2019-20) to 56% (2021-22) and then again to 93% (2023-24). First-Year Students: numbers have steadily increased (local/foreign) from 20/22 in 2019–20 to 43/57 in 2024-25, with recent cohorts displaying a balanced gender ratio, slightly skewed towards males. The percentage of foreign participants has ranged between 9% and 44%, peaking in 2021-22, reflecting the international appeal.

## Political Science and International Relations (PSI)

**Table 4. Statistical Data of the Political Science and International Relations programme (PSI)**

		1. Cohort (2022-2023)	2. Cohort (2023-2024)	3. Cohort (2024-2025)
# Study Places offered by The Turkish Council of Higher Education for Turkish Students	$\Sigma$	10	25	36
#Study Places offered for Scholarship Students	100%	2	4	6
	50%	8	21	30
	Fee-Paying	0	0	0
# Turkish Students Applied to The Turkish Council of Higher Education for ITF Dept of Istanbul Gedik University		364	153	229
#Students who were eligible to attend International Trade and Finance Department	$\Sigma$	12	29	35
	f	7	17	14
	m	5	12	21
Acceptance Rate	%	3,30%	18,95%	15,28%
# Turkish Students enrolled in International Trade and Finance Department (#First Year Students)	$\Sigma$	10	25	30
	f	9	11	14
	m	1	14	16
Enrolling Rate	%	83,33%	86,21%	85,71%
#Study Places offered for Foreign Students by The Turkish Council of Higher Education	$\Sigma$	20	75	40
# Foreign Students Enrolled	$\Sigma$	19	6	5
	f	9	2	2
	m	10	4	3
Total Number of Students Enrolled	$\Sigma$	29	31	35
Percentage of foreign students	%	65,52%	19,35%	14,29%
Total Number of Female Students	$\Sigma(f)$	18	13	16
Rate of female students	%	62,07%	41,94%	45,71%

# of Study Places for Turkish and Foreign Students	$\Sigma$	30	100	76
# of Occupied Study Places (Turkish+Foreign)	$\Sigma$	29	31	35
Percentage of occupied study places	%	96,67%	31,00%	46,05%
# Graduates	$\Sigma$	0	0	0
	f	0	0	0
	m	0	0	0
Success rate (students who finished their studies)		86,21%	96,77%	85,71%
# Students dropped their studies		4	1	5
Dropout rate (students who dropped their studies)		13,79%	3,23%	14,29%
Average duration of study		Estimated 4 years	Estimated 4 years	Estimated 4 years
Average grade of final degree		No graduates	No graduates	No graduates

The PSI programme has maintained a high overall student success rate, ranging from 86.2% to 96.8%, with a slight decline observed in the most recent cohort. Stable enrolment ranging from 29 to 35 students, with a slight female majority becoming more balanced recently. Foreign Participants: High initially at 65.5% in 2022–23, sharply decreasing from 65% to 14.3% by 2024–25, showing variable international interest.

### Appraisal:

The statistical data for the **MIS** programme show an increase in both available study places and actual number of enrolled students, rising from 41 in 2021 to 79 in 2024 - a 93% increase. The general trend is a rapid enrolment growth, excellent academic performance, a good improvement in gender balance, and moderate international representation.

The **ITL** programme is a recently established programme. The enrolment rate is high at around 94-95%, based on 30 to 38 Turkish students enrolling out of 32 to 40 available study places. Female students constitute approximately one-third of the cohort, reflecting a gender distribution that is lower than male representation. There are currently no international students enrolled and no graduates yet. In terms of the data provided (ITL), we can say that there is a steady expansion, good academic performance, with a predominantly male enrolment.

The data for the **ITF** programme reflect steady demand, with enrolment rates exceeding 90% in most cohorts. Female student representation remained above 50% after the first cohort, though showing a recent decline. The programme's international profile has improved significantly since inception - rising from 9% in the first cohort to a peak of 44% in the third, before declining to 26% in the latest cohort. Graduation success rates have fluctuated, starting at 86%, dropping to 56% in the third cohort, and rising to 93% in the fifth, indicating progress in student retention and completion.

The general trend illustrates increasing enrolment, strong international interest, improving academic performance, and a gender ratio recently shifting modestly toward male dominance

The data for the **PSI** programme indicate steady demand, with enrolment rates of 83% and 86% in the first and second cohorts, respectively. Female student representation peaked at 62% in the first cohort but declined to 42% in the second. However, the sharp decrease in international students is observed - from 66% to 19%, suggesting a decline in international interest. Graduation success rates are strong, reaching 86% in the first cohort and an impressive 97% in the second one. The trend shows a stable academic performance and enrolment, but a declining international student interest, and a shifting gender balance.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme\*

The National Qualifications Framework for Higher Education in Turkey (TYYÇ), established in 2010 by the Council of Higher Education (YÖK), aligns with the Qualifications Framework for the European Higher Education Area and the European Qualifications Framework for lifelong learning. It is part of an eight-level national framework covering all stages of education, with higher education corresponding to levels five to eight.

Bachelor's programmes (level 6) require four years of study, totalling 240 ECTS credits and a workload of 6,000 hours. The framework defines nationally and internationally recognised qualifications and their relationships, ensuring they are structured and connected in a consistent system. Achievement is measured at the end of each course (module) through learning outcomes. All programmes are developed according to Council of Higher Education (CHE) Basic Field Qualifications and Qualifications Framework for Higher Education.

#### **Management Information Systems (MIS)**

The MIS programme integrates management and information technology to produce professionals capable of designing, analysing, and managing business-oriented IT systems.

<b>Target group</b>	Students interested in combining management and information technology to design and operate business-oriented IT systems.
<b>Professional field</b>	Information technology management, data science, systems analysis, and business process optimisation in both public and private sectors.
<b>Societal context</b>	Addresses the growing need for professionals who can integrate technological innovation with ethical, sustainable business practices to improve organisational efficiency and competitiveness.

**Learning outcomes of MIS** programme are listed below:

**LO1** – Advance theoretical knowledge in the field of Management Information Systems.

**LO2** – Advance applied knowledge in the field of Management Information Systems.

**LO3** – Use software relevant to the field of Management Information Systems.

**LO4** – Take responsibility as an individual or as a member of a group in the field of Management Information Systems.

**LO5** – Maintain up-to-date knowledge and skills in the field of Management Information Systems through lifelong learning.

**LO6** – Communicate ideas and propose solutions to problems in the field.

**LO7** – Prepare projects for businesses.

**LO8** – Adhere to professional and social ethical values in the field of MIS.

In Figure 1, the structure of the Bachelor's degree in MIS is outlined in terms of the knowledge, skills, and competences it encompasses, in alignment with the National Qualifications Framework for Higher Education. Comparable tables have been developed for each of the four

listed programmes, reflecting the specific knowledge, skills, and competences relevant to each programme.

Figure 1. MIS: knowledge, skills and competences

NATIONAL QUALIFICATIONS FRAMEWORK FOR HIGHER EDUCATION IN TURKEY (NQF-HETR) 6. Level (Bachelor's) Qualifications						
NQF-HETR LEVEL	KNOWLEDGE -Theoretical -Conceptual	SKILLS -Cognitive -Practical	COMPETENCES			
			Competence to Work Independently and Take Responsibility	Learning Competence	Communication and Social Competence	Field Specific Competence
<b>6 BACHELOR'S</b> — <b>EQF-LLL:</b> 6. Level — <b>QF-EHEA:</b> 1. Cycle	- Possess advanced level theoretical and practical knowledge supported by textbooks with updated information, practice equipments and other resources.	-Use of advanced theoretical and practical knowledge within the field.  -Interpret and evaluate data, define and analyze problems, develop solutions based on research and proofs by using acquired advanced knowledge and skills within the field.	- Conduct studies at an advanced level in the field independently.  - Take responsibility both as a team member and individually in order to solve unexpected complex problems faced within the implementations in the field.  - Planning and managing activities towards the development of subordinates in the framework of a project.	-Evaluate the knowledge and skills acquired at an advanced level in the field with a critical approach.  -Determine learning needs and direct the learning.  -Develop positive attitude towards lifelong learning.	- Inform people and institutions, transfer ideas and solution proposals to problems in written and orally on issues in the field.  - Share the ideas and solution proposals to problems on issues in the field with professionals and non-professionals by the support of qualitative and quantitative data.  -Organize and implement project and activities for social environment with a sense of social responsibility.  -Monitor the developments in the field and communicate with peers by using a foreign language at least at a level of European Language Portfolio B1 General Level.  -Use informatics and communication technologies with at least a minimum level of European Computer Driving License Advanced Level software knowledge.	- Act in accordance with social, scientific, cultural and ethic values on the stages of gathering, implementation and release of the results of data related to the field.  - Possess sufficient consciousness about the issues of universality of social rights, social justice, quality, cultural values and also, environmental protection, worker's health and security.

### International Trade and Logistics (ITL)

The ITL programme provides a comprehensive education in global trade, logistics operations, and supply chain management aligned with international standards.

<b>Target group</b>	Students aiming to work in international trade, logistics, and supply chain management with a global perspective.
<b>Professional field</b>	Logistics operations, supply chain optimisation, trade compliance, and technology-driven global commerce.
<b>Societal context</b>	Supports global economic integration and sustainability by developing professionals who can streamline supply chains, reduce costs, and minimise environmental impacts while ensuring compliance with international trade standards.

The Learning outcomes (LO) of ITL programme are listed below:

**LO1** – Acquire introductory-level knowledge in core area courses and use it effectively in departmental studies and professional careers.

**LO2** – Acquire comprehensive knowledge of international trade theories and practices.

**LO3** – Utilise logistics management principles to maximise efficiency in global supply chains.

**LO4** – Interpret international trade laws, agreements, and compliance standards within the framework of ethical values, and implement them when necessary.

**LO5** – Analyse global markets to make informed decisions in international trade.

**LO6** – Optimise supply chain processes to reduce costs and increase efficiency.

**LO7** – Implement various financing methods, comparing them to determine the most suitable approach for facilitating international transactions.

**LO8** – Leverage technological solutions, such as data analytics and digital platforms, integrating them with logistics management practices.

**LO9** – Implement logistics and supply chain management practices that embrace sustainability by minimising environmental, economic, and social harm.

**LO10** – Organise the flow of goods and services in the supply chain, applying knowledge of financial management.

### **International Trade and Finance (ITF)**

The ITF programme combines economics, finance, and international trade to prepare graduates for complex, globally connected business environments.

<b>Target group</b>	Students seeking careers in international commerce, finance, and market analysis, with the ability to work in multilingual and multicultural environments.
<b>Professional field</b>	International finance, trade policy, economic strategy, and risk management in corporate, governmental, and financial institutions.
<b>Societal context</b>	Contributes to economic growth and stability by preparing graduates to navigate global markets, manage cross-border transactions, and apply ethical, sustainable financial strategies.

The Learning Outcomes of ITF programme are listed below:

**LO1** – Define, evaluate, and use fundamental international trade and finance concepts, terminology, theories, and methods.

**LO2** – Apply mathematical, statistical, and econometric data analysis tools to address issues in international trade and finance.

**LO3** – Monitor statistical data in national and international trade and finance, identify risks, anticipate, analyse, manage, and find solutions to current issues.

**LO4** – Communicate perceptions, predictions, analyses, and solution proposals concerning current and potential issues and risks in international trade and finance, using information technologies, in at least one foreign language other than the language of instruction, both in written and oral form.

**LO5** – Utilise an interdisciplinary approach involving economics, law, business administration, accounting, and finance in national and international trade.

**LO6** – Apply legal knowledge that establishes the legal framework of national and international trade.

**LO7** – Contribute positively to the social and physical environment by acting in accordance with professional ethical principles.

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

The PSI programme offers an interdisciplinary study of political theory, international politics, and diplomacy, fostering critical analysis of global and domestic issues.

<b>Target group</b>	Students interested in political theory, diplomacy, and analysing global and domestic political systems.
<b>Professional field</b>	Public administration, diplomacy, international organisations, NGOs, policy analysis, and media.
<b>Societal context</b>	Fosters informed, ethical, and globally minded citizens capable of engaging in policy-making, promoting intercultural understanding, and addressing complex global challenges.

**The Learning Outcomes** of PSI programme are listed below:

**LO1** – Understand and explain the main concepts and theories of Political Science and International Relations, and recognise the relationships between them.

**LO2** – Apply research methods to interpret information in the field, identify key problems, analyse them using data, and propose solutions.

**LO3** – Stay informed about new developments, news, and commentary in Political Science and International Relations, and engage in relevant discussions.

**LO4** – Analyse and synthesise knowledge from Political Science and International Relations with insights from related disciplines such as Sociology, Psychology, Business Administration, Economics, Communication, History, Geography, and Law, to create new perspectives.

**LO5** – Access and use information sources to conduct independent research, and present findings in the form of research or project reports and presentations.

**LO6** – Take initiative and assume responsibility as a leader or team member in collaborative projects, fulfilling assigned duties effectively.

**LO7** – Communicate information, study results, and interpretations effectively in academic and professional settings in both Turkish and English, using written, oral, and digital communication tools.

**LO8** – Demonstrate empathy and communicate effectively with individuals from different socio-cultural backgrounds in social and professional contexts.

**LO9** – Assume social responsibility at global, national, and local levels, and act in accordance with the principles of active citizenship, taking on social and ecological responsibilities.

**LO10** – Act in compliance with universal, social, cultural, scientific, and ethical values.

### **Appraisal:**

The qualification objectives of all study programmes are explained and convincingly presented in relation to the target groups, targeted professional fields and societal context of the disciplines. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

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

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

## **1.2 International orientation of the study programme design\***

All study programmes have signed ERASMUS bilateral agreements.

### **Management Information Systems (MIS)**

The MIS programme (with the language of instruction in Turkish) integrates management and IT within an international framework, preparing students to operate in global business environments and multinational contexts. The programme supports graduate employability as graduates possess analytical, technical, and managerial skills applicable in both domestic and international markets, with strong adaptability to evolving technological landscapes. Graduates are equipped with analytical, technical, and managerial skills relevant to both domestic and international labour markets, ensuring strong employability in multinational companies, IT consultancies, and public-sector organisations.

The MIS programme attracts many international students from Turkish-speaking countries such as Azerbaijan, supported by promotional activities in Azerbaijan, Kazakhstan, and Uzbekistan. In 2023, international students comprised 15% of enrolment (9 out of 60), close to the faculty average. Although taught in Turkish, the programme follows international standards and focuses on mathematics, software, and IT, ensuring compatibility with similar programmes internationally.

### **International Trade and Logistics (ITL)**

The ITL programme, launched in 2023, is taught entirely in English and addresses the global nature of trade and logistics, covering international regulations, supply chain management, and cross-border commerce. Visiting professors from Europe and the US, along with guest speakers from international institutions, enhance its global perspective. Using international textbooks, case studies, and simulations, the curriculum follows Bologna principles and ECTS, ensuring credit transferability and alignment with global standards. Although there are no international students yet, the programme is designed for strong internationalisation, supporting future exchange agreements and preparing graduates for roles such as logistics coordinator, supply chain analyst, customs compliance officer, and freight forwarder.

### **International Trade and Finance (ITF)**

The ITF programme blends economics, finance, and trade within an international context, ensuring graduates understand global financial systems and trade dynamics. ITF has a strong international focus, offering English-language instruction and a curriculum aligned with international trade and finance standards. It participates actively in Erasmus+ and supports student/staff mobility. The programme supports graduate employability as graduates are able to analyse international markets, manage financial risks, and apply global trade practices, enhancing employability in international business environments. Graduates are equipped with the skills to analyse international markets, manage financial risks, and apply global trade practices, ensuring strong employability in international business environments.

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

The PSI (English) programme attracts international students from regions such as the Caucasus, Africa, and the Middle East. Taught entirely in English, it offers a globally oriented curriculum covering diplomacy, governance, comparative politics, and regional studies. Faculty with diverse international backgrounds, alongside guest lecturers from leading universities, provide multiple perspectives on global issues. Students benefit from Erasmus+ exchanges, international internships, and the "Workplace Learning" scheme, enabling them to

gain real-world experience in organisations such as diplomatic missions, NGOs, and think tanks. A multicultural student body, combined with events and networking opportunities, further supports preparation for careers in diplomacy, international organisations, and academia. The PSI programme is internationally oriented through its English-medium curriculum, emphasis on global political systems, and participation in international exchange programmes. Courses reflect global theories and practices.

### Appraisal:

The International Trade and Logistics, International Trade and Finance, and Political Science and International Relations are English-speaking programmes as well as the Turkish speaking Management Information Systems (MIS) appropriately takes into account the required international aspects with respect to its graduates' employability. For the **MIS** programme, the panel members **suggest** enhancing the English language capacity of the programme, given that the medium of instruction is Turkish, by integrating English-taught modules into the MIS curriculum, increasing exposure to international case studies, and expanding opportunities for students to participate in exchange programmes and internships abroad.

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

## 1.3 Positioning of the study programme

### Positioning of the study programme on the educational market

#### Management Information Systems (MIS)

With its business contacts, strategic location, international alliances, and track record of full enrolment, the MIS programme is well positioned in the education market to offer students a competitive learning experience, as evidenced by 100% filled quotas in the past two years. The MIS programme addresses the growing demand for MIS professionals in Türkiye and beyond and is strategically placed within the higher education landscape. At present, seventy-three universities in Türkiye offer MIS programmes (36 public and 37 private), of which six public and 20 private institutions deliver their MIS programmes in English. Although this programme is delivered in Turkish, it distinguishes itself through strong industry links - notably with Gedik Holding - and its advantageous location in Istanbul. Erasmus partnerships with universities across Europe further enhance international exposure, and the programme's consistently full quotas in recent years demonstrate sustained high demand.

#### International Trade and Logistics (ITL)

In Türkiye, logistics education is provided under two main headings: Logistics Management and International Trade and Logistics (ITL). Currently, 24 universities (8 public and 16 foundation) offer bachelor's degrees in Logistics Management, while 39 institutions (30 public and 9 foundation) offer ITL programmes. These programmes vary in language of instruction (English or Turkish) and in financial support, with options for 50% or 100% scholarships. Global economic and trade developments, the Covid-19 pandemic, and other recent factors such as geopolitical tensions, technological disruptions, and shifts in consumer demand have underscored the strategic importance of supply chain and logistics management. Türkiye accounts for around 1% of global logistics volume, valued at USD 50–60 billion. In this context,

University launched its ITL bachelor's programme in 2023 to meet sector needs, attracting 749 applicants in its first year and enrolling 30 students.

### **International Trade and Finance (ITF)**

The ITF programme is ideally situated in the educational market to meet the growing need for experts in this area in Türkiye and abroad. There are currently 45 universities in Türkiye that offer programmes in international trade and finance (26 private and 19 public). The medium of instruction is English in one public university and in seventeen private universities.

With 100% of quotas filled in the last two years, the ITF programme's popularity is a clear indication of its success. The ITF programme is a desirable choice in the educational market. The ITF provides students a thorough and competitive education by utilizing industry ties, a strategic location, international relationships, and a track record of full enrolment. The ITF programme has established Erasmus collaborations in Bulgaria, France, Spain, Latvia, Lithuania, Hungary, North Macedonia, Poland, Portugal, Romania, and Serbia. These partnerships enable students to gain valuable international experience.

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

PSI graduates are prepared for careers in diplomacy, international organisations, NGOs, media, public administration, and academia. The programme develops skills in critical analysis, foreign policy, and cross-cultural communication, enhancing employability in both governmental and non-governmental sectors.

In terms of regional positioning, the position of University is attractive. İstanbul also offers networking opportunities being the bridge between Asia and Europe. The PSI curriculum can draw in a wide spectrum of students from around the country, the region, and the world by utilizing its advantages and successfully communicating them. It is a competitive option in the educational market for prospective professionals in political science and international relations because of its positioning, which prioritizes high-quality instruction, global relevance, real-world experience, and a multicultural learning environment.

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

According to the 2023 *Kariyer.net* Employer Interest Index, the University ranks 48<sup>th</sup> among 196 institutions nationwide. For the listed four programmes students benefit from the extensive network and opportunities provided by Gedik Holding, one of Türkiye's leading industrial groups, which offers a wide range of internship and employment opportunities within its subsidiaries and affiliated companies. Together with professional connections across numerous industries and partnerships with Teknopark, this ensures that graduates are equipped with practical experience that enhances their employability very much.

### **Management Information Systems (MIS)**

Although the MIS programme is quite new and has yet to produce graduates, its industry connections, market-relevant curriculum, and practical learning opportunities ensure high expectations for graduate success in both national and international markets. The programme is well placed to prepare graduates for strong career prospects in a competitive market. The MIS department placed 52nd out of 479, reflecting strong employer recognition and growing demand.

The curriculum combines software engineering and business administration, producing graduates with in-demand technical and managerial skills. This is important in a labour market

where technology-related roles are growing rapidly and employers value professionals capable of linking IT expertise with business insight. Employability is supported through:

- The Workplace Learning programme (academic study with practical work experience)
- Strong ties with Teknopark for R&D and innovation exposure
- Internship and employment opportunities via Gedik Holding's diverse industrial network
- Signed cooperation protocols with industry stakeholders
- A global business hub, thriving ecosystem in Istanbul, providing access to multinational companies, professional networks and global business opportunities

### **International Trade and Logistics (ITL)**

The ITL programme offers a robust curriculum that provides essential skills and knowledge in transportation, maritime logistics, supply chain management, international logistics, and logistics information systems. This ensures graduates are well prepared for diverse roles in the logistics, automotive, food, textile, and construction sectors.

Türkiye's logistics sector is expanding rapidly, with a projected compound annual growth rate (CAGR) of 7.2% from 2022 to 2027 and an expected growth of over USD 10 billion, driven by e-commerce and major infrastructure projects such as the Belt and Road and Middle Corridor Initiatives. Demand is high for logistics managers, supply chain coordinators, and transportation managers, with leading employers, such as: CEVA, DB Schenker, Ekol, DHL, and XPO Logistics.

The combination of strong market demand and the programme's industry-focused curriculum makes graduates highly employable in both national and international markets. By aligning course content with current labour market trends, the International Trade and Logistics programme demonstrates its relevance and value in preparing graduates for the job market. The top five sectors for graduates are logistics, automotive, food, textile, and construction; the top five departments are import/export, finance, sales, accounting, and marketing.

### **International Trade and Finance (ITF)**

The ITF (English) programme ranks 9th out of 33 programmes in the *Kariyer.net* 2023 Employer Interest Index, reflecting strong demand for its graduates. Its curriculum combines business administration with practical trade and finance skills, reinforced by a 14-week internship and industry-linked projects. The top five sectors employing graduates are banking, textile, food, automotive, and logistics, while the top five departments are import/export, finance, sales, accounting, and marketing.

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

The PSI enhances graduate employability. These features ensure graduates are academically prepared, professionally connected, and globally competitive:

- Comprehensive knowledge of political science and international relations, covering key theories, concepts, and methodologies.
- Critical thinking and analytical skills for evaluating political events, policies, and strategies.
- Strong research competencies in both qualitative and quantitative methods.
- Multidisciplinary perspective drawing on economics, history, sociology, law fields.
- High proficiency in English, additional language skills (e.g., Chinese), and strong communication abilities.
- Practical experience through internships, fieldwork, and the Workplace Learning programme.

- Global perspective developed via a focus on international relations and Erasmus+ exchanges.
- Ethical and responsible leadership supported by courses such as Ethics and Social Responsibility.
- Advantageous location in Istanbul, a global business hub offering extensive opportunities for employment, networking, and career growth.
- Career support services, voluntary internships, and professional networks including Gedik Holding and TÜRKONFED<sup>3</sup>.

The programme equips students with a comprehensive knowledge base, critical thinking, research competence, language proficiency, and multidisciplinary skills, preparing them for careers in diplomacy, NGOs, government, international organisations, and private sector roles.

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

### **Management Information Systems (MIS)**

The MIS supports the university's mission by training experts with advanced theoretical and practical MIS knowledge to enhance management efficiency. The department contributes directly to strategic objectives (SO):

- SO1 - Strengthening R&D capacity and education quality through hiring additional faculty and incorporating student survey results into curriculum improvements.
- SO2- Improving Education Quality.
- SO3- Building institutional capacity via continuous quality feedback processes.
- SO4- Promoting social responsibility with seminars and extracurricular projects.
- SO5- Enhancing internationalisation by co-organising the ITAFAC 2023 conference.

### **International Trade and Logistics (ITL)**

The ITL programme is closely aligned with the University's strategic objectives (SO), which emphasise balancing education, research, and entrepreneurship while transitioning towards a more research-focused profile.

- SO1 – Strengthening R&D Capacity: As an English-medium programme, only one student from the 2023–2024 intake passed the English placement test and could take faculty courses; therefore, no student-led R&D projects have been launched yet.
- SO2 – Improving Education and Training Quality: A vacancy announcement for new academic staff was issued on 08.07.2024 to strengthen expertise.
- SO3 – Developing Institutional Capacity: The programme cooperates with the university's Career Centre to arrange meetings with industry partners for internships.
- SO4 – Promoting Social Responsibility: Sustainability awareness is embedded in the curriculum, linking transport efficiency with environmental and economic sustainability.
- SO5 – Increasing Internationalisation: As a new department, the programme contributes to internationalisation through plans to recruit more foreign students, expand Erasmus agreements, and pursue international accreditation such as FIBAA.

Opened on 14 June 2023, the ITL programme addresses Türkiye's growing need for specialised logistics personnel, directly supporting the university's "Job-Guaranteed University Education" promise.

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<sup>3</sup> TÜRKONFED (short for Turkish Enterprise and Business Confederation) is an umbrella organisation in Turkey (established in 2004, it now encompasses 30 federations and 286 associations), that unites regional and sectoral business associations under a single non-governmental, non-partisan platform.

## **International Trade and Finance (ITF)**

The ITF programme aligns closely with the University's mission of developing competent, ethical, and innovative professionals through sector-academia collaboration, sustainability, and lifelong learning. It supports the university's five strategic objectives (SO1–SO5) set out in the 2024-2028 Strategic Plan.

- SO1 - Strengthening R&D Capacity: Faculty and students are active in national projects, including a TÜBİTAK 2209A project (N 1919B012301156, 2023-1 term). The curriculum was updated with the Sustainability and Climate Change course to advance environmental awareness and support the SDGs.
- SO2 – Improving Education Quality: A permanent Advisory Board, including internal and external stakeholders, contributed to curriculum updates, adding The Use of Technology in Foreign Trade and Sustainable Foreign Trade as electives in 2023–2024.
- SO3 – Strengthening Institutional Capacity: The ITF400 Workplace Learning course provides significant practical experience, with 4 students enrolled in 2022–2023 and 12 in 2023–2024, supported by active collaboration with businesses.
- SO4- Promoting Social Responsibility: Sustainability-themed courses reflect institutional values of sustainable development, environmental awareness, and quality-focused lifelong education.
- SO5 - Increasing Internationalisation: The programme promotes Erasmus+ and bilateral agreements, seeks international accreditation, and actively works to increase the number of international students and mobility opportunities.

By integrating research, high-quality education, institutional collaboration, sustainability, and international engagement, the programme contributes directly to the university's strategic priorities while preparing graduates for leadership in international trade and finance.

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

The PSI programme aligns closely with the university's mission by offering an English-medium, globally oriented, and interdisciplinary curriculum through the SO:

- SO1-Aligning with the university's mission through an English-medium, globally oriented, interdisciplinary curriculum.
- SO2-Promoting internationalisation by attracting international students and faculty.
- SO3-Enhancing research via faculty and student participation in projects, conferences, and publications.
- SO4-Fostering multidisciplinary work with economics, law, sociology, and related fields.
- SO5-Addressing societal issues such as globalisation, conflict, human rights, and sustainability.
- SO6-Developing ethical leadership, critical thinking, and civic engagement.
- SO7-Improving employability through internships and the Workplace Learning course.
- SO8-Building networks through partnerships with government, NGOs, international organisations, and Gedik Holding.
- SO9- Promoting ethics, inclusivity, and social justice in education.

The PSI programme contributes to the university's strategic objective of offering globally relevant, interdisciplinary education. Its focus on diplomacy, global politics, and international cooperation aligns with the institutional aim of preparing students for a globalised world.

## **Appraisal:**

The reasons given for the positioning in the educational market of all study programmes are plausible. The panel members **recommend** encouraging students to produce a greater number of seminar papers and to establish a stronger and more coherent framework for the thesis component across all programmes.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented for all listed four programmes. The future fields of employment for graduates are plausibly set forth. Based on discussions with students and lecturers, the career paths projected for graduates are logically described and supported, demonstrating a good comprehension of the demands of the labour market.

Moreover, the University thoroughly analysed the job markets for graduates of **MIS** and **ITL** study programmes and has comprehensively incorporated the results in these study programmes.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3 Positioning of the study programme					
1.3.1 Positioning of the study programme in the educational market				X	
1.3.2 Positioning of the study programme on the job market for graduates ("Employability")			MIS, ITL ITF, PSI		
1.3.3 Positioning of the study programme within the HEI's overall strategic concept				X	

## 2. Admission

### Admission requirements\*

#### For all programmes

In Türkiye, the Council of Higher Education (CHE/YÖK), a public body, governs all public and foundation universities under the Higher Education Law. Admission to undergraduate programmes for national students is centralized through the Student Selection and Placement Centre (ÖSYM), based on nationwide examination results (YKS) and high school grades. Graduate admissions are managed directly by universities in accordance with national and institutional regulations. International students may apply directly to universities at all levels, following publicly available admission criteria regarding accepted diplomas and exam scores.

The CHE is responsible for organising, coordinating, governing, and supervising higher education in Türkiye. The University follows CHE regulations in its registration, testing, and evaluation processes. In addition, the University actively engages in career fairs and public relations events throughout the year. Every summer, "Campus Days" are organised, enabling prospective students and their families to visit the campuses, meet faculty members and current students, and gain first-hand experience of university life. Prospective students may also schedule personal meetings with professors and deans during office hours.

The University places their admission requirements on its website<sup>4</sup>.

Candidates are admitted to HEIs based on their composite scores, which include results from the selection examination and their high school grade point averages. Admission to graduate programmes is managed directly by HEIs in accordance with publicly available national and institutional regulations. International students can apply directly to HEIs for admission to programmes at all levels of higher education, following publicly available national and institutional regulations. The Admission Requirements for International Students provide information on accepted diplomas and exam scores specific to students from different countries.

### Counselling for prospective students

Prospective students can find detailed admission requirements here:

- the University's admissions webpage;
- International students should visit International Office website for specific information about their admission process;
- comprehensive details about the University, its degree programmes, admission criteria, and campus life;
- FAQ section;
- the University's call centre;
- online contact forms for admission counselling;
- career fairs, PR events, and annual Campus Days, offering campus tours and meetings with faculty and students.

University organises a series of academic seminars aimed at high school students to engage potential national applicants. These seminars cover topics such as the Future of Work, Robotic Coding, Contemporary International Relations, Diversity Management, and Gender Studies,

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<sup>4</sup> <https://international.gedik.edu.tr/undergraduate-admission#entry-requirements>.

helping to enhance the University's reputation and providing opportunities for prospective students to interact with the University's professors. The university also participates in career fairs and PR events throughout the year. Every summer, Campus Days are organised, allowing prospective students and their families to visit the campuses, meet faculty and current students, and gain firsthand experience of university life. Prospective students can also schedule personal appointments with professors and deans during their office hours.

### **Selection procedure – not relevant**

For Turkish citizens educated entirely in Türkiye or Northern Cyprus, admission to undergraduate programmes is regulated by the Higher Education Act (No. 2547) dated 4 November 1981 and the Council of Higher Education (CHE). This involves annual, two-stage national university entrance exams administered by the Student Selection and Placement Center (SSPC).

### **Professional experience – not relevant**

No experience is required for Bachelor Programmes.

### **Ensuring foreign language proficiency\***

#### **Management Information Systems (MIS)**

International students admitted to the MIS programme at the University must provide a Turkish proficiency certificate at a minimum B1 level from an exam centre recognised by TÖMER (this is - the Higher Education Council (HEC)). If no valid certificate is available, students may take the university's Turkish proficiency test. Those who do not meet the requirement must attend Turkish preparation courses at IGUN-TÖMER, the university's Turkish and Foreign Language Research and Application Centre.

IGUN-TÖMER offers student-centred instruction in reading, listening, speaking, and writing, supported by audiovisual materials. Students must pass a course completion exam with at least 15 points in each skill area to progress. Successful students receive an IGUN-TÖMER certificate recognised by public and private institutions.

#### **For three other programmes**

The Departments of ITL, ITF, and PSI offer education in the English language. Students must provide evidence of their English proficiency. Alternatively, they may take the Foreign Language Proficiency Examination conducted by the University, or they must attend the preparatory school. There is a compulsory preparatory programme in the Department of PSI (English), which actively admits students. This preparatory education is conducted in accordance with the Regulation on the Principles Regarding Foreign Language Teaching and Foreign Language Teaching in Higher Education Institutions, published<sup>5</sup> and the University Foreign Language Teaching Directive dated 2021 and numbered 09. Preparatory education is provided by the Istanbul Gedik University School of Foreign Languages.

Before beginning their programmes, students must demonstrate English proficiency, as ITL's medium of instruction is English. Students may commence their studies if they achieve the minimum valid score in the proficiency test administered by GU, or an equivalent score in one of the Senate-approved international examinations. International students admitted to the listed programmes must provide proof of their English proficiency with recognised certificates. The examinations accepted by the Council of Higher Education (YÖK) for these three programmes are listed in Table 2.5.

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<sup>5</sup> Official Gazette dated 23 March 2016 and numbered 29662.

**Table 2.5. Exams of English Language**

Types of exams	Score	Valid
YDS/KPDS/YOKDİL/UDS	Minimum 55	5 years
TOEFL - IBT	Minimum 66	2 years
PTE (Pearson Test of English)	At least 50	2 years
CAE (Cambridge Advanced English)	Minimum C	Indefinite
CPE (Cambridge English Proficiency)	Minimum C	Indefinite

Students without an English test score are required to take the Foreign Language Proficiency Examination organised by the School of Foreign Languages. Those who achieve a score of 60 out of 100 in the examination, held at the beginning of the academic year, are exempt from the preparatory programme and may commence their studies in the programme to which they have been admitted.

### Transparency, documentation of admission procedure and decision\*

#### For all programmes

Student Selection and Placement Center (SSPC) oversees the Council of Higher Education's (CHE) transparent and impartial admissions procedure for domestic students. The SSPC website announces the results of the placement exam. On the University's websites, international students can check the status of their applications (Table 2.6)

**Table 2.6. Academic requirements for foreign students (Extract)<sup>6</sup>**

Country	Diploma-Certificate-Exam	Minimum Score Required (Taken courses or exam subjects need to be related to the program chosen by the applicant)
International	SAT	Min 500 out of 1000 in Math
	ACT (American College Testing)	Min 21 points
	GCE ( General Certificate Education)	A level (Advanced Level): at least two courses in related field
	IB (International Baccalaureate)	Min 28 diploma grade
Austria	Maturazeugnis/Matura/Reifeprüfungszeugnis /Abschlusszeugnis from a Fachschule (with at least 4 years of full time study)	-
China	Gaokao	450 out of 700
France	Baccalaureat	high school graduation grade of at least 12

The Official Gazette of Türkiye publishes comprehensive information on graduation requirements, the educational process, and admissions procedures.

The website of the University describes the process of admission in English and Turkish<sup>7</sup>.

1. Nationality: Open to eligible international applicants and specific categories of Turkish citizens who meet the university's nationality criteria.
2. Academic: High school diploma or final-year status, plus recognised national/international qualifications (e.g., SAT, ACT, GCE A-Levels, IB, or country-specific equivalents) meeting minimum score requirements.
3. Language: Proof of English (e.g., TOEFL iBT 66, PTE 50, YDS/YÖKDİL 55, CAE/CPE min. C, or Gedik University test 60) for English-taught programmes; Turkish proficiency (min. B1, C1 for Law) for Turkish-taught programmes.

<sup>6</sup> Source: <https://international.gedik.edu.tr/undergraduate-admission>.

<sup>7</sup> <https://international.gedik.edu.tr/undergraduate-admission>; <https://bilgi.gedik.edu.tr/>.

4. Testing: Applicants without valid or verifiable results must take the university's English or Turkish proficiency test before admission is confirmed.

Academic requirements for foreign students are available for the students of each country and published at the following source of the University's website.<sup>8</sup>

Academic requirements are specified for each country of origin of the undergraduate students as well and the example is extracted from the University's website.

### Appraisal:

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

Applicants can directly turn to a student counselling service for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail. The admission requirements for the MIS programme - preparatory language courses (in Turkish language – for foreigners) ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission requirements for English language proficiency in the **ITL**, **ITF**, and **PSI** programmes appear to be relatively weak. Therefore, the panel members recommend accreditation under fulfilment of the following **condition**:

**The University strengthens the English-taught programmes by raising English proficiency requirements through higher internationally benchmarked minimum scores and by implementing a two-step verification process, including both recognised external examinations and an internal diagnostic assessment.**

The admission procedures are described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

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

<sup>8</sup> <https://international.gedik.edu.tr/undergraduate-admission>.

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

#### 3.1 Contents

##### Logic and conceptual coherence\*

All programmes have a standard duration of four years (eight semesters) and require a minimum of 240 ECTS credits for graduation, leading to a Bachelor of Arts (BA) degree.

Compulsory Courses	These are mandatory modules required for degree completion. They are mainly interdisciplinary, providing a broad foundation in business during the first year, followed by more focused study in the main area of specialisation in later years.
Elective Courses	a. Programme-specific electives – Chosen from an approved list within the student's main programme, these modules develop expertise in sub-disciplines relevant to their field. b. Interdisciplinary electives – Selected outside the main curriculum, with academic adviser approval, either to meet credit requirements or for personal enrichment.
Required Core Courses	These include Atatürk's Principles and the History of the Turkish Revolution, Turkish Language, and English Language.

Through this structure of compulsory, elective, and required core courses, students develop a sound understanding of the business environment at both macro and micro levels, the global economy, and the role of strategic technologies. They graduate with the ability to plan, implement, and manage corporate operations, evaluate market information, and apply computer programming and data analysis to business decision-making.

##### Management Information Systems (MIS)

The MIS curriculum is designed to meet both general and subject-specific learning objectives, outlining the knowledge, skills, and behaviours students must acquire to graduate. It integrates commercial, management, and technological competencies, enabling graduates to succeed in professional, academic, and other contexts. As MIS is based on Information Technologies, this programme uses the Generative AI and Large Language Models (LLMs).

The curriculum of the MIS consists of Compulsory Courses, Elective Courses (Programme-specific elective courses, Interdisciplinary elective courses starting in the 5<sup>th</sup> semester), Required core courses (Atatürk's Principles and the History of the Turkish Revolution, Turkish Language, and English Language courses). The curriculum includes core courses and electives covering key logistics and international trade aspects. The core subjects for MIS are listed below:

**Table 3.1 A. Curriculum of the Management Information Systems**

Code	Name of the Course	ECTS credits
1 <sup>st</sup> semester		
IK101	Career Planning	2
UNIV101	Introduction to University Life	0

YBS103	Introduction to Management	7
YBS105	Informatics Law	8
BİL102	Information and Communication Applications	7
İNG101	English I	2
TUR101	Turkish Language	2
ATA101	Atatürk's Principles and History of Turkish Revolution I	2
<b>Total: 1<sup>st</sup> semester</b>		30
<b>2<sup>nd</sup> semester</b>		
YBS106	Mathematics	6
YBS108	Algorithm Development	6
YBS102	Introduction to Computer Programming	6
YBS104	Management and Organization	6
İNG102	English II	2
TUR102	Turkish Language II	2
ATA102	Atatürk's Principles and History of Turkish Revolution II	2
<b>Total: 2<sup>nd</sup> semester</b>		30
<b>3<sup>rd</sup> semester</b>		
YBS201	Marketing Management	6
YBS211	Object Oriented Programming	6
YBS221	Statistics	6
YBS231	Data Structures and Algorithms	6
YBS241	Information Systems and Technologies	6
<b>Total: 3<sup>rd</sup> semester</b>		30
<b>4<sup>th</sup> semester</b>		
YBS202	Computerized Accounting	6
YBS204	Database Management Systems	6
YBS212	E-Commerce	6
YBS222	Organizational Behaviour	6
YBS232	Visual Programming	6
<b>Total: 4<sup>th</sup> semester</b>		30
<b>5<sup>th</sup> semester</b>		
YBS301	System Analysis and Design	6
YBS311	Mobile Programming	6
YBS321	Strategic Management and Business Policies	6
Elective	Department Elective I	6
Elective	Interdisciplinary Elective Course I	6
<b>Total: 5<sup>th</sup> semester</b>		30

<b>6<sup>th</sup> Semester</b>		
YBS312	Data Mining	6
YBS322	Project Management	6
YBS324	Internet Programming	6
Elective	Department Elective II	6
Elective	Interdisciplinary Elective Course II	6
<b>Total: 6<sup>th</sup> semester</b>		30
<b>7<sup>th</sup> Semester</b>		
Elective	Department Elective III	6
Elective	Department Elective IV	6
Elective	Department Elective V	6
Elective	Department Elective VI	6
Elective	Interdisciplinary Elective Course III	6
<b>Total: 7<sup>th</sup> semester</b>		30
<b>8<sup>th</sup> Semester</b>		
Elective	Department Elective VII	6
Elective	Department Elective VIII	6
Elective	Department Elective IX	6
Elective	Interdisciplinary Elective Course IV	6
Elective	Interdisciplinary Elective Course V	6
<b>Total: 8<sup>th</sup> semester</b>		30

#### Curriculum of the International Trade and Logistics (ITL)

**Table 3.1 B. Curriculum of the International Trade and Logistics (ITL)**

Code	Courses	ECTS credits
<b>1<sup>st</sup> semester</b>		
UNI101	Introduction to University Life	0
HR101	Career Planning	2
PSIR101	Introduction to Political Science	6
LAW101	Introduction to Law	6
ECON101	Microeconomics	6
TUR101	Turkish Language I	2
ATA101	History of Turkish Revolution I	2
LAN101	Academic English	6
<b>TOTAL</b>		30
<b>2<sup>nd</sup> semester</b>		
ITF106	Introduction to Business	6
COM102	Communication and Computer Skills	6
SOC102	Introduction to Sociology	6
ECON102	Macroeconomics	6

TUR102	Turkish Language II	2
ATA102	History of Turkish Revolution II	2
RES102	Introduction to Academic Research and Writing	2
TOTAL		30
<b>3<sup>rd</sup> semester</b>		
ITL201	Transportation Management	6
ITF215	Entrepreneurship	6
ITF211	International Economics	6
ITF205	Marketing Management	6
ITF209	Trade Law	6
TOTAL		30
<b>4<sup>th</sup> semester</b>		
SRE202	Social Responsibility and Ethics	6
ITL202	Maritime Logistics	6
ITF210	Financial Accounting	6
ITL204	Supply Chain Management	6
ITF214	International Marketing	6
TOTAL		30
<b>5<sup>th</sup> semester</b>		
ITF253	Cost Accounting	6
ITF313	Customs Legislations and Practices	6
ITL301	International Logistics	6
	Departmental Elective I	6
	Interdisciplinary Elective I	6
<b>6<sup>th</sup> semester</b>		
ITF308	International Trade and Practices	6
ITL302	Procurement	6
ITF356	Strategic Management	6
	Departmental Elective II	6
	Interdisciplinary Elective II	6
TOTAL		30
<b>7<sup>th</sup> semester</b>		
ITL401	Logistic Information Systems	6
ITF403	International Trade and Logistic Management	6
	Departmental Elective III	6
	Departmental Elective IV	6
	Interdisciplinary Elective III	6
TOTAL		30
<b>8<sup>th</sup> semester</b>		

ITF402	Graduation Project	6
ITF313	Departmental Elective V	6
ITL301	Departmental Elective VI	6
	Free Elective	6
	Interdisciplinary Elective IV	6
<b>TOTAL</b>		<b>30</b>

As in the MIS programme, from the 5th semester until the 8th semester, students of ITL programme take Departmental Elective and Interdisciplinary Elective subjects.

### **International Trade and Finance (ITF)**

**Table 3.1 C. Curriculum of the International Trade and Finance (ITF)**

<b>1<sup>st</sup> Semester</b>	<b>Course Name</b>	<b>ECTS credits</b>
<b>2<sup>nd</sup> Semester</b>	Introduction to University Life	0
	Career Planning	2
	Introduction to Political Science	6
	Introduction to Law	6
	Microeconomics	6
	Turkish Language I	2
	History of Turkish Revolution I	2
	Academic English	6
<b>3<sup>rd</sup> Semester</b>		
	Introduction to Business	6
	Communication and Computer Skills	6
	Introduction to Sociology	6
	Macroeconomics	6
	Turkish Language II	2
<b>4<sup>th</sup> Semester</b>		
	History of Turkish Revolution II	2
	Introduction to Academic Research and Writing	2
	International Economics	6
	General Accounting	6
	Marketing Management	6
	Patent, Innovation and Entrepreneurship	6
	Trade Law	6
	Social Responsibility and Ethics (Fakülte Ortak)	6
	Law of Obligations	6
	Financial Management	6
	International Marketing	6
	Management Theory	6

<b>5<sup>th</sup> Semester</b>		
	Corporate Finance	6
	Financial Markets and Institutions	6
	Customs Legislation and Practices	6
	Departmental Elective I	6
	Interdisciplinary Elective I	6
<b>6<sup>th</sup> Semester</b>		
	International Trade and Practices	6
	International Business	6
	Money and Banking	6
	Departmental Elective II	6
	Interdisciplinary Elective II	6
<b>7<sup>th</sup> Semester</b>		
	International Political Economy	6
	International Trade and Logistics Management	6
	Departmental Elective III	6
	Departmental Elective IV	6
	Interdisciplinary Elective III	6
<b>8<sup>th</sup> Semester</b>		
	Graduation Project	6
	Departmental Elective V	6
	Departmental Elective VI	6
	Free Elective	6
	Interdisciplinary Elective IV	6
<b>Alternative 8<sup>th</sup> Semester</b>		
	Workplace Learning	30

As in the MIS programme, from the 5th semester until the 8th semester, students of ITF programme take Departmental Elective and Interdisciplinary Elective subjects.

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

**Table 3.1 D. Curriculum of the Political Science and International Relations**

Code	Course Name	ECTS credits
<b>1<sup>st</sup> semester</b>		
PSIR101	Introduction to Political Science	6
LAW101	Introduction to Law	6
ECON101	Microeconomics	6
HR101	Career Planning	2
UNI101	Introduction to University Life	0
LAN101	Academic English	6

ATA101	History of Turkish Revolution I	2
TUR101	Turkish Language and Culture I	2
<b>2<sup>nd</sup> semester</b>		<b>30</b>
PSIR122	History of Civilization	6
COM102	Communication and Computer Skills	6
SOC102	Introduction to Sociology	6
ECON102	Macroeconomics	6
RES102	Introduction to Academic Research and Writing	2
ATA102	History of Turkish Revolution II	2
TUR102	Turkish Language and Culture II	2
		<b>30</b>
<b>3<sup>rd</sup> semester</b>		
PSIR221	Introduction to International Relations	6
PSIR223	History of Political Thought	6
PSIR225	Diplomatic History	6
PSIR227	Modern Political Ideologies	6
	Departmental Elective	6
<b>4<sup>th</sup> semester</b>		<b>30</b>
PSIR222	International Relations Theory	6
PSIR224	Constitutional Law	6
PSIR226	Turkish Political History	6
SRE202	Social Responsibility and Ethics	6
	Departmental Elective	6
		<b>30</b>
<b>5<sup>th</sup> semester</b>		
PSIR321	International Law	6
PSIR323	Turkish Foreign Policy	6
PSIR325	Research Methods	6
PSIR327	Comparative Politics	6
	Departmental Elective	6
		<b>30</b>
<b>6<sup>th</sup> semester</b>		
PSIR322	International Organizations	6

PSIR324	Current Issues in Turkish Politics	6
PSIR326	Global Political Economy	6
PSIR328	Political Sociology	6
	Departmental Elective	6
Total		<b>30</b>
<b>7<sup>th</sup> semester</b>		
PSIR421	Current Issues in Global Politics	6
PSIR423	Turkish Political Economy	6
	Departmental Elective	6
	Departmental Elective	6
	Interdisciplinary Elective	6
Total		30
<b>8<sup>th</sup> semester</b>		
PSIR422	Graduation Project	6
	Departmental Elective	6
	Departmental Elective	6
	Departmental Elective	6
	Interdisciplinary Elective	6
Total		30

As in the MIS programme, from the 5<sup>th</sup> semester until the 8<sup>th</sup> semester, students of PSI programme take Departmental Elective and Interdisciplinary Elective subjects.

The list of elective subjects: Discovering the History and Culture of İstanbul, Effective Communication and Presentation Skills, Chinese I, Contemporary Political Theory, Theory of Digital Diplomacy, Chinese III, Turkish Grand Strategy, Turkey - EU Relations, Nations and Nationalism, Case Studies in Regional/Global Politics, Critical Readings in Global Politics, Ottoman Political Modernisation, Chinese V, Gender and Politics, Chinese II, Practice of Digital Diplomacy, Society and Politics in the Middle East, Chinese Politics, Chinese IV, American Government, Human Rights, Foreign Policy Analysis, Turkish - American Relations, Civil Society in Global Politics, Cinema and Politics, Chinese VI.

### **Rationale for degree and programme name\***

#### **For all programmes**

The programme names are approved by the Council of Higher Education (CHE) in Türkiye, ensuring compliance with national regulations on degree titles and academic content. The title accurately reflects the curriculum, which combines core and specialist courses designed to meet the programme's objectives and the needs of the relevant academic and professional fields. The curriculum equips students with the theoretical knowledge, practical skills, and professional competencies required for success in their chosen discipline. Graduates are prepared to apply their expertise in diverse contexts, demonstrating analytical thinking,

effective communication, and ethical responsibility in line with the programme's aims and sectoral demands.

#### **International Trade and Finance (ITF)**

In the 2015–2016 academic year, the Department was renamed the Department of ITF and admitted students under this name until the end of the 2018–2019 academic year, graduating its first cohort at the same time. In the 2019–2020 academic year, it was renamed the Department of ITF (with teaching in English) and adopted a fully English-medium curriculum. In the 2020–2021 academic year, the renaming was formally approved by the Council of Higher Education (YÖK).

#### **Integration of Theory and Practice\***

All four programmes combine theory with practice, ensuring that academic knowledge is reinforced through practical application. Practical exposure varies by programme and include workplace learning, internships, field trips, or other hands-on activities.

They share a variety of teaching and learning methods, from lectures to active and interactive formats (case studies, projects, seminars, simulations, fieldwork, workshops, and internships). Each programme follows a progression from foundational to specialised study, with early semesters focusing on core concepts and later stages emphasising applied and specialised work. The assignments and projects are used across all programmes to connect theory with real-life or simulated contexts. Each is designed to prepare students for professional roles, enhancing employability and competence in their respective fields. All programmes offer elective options - whether departmental, interdisciplinary, or university-wide - allowing students to tailor their learning to individual interests and career goals. At the same time, each programme has its distinctive elements, and they are listed below.

#### **Management Information Systems (MIS)**

The programme demonstrates a heavy emphasis on interdisciplinary case studies, ensuring that students are consistently exposed to complex, real-world scenarios that require integrative approaches. Each course incorporates a strong focus on conceptual and analytical thinking, complemented by dedicated methodology sections that foster systematic problem-solving skills. Students are actively encouraged to engage in self-directed research, which is further reinforced through in-class discussions. Moreover, the curriculum applies a broad range of interactive teaching formats, including business games, role plays, and simulations, which significantly enhance student participation and practical learning outcomes.

#### **International Trade and Logistics (ITL)**

The programme provides course-specific practical integration (e.g., ITL401, ITL201, ITL202, ITL204, ITL403), complemented by frequent industry field trips to ports and logistics centres. It shows an alignment with NQF-HETR qualifications, includes intensive software, tools training in logistics and supply chain courses, ensures structured internships with relevant firms.

#### **International Trade and Finance (ITF)**

The curriculum applies a “7+1” Workplace Learning model in the 8<sup>th</sup> semester as a major integration element. It follows a clear ECTS structure distinguishing basic field and specialisation courses. Strong emphasis is placed on understanding the economic, business, legal, political, and social systems influencing trade and finance. Students benefit from a broad range of elective categories (university, faculty, department). Curriculum revisions are regularly informed by faculty and advisory board feedback.

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

Programme categorises practical courses into three types, such as (i) Lab-based, (ii) Project-based and (iii) Field-based and includes linked theory-practice course pairs (e.g., Theory of Digital Diplomacy + Practice of Digital Diplomacy). Field activities related to history and culture (Discovering İstanbul). Final-year workplace learning is fully practice-based.

## **Interdisciplinary Thinking**

Interdisciplinary electives come from other faculty programmes, complemented by free electives in the final semester. Interdisciplinary elective courses are included in all programmes, allowing students to take courses from other departments or faculties.

These electives contribute to broadening general education and achieving certain programme learning outcomes. Students have choice in course selection according to their interests or specialisation goals. Minor and double major options are available in some programmes to enhance interdisciplinary skills (ITL, PSI; MIS: list cross-School electives). Link between core compulsory courses and exposure to other disciplines (e.g., economics, law, sociology).

### **Management Information Systems (MIS)**

Programme focuses on fostering critical and interdisciplinary thinking skills through both mandatory and optional courses. Students can take electives from other programmes within their own University's programmes or from other Schools.

### **International Trade and Logistics (ITL)**

Interdisciplinary electives selected from courses in other departments within the faculty. In the 8<sup>th</sup> semester, students must take one Free Elective from the university-wide elective pool (regulated by university directive). It offers minor and double major options (currently with International Trade and Finance, Psychology, MIS).

### **International Trade and Finance (ITF)**

The programme structure is similar to ITL in its emphasis on interdisciplinary and free electives. A specific Free Elective course for English departments, Design Thinking for Innovation (Spring 2023–2024), illustrates this approach. The expanded range of departmental, faculty, and university electives provides students with greater choice, while the "Workplace Learning" model in the final semester adds a strong application-oriented and interdisciplinary dimension.

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

Students should take two interdisciplinary electives in 7th–8th semesters (12 ECTS total) from other departments. Programme includes introductory core courses in sociology, economics, and law to promote interdisciplinary thinking early on. It offers minor and double major options (same partner departments as ITL).

## **Ethical Aspects**

All listed study programmes communicate ethical implications in ways that connect thinking (analytical, critical, theoretical) and acting (professional, academic, societal conduct). The programmes effectively convey ethical implications, including legal and economic viewpoints. By ensuring that students understand the ethical issues pertinent to their area, this encourages responsible behaviour and decision-making in work environments. This is achieved by:

- Including stand-alone ethics-related courses.
- Embedding ethics across subject-specific modules.
- Linking ethics to decision-making in professional contexts.
- Teaching academic integrity and research ethics.

### **Management Information Systems (MIS)**

Ethics are primarily addressed through CoHE guidelines and institutional orientation, with strong emphasis on academic integrity in research and coursework, supported by clear behavioural rules against plagiarism and cheating. However, the treatment of discipline-specific ethical implications (e.g., in economics or IT) is less explicit, as the focus remains largely on institutional and academic ethics.

### **International Trade and Logistics (ITL)**

Ethics are integrated into business, logistics, and supply chain courses, with particular attention to sustainability and responsible practice. The curriculum explicitly addresses the ethical implications of economic decision-making and operational strategies (e.g., procurement, logistics optimisation) and effectively connects theoretical concepts to real-world ethical challenges faced in industry.

### **International Trade and Finance (ITF)**

The programme includes specialist courses on ethics in finance and trade, ensuring that ethical implications in economic contexts such as financial integrity and responsible trade are addressed. These themes are further reinforced through academic skills courses (e.g., academic writing, research), strengthening students' ethical awareness across both professional and academic dimensions.

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

Ethics tied to political, cultural, and social decision-making. Promotes awareness of the ethical dimensions of policy, governance, and intercultural relations. Includes empathy, social responsibility, and active citizenship as part of ethical action.

## **Methods and scientific practice\***

### **Management Information Systems (MIS)**

There is heavy emphasis on conceptual and analytical abilities as a foundation for business operations. There is clear link to national research support structures (TÜBİTAK, Technology Transfer Office) with methodological competence (in courses & written tests).

### **International Trade and Logistics (ITL)**

Programme combines early academic research training with a graduation project for independent research application. Interdisciplinary course base in first semester to broaden research perspectives. There is focus on preparing graduates for scientific research after graduation.

### **International Trade and Finance (ITF)**

ITF contain methodological and scientific practice elements, more implied through analytical skills, specialisation courses, and subject-matter mastery.

There is a strong focus on economic, legal, marketing, and financial concepts as methodological preparation. There is less direct emphasis on stand-alone research methods courses in the description; more on subject-matter expertise leading to specialised research. However, electives allow students to tailor their research specialisation.

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

Methodology explicitly tied to Programme Learning Outcomes. There is a sequence of methodological skill-building, such as Academic, Academic research and writing and Research Methods - qualitative and quantitative approaches for political science/IR.

## **Examination and final thesis\***

### **For all programmes**

All exam types are designed to measure course learning outcomes and objectives from the syllabus. There are following types of exam: Midterm exam, final exam, midterm make-up, final make-up, single course exam, and additional exam. The grading system ranges from 0 to 100. Marks are converted to a numerical scale from 0 to 4 and then further translated into letter grades. The minimum pass mark for each course is 40 out of 100. In simple terms, students must achieve at least 40 points from the various assessment components over the course of the semester.

Table 3.1. Grading Table

<b>Percentage Grade</b>	<b>Letter Grade &amp; Point</b>
AA (88-100)	AA - 4
BA (81-87)	BA - 3.5
BB (76-80)	BB - 3
CB (65-75)	CB - 2.5
CC (55-64))	CC - 2
DC (45-54)	DC - 1.5
DD (40-44)	DD - 1
FD (30-39)	FD - 0.5
FF (0-29) FF	FF - 0

None of the four programmes require a graduation thesis or equivalent. All programmes follow the University's Education and Exam Regulation for Associate and Undergraduate Programmes in terms of the Regulation-based assessment.

The types of Assessment	Homework, lab work, projects, quizzes, presentations, and similar assignments can be counted as midterms or finals at the lecturer's discretion.
Faculty-defined weightings	The proportion of each assessment component is determined by the instructor and announced in the syllabus at the start of the semester.
Make-up exam provisions	Students with valid excuses may take make-up exams by decision of the board of directors; final make-ups for those who failed or missed the final.

### **Management Information Systems (MIS)**

Refers to a separate "Exam Application Instruction" for in-person exams in addition to the main regulation. It does not mention specific examples of assessment for programme (unlike PSI).

### **International Trade and Logistics (ITL)**

Largely regulation text, with emphasis that assessment types can replace midterm or final exams if approved. No specific department-level example given.

### **International Trade and Finance (ITF)**

Very similar to ITL - suggesting both departments follow the same format for describing exam practices.

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

Provides reference to an appendix containing sample exams and evaluation criteria - no other programme mentions this. Graduation Project is elective.

### **Appraisal:**

The curriculum adequately reflects the qualification objectives of the study programmes. The contents of the modules/courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory) and optional electives enable students to acquire additional competences and skills. The panel expressed strong appreciation for the inclusion of programme electives and the opportunity for students to make their selections at an earlier stage. The degree and programme name correspond to the contents of the curriculum and the programme objectives. Theoretical questions are, where possible, explained by means of practical examples. There is evidence that the programme qualifies for interdisciplinary thinking. Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level for the listed programmes.

The panel members noted that the substantially improve the graduation project by developing clear evaluation criteria, more precisely defining its scope and scale, and ensuring a comprehensive review of the relevant scientific literature is required. With regard to examinations and the final thesis, for **all study programmes** the panel members **recommend** accreditation under the fulfilment of the following **condition**:

**The University improves the graduation project by defining clearer evaluation criteria, scope, and requirements for the scientific literature review. Either a final exam or practice project must be compulsory, with exam questions aligned to the revised learning outcomes.**

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

## 3.2 Structure

### Modular structure of the study programmes\*

#### For all programmes

All programmes follow an eight-semester structure over four academic years, amounting to 240 ECTS credits, with approximately 30 ECTS per semester. The ECTS system is based on student workload, including lectures, practical sessions, assignments, projects, exams, and independent study, calculated according to the University's revised ECTS guide. Each semester includes 14 weeks of coursework plus time for exams. Learning outcomes are defined for all courses, and workloads are assigned accordingly. The curriculum combines compulsory and elective courses, with opportunities for interdisciplinary study and international mobility.

**Table 3.2. Structure**

Projected study time	Each study programme: 4 years/ 8 semesters
Number of credits	Each study programme: 240 ECTS credits, 125 national credits
Workload per credit	1 ECTS credit = 25,5 hours
Number of modules/courses	Total 45 courses for semesters
Time required for processing the final thesis/project and awarded credits	-
Number of contact hours	Each study programme: 3 hrs. per week

## **Study and exam regulations\***

### **For all programmes**

Comprehensive details about the academic calendar and timetables are given before the semester officially begins. The purpose of the syllabus is to communicate the details of academic performance evaluations and tests. Students get the course descriptions, which are explained in detail in the first lecture of each subject. Study and exam regulations comply with national legislation and university procedures adopted May 2022. Key provisions include:

<b>Midterm exams</b>	At least one per course; projects or assignments may substitute.
<b>Final exams</b>	At the end of each semester for students meeting attendance requirements.
<b>Resit exams</b>	For failed courses or grade improvement, replacing the final exam grade.
<b>Exemption exams</b>	Offered for Senate-approved courses at the start of the semester.
<b>Make-up exams</b>	For students with documented valid reasons, held in the same semester.
<b>Three-course exams</b>	For students missing up to three courses required for graduation.

Examination methods, schedules, and grading criteria are published before the semester in the academic calendar and syllabi. The University's online systems (OBS and Distance Education System) provide access to syllabi, study guides, lecture notes, reading materials, and course announcements. Despite examination regulations existing at the faculty level, their visibility and accessibility remain inconsistent. While the rules are formally in place, they are not always easily found or presented in a user-friendly manner, particularly for those seeking the complete text in English. In many cases, only summaries or partial extracts are shared with students and faculty members, leaving gaps in awareness and understanding. As a result, both staff and students may be uncertain about specific procedures or rights, even though the regulations themselves are officially established.

## **Feasibility of study workload \***

### **For all programmes**

There is a ECTS Calculation Guide of the University with the definition of ECTS and a standard load: 30 ECTS credits per semester, and a conversion: 1 ECTS credit equal to 25.5 hours of total workload, where 17 national credits – for the first semester; 18 national credits for the 2<sup>nd</sup> semester, and 15 national credits for each of the remaining six semesters.

The aim is to allocate credits fairly in proportion to actual course load. The example of distributed workload is provided in Table 3.2.3a below.

**Table 3.2.3a Distributed Workload**

Semester	National credits	ECTS credits
1	17	30
2	18	30
3	15	30
4	15	30
5	15	30
6	15	30
7	15	30
8	15	30
Total	123	240

Workload encompasses all in-class and out-of-class activities, including lectures, seminars, practical work, field studies, independent study, assignments, projects, and exams. Its calculation considers contact hours, preparation time, assessment methods, curriculum structure, learning outcomes, and student effort. Courses with fewer contact hours may still carry higher ECTS credits if they demand substantial independent work.

The workload is 60 ECTS credits per academic year, with 30 credits per semester. The overall burden for a study year should not be more than 1800 hours, assuming a limit of 30 hours per credit point. Each student has a faculty advisor assigned to them, who is in charge of determining whether the burden they have selected for their classes is realistic. Advisors help students make course selections and offer advice on their career goals. Depending on the particulars of the situation and the type of issue being discussed, student-advisor sessions can take place in person, online, or by email. Students have the choice of scheduling a meeting outside of office hours or seeing their advisers during the specified office hours. The sample calculation of ECTS credits is below:

**Table 3.2.3b. Feasibility of study workload (example)**

Activities	Number	Duration (hours)	Total (hours)
Course hours	14	3	42
Practice	0	0	0
Course-specific internship	0	0	0
On-ground work	0	0	0
Working time (preparation, etc.) out of class	14	4	56
Presentation/Jury	0	0	0
Seminar	0	0	0
Project	0	0	0
Assignments	2	5	10
Short exams	0	0	0
Mid-term exam	1	10	10
Final exam	1	20	20
Total workload			138

Total workload / 25.5 hours			138 / 25.5 = 5.4
ECTS credits of the course			5

## Equality of opportunity

### For all programmes

Admission to programmes is based on national university entrance exam results administered by the Student Selection and Placement Centre (ÖSYM). High-achieving students may receive irrevocable full or partial scholarships for the entire duration of their studies. Additional merit-based scholarships are awarded by the university foundation (GEV) based on GPA, credit completion, and academic performance without course repetition.

The University actively promotes equality, diversity, and inclusion. It was the first university in Türkiye to receive the Equal Opportunity Model (FEM) Certificate to promote women's employment. The Women Entrepreneurship Application and Research Centre and the Support Unit Against Gender-Based Violence lead initiatives to raise awareness, prevent discrimination, and ensure a safe academic environment.

For students with disabilities, the Life Without Disability Research and Application Centre and the Disabled Student Unit provide tailored academic and social support, including registration assistance, provision of lecture notes, alternative formats, early access to materials, laboratory assistance, and examination or assignment accommodations. Support is available for a wide range of disabilities, including learning difficulties, autism, attention deficit and hyperactivity disorder (ADHD), orthopaedic impairments, hearing/vision loss, speech disorders, chronic health conditions, and psychological challenges.

### Appraisal:

The programmes' structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. Each programme consists of modules/courses and assigns credits per module/course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and examination regulations containing all necessary rules and procedures and taking into account, where applicable, national requirements. The study programmes are designed so that students can spend a certain period at other higher education institutions or complete internships without extending their overall study time. The recognition of degrees and periods of study is carried out in line with the Lisbon Recognition Convention, and the recognition of periods of practical work – insofar as intended – is also clearly defined. The recognition of degrees and periods of study procedures are in line with the Lisbon Recognition Convention. The final grade is issued together with an ECTS grading table.

For all study programmes the panel recommends accreditation under fulfilment of the following condition:

**The University ensures that the final grade is accompanied by an ECTS grading table, and the standardised Study and Examination Regulations are available in English and easily accessible to both faculty and students.**

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

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

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

### 3.3 Didactical concept

#### Logic and plausibility of the didactical concept\*

##### All programmes

The didactical concept of the University reflects its overall teaching philosophy, the learning objectives of its study programmes and the applied teaching methodology. The logic of a didactical concept refers to the connection between what is taught in the MIS, ITL, ITF and PSI programmes, how it is taught (through teaching formats), and why it is taught that way (ensuring alignment with each programme's qualification objectives and intended learning outcomes). The didactical concept of these programmes takes into account the relevant teaching and learning formats used across these four programmes:

- lectures, seminars, group projects, presentations, and selected case studies.

The logic and plausibility of the didactical concept are coordinated by subject specialists, with detailed syllabi published in the Student Information System (SIS), also known as the University Online System (OBS). The SIS/OBS serves as an online platform where course syllabi and curricula are uploaded, allowing students to view their course schedules, grades, and examination dates. Faculty members use the system to manage teaching materials, assessments, and attendance, while official communication and academic records are maintained through this platform.

#### Course materials\*

##### All programmes

The lecturers and coordinators of each course independently select the course content. Coordinators of department meetings and instructors are required to confirm that the course materials are up to date at the beginning of each term. Following that, all course materials are posted on OBS and are also thoroughly provided in the syllabi. Lecturers use textbooks written by reputable Turkish academics or globally recognised foreign authorities in their fields. As an alternative, they use articles and passages from important publications that are essential to

the field. Most instructors produce lecture notes and slides, which are then posted to the course webpage. The lecturers recommend using internationally recognised textbooks in addition to their own course materials to promote an awareness of various academic perspectives. Lectures may also be used to distribute supplemental materials. Additionally, University library has a growing digital collection that students on and off campus can easily access with their login credentials.

**Management Information Systems (MIS)**. MIS provides course materials including textbooks, lecture slides, and digital resources. Course materials are independently selected and regularly updated by faculty members and coordinators, with all materials published on the OBS system and in the course syllabi. Lecturers use reputable national and international academic sources, complemented by their own teaching materials and the University's expanding digital library, to provide students with learning resources.

### **International Trade and Logistics (ITL)**

In ITL, the selection of course materials reflect a strong alignment with programme objectives and current developments in the field. Faculty members and course coordinators ensure that resources — including textbooks, research articles, case studies, and digital tools — are regularly updated and clearly referenced in syllabi. Materials are accessible via the e-learning platform and supplemented by the University library's physical and digital collections.

### **International Trade and Finance (ITF)**

Resources include textbooks, academic articles, lecture slides, and supplementary materials, complemented by practical case studies and industry-relevant publications. Materials are reviewed and uploaded to the e-learning system, ensuring timely access for students. The integration of both local and international sources supports the development of globally relevant knowledge and skills.

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

The implementation of the Programme Teaching Plan is based on the teaching methods applied in the courses. These include problem-solving exercises, projects and assignments, exams, and interactive activities such as question-and-answer sessions.

## **Guest lecturers**

### **For all programmes**

Guests come from a wide spectrum of political, cultural, scientific, and professional backgrounds, giving students special perspectives that go beyond conventional classroom instruction. The guest lecturers delivered the topics on:

- Social Responsibility and Professional Ethics;
- Internet of Things, Internet Programming, Introduction to Programming; Visual Programming, Algorithm Development

A key element of all programmes is the guest speaker series, which enhances the learning environment and gives students the real-world expertise they need to succeed in their chosen industries. In addition to being essential to the programmes' didactical ideas, the frequent presence of guest lecturers helps students engage with professionals in the field, which improves their employability prospects.

## **Appraisal:**

While a didactical concept exists, its implementation remains at a limited level of student-centred teaching methods and could be further strengthened. Opportunities for active student

participation in the learning process are underutilised and more student-centred didactical approaches could be further expanded. The panel members recommend accreditation under fulfilment of the following **condition**:

**The University increases the use of student-centred teaching methods - such as problem-based learning, flipped classrooms, peer teaching, interactive workshops, and formative assessments - to foster active engagement and better address students' needs.**

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

While **MIS** provides course materials including textbooks, lecture slides, and digital resources, the range and integration of these materials remain limited. In some cases, materials are outdated or not available in advance, which limits students' ability to prepare effectively. The panel members noted insufficient integration of diverse, up-to-date, and internationally relevant sources across all courses. In **PSI**, course materials are provided but there is some lack consistency in quality, scope, and accessibility across the curriculum. While some instructors supply comprehensive resources, others rely on a narrower selection, reducing opportunities for students to engage with multiple perspectives. Thus, in both **MIS** and **PSI**, course materials are provided but are not consistently comprehensive, up to date, or fully aligned with the intended learning outcomes, the range of resources is limited, and recommended reading lists do not sufficiently reflect current developments or internationally recognized sources. Therefore, for **MIS** and **PSI** the panel members recommend accreditation under fulfilment of the following **condition**:

**The University updates course materials, including research-based resources and a broader range of assessment methods, and revises reading lists to ensure alignment with the intended learning outcomes.**

Greater alignment between course materials and learning outcomes, with improved accessibility via the e-learning platform, will help meet the criterion.

In addition, for **MIS** the panel **recommends** integrating content on **Change Management**, as system implementation often involves organisational transformation and requires skills to manage adoption effectively.

Guest lecturers are invited to contribute to the student's qualification process with their special experience, either from professional practice or scientific work, but also, from culture and politics. In conclusion, the panels' evaluation shows that the guest lecturers' contributions satisfy quality standards since they offer a comprehensive synthesis of theoretical knowledge and real-world application, successfully preparing students for their future employment. Furthermore, the lectures incorporate their worldwide experience, providing students with a global perspective that improves their comprehension and preparedness for the global aspects of their fields.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)				X	
3.3.2* Course materials (Asterisk Criterion)			ITL, ITF	MIS, PSI	
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors				X	

## 3.4 International outlook

### International contents and intercultural aspects\*

#### Management Information Systems (MIS)

The curriculum incorporates international and cross-cultural dimensions through courses such as International Political Economy, Open Macroeconomics, and Organisational Behaviour, supported by case studies from diverse contexts. While the medium of instruction is Turkish, English terminology is frequently used, and elective language courses are offered. Exchange opportunities, collaborative projects, guest lectures from international experts, and group work with diverse peers foster intercultural understanding and global perspectives.

#### International Trade and Logistics (ITL)

International and intercultural elements are embedded in the curriculum through courses such as International Business Law, Global Supply Chain Management, and Cross-Cultural Management. Practical examples, case studies, and projects prepare students for work in global environments. The department actively participates in Erasmus+ and maintains partnerships with universities across Europe, supporting exchanges, joint research, and international collaboration.

#### International Trade and Finance (ITF)

The University's strategic focus on internationalisation is reflected in cooperation agreements, Erasmus+ mobility for students and staff, and the development of internationally recognised curricula. ITF integrates global perspectives into courses and encourages participation in international projects and research collaborations, enhancing graduates' readiness for the global market.

#### Political Science and International Relations (PSI)

Students engage with global political dynamics through courses on comparative politics, international organisations, and global civil society, complemented by internships with international bodies and participation in conferences. Practical examples, intercultural classroom settings, and Erasmus+ exchange opportunities further develop skills for working effectively in international and multicultural contexts. The courses incorporate both international content and intercultural aspects.

### Internationality of the student body

#### Management Information Systems (MIS)

Azerbaijani students form a significant group in the MIS programme, enriching the educational environment with their cultural perspectives and gaining broader outlooks by combining their backgrounds with experiences in Türkiye. To increase international student participation, the University implements several strategies, such as

- Language Support: Turkish preparatory and English support programmes help students from Central Asia, the Middle East, and beyond overcome language barriers and succeed academically.
- Cultural Integration: Intercultural study groups and student clubs foster exchange among students from diverse backgrounds.
- Academic Mobility: Collaborations with Central Asian universities and Azerbaijan. The Erasmus programmes also expand exchange opportunities.
- Career Support: Career counselling helps international students (mainly from Azerbaijan and Central Asia) plan careers in Türkiye and their home countries.

### **International Trade and Logistics (ITL)**

Since its establishment, the department has welcomed students into its English preparatory school, anticipating a diverse body from varied cultural and linguistic backgrounds. With 100% English-medium instruction, the programme is designed to attract international students. Targeted recruitment strategies and global partnerships further strengthen its international profile, fostering a multicultural environment that enriches classroom discussions and collaborative work with diverse perspectives.

### **International Trade and Finance (ITF)**

The Department of International Trade and Finance, and its BA programme in English attracts many international students through its 100% English-medium education. A culturally diverse student body enriches discussions, broadens perspectives on global issues, and strengthens intercultural communication skills. Most international students come from Nigeria, Somalia, Ethiopia, Kenya, China, Vietnam, Indonesia, Pakistan, and Azerbaijan.

The share of international students has grown from 9.1% in 2019-2020 to 26.1% in 2023-2024, peaking at 44% in 2021-2022.

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

The Department of PSI attracts a significant number of international students through its 100% English-taught BA programme. In its first year, 19 international students (65% of enrolment) were admitted, followed by six students (19%) in the second year. International students are coming from Indonesia, Burkina Faso, and South Africa. The PSI department benefits from diverse cultural perspectives that enrich classroom discussions and broaden understanding of global issues. This multicultural environment also enhances students' language skills and intercultural communication abilities.

## **Internationality of faculty**

### **All programmes**

Faculty members are also encouraged to publish in international journals. To support the professional growth of faculty members and strengthen their teaching abilities, an annual budget is allocated for participation in national and international conferences. Erasmus mobility for both incoming and outgoing staff is actively supported. The University regularly hosts international academic events, for instance:

- the 13<sup>th</sup> International Conference on Governance, Fraud, Ethics, and ESG;
- the 5<sup>th</sup> International Trakya Accounting, Finance & Auditing Conference held in December 2023, attracting participants from Türkiye and abroad.
- IX International Academic Studies Congress (ASC-2025/Spring) organised during 15-18th of May, 2025.

In addition, international collaborations are maintained, including an upcoming Erasmus+ delegation visit from Powiślański University (Poland) in July 2024.

Every year, the MIS programme sets aside funds for lecturers to attend national and international symposiums and conferences in Türkiye and overseas in order to foster their professional development and improve their teaching skills.

The faculty of the ITL includes academics with substantial international experience in both education and professional practice. Recruitment policies prioritise candidates with international teaching and research backgrounds, ensuring a global perspective in the curriculum.

## **Foreign language contents**

### **All programmes**

All programmes are designed in alignment with the University's commitment to internationalisation and quality assurance. The curricula are structured according to the Bologna framework, ensuring standardized presentation of course content, learning outcomes, assessment methods, and lesson plans. Both compulsory and elective courses are included to provide programme-specific learning outcomes while allowing flexibility through elective options. Course implementation is monitored through exams, assignments, projects, and evaluation questionnaires, which are regularly reviewed by the Quality and Accreditation Commission. Feedback is systematically incorporated into curriculum updates to ensure continuous improvement.

### **Management Information Systems (MIS)**

With the exception of the required English I and English II courses, taught in both languages, every subject in the department is taught in Turkish. However, if students can demonstrate their English ability through formal tests, passing the English Prep School at Gedik, etc., they can enroll in English-taught courses from other departments as electives for the MIS programme.

### **International Trade and Logistics**

This programme is delivered entirely in English, including lectures, course materials, textbooks, and assessments. Students benefit from extensive English-language resources such as journals, industry publications, and digital platform.

### **International Trade and Finance**

The programme is taught fully in English and emphasizes international content. The curriculum is divided into compulsory and elective courses, ensuring both core competencies and specialization opportunities.

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

This programme is delivered entirely in English and provides access to international academic resources. In addition to core and elective courses, foreign students take Turkish Language and Culture courses. Furthermore, Chinese is offered as a six-semester elective sequence, allowing students to achieve intermediate proficiency.

## **Appraisal:**

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

The international composition of the student body corresponds to the programmes concept. The measures taken to promote internationality (promoting international education and professional experience, hiring faculty with international teaching and research backgrounds, supporting faculty participation in international conferences, encouraging publications in

international peer-reviewed journals, promoting Erasmus+ and other mobility programmes) are goal-oriented.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme for MIS programme. Lectures and course materials in foreign languages predominate in ITL, ITF and PSI programmes. Internationality is clearly a key element of the study programme's profile.

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

### 3.5 Multidisciplinary competences and skills \*

#### **Management Information Systems (MIS)**

The programme combines management, technology, and communication, and the curriculum is designed to support the accumulation of professional knowledge as well as the improvement of social, personal, and communication skills. They are integrated into the programme through several courses: Introduction to Management, Management and Organisation, Human Resource Management, Project Management, Algorithm Development and Machine Learning.

#### **International Trade and Logistics (ITL)**

This programme balances theory and practice. Students study trade theories, supply chain management, and global logistics whilst engaging in simulations, case studies, and internships. These methods build negotiation, teamwork, leadership, and cross-cultural awareness, ensuring graduates are well prepared for international business environments.

#### **International Trade and Finance (ITF)**

The programme integrates specialisation courses in trade and finance with language training and intercultural learning (for example, Chinese). Practical components such as research projects and presentations strengthen academic and professional skills. Graduates acquire multidisciplinary competences in communication, analysis, and global finance.

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

This programme emphasises interdisciplinary learning through compulsory courses in sociology, economics, and law, alongside political science. Students are also required to take elective courses from other departments, broadening their expertise. With strong English and communication training, graduates develop analytical, intercultural, and interdisciplinary competences essential for global careers.

#### **Appraisal:**

The students acquire communication and public-speaking skills as well as cooperation and conflict-handling skills in accordance with the module and course descriptions. This is supported by suitable didactical and methodological measures. The acquisition of further multidisciplinary competences including leadership skills, teamwork, analytical and problem-solving abilities, negotiation and cross-cultural awareness, intercultural communication, technological and digital competences (e.g. programming and machine learning), research and

presentation skills, as well as broad contextual knowledge in areas such as sociology, economics, law, trade, and management) is also ensured.

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

## 3.6 Skills for employment / Employability\*

### **Management Information Systems (MIS)**

The MIS programme is designed to ensure graduates are highly employable in their professional fields. The curriculum combines theoretical and practical learning, industry collaboration, and skill-development initiatives. Students acquire knowledge in management, technology, and communication, alongside professional competences such as problem-solving, teamwork, and leadership. Employability is further supported by career guidance services and opportunities for internships, preparing graduates to enter the job market with confidence.

### **International Trade and Logistics (ITL)**

Although the department has yet to graduate its first cohort, the curriculum has been carefully designed to meet the needs of the global trade and logistics sectors. Taught entirely in English, the programme enhances students' readiness to work with multinational companies. Collaboration with external stakeholders, career planning courses, entrepreneurship training, interdisciplinary electives such as E-Commerce, and compulsory internships provide students with essential skills and real-world experience. The University's Career and Guidance Department complements this by organising workshops, interview training, and networking opportunities with industry professionals, ensuring graduates are fully prepared for employment.

### **International Trade and Finance (ITF)**

Employability in the ITF programme is supported through strong alumni relations and industry engagement. The University's Graduate Information System tracks graduate outcomes and collects feedback from alumni and employers, which is used to refine learning outcomes and programme objectives. Career development is further strengthened through alumni events and industry networking opportunities, such as the Graduate Networking Day (May 2024) and CareerFest'24, which connect students and graduates with leading companies in the sector. These initiatives ensure that students and graduates acquire the skills, knowledge, and professional connections needed to succeed in international trade and finance.

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

The PSI programme, taught entirely in English, equips students with advanced communication skills and intercultural competences. Students can also take six semesters of Chinese language courses, reaching intermediate proficiency and enhancing international employability. Career readiness is embedded into the curriculum through courses such as Career Planning and Effective Communication and Presentation Skills, while digital skills are fostered through Communication and Computer Skills and specialised digital diplomacy courses. In the final semester, all students may participate in Workplace Learning, gaining direct experience in professional environments and frequently securing employment with their host institutions after graduation.

## Appraisal:

The promotion of employability, in particular through the integration of theory and practice and the fostering of multidisciplinary competences and skills runs as a common thread of the study programmes throughout all modules and courses. Strong links to industry, career guidance services, internship opportunities further ensure that graduates are well prepared for national and international labour markets.

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

## 4. Academic environment and framework conditions

### 4.1 Faculty

#### Structure and quantity of faculty in relation to curricular requirements \*

The School of Economics, Administrative and Social Sciences has 27 full-time faculty members and six research assistants. Of these, seven are professors, three are associate professors, and 17 are assistant professors. With the exclusion of the Psychology programme, 23 academic faculty members and two administrative staff are considered for these four programmes. The Head of Department oversees academic standards and coordinates the faculty by holding meetings to address issues and communicate major updates. The Dean is responsible for strategic decisions, including staffing and resource allocation, to ensure the curriculum is delivered effectively.

**Table 4.1. Structure and quantity of Faculty**

Programme	# of Professors	# of Associate Professors	# of Assistant Professors	# of Research Assistants	Total
Management Information Systems	1	1	5	1	8
International Trade and Logistics	1	0	2	1	4
International Trade and Finance	1	0	2	1	4
Political Science and International Relations	3	0	2	2	7
Total	6	1	11	5	23
Percentage	26.09%	4.35%	47.83%	21.74%	100%

#### Management Information Systems (MIS)

The Department currently consists of eight full-time and one part-time academic staff. The Department of MIS aims to train specialists who combine IT knowledge for developing information systems with business knowledge for managing them. To achieve this, the programme focuses on developing students' critical and analytical thinking skills and providing them with a broad interdisciplinary foundation and the intellectual tools required for professional success.

#### International Trade and Logistics (ITL)

The Department of ITL employs four full-time academic staff: one professor, two assistant professors, and one research assistant. For the 2023–2024 academic year, no compulsory or elective courses specific to the ITL programme were offered, as only one first-year student was enrolled. One faculty member is teaching ten courses.

#### International Trade and Finance (ITF)

Full-time staff are responsible for teaching and curriculum development, while part-time staff contribute practical experience and up-to-date industry knowledge in the classroom. One faculty member is teaching nine courses in this programme. The programme is delivered mainly by full-time faculty, with part-time lecturers from the private sector or other universities engaged when necessary.

#### Political Science and International Relations (PSI)

The Department of PSI consists of seven full-time academic staff - five full-time professors and two full time assistants and three part-time academic staff members. The full-time faculty include scholars who specialise in a wide range of sub-fields within PSI.

## **Academic qualification of faculty\***

### **For all programmes**

In Türkiye, the recruitment and employment of academic staff require candidates to meet specific criteria, including appropriate academic degrees, foreign language proficiency, and publication standards. Applicants must achieve a minimum score of 70 on the ALES (Academic Personnel and Postgraduate Education Entrance Exam), demonstrate language proficiency (at least 50 for Turkish-medium programmes and 85 for English-medium programmes), and hold either a master's degree or have at least five years of industry experience. In addition, academic staff recruitment places strong emphasis on publications and teaching experience as essential qualifications.

MIS - stresses breadth of qualifications and expertise of existing staff. **ITL** - focuses on real-world practice integration. **ITF** - stresses compliance with the latest regulation on foreign language proficiency. Both programmes (MIS, ITF) have a focus on formal recruitment rules and language requirements. **PSI** has a focus on research and publication credentials.

## **Pedagogical / didactical qualification of faculty\***

### **For all programmes**

To assess academics' pedagogical and didactic performance, student satisfaction surveys are conducted at the end of each semester. Academic staff may participate in free pedagogical training programmes offered by the University as part of its performance management policies (e.g., attendance at Train-the-Trainer seminars is required in this regard). In addition, the University has implemented the Turkish Higher Education Qualifications Framework (TYÇÇ/NQF) to ensure that academics are familiar with current testing and examination procedures and are supported in developing their expertise in this area.

## **Practical business experience of faculty**

### **Management Information Systems (MIS)**

In line with the requirement to integrate theory and practice, the Department of MIS values and benefits from the practical business experience of its faculty. Several academic staff members bring diverse professional backgrounds from both the private and public sectors, including senior managerial roles.

### **International Trade and Logistics (ITL)**

Each academic staff member combines rigorous academic teaching with practical experience, equipping students with the knowledge, skills, and real-world exposure necessary for successful careers in their fields.

### **International Trade and Finance (ITF)**

To meet the programme's requirement of integrating theory and practice, the faculty's professional experience is considered a valuable asset. Several staff members bring diverse backgrounds in management across both the private and public sectors, with part-time lecturers contributing especially strong industry expertise.

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

Faculty members in the Department of PSI bring extensive professional and political experience, strengthening the link between theory and practice in the programme's teaching.

## **Internal cooperation\***

### **For all programmes**

Lecturers in all programmes work closely together to make sure that the courses offered complement the programme's overall competency goals. Regular meetings (twice per semester) with all of the programme's academics are held in order to accomplish this. In order to better prepare students to accomplish the competency objectives, academics assess student progress, share their experience, and make appropriate curriculum revisions during these meetings. This cooperative approach guarantees that students receive a thorough and diverse educational experience in addition to facilitating the sharing of ideas and best practices among lecturers.

Academics collaborate to improve the quality of education in a dynamic, integrated learning environment that is fostered by internal cooperation. Academics help our students succeed and grow overall by regularly evaluating and improving the curriculum and helping one another use efficient teaching and evaluation strategies. This cooperative endeavour demonstrates the department's dedication to providing student-centered educational environment.

The MIS programme has just started giving more importance on the research programmes by TÜBİTAK (The Scientific and Technological Research Council of Türkiye), which is the leading official agency for funding and directing research in Türkiye.

## **Student support by the faculty\***

### **For all programmes**

Academics prioritise supporting students as an integral part of their responsibilities. This support extends beyond regular office hours, with staff accessible via email, WhatsApp groups, and in-person meetings. Personalised supervision, eight hours of weekly engagement, academic advising, peer support, and initiatives such as the GUFIN Student Club, student representation, orientation programmes, handbooks, and comprehensive counselling services (covering extracurricular activities, career development, health, and scholarships) demonstrate a strong commitment to student success. Students express high satisfaction with the accessibility and dedication of their lecturers. In addition to academic support, staff place strong emphasis on career development. Academics actively use their professional networks and industry contacts to connect students with internships and employment opportunities. They also provide guidance on interview techniques, CV preparation, and career strategies. Continuous mentoring and encouragement help students to clarify their goals, gain practical experience, and confidently pursue their professional ambitions.

## **Appraisal:**

The structure and number of the faculty of **MIS** and **PSI** programmes correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time or visiting lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. However, the heavy concentration in **ITF** and **ITL** might be problematic for several reasons: from students being exposed to only one person's perspective to limited specialisation and reduced scope for lecturers' research. A notable portion of the programme is taught by guest lecturers. The selection procedure appears to be rather ad hoc, which makes an external assessment of quality difficult. Therefore, for **ITF** and **ITL** programmes the panel members recommend accreditation under fulfillment of the following **condition**:

## **The University increases the proportion of full-time faculty by reducing reliance on visiting lecturers.**

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

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The University verifies the qualifications of the faculty members by means of an established procedure. The University ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

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

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

The panel members **recommend** strengthening internal cooperation in research and teaching for internal cooperation.

The faculty members are available for the students outside the specified office hours as well. The students are “fully content” with the support they receive. The faculty’s friendly open-door policy provides strong academic and personal support for students.

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

## **4.2 Programme management**

### **Programme director \***

All programme directors (Heads of Departments) are accountable to the Dean’s Office for the management of all departmental activities and operations. The Head of Department is responsible for ensuring that education, research, and related activities are carried out regularly and efficiently, while also ensuring effective use of resources. There are also additional functions and tasks listed below.

The Head of Department effectively coordinates all activities and ensures the smooth operation of the programme. The Head of Department in all programmes is encouraged to explore new opportunities that benefit students, including partnerships with external institutions and sectors, which helps maintain the programme's relevance to current and future industry needs.

### **Management Information Systems (MIS)**

The Head of Department has the following tasks:

- Lead the department council
- Inform the dean in writing of the programme's requirements
- Make sure that academics are assigned to courses in a balanced manner
- Ensure the orderly conduct of education and training in the department
- Determine the programme's instructional problems and inform the dean
- Encourage communication among academic personnel to support effective and efficient training, instruction, and scientific research
- Pay close attention to students' educational concerns

### **International Trade and Logistics (ITL)**

The Head of Department has the following tasks:

- Chair the Department Board and manage its meetings.
- Report departmental needs to the Dean in writing.
- Ensure balanced allocation of courses among faculty members.
- Supervise the structured and efficient delivery of education and training.
- Identify and report educational problems to the Dean.
- Facilitate communication among staff to support effective teaching and research.
- Address and resolve student-related academic concerns.
- Monitor the regularity and quality of classes.
- Attend Faculty Board meetings and present departmental updates.

### **International Trade and Finance (ITF)**

The Head of Department has the following tasks:

- Chair Department Boards and manage meetings.
- Ensure fair and balanced course distribution among instructors.
- Prepare course and examination schedules accurately and on time.
- Facilitate communication among academic staff to support effective education and research.
- Monitor that instructors conduct classes regularly and in line with regulations.
- Report departmental needs in writing to the Dean of the Faculty of Economics, Administrative and Social Sciences.
- Manage correspondence between the Department and the Dean's Office.
- Ensure the regular conduct of education and training within the Department.
- Implement associate degree teaching and examination regulations in line with directives.
- Identify and report educational issues to the Dean.
- Conduct evaluation and quality improvement studies, submitting reports to the Dean.
- Ensure accurate and timely student course registration each semester.
- Address student-related academic concerns and support student-faculty relations.
- Organise advisory meetings to support course registration.
- Plan and coordinate Erasmus programmes.
- Perform additional duties assigned by the Dean.

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

The Head of Department has the following tasks:

- Coordinate departmental activities to ensure the smooth and effective running of the programme.
- Coordinate curriculum development, course scheduling, and student advising.
- Promote systematic development through regular curriculum reviews and stakeholder feedback.
- Engage with faculty, students, alumni, and external partners to strengthen the programme's relevance and reputation.
- Contribute to strategic planning by setting goals, identifying priorities, and supporting resource allocation.

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

### **For all programmes**

Administrative support for students and faculty is primarily provided by the Faculty Secretariat and the Dean's Secretariat. The Faculty Secretariat manages the faculty's administrative structure, participates in boards, prepares agendas and minutes, processes academic staff appointments, oversees payroll and insurance procedures, handles correspondence, and maintains personnel and student records in accordance with Higher Education Law No. 2547. The Dean's Secretariat supports the Dean's office by organising meetings, correspondence, appointments, travel arrangements, announcements, and official ceremonies. It also coordinates communication with the Rector's office, provides logistical support for faculty activities, and ensures the smooth day-to-day operation of the Dean's office. Together, these units ensure that administrative processes run effectively and efficiently, providing essential support to both students and academic staff.

### **Appraisal:**

The programme directors (Heads of Department) coordinate the activities of everyone involved in the programmes and ensure that the programmes run smoothly.

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

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

## **4.3 Cooperation and partnerships**

### **Cooperation with HEIs and other academic institutions or networks**

### **For all programmes**

The University maintains two main types of partnerships: Erasmus+ agreements and International Bilateral Agreements. Through Erasmus+, students and staff benefit from exchanges with partner universities in countries such as Poland, Portugal, Italy, Lithuania, Romania, Czechia, Greece, and others.

In addition, numerous bilateral agreements support student and staff exchanges, joint research, and resource sharing with universities worldwide, including in the USA, Germany, India, Azerbaijan, Malaysia, Republic of Korea, Mexico, Argentina, the UK, and more.

## **Cooperation with business enterprises and other organisations**

### **For all programmes**

The University's Alumni Relations Office works to strengthen communication between graduates and the University, support students in achieving their career goals, preserve and promote Gedik University's culture, and foster solidarity within the Gedik community.

### **Management Information Systems (MIS)**

In the eighth semester, the **MIS** programme requires all students to undertake applied vocational training in business enterprises. To support this process, the department collaborates with a variety of academic and professional partners, ensuring students gain meaningful practical experience.

### **International Trade and Logistics (ITL)**

The University prioritises university–industry collaboration, particularly through agreements with technoparks, as emphasised in its 2024–2028 development plan: *“Programmes will be created with the participation of sector representatives, qualifications will be determined, and practical training will be conducted together with the sector.”* In line with this strategy, the ITL has established an advisory board composed of sector representatives. Meeting twice a year, this board reviews curriculum updates, and the department's curriculum, -launched in 2023, was designed in consultation with these advisors to ensure close alignment with industry needs.

### **International Trade and Finance (ITF) and Political Science and International Relations (PSI)**

Although there is no compulsory internship in ITF and PSI, since 2022 both programmes have applied the Vocational Training at Workplace (VTW) or 7+1 Curriculum System. Many graduates have already benefited from the scheme, which includes agreements with a wide range of companies, including Gedik Holding.

### **Appraisal:**

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

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

	<b>Exceptional</b>	<b>Exceeds quality requirements</b>	<b>Meets quality requirements</b>	<b>Does not meet quality requirements</b>	<b>n.r.</b>
<b>4.3 Cooperation and partnerships</b>					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks			X		
4.3.2(*) Cooperation with business enterprises and other organisations			X		

## 4.4 Facilities and equipment

### **Quantity, quality, media and IT equipment of teaching and group rooms\***

#### **For all programmes**

Classrooms have air conditioning, a projector, and a computer connection. There is extensive wireless internet access available on the campus. The programme has enough classrooms and equipment for continuing education. GedikEdu, GedikSTU, and İdari are the three free Wi-Fi networks that GU offers to its staff and students. Students can contact the support channel for help with distant learning and technical support. The University provides extensive library services across three facilities: the Central Library, the Faculty of Law Library, and the Vocational School Library, covering a total of 1,800 m<sup>2</sup> with seating for over 200 users.

#### **Management Information Systems (MIS)**

The department is based in Block A of the Kartal Campus, with faculty offices on the 7th floor. Students have access to classrooms equipped with projectors, computer connections, and air conditioning, as well as comprehensive Wi-Fi. Five computer laboratories and the Internet Access Centre provide additional study space, offering software such as SQL, IntelliJ IDEA, Visual Studio, and statistical tools.

#### **International Trade and Logistics (ITL)**

Operating in Block A of the Kartal Campus, ITL offers modern classrooms with full technical equipment and Wi-Fi access. Students use five computer laboratories and the Internet Access Centre, with software including SPSS, Matlab, Python, and Abaqus. These resources support hands-on learning and industry-focused training in trade and logistics.

#### **International Trade and Finance (ITF)**

The ITF Department is also located in Block A, with offices on the 7th floor. Students benefit from well-equipped classrooms, campus-wide Wi-Fi, and access to five computer laboratories plus the Internet Access Centre. Available software includes SPSS, Matlab, Python, and Abaqus, supporting financial analysis, modelling, and collaborative research.

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

PSI courses are delivered in centrally located classrooms on campus, designed for groups of 35–100 students, all with modern equipment and Wi-Fi. Students also use computer laboratories for courses such as Communication and Computer Skills and Digital Diplomacy. The labs provide Microsoft Office and productivity software, enabling effective integration of theory and digital practice.

### **Access to literature\***

#### **For all programmes**

The University provides library services across three facilities: the Central Library, the Faculty of Law Library, and the Vocational School Library. The Central Library at Istanbul Gedik University maintains the following opening hours:

- Weekdays (Monday to Friday): 08:00–22:30
- Weekends: 08:00–17:30
- During exam weeks: the Central Library is open 24/7

The collection includes 32,993 printed books, 42,212 e-books, 263 non-book materials, and 96,139 e-journals. Students and faculty have access to 24 major databases (six subscription-based, others via *ULAKBIM EKUAL*), including JSTOR, ScienceDirect, SpringerLink, Scopus, and Web of Science, as well as plagiarism-check tools (Turnitin, iThenticate, İntihal.net) and reference software.

**Table 4.4. Access to databases (six subscription-based)**

1. LEGAL (Paid)	13. PROQUEST
2. LEXPERA (Paid)	14. Science Direct
3. InCites Benchmarking & Analytics (Paid)	15. Springer Link
4. Journal Citation Reports (Paid)	16. SpringerNature
5. Essential Science Indicators (Paid)	17. SCOPUS
6. TURCADEMY (Paid)	18. Taylor & Francis
7. EBSCO EJOURNAL	19. ULAKBİM
8. EBSCO EBOOK	20. Annual Reviews
9. EMERALD Premiere Journal	21. Web of Science
10. IEEEXplore	22. Wiley Online Library
11. JSTOR	23. Kezana
12. Nature Journals	24. OVID

### Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes. The rooms are properly equipped for students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available. The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media is ensured. Libraries are open daily (with extended hours during exams), ensuring access to essential resources for study and research. The literature expressly required for the study programme is available and also kept up to date.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)			X		

## Additional services

### Career counselling and placement service

#### For all programmes

Career counselling and placement services are a central priority at Istanbul Gedik University, ensuring that students are well-prepared for professional life. The University's Career Centre provides comprehensive support through one-on-one and online guidance in CV writing, interview preparation, job search strategies, and career planning. It also coordinates networking opportunities, organises employer meetings, and offers sector-specific training. The Career Centre manages the Gedik University Career Forum and GEDİK CareerLAB, which deliver seminars, webinars, and workshops on topics such as networking, social media use, and sector insights. From 2024–25, the Centre will expand from two to five staff to strengthen its services.

A new GEDİK Mentoring Programme connects students with managers from Gedik Holding, giving them the chance to benefit from practical advice, networking opportunities, and personalised professional guidance. Mentors and students meet regularly, and mentors provide evaluation reports to improve the programme.

The **MIS** programme organises at least six industry-related activities each academic year, integrates applied vocational training in the eighth semester, and fosters entrepreneurship by providing financial and academic support for student projects. The **ITL** programme includes a

Career Planning course from the first year. The **ITF** programme conducts alumni and employer feedback sessions, hosts networking events such as *CareerFest*, and offers structured mentoring and guidance through the Career Centre. The **PSI** programme embeds career readiness into courses such as Career Planning and Effective Communication. The final-semester Workplace Learning option provides students with direct professional experience, which frequently leads to employment with host organisations.

## Alumni activities

### For all programmes

The University maintains strong ties with graduates via its Alumni Portal, which stores over 12,000 alumni CVs, tracks career development, and facilitates connections between alumni, students, and faculty. Alumni are engaged through CareerLAB, mentoring schemes, and networking events.

Alumni relations are at varying stages of development across programmes. MIS is preparing its first alumni cohort (2024–25) with a dedicated network under development. ITL, as a newly established programme (2023), has no alumni yet but plans integration into the Alumni Portal and university networks. ITF demonstrates active alumni engagement through initiatives such as Graduate Networking Days and CareerFest, while PSI involves alumni in departmental events and Workplace Learning placements.

### Appraisal:

Career counselling and placement services are offered to the students and graduates of the University to promote their employability. The University provides sufficient resources. An alumni organisation has been set up with the aim of developing an alumni network.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					
4.5.1 Career counselling and placement service				X	
4.5.2 Alumni Activities				X	

## 4.6 Financing of the study programme\*

### For all programmes

The University is a foundation university, as defined by Turkish legislation, which means it operates as a non-profit organisation. A significant proportion of students receive scholarships, and all tuition fees paid by non-scholarship or partial-scholarship students are fully allocated to supporting educational activities. Since there are no additional sources of income, the departments do not have independent budgets of their own.

Education at GU is fee-based, funded by the University's foundation. Scholarships are given. The panel assesses that the financing of the study programme meets quality requirements, as the income generated ensures that each cohort of students starting within the accreditation period can complete the programme. The University demonstrates stable financial management, with oversight by the Board of Trustees and regular audits by the Higher Education Council, ensuring transparency and sustainability across all programmes.

All study programmes are financed within the framework of Turkish legislation governing foundation universities. Tuition fees represent the main source of income, with significant

proportions of students supported by scholarships. The revenues are fully reinvested in education, ensuring that all admitted student cohorts can complete their studies.

While **MIS** programme has so far relied on central allocations but will begin preparing its own budget from 2024–2025, **ITL** and **ITF** programmes already operate within annual departmental budget planning aligned with faculty and rectorate approvals. **PSI** programme is financed directly from tuition revenues, with supplementary support available through scholarships and partnerships if required.

### Appraisal:

The income related to the study programmes ensures that each cohort of students starting within the accreditation period can complete the study programme.

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

## 5. Quality assurance and documentation

Quality assurance and quality development with respect to contents, processes and outcomes \*

In terms of framework and standards, the University implements the Turkish Higher Education Quality Council (THEQC or YÖKAK) regulations and ISO 9001:2015 Quality Management System across its processes, in alignment with the Bologna Process and European Higher Education standards. Quality assurance is coordinated by the Strategy Development Department's Quality Unit, supported by academic and administrative quality representatives, advisory boards, and commissions. A five-year strategic plan, prepared with contributions from all units, guides the university's quality improvement efforts.

### **Management Information Systems (MIS)**

The MIS programme is approved by academic councils and systematically updated. Stakeholder expectations are gathered through advisory board meetings. SWOT and risk analyses guide planning, while the PPT Scorecard ensures continuous monitoring of performance. Regulatory actions address problems. Course outcomes are aligned with programme outcomes and tracked using statistical indicators, feedback, and success rates. This structured approach results in a curriculum that is academically rigorous and market-relevant. Continuous monitoring and stakeholder input support long-term quality, while corrective and strategic actions ensure sustainability.

### **International Trade and Logistics (ITL)**

Quality is managed under THEQC and ISO 9001:2015, with oversight by dedicated commissions and strategy units. Self-evaluation reports, exam-outcome mapping, and annual internal audits support continuous monitoring. SWOT and risk analyses feed into five-year strategic plans, while stakeholder expectations are collected through surveys, interviews, and advisory board meetings. The SPIK Scorecard objectively tracks performance data, supporting evidence-based decisions. All processes follow the PDCA (plan–do–check–act) cycle. The ITL programme delivers a curriculum that is transparent, balanced, and responsive to industry and academic demands. Continuous monitoring enhances teaching effectiveness and student learning outcomes. Stakeholder involvement ensures relevance and adaptability, while strategic planning and regulatory audits sustain long-term improvement. With strong institutional quality policies and internationalization goals, the programme positions its graduates to be competitive, socially responsible, and globally oriented.

### **International Trade and Finance (ITF)**

Quality assurance follows ISO 9001:2015, the Higher Education Quality Council of Turkey (THEQC/ YÖKAK), and Bologna guidelines. Internal and external audits, SWOT and risk analyses, and stakeholder surveys provide structured monitoring. Tools such as the Turtle Diagram (a visual process analysis tool that looks like a turtle - with the main process in the center, and the inputs/outputs, resources, responsibilities, and performance indicators shown around it), PDCA cycle, and Process Performance Scorecards break down quality efforts into measurable, trackable steps. Strategic planning is carried out through 5-year plans, internal evaluation reports, and advisory/commission meetings, all documented with standardized forms. Corrective and preventive actions are embedded into processes, and all stakeholders, including students, are engaged through surveys, training, and feedback mechanisms.

The ITF programme demonstrates a robust, accredited, and transparent QA system. STAR accreditation, TQF recognition, and positive audit results confirm its quality standards. Continuous evaluation of risks, resources, and stakeholder satisfaction ensures improvements are evidence-based and sustainable. By embedding accountability and systematic monitoring

into every process, the programme strengthens teaching, research, and employability outcomes while maintaining compliance with both national and European higher education quality frameworks.

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

The programme follows the Higher Education Quality Council of Turkey (THEQC/ YÖKAK) and ISO 9001:2015 standards for quality assurance. Monitoring occurs through statistical indicators (success rates, enrolment, feedback, discontinuation), self-evaluation, and advisory board meetings. SWOT and risk analyses, supported by five-year strategic planning, guide improvement. Stakeholder expectations are gathered via surveys and interviews, feeding into strategic planning. The SPIK Scorecard provides data-driven tracking of performance, while root cause analysis ensures lessons are drawn from problems to strengthen future processes. The PSI programme achieves a transparent, research-informed, and stakeholder-oriented curriculum. Continuous monitoring and data-driven decision-making support academic quality and student learning outcomes. Strong engagement with advisory boards and external stakeholders ensures programme relevance and adaptability. Risk management, regulatory activities, and performance scorecards foster continuous improvement, building sustainable educational quality and aligning with international standards.

### **Instruments of quality assurance**

#### **Evaluation by students**

##### **For all programmes**

All programmes conduct course evaluation surveys at the end of the fall and spring semesters, enabling students to provide structured feedback on courses and instructors. The results are communicated to both Department's management and the teaching staff. Across programmes, the primary aim is to use this feedback to enhance the quality of education, inform continuous improvement, and ensure student satisfaction. Negative feedback triggers follow-up measures - either in the form of action cards (MIS) or action plans (ITL, PSI) - to address identified issues.

**MIS** uniquely employs Action Cards specifically linked to negative feedback. These cards directly guide the planning and implementation of corrective measures, creating a traceable quality improvement process. ITL follows a process nearly identical to MIS but uses action plans instead of action cards, without emphasising a separate documented tracking tool.

**ITF** has a more comprehensive system, supplementing course evaluations with additional surveys: Graduating Student Survey assesses achievement of programme competencies and the applicability of acquired skills. Advisor Evaluation Survey evaluates the quality of advisory services, with findings compared semester-to-semester for improvement. Feedback channels also include the counselling system and a student suggestion/complaint system, offering more diverse input sources. **PSI** is similar to ITL's approach, using course evaluation surveys and action plans but without the additional layered surveys found in ITF or the action card system used by **MIS**.

#### **Evaluation by faculty**

##### **For all programmes**

The Faculty of Economics, Administrative and Social Sciences attended the Management Review Meeting (YGG) as part of their quality studies. The Rector, Department Heads, Academic Strategy Coordinators, Application Research Centre Managers, Institute Director, Coordinators, and Administrative Unit Strategy Officers are all present at this meeting. As part of quality studies, all administrative and academic departments gave presentations to senior management at this meeting about ISO 9001 documents.

In order to test students' knowledge, abilities, and application competencies on a course-by-course basis and meet the Programme Educational Objectives, the Faculty Dean's Office has mandated that all syllabuses be revised in addition to the Employer, Alumni, and Course Evaluation Surveys. Faculty are required to revise of all syllabi, incorporating Alumni, Employer, and Course Evaluation Surveys to assess student competencies at the course level. Standardized tools - the Learning Outcome Self-Evaluation Form, Course File Internal Evaluation Form, and Course Information Form - ensure consistent documentation. Each course specifies its Course Learning Outcomes (LOs), maps them to Programme Learning Outcomes (PLOs) via a dedicated matrix, and identifies the evaluation tools (e.g., exams) used to measure achievement, reinforcing a faculty-driven, continuous improvement process. Quality control by the faculty is not yet conducted on a fully regular basis or in strict accordance with a prescribed procedure.

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

The department operates within the University's quality management framework, applying institutional regulations and tools such as the Management Review process, continuous improvement forms, internal audit checklists, auditor guides, ISO 9001:2015 internal audit programmes, and rectorate-approved review procedures.

#### **Management Information Systems (MIS)**

There are no graduates yet in the MIS programme. However, it is planned to create an alumni survey in the future in order to increase the quality of education of the programme and the competitiveness of the graduates in the business world. Feedback from graduates and industry representatives will inform curriculum updates and enhance employability. Course content will be regularly updated to meet sector needs, and practical training opportunities will be expanded to improve graduate competitiveness in the job market.

#### **International Trade and Logistics (ITL)**

The ITL prioritises high educational standards and industry alignment. Although it has not yet graduated students, an alumni survey is among the planned activities. Engagement with industry partners will further enhance student preparedness. Course content will be updated regularly, and practical training opportunities will be provided.

#### **International Trade and Finance (ITF)**

The University's Department of ITL actively employs external evaluation mechanisms. They include an alumni feedback channel via the Graduate Survey and Graduate Information System, employer insights through an Employer Survey, and strategic guidance from an Advisory Board. These tools collectively reinforce the department's commitment to continuous improvement.

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

The Department of PSI has not yet graduated students. It plans in future to implement an alumni survey to gather graduate feedback. This input will guide curriculum adjustments to meet sectoral needs, strengthen industry connections, and enhance student career readiness. Course content will be regularly updated in line with current trends, and practical training opportunities will be provided to improve educational quality and graduate competitiveness.

## **Programme documentation**

### **Programme description\***

#### **Management Information Systems (MIS)**

The department's curriculum, course content, and exam schedule are published on the website but are not updated on a regular basis. Semester plans for the MIS programme and some course schedule updates were not available, which may hinder efforts to maintain academic quality and support student success.

### **International Trade and Logistics (ITL), International Trade and Finance (ITF) and Political Science and International Relations (PSI)**

These programmes are subject to the education and examination regulations of the University. The three programme's content, curriculum and exam schedule are shared on the website, updated regularly and easily accessible by students.

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

#### **For all programmes**

Each programme's events are announced via bulletin boards, posters prepared by Gedik Call (Corporate Communication Department), and the University's online announcement page. The University's announcement page publishes all news and notices at the following link: <https://www.gedik.edu.tr/en/category/duyurular>.

Posters are produced by Gedik Call and then displayed on bulletin boards by the Corporate Communication Department to promote various events. During the academic year, university-wide announcements are shared on the websites of the respective units and emailed to students, faculty, and administrative staff. The University utilises its social media accounts for announcements, and faculties maintain their own social media presence as well.

#### **Appraisal:**

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

The panel members **recommend** ensuring the results of student evaluations are made accessible to students in a clear and timely manner, thereby promoting transparency and supporting the quality development process based on student feedback.

Quality control by the faculty is not yet conducted on a fully regular basis or in strict accordance with a prescribed procedure. The outcomes are not always communicated clearly, which limits their contribution to the quality development process.

Thus, the panel members **recommend** conducting regular evaluations with all Faculty members, based on student feedback, with clear goals and transparent communication of outcomes to support quality development.

An external evaluation is not yet conducted on a regular basis.

The panel members **recommend** programmes establishing a formal procedure for collecting and using feedback from employers, third parties, with clear responsibilities and timelines. Alumni feedback should be included once available, ensuring external evaluation contributes systematically to curriculum review and programme improvement.

While a central database for syllabi exists, the panel could not verify the extent or regularity of updates to course schedules and semester plans for **MIS**. The panel members recommend accreditation under fulfilment of the following **condition**:

**The University provides a complete programme description in both Turkish and English to ensure accessibility and consistency.**

The University regularly publishes current news and information - both quantitative and qualitative - about all study programmes.

The panel members **recommend** enhancing student awareness of the availability and effective use of research databases.

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

# Quality profile

**HEI:** Gedik University, Türkiye

Bachelor programmes:

1. Management Information Systems (MIS)
2. International Trade and Logistics (ITL)
3. International Trade and Finance (ITF)
4. Political Science and International Relations (PSI)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)				X	
1.2*	International orientation of the study programme design (Asterisk Criterion)				X	
<b>1.3</b>	<b>Positioning of the study programme</b>					
1.3.1	Positioning of the study programme in the educational market				X	
1.3.2	Positioning of the study programme on the job market for graduates ("Employability")			MIS, ITL ITF, PSI		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept				X	
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)				X	
2.2	Counselling for prospective students				X	
2.3*	Selection procedure (if relevant)					X
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			MIS	ITF, ITL, PSI	
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)				X	
<b>3</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)				X	
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)				X	
3.1.3*	Integration of theory and practice (Asterisk Criterion)				X	
3.1.4	Interdisciplinary thinking				X	
3.1.5	Ethical aspects				X	
3.1.6*	Methods and scientific practice (Asterisk Criterion)				X	
3.1.7*	Examination and final thesis (Asterisk Criterion)					X

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>3.2</b>	<b>Structure</b>					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)				X	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
<b>3.3</b>	<b>Didactical concept</b>					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)				X	
3.3.2*	Course materials (Asterisk Criterion)			ITL, ITF	MIS, PSI	
3.3.3	Guest lecturers				X	
3.3.4	Lecturing tutors					X
<b>3.4</b>	<b>Internationality</b>					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
<b>4.</b>	<b>Academic environment and framework conditions</b>					
<b>4.1</b>	<b>Faculty</b>					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			MIS, PSI	ITF, ITL	
4.1.2*	Academic qualification of faculty (Asterisk Criterion)				X	
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
<b>4.2</b>	<b>Programme management</b>					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
<b>4.3</b>	<b>Cooperation and partnerships</b>					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty				X	
5.2.3	External evaluation by alumni, employers and third parties				X	
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			ITL, ITF, PSI	MIS	
5.3.2	Information on activities during the academic year			X		