



## Decision of the Standing Commission of AQAS

on the bachelor degree programmes

**“Gastronomy” (B.Sc.; Turkish programme)**

**“Gastronomy” (B.Sc.; English programme)**

offered by **Istanbul Gelişim University, Turkey**

**Based on the report of the expert panel and the extensive discussions of the Standing Commission on 29<sup>th</sup> May 2020, the Standing Commission decides:**

1. The Bachelor programmes **“Gastronomy” (Bachelor of Science, Turkish programme)** and **“Gastronomy” (Bachelor of Science, English programme)** offered by **Istanbul Gelişim University, Turkey** is accredited according to the AQAS criteria for Programme Accreditation.

The study programmes comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version.

2. The accreditation is given for the period of **six years** and is valid until **30<sup>th</sup> September 2026**.

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



## **Experts' Report**

on the bachelor degree programmes:

- **“Gastronomy” (Bachelor of Science; Turkish programme)**
- **“Gastronomy” (Bachelor of Science; English programme)**

offered by Istanbul Gelişim University

Visit to the University: November 15–17, 2017

### **Panel of Experts:**

**Prof. Dr.-Ing. Burkhard Ahlert**

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### **Coordination:**

Ninja Fischer

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**Summary of Findings (based on the decision by the AQAS Standing Commission on the 19<sup>th</sup>/20<sup>th</sup> of February 2018):**

1. The clear profile of each programme – also in comparison with the Gastronomy and Culinary Arts programme – has to be documented, e. g. in the Diploma Supplement.
2. The curricula of both programmes have to transfer academic skills more prominently to meet the requirements of Level 6 of the European Qualifications Framework for Lifelong Learning. In particular:
  - a. The theoretical foundation has to be extended substantially and research skills have to be trained as obligatory part of each curriculum.
  - b. More advanced gastronomy skills have to be trained, and the amount of courses on practical cooking skills have to be reduced fundamentally to be able to add more academic ones.
3. The university has to present a hiring plan which shows how the changes of the curricula of the study programmes can be implemented by giving the exact number and denomination of teaching positions as well as the required qualifications of candidates.
4. The quality assurance system should be formalised further to intensify the communication between the university and the industry.
5. Interdisciplinary courses should be made mandatory, together with such on global issues like hunger or climate change, and an interdisciplinary approach should be strengthened in general.
6. Managerial skills should be trained.
7. Professional etiquette should be trained.
8. Teaching, learning and assessment methods should be adapted to the revised curricula.
9. The production of alcoholic beverages should be taught so that graduates are better qualified for the labour market.
10. The number of teaching staff should be increased.
11. The university should set up specific laboratories to enable students to understand the cooking process.
12. The number of ECTS credit points should be raised for the internship to better reflect the workload of students.
13. Interdisciplinary research and teaching should be strengthened.
14. The access to specific databases for the students as well as the teaching staff should be broadened.
15. The scope of internship opportunities should be broadened.

## **I. Preamble**

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AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by more than 85 member institutions, both higher education institutions (HEIs) and academic associations. Since 2002, the agency has been accredited by the German Accreditation Council (GAC). It is therefore a notified body for accreditation of higher education institutions and programmes in Germany.

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

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

## **II. Accreditation procedure**

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This report results from the external review of the bachelor programmes in “Gastronomy” (B.Sc.) (School of Applied Sciences, English and Turkish version) offered by Istanbul Gelişim University (IGU).

Istanbul Gelişim University mandated AQAS to perform the accreditation procedure in June 2017. The site visit took place in November 2017 at the university in Istanbul. The decision for the Bachelor programmes has been postponed by AQAS Standing Commission on 19<sup>th</sup>/20<sup>th</sup> of February 2018. The Istanbul Gelişim University (IGU) handed in the revised documentation within the period given by the AQAS Standing Commission in February 2020. Based on the new documentation, the experts assessed the programme again. This second review was carried out in written procedure. This report is the result of this written procedure and it includes the new overall assessment of the Bachelor programmes. The structure of this report includes for each chapter a descriptive part, changes made by the University and based on the original report and a final evaluation by the experts. The chapters that did not need to be changed are indicated.

### **1. Criteria**

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

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

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

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

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

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

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

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

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

The two programmes of “Gastronomy” are located at the School of Applied Science. According to the university, the research profiles of the academic staff cover a range of study fields including nutrition, food science, culinary arts, culture, cooking techniques, Turkish and world cuisines, etc. The school further aims at preparing students for working life but also aims at raising individuals who will question and enrich social, economic, and political aspects of the society, become knowledgeable, well-equipped, creative, responsive, libertarian, and well-rounded people, value ethics and ethical conduct, advocate democracy and human rights, and pursue public interest.

## IV. Assessment of the study programmes

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### 1. Policy and Procedures for Quality Assurance

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

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

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

[ESG 1.1]

#### Description

As outlined by the university, one of Istanbul Gelişim University's main objectives in quality assurance lies in the effective participation of internal and external stakeholders in all activities in accordance with international quality standards.

The establishment of the quality assurance system of the university is based on ISO 9000 Quality Management System, TS EN ISO-9001:2015, Higher Education Law No. 2547 and "Higher Education Quality Assurance Regulation". The aims, mission, and vision of the university are determined according to these criteria and their appropriateness is measured.

Feedback of internal and external stakeholders shall be collected within the framework of the University Quality Commission. It consists of the Rector, Vice-rector and 14 members from various faculties, institutes, vocational schools and colleges. The commission is supposed to define, implement and further develop factors necessary for the improvement of quality standards. It thus evaluates reports, surveys and suggestions by students and external stakeholders. Additionally, an Office of Strategic Planning and Quality Assurance has been implemented which is working in coordination with the commission. The main performance indicators set at Istanbul Gelişim University are: A) Number of Programmes, b) Number of Students, c) Number of Academic Personnel, d) Rate of fullness, e) Number of Programmes teaching in English, f) Erasmus Mobility, g) Student Activities, h) Number of Research Sources, and i) Scientific Publication Numbers of Staff.

A student council creates further opportunities for students to participate in the supervision of programmes, as presented by the university.

The incorporation of feedback of internal and external stakeholders forms the basis for the further development of study programmes. Evaluation reports have to be approved by the Rector, reviewed by Deans and Heads of study programmes and acknowledged by the Senate.

Furthermore, several measures are supposed to be in place to monitor a programme's quality: regular course and teaching staff assessment questionnaires as well as student assessment and internship evaluation questionnaires. As mentioned above, the university obtains data covering various activities of its programmes. At the end of each term, student's evaluations are taken into account in a success analysis.

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

### **Improvements based on the findings**

With regard to the communication with the industry which should be intensified and established on a more regular basis, the Gastronomy Departments apply the university quality assurance system.

To intensify the communication between the university and the industry, the Quality Commission created a Stakeholder Analysis and Risk Analysis Guide which aims at describing methods and assessments carried out for units within the university. On the website a page for entering feedback was set up.

The principles for choosing stakeholders have been specified, among other things according to their importance for the departments.

The communication between the Gastronomy departments and the industry is described as focusing on sustainable practice opportunities and potential jobs, and includes regular weekly workshops.

### **Experts' Evaluation**

The selection of stakeholders is well resolved in these programmes and there is a much higher focus on the labour market now, which has two positive effects for the students:

- A) Inclusion of contemporary industry methods and operations in the study programmes;
- B) students have better access to work after graduation.

As outlined by the Gastronomy Departments (School of Applied Sciences), the current data shows that 68% of the first graduates are employed, 31% do a double major (e.g. in Nutrition and Dietetics) or are still in pedagogical formation and 3% are unemployed. So, job opportunities seem to be quite good within the sector after graduation. The stronger and regular involvement of labour market representatives will certainly continue to support this development in the future.

The teachers have collected feedback of the students on the quality of the study programmes and on possible improvements; there are meetings with graduates in which the department also collects feedback of the alumni. This was confirmed by the students. The department is also very well informed about the success of its students. 75% of the students of the first cohort graduated after 4 years; the others are still studying or decided to change study programmes, etc.

### **Conclusion**

The criterion is fulfilled.

## **2. Quality of the Curricula**

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

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

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

*[ESG1.2]*

## Description

### Study programme objectives

The study programmes in “Gastronomy” at the School of Applied Sciences embrace four years of study with 240 ECTS Credit Points. The programmes are supposed to meet both the requirements at level six of the Turkish Qualifications Framework for HE (TYYÇ, NQF-HETR) and level six of the European Qualifications Framework for Lifelong Learning (EQF-LLL). Upon successful completion of these programmes, students are awarded with the qualification of a Bachelor’s Degree in “Gastronomy”. The School of Applied Sciences awards a “Bachelor of Science”.

The aims of the study programmes are described by IGU in the revised version in 2020 as follows: accept Turkish and World cuisines as humanity’s heritage, examine them at an academic level, introducing and moving forward Turkish culinary culture in the international arena. The purpose is to educate qualified authorities who can see change and development as indispensable elements of life, make a difference on their job, focus on solutions, believe in teamwork, lead people, have an approach on gastronomy with a scientific perspective, be responsive to the community, be creative and genuine, know about Turkish and world cuisines and different food cultures.

The department declares that the basic elements of the study programmes embrace three major disciplines: Turkish & World Cuisine, Food Science & Nutrition as well as Culinary & Cooking Technology.

The university defines qualifications for the study programmes. The graduates shall i. a.

- have knowledge on theories, facts, concepts and principles of the field as well as on legal regulations, professional standards, ethical values, labour safety and occupational health, social insurance, etc. with regard to the field, including knowledge on essential principles of domestic and worldwide cuisines,
- have essential knowledge on managing and organising catering businesses,
- know about the physical, chemical and microbiological characteristics of raw, additive and finished food substances as well as physical and chemical processes during food-preparation, and master the processes through selecting the raw materials required to prepare food and beverages, to selecting on/in what they will be served, and can prepare any kind of food or beverage using sanitary, hygienic and nutritious ingredients, and present those; create different tastes; prepare menus considering different nutritive requirements,
- can adopt strategic approaches with regard to the field, including approaching to the problems which may have effects on the service provided, and problem solving including the ability to communicate it,
- know how to take precautions for, and control the food hygiene and safety, in the environments they work and take the responsibility of; conduct quality control processes,
- can serve as a team member, lead a team; conduct top studies and can update their knowledge and improve their skills, with regard to the field, and are able to follow the developments and practices in the field; take responsibility through the period of turning their knowledge and skills into value added ideas/approaches/technologies/products,
- can express themselves by their history, culture and art knowledge, as well as
- can carry out the activities concerning the field, believing in the fact that social benefits are universal; and with the awareness acquired, on the importance of social justice, culture and nature of quality, conserving cultural values and preserving the environment, and occupational health and safety.

According to Article 2.a of the National Regulations on Graduate Education, graduates of the bachelor's programmes are admitted to master's programmes.

When developing or updating courses the department declares that Essential Employability Skills (EES) learning outcomes are embedded in the course curriculum. They comprise skills in the areas of communication, numeracy, critical thinking and problem solving, information management as well as interpersonal and personal skills.

### Curricular structure

The degree programmes are structured around four years of study, covering eight semesters. Each semester is 14 weeks long. Five to six courses per semester are usually taken in each programme. The awarded credit points of each course vary from one to ten.

For the study programmes "Gastronomy" at least 19 of 45 courses are in the Academic Core (AC) of each programme. 17 of the total number of courses are in the major cluster offered by the Department and YÖK's compulsory policy. Students further choose nine elective courses (departmental and free) from the list offered by the Department.

The mandatory courses are:

Semester 1: "Introduction to Economics", "Introduction to Gastronomy", "Basic Culinary Techniques I", "Introduction to Political Science", "Introduction to Sociology", "Turkish Language I", "Foreign Language I (Engl.)/Advanced English I".

Semester 2: "Basic of Nutrition", "Basic Culinary Techniques II", "Introduction to Law", "Scientific Research Methods", "Introduction to Philosophy", "Turkish Language II", "Foreign Language II (Engl.)/Advanced English II".

Semester 3: "Principles of Atatürk and History of Turkish Revolution I", "Service Techniques and Professional Etiquette", "Menu Planning and Cost Control", "Gastronomic Application I", "Food Safety and Hygiene", "Academic Achievement and Social Life Skills", "Professional English I".

Semester 4: "Principles of Atatürk and History of Turkish Revolution II", "Introduction to Sustainability", "Food Design and Sensory Analysis", "Gastronomic Applications II", "Culinary Trends and Society", "Food and Beverage Management", "Professional English II".

Semester 5: "Turkish Cuisine and Applications", "Summer Practice I", three elective courses.

Semester 6: "World Cuisine and Applications", "Summer Practice II", three elective courses.

Semester 7: "Pastry Techniques", "À la carte Applications", three elective courses.

Semester 8: "Graduation Project", "Creativity and Innovation in Culinary", three elective courses.

The elective courses differ between the programmes. The programmes include an internship of 60 days which is divided in the fifth and sixth semester.

The faculty board is responsible for the content and the organisational capacity and infrastructure process. Following the description in the SER it takes care of the completeness of the courses offered considering the study programme and prevents the overlapping of courses, including coordination with the other departments to meet students' expectations.

### Module descriptions

All modules of the study programmes are described and these descriptions are available to the students, e.g. on the webpage of the university. The university declares that the descriptions are updated regularly.

## Improvements based on the findings

The Gastronomy (Turkish & English) Departments explain to have updated their profile and explain to have concentrated more on academic courses than on practical ones. The aims of the study programmes were revised as described above. The profile of each programme is published on the university's website.

The university has documented the profile of each programme in the diploma supplement, and in this it says to try to show the differences to the programme „Gastronomy and Culinary Arts“ of the Faculty of Fine Arts.

The curricula of both programmes were updated, according to the university's self evaluation report of 2020: To meet the requirements of Level 6 of the European Qualifications Framework for Lifelong Learning 58 % of practical courses of the Gastronomy (Turkish) Department and 61 % of practical courses of the Gastronomy (English) Department were reduced. According to the university's report the number of courses on practical cooking skills has been reduced and more academic courses have been added. Five new obligatory courses were added to the programmes: „Scientific Research Methods“ is supposed to focus on the development of scientific and academic skills of students; „Academic Achievement and Social Life Skills“ is about giving students academic views and enhance their social abilities; „Introduction to Sustainability“ intends the adaptation of the sustainable principles in the gastronomy sector; „Food Safety and Hygiene“ is supposed to provide awareness about human health and occupational concerns; „Service Techniques and Professional Etiquette“ tries to elevate the occupational discipline of students and give them professional awareness. With „Professional English I–II“ students are to be qualified to work on international level. To add more advanced gastronomy skills, master and doctorate programmes were opened in the academic year of 2019/2020. Also, in the first two weeks of practical courses, lectures give their courses theoretically in the class instead of gastronomy laboratory.

Students are now given the opportunity of choosing 36 hours of elective courses for those of the Gastronomy (Turkish) Department and 34 hours of elective courses for those of the Gastronomy (English) Department. Students can choose the course they prefer including the following courses which are meant to encourage their managerial skills: „Customer Relations Management“, „Crisis Management“, „Reputation Management“, „Modern Management Techniques“, „Stress, Excitement and Anger Management“, „Time and Meeting Management“, „Media and Brand Management Strategies“, „Cultural Heritage Management“, „International Brand Management“, „Sales Management“, „Strategic Management“, „Information and Document Management“.

In the former curriculum, Summer Practice I and II courses were awarded with 1 ECTS credit point for the internships. These courses' ECTS credit points have increased to 8 ECTS credit points in the current version of the curricula. In addition, the university mentions Erasmus+ opportunities for students for both summer internship periods. Linked universities are the University of Mondragon (Spain), Varna University of Management (Bulgaria), and University of Life Sciences Lublin (Poland).

In order to strengthen the new curriculum didactically, teaching and learning techniques like presentations, related readings, field works, and literature researches are started to be used. With the aim to show the stronger focus on student centred learning, the description of the learning outcomes was revised by using Bloom's Taxonomy, according to the university's report.

To teach the production of alcoholic beverages, a Mixology course was added to the new curriculum as an elective course. Also, the library request form includes alcoholic beverages production-related books.

The university explains that necessary arrangements and updates are made regularly at the beginning of each semester.

## Experts' Evaluation

The required expansion in the range of courses and the academic development with the simultaneous reduction of kitchen technology courses have been fully implemented in the current curricula. The course options for students have been significantly expanded and the types of courses now include a multitude of formats that are necessary for studies on a level comparable to international standards. As a result of the changes made to the curricula, the expert concludes that they now are designed according to the Bachelor level of the European Qualifications Framework. All in all, these are very positive developments, and the criteria for accreditation are fully met now.

## Conclusion

The criterion is fulfilled.

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

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

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

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

[ESG 1.3]

The criterion was fulfilled.

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

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

[ESG 1.4]

The criterion was fulfilled.

### 5. Teaching Staff

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

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

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

[ESG 1.5]

## Description

The planned admittance number and admittance cycle for the study programmes is 50 students/year.

In the SER, the university describes the personal resources for the study programmes together with their respective teaching hours. From the Gastronomy Department, eight lecturers are involved in the programmes covering the areas of Management, Food Science, Tourism, Food Science and Safety, Dietetics, and Culinary/Chief. If positions expire in the accreditation period, the university describes that a new advertisement is announced on the university's official web site.

The state fixes the number of academic and administrative positions for each university every fiscal year. The appointments and promotions are made directly by each university based on the minimum requirements set by the Council of Higher Education and the university senate. The law defines the requirements for academic promotions and the procedures that are to be followed when making appointments. The career advancement for teaching faculty members is regulated by the Civil Servant Law. This law also sets the general parameters for career development of teaching staff members, which is then decided by individual universities that employ them.

The university describes in the SER that it organises training programmes on a regular basis in order for its staff to improve themselves, e.g. to support the use of new technologies. Newly hired professors or lecturers go through a process of orientation with the help of the head of the department and research assistants.

### **Improvements based on the findings**

The Human Resources Department of IGU initiated a "Personnel Hiring Plan for Five Years" to improve the quality of the existing teaching staff, to hire new teaching staff and to ensure the continuity of human resources in the future. The Personnel Department and the Human Resources Coordinator are responsible for the management of the procedure.

The necessary recruitment for the personnel according to the areas of expertise was planned for the accreditation period (2018–2024). The specialization of academic staff was divided into groups according to fields of expertise, the total course loads for each field were calculated. Based on this workload calculation, the minimum number of full time and part-time expert personnel needed in each specialization area was calculated by also taking into account their teaching workloads. The number of existing staff was subtracted from the number of needed specialized personnel and thus the human resource needs and the recruitment targets were determined.

The five years' plan provides for the recruitment of 19 persons with a doctorate degree in total at least. Two research assistants have already been recruited, and two more are to follow. New lecturers with relevant qualifications have been recruited for theoretical lessons; the qualifications profiles were submitted by IGU. Further personnel applications have been advertised. Current CVs of all school members are available on the university's website.

It is stated in the Human Resources Management Procedure that there is an activity flow related to the recruitment plan as follows: First, the competencies of all academic staff who are/will be working in the relevant departments are checked by the related deanery/directorate on the "Teaching Member Competency Information Form". Lessons to be given within the scope of teaching staff competency are approved by the heads of the relevant programmes/department. After the "Teaching Member Proficiency Information Forms" are filled, they are registered in the "Teaching Member Proficiency Information Forms List". The forms and the filled-in list are handed over to the Human Resources Coordinator. The Human Resources Coordination Office prepares the "Academic Personnel Competency Information Forms List", which is a collective list of universities in general, and coordinates it with the Rectorate. After approval of the Human Resources Coordinator, it is sent to the Personnel Department. The controlled forms are placed in the "Teaching Member's Competence Data Sheets" personal files of the academic staff. These forms cover information about course competencies, specializations, professional experience, and scientific research of the academic staff. In addition to this, IGU created the following procedures for hiring personnel: cadre and job announcement process, workflow of the academic personnel appointment process in emergency cases, workflow of academic staff applications for the job announcements process.

### **Experts' Evaluation**

The quality of the programmes depends largely on the quality of the staff. The human resources of the degree programmes have been raised to the required standard, both quantitatively and

qualitatively. Thus, the IGU has shown that it is able to recruit necessary staff and has presented convincing personnel development plans.

## Conclusion

The criterion is fulfilled.

## 6. Learning Resources and Student Support

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

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

[ESG 1.6]

### Description

#### Facilities and resources

In the SER, the university displays the number of research literature, journals and electronic resources (databases, e-books, etc.) as well as the facilities and infrastructure, e.g. a Learning Management System, classrooms, laboratories, hardware and audio systems, computer labs, campus-wide wireless internet access, synthetic pitch, graphic and fashion design workshops, cafeterias, health centre, fitness club, radio and television studio. All the campuses and physical areas of the university are described to be designed to be suitable for disabled students.

The study programmes are financed by the tuition fees paid by students. Istanbul Gelişim University describes that it supports its students financially by providing them with various scholarships and discounts. Moreover, successful students in particular are financially supported with scholarships.

#### Information, consultation and guidance

In order to help students to choose a suitable programme after the university exam, so-called IGU Promotion Days are organised. In this process, students are given detailed information about the department they are interested in and the atmosphere of the department/school is shown.

The Departments of Gastronomy offers an introductory event (welcome party) for fresh students at the beginning of every academic year. In this activity, senior students make macaroni and serve it to the Rector, the Deans, faculty and department staff and the first-year students.

Gelişim University describes that undergraduate and graduate students are appointed with academic advisors from the related department for guidance in order to help with the resolution of problems they might have related to education and training. Academic advisors should inform students about legislation and advise them on issues such as course selection, add-drop, re-registration procedures, and other academic issues. Thesis advisors for graduate students are assigned until the end of the second semester, on the basis of the decision of the Board of Directors of the related institute. Students can also receive consultation from professors/lecturers and research assistants within their office hours throughout the academic year.

The university further explains that through administrative units such as Psychological Counseling and Guidance and the Centre for Continuing Education and Centre for Career Development, consultancy services are provided to students. The Career Development Coordination Unit aims at providing service to the students both during their education and after their graduation with respect to their career opportunities.

To support exchange or students in programmes taught in English, Istanbul Gelişim University offers free English Language Courses on Saturdays. In addition, students are offered the opportunity to participate in the Erasmus Exchange Programme and the Mevlana Exchange Programme.

Within the framework of the “Regulation on the Advisory and Coordination of Higher Education Institutions in Istanbul Gelişim University”, the Disabled Student Unit was established and the working procedures and principles were regulated by the aforementioned regulation. The general aim of the University Disability Student Unit is to take the necessary precautions and make arrangements to facilitate the learning life of disabled students within higher education.

### **Improvements based on the findings**

The main laboratory of the Gastronomy Departments is used by both units. The laboratory has a capacity of 55 students and it has a main kitchen, bakery and scullery. Another laboratory which belongs to the Cooking Department of the Vocational School can be used. If necessary, also the laboratories of the School of Health Sciences are usable for students. According to the SER, another laboratory is under construction.

The Health Sciences Library mainly serves the School of Applied Sciences and it is described as containing publications suitable for the departments. The students can search for literature on the Istanbul Gelisim University KOHA Library Automation System. IGU explains that 22,000 electronic books within the Directory of Open Access Books are available through the library catalogue. Thus, the number of accessible electronic books increased from 206,462 to 228,554.

### **Experts' Evaluation**

Access to international literature has been expanded, making academic work on theses and papers possible. The students are supported by various offers from the university to full advantage of the course range and university life. The expansion of the library makes a significant contribution to the quality of the study programmes and is therefore very useful.

### **Conclusion**

The criterion is fulfilled.

## **7. Information**

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

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

The criterion was fulfilled.

### **Recommendation of the panel of experts**

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The expert recommends to accredit the following programmes without conditions:

- “Gastronomy (English Programme)” (Bachelor of Science)
- „Gastronomy (Turkish Programme)“ (Bachelor of Science)

offered by Istanbul Gelişim University.

No recommendations are made.