



Decision of the Standing Commission of AQAS

on the Bachelor programme

“Recreation” (B.Sc.)

offered by **Istanbul Gelişim University, Turkey**

Based on the report of the expert panel and the extensive discussions of the Standing Commission on 29th May 2020, the Standing Commission decides:

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

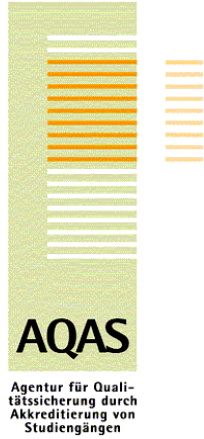
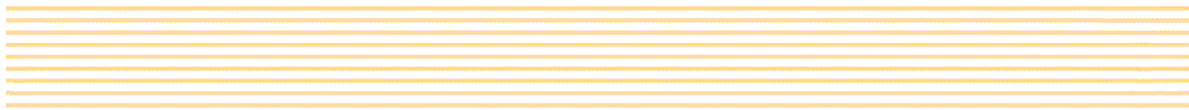
The study programme complies with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version.

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

Recommendations:

1. A procedure in which the outcomes of the discursive process are documented and transferred into further development of the study programme should be implemented. A process oriented description for this should be handed in.
2. The overall aim of the programme and the objectives of the courses should be reformulated and the outcome should be published on the website
3. Didactic methods, which demonstrate that student motivation, self- reflection and engagement in the learning process are supported, should be included in the course handbook.
4. IGU should subscribe to leading international journals of sport and recreation and provide the students access to these resources.

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



Experts' Report

on the Bachelor programme

“Recreation” (B.Sc.)

offered by **Istanbul Gelişim University, Turkey**

Visit to the University: October 2 – 5, 2017

Panel of Experts:

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The decision of accreditation for the study programme “Recreation” was postponed by the Standing Commission of AQAS. Recreation was part of a cluster of programmes to be assessed and therefore the summary of Findings (based on the decision by the Commission on the 4th/5th of December 2017 refers to all programmes of the cluster:

1. The profile of the programme “**Recreation**” must be redefined. Therefore the aims have to be more focused, the labour market orientation has to be clearer and the learning outcomes in the course descriptions have to be described more explicit.
2. The School of Physical Education and Sports must focus explicitly on a target oriented concept of its four programmes and describe the **Intended Learning Outcomes (ILOs)** more systematically in the course handbook:
 - a. the ILOs of the individual programme must be described for the programme as a whole.
 - b. the ILOs of each course have to be described in a transparent manner. The course descriptions must also give clear information how subject specific knowledge and cross-subject knowledge as well as generic skills are taught.
 - c. Information on the methods of teaching and assessment must be included in the course handbook.
3. It must be described in a clear manner why the **workload** of the same courses differs between the programmes and which additional tasks have to be fulfilled to get a higher number of credits.
4. To allow for assessment of the personal resources IGU must hand in a documentation which provides an overview on the **academic staff** in the School of Physical Education and Sports, including their academic and other relevant qualifications as well as teaching hours. As teaching staff is usually hired on the basis of short-term contracts, the university has to develop a plan on how staff resources can be secured during the accreditation period.
5. The School of Physical Education and Sports must describe the process how the **scientific literature** in the area of Sports is updated and how this process considers international literature in particular.

Recommendations:

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

Preamble

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

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

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of 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.

I. Accreditation procedure

This report results from the external review of the Bachelor programme “Recreation” offered by Istanbul Gelişim University (IGU). The site visit took place in October 2017 at the university in Istanbul.

The decision for the Bachelor programme has been postponed by AQAS Standing Commission on 4th/5th of December 2017. 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 programme. 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.

Criteria

The Bachelor programme is assessed against 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. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of the programme since not all indicators necessarily can be applied to a programme.

The panel of experts was asked to assess the programmes on the basis of the relevant criteria and discuss the programmes separately when needed.

II. General Information on the University

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. In 2017, Istanbul Gelişim University was

characterised by a student population of ca. 22.000 and a number of teaching staff of nearly 500. IGU employed overall 466 full time academic staff, according to the numbers given in the SER. Among those were 43 professors, 10 associate professors, 180 assistant professors, 148 teaching assistants, 70 research assistants as well as 15 lecturers.

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

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

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

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

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

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

Information on School of Physical Education and Sports

The programme to be accredited is part of the School of Physical Education and Sports (SPES).. The school has been established in 2012/13; its mission, according to the information given by the university, is to foster global values of sport by educating students to follow current developments in the international sports industry. The School is governed by a Director. SPES was entitled to receive the ISO 9001 Registration Certificate in 2019.

III. Assessment of the study programmes

1. Policy and Procedures for Quality Assurance

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

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

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

[ESG 1.1]

Description

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

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

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

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

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

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

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

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

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

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

Improvements

In response to the Commission's recommendation to record the outcomes of the exchange with the labour market, the School of Physical Education and Sports handed in its process „Stakeholder analysis and risk analysis“. This defines and describes the essential processes at the university and the feedback loop to the internal and external stakeholders. Stakeholder opinions are processed as described in the „strategic management and management overview“ procedure which is assessed by the senior management of the university. Stakeholders' opinions are assessed in determining the curriculum and in creating programme printouts and in relating studies. IGU obtains regular reports from the stakeholder institutions which providing employments about the performance of the graduates and students.

The School of Physical Education and Sports maintains a continuous exchange with the graduates of the university. In protocol with external stakeholders, a competence pool is formed in order to be able to offer students a job corresponding to their competences.

Experts' Evaluation

As stated in the first report on the Sports' programmes, Gelişim University has established a well structured quality assurance system. Responsibilities and expectations within the programmes are well defined.

Since the site visit the course descriptions have been refined in structure and are in full transparency well documented on the University's web site and publicly available.

The development of the comprehensive and detailed “Stakeholder Analysis and Risk Analysis Guide” is a good step into the right direction, which will further enhance the QA system. Implementation processes and several application loops can help to further improve and validate this assessment.

Additionally, with regard to raising the quality of the internships the “assessment form” for the establishments to assess the students and the “self-assessment form” are adequate to start a discursive process concerning the mutual expectations and achievements. However, it should also be stated how this reflective process is organized, institutionalized and how the outcomes are documented and transferred into further development of the study programme (**Finding 1**). More generally, for the reaccreditation of the programme, it would be helpful to provide a short documentation on changes and adjustments made to the programmes on the basis of the results of the QA system of IGU.

Conclusion

The criterion is fulfilled.

It is recommended to systematically implement a procedure in which the outcomes of the discursive process are documented and transferred into further development of the study programme. A process oriented description should be handed in.

2. Quality of the Curricula

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

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

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

[ESG1.2]

Description

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

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

The programme has a duration of study of 8 semesters and a credit volume of 240. Credits for courses vary from 3 to 9 CP. 25 % of courses in the curriculum are defined as elective, offering students the opportunity to sharpen their individual profile by selecting courses from the study programme and from outside their major. The programme is supposed to interlink teaching and research and students shall carry out scientific research. In the 8th semester students have to put their knowledge into practice via a project and thesis assignment. Mandatory – as prescribed by the Turkish Council of Higher Education YÖK – are courses on Turkish, a foreign language and “Ataturk’s Principles and History of Turkish Revolution”.

The programme “**Recreation**” covers all aspects related to public and private recreational areas as well as the voluntary sector and is designed to train recreational leaders. Students shall acquire strong communication skills required by the public, private and voluntary sector. According to the information given, the curriculum conveys the physical, mental and social developments of individuals of all ages and addresses knowledge of contemporary technological developments. The curriculum has been revised by IGU on the basis of the recommendations of the panel of experts in the first report (2017). The curriculum includes the following courses:

Semester 1: Health Information and First Aid, Fitness, Basic Anatomy, Introduction to Sports Sciences and Recreation, History of Recreation and Sports, Turkish Language, Foreign Language I

Semester 2: Exercise Physiology, Athletics, General Gymnastic, Commercial Recreation and Tourism, Recreation and Leisure Time Psychology, Turkish Language II, Foreign Language II

Semester 3: Principles of Ataturk and History of Turkish Revolution I, General Training Knowledge I, Academic Achievement and Social Life Skills, Therapeutic Recreation, Practical Elective I & II, Professional English I

Semester 4: Principles of Ataturk and History of Turkish Revolution II, Research Methods in Sports Sciences, Swimming, Sports Psychology, Introduction to Sustainability, Practical Elective III, Professional English II

Semester 5: Leisure Time and Recreation Management, Recreation and Urbanization, Recreation in Local Administration, Recreation Leadership, Elective I, Practical Elective IV

Semester 6: Business of Recreation Organizations, Campus Recreation, Recreation and Environment, Elective II & IV, Speciality Practical Elective I

Semester 7: Computer Aided Statistics in Sports Sciences, Ethical Case Analysis in Recreation, Recreation in different Cultures, Recreation Field Applications, Social Elective I, Speciality Practical Elective II

Semester 8: Graduation Thesis, Researches and Current Developments in Recreation, Recreation Career Planning and Human Resource Management, Elective III, Social Elective II, Speciality Practical Elective II

Internships are mandatory. The School outlines that it supports students in finding an internship and that it holds e.g. an agreement with the Istanbul Metropolitan Municipality Sports Agency, which provides internship opportunities. Among others, sports clubs, sports departments of public institutions, athletic health centres, sports halls and fitness centres are defined by the university to be potential employment opportunities. Specialists are invited as guests to lectures to share their knowledge.

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

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

Improvements

According to the SER the concentration and the aims and objectives of all departments, the course curriculums, the learning outcomes, the facility, the employment of academic staff have brought the qualifications in terms of both physical conditions and educational activities (by also benchmarking with the standards of similar departments around the World) were changed and/or improved.

Learning outcomes/curriculum:

An education support office is founded by the Rectorate of Istanbul Gelisim University to standardize and update the curriculum of all departments, to develop the programme printouts and course education printouts of the faculties and departments. A standardized draft is formed by creating programme printouts and course education printouts preparation criteria that are determined by the work commission created by the education support office and it is approved by rector's office. Relating standardized document is transmitted to the deans' and directors' offices of the faculties/schools/graduate schools to be used.

Experts from the United States and Germany provided trainings to the team which is composed of all faculties and departments of the university, on the basis of programme printouts and course education printouts.

Teaching staff that are trained by the School of Education and Sport (SPES), have performed training sections to convey necessary information to the academic staff of their own departments. Course education printouts that are assessed by the education coordinator of SPES are approved by the education support office of the university and by the rector's office and are published. The revised module descriptions with the intended learning outcomes can be found here on IGU's website.

As a result of the meetings performed by the Directorate of Recreation Department, curriculum studies are completed assessing the recommendations of the internal and external stakeholders, the contents of international universities' curricula and the opinions of AQAS' expert team.

To strengthen the internationalisation of the programme SPES took the following measures: English is added to the curriculum of the 3rd and 4th semesters as a mandatory course. Erasmus agreements are signed to provide the students with the opportunity to continue their education in international universities and to support them in deepening their foreign language knowledge. Two students had the opportunity of getting benefit from Erasmus programme in the academic year 2017-2018 within the scope of these agreements.

To comply with the recommendation that research studies should be taught earlier, the course of „Research methods in Sports Sciences“ was transferred to the 4th semester of the curriculum to enable the students to learn the technics and methods of scientific research earlier, to create scientific consciousness and to assess the scientific quality of the courses earlier.

According to the SER, the differences of the workload between programmes of the same courses are assessed and are reorganized: Course hours and ECTS levels of the common courses that are identified by “BSY” code and which are taught in all of the three departments are organized by equal workload. Major area courses of the recreation department are identified by “RKY” code.

Conditions to be fulfilled by the students of Recreation Department in order to have more credit are provided by the article 16 of the Istanbul Gelisim University Undergraduate Education Regulation: (1) course workload of a regular semester is 30 ECTS (if retaking failed courses is necessary the number of credits can be higher) (2) principles to be applied at course enrollments are as follows: students who succeed all their courses starting from the beginning of the third semester and who have a CGPA of at least 3.00 and over can be enrolled for one course from the following semester and students with a CGPA 3,50 and over can be enrolled for two courses, provided that they have the approval of their supervisor.

Experts' Evaluation

Some substantial changes in the curriculum make a significant contribution to a higher quality of the study programme. To start teaching foreign language in semester I and II (with follow-up in semester III and IV) and to teach research methods in semester VI instead of semester VIII was a good move.

New content areas are addressing modern and adequate issues of Sport and Recreation (e.g. Recreation and Leisure Time Psychology, Recreation and Urbanization, Campus Recreation, Recreation and Environment, Recreation Career Planning and Human Resource Management). However, the choice within the elective practical sports should still be further developed to offer more specific, non-competitive leisure-time activities, which are independent of expensive sport facilities.

Although, a variety of details within the study programme have been improved, and the programme „Recreation“ is more focused now, it still has some shortcomings with regard to the description of a convincing conceptual and coherent overall approach. The overall aim of the Programme and the more specific objectives of the courses stated on the website should be refined with regard to content as well as language issues. The panel of experts recognizes the substantial changes to the study programme but still sees the need to redefine the aims and objectives accordingly. **(Finding 2)**

Conclusion

The criterion is fulfilled.

It is recommended to reformulate the overall aim of the programme and the objectives of the courses and to publish the result on the website.

3. Learning, Teaching and Assessment of Students

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

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

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

[ESG 1.3]

Description

Learning, Teaching

At Istanbul Gelişim University, one academic year consists of two periods. It is based on the workload corresponding to 30 ECTS per semester, including a total of 60 ECTS credits in one academic year (1530 hours of student workload). 1 ECTS corresponds to 25,5 hours of workload. The Bachelor programmes in Sports have a duration of 4 years (240 ECTS).

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

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

Assessment

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

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

Improvements

SPES updated the training applications for the students to strengthen the labourmarket orientation: Recreation application (training) course offered by the recreation department was updated as to a workload of 127,5 hours in total throughout the 7th semester. It is stated that both organisations from the labour market SPES is cooperating with as well as other companies and organisations that are serving in the sector are supportive by providing, employment in the fields in which students have been trained. In order to provide more comprehensive assessments concerning the application process for the study programme "Recreation" two documents are added to the application file:

a) “assessment form” for the establishments to assess the students and b) “self-assessment form” for the students to assess themselves.

Experts’ Evaluation

The results of the Intended Learning Outcomes workshop are not documented well. However, the university definitely has worked on this topic. Moreover, there is a programme quality assessment in place. This might have impacted the updated module handbook as well. Now, it fulfills the requirements much better.

Taking this in consideration, the assessment methods for most courses are more suitable for the achievement of the Intended Learning Outcomes than before. Furthermore, meanwhile the methods of teaching and learning seem to be more appropriate for and seem to correspond better to the Intended Learning Outcomes. However, it is not clear whether the School takes into account the diversity of students and if the faculty has worked on the variety of didactic methods to stimulate student motivation, self-reflection and engagement in the learning process (**Finding 3**).

The labour market orientation of the programmes clearly has been strengthened.

Conclusion

The criterion is fulfilled.

Didactic methods, which demonstrate that student motivation, self-reflection and engagement in the learning process are supported, should be included in the course handbook.

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]

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

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

higher education institutions are taken as the basis for recruitment and appointment of teaching staff.

According to the SER handed in in 2017, teaching staff at the School includes 4 full-time-professors, 1 associate professor as well as 5 assistant professors. Lecturers and research assistants provide teaching hours as well.

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

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

Improvements

IGU developed a procedure "Teaching staff competency information form" that was created by the human resources coordination office in order to assess staff/human resources which is supposed to provide a general overview in the academic career and other related qualifications of the academic staff of the School of Physical Education and Sport.

SPES handed in a norm staff plan of the academic staff including the academic and other relevant qualifications and their teaching hours.

The university is bound by the Labor Law which provides that the work contract of academic staff should be for one year or shall be deemed to be indefinite if the contract does not have a specified time period. Therefore, IGU cannot extend the contract periods. At the end of a fixed-term employment contract, the contract is deemed as indefinite-term employment contract.

Experts' Evaluation

The university handed in a documentation which provides an overview on the academic staff in the School of Physical Education and Sports, including their academic and other relevant qualifications as well as quantitative involvement (i.e. teaching hours) in the programmes. Moreover, the university handed in appropriate and satisfying answers in terms of their HR planning and development concept.

However, it would be appreciated if the ratio between lecturers and students could be improved in the future.

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 provided 2017 IGU described that the university was distributed over 3 campuses.

Additional agreements have been made with the Provincial Directorate of Sports and Municipal Sports facilities to offer more options for exercises. Meanwhile, a new building is in use with a wide range of different facilities to exercise.

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

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

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

Improvements

The university states that all facilities are available to the students and used actively for applied courses that are in the curriculum of the recreation department (Yoga, Pilates, archery, table tennis, badminton, dance). A new building with new capacities was bought.

The academic staff shall attend scientific meetings, congresses and various organizations that are organized locally or abroad, in order to follow up closely updates performed in the sports science domain. Meeting and seminars on international levels were organized to enable both the academic staff and students to meet actual developments.

The current state of the (international) literature in the field of sports sciences is represented by the database of IGU.

Experts' Evaluation

The facilities are sufficient for this study programme. There is international literature available. However, if the programme wants to grow in qualitative terms the university should subscribe to leading international journals of sport and recreation and provide the students access to these resources. **(Finding 4)**

It is evident that the university meanwhile puts a lot of emphasis on the fact that the lecturers present and train themselves at congresses. However, the main focus lies on national conferences. To grow in quality they should start to target more international conferences.

Conclusion

The criterion is fulfilled. But it is still recommended to bridge the gap in the supply of international journals of sport and recreation.

7. Information

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

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

Description

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

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

Improvements

As a consequence of the conditions and recommendations of the AQAS' Accreditation Commission the School of Physical Education and Sports established cooperations by signing stakeholder agreements with 41 different medium and big sized sport organizations in Istanbul.

IGU carries out that the necessary works are executed to ensure a more systematic cooperation process with the external stakeholders.

Experts' Evaluation

There is an intense exchange with organisations from the labour market so that information on the labour market's requirements is collected at the School of Physical Education and Sports. Gelişim University has proven to have a large set of partner organisations from the labour market.

The implementation of a platform (kariyer.net) which enables Gelişim University to make publicly available the profiles of their students for the labour market helps to spread informations.

Conclusion

The criterion is fulfilled.

IV. Recommendations of the panel of experts

The panel of experts recommends to accredit the following programme without conditions:

- “Recreation” (Bachelor of Science)

offered by Istanbul Gelişim University.

Findings:

1. A procedure in which the outcomes of the discursive process are documented and transferred into further development of the study programme should be implemented. A process oriented description for this should be handed in.
2. The overall aim of the programme and the objectives of the courses should be reformulated and the outcome should be published on the website
3. Didactic methods, which demonstrate that student motivation, self-reflection and engagement in the learning process are supported, should be included in the course handbook.
4. IGU should subscribe to leading international journals of sport and recreation and provide the students access to these resources.