



## Decision of the Accreditation Commission of AQAS

on the study programmes:

- “Aviation Management” (B.Sc.), Faculty of Economics, Administrative and Social Sciences (English programme)
- “Aviation Management” (B.Sc.), Faculty of Economics, Administrative and Social Sciences (Turkish programme)
- “Aviation Management” (B.Sc.), School of Applied Sciences (Turkish programme)

offered by Istanbul Gelişim University, Turkey

Based on the report of the expert panel and the discussions of the Accreditation Commission in its 70<sup>th</sup> meeting on 19/20 February 2018, the Accreditation Commission decides:

1. The study programmes “Aviation Management” (Bachelor of Science, English programme) and “Aviation Management” (Bachelor of Science, Turkish programme) offered by the Faculty of Economics, Administrative and Social Sciences as well as the programme “Aviation Management” (Bachelor of Science, Turkish programme) offered by the School of Applied Sciences all of **Istanbul Gelişim University** are accredited according to the AQAS criteria for Programme Accreditation.

The accreditation is conditional.

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

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

### Conditions:

1. The course descriptions have to be revised to align title and content and to include information on learning outcomes.
2. A subject-specific diploma supplement has to be handed in.

The conditions were fulfilled on time.  
The Accreditation Commission confirms this with its decision of 25./26.02.2019.

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

1. The university should share course evaluation results with students.
2. The university should further support students and teachers in improving their English skills.
3. Course descriptions should contain textbooks published in English as suggested readings.
4. The university should look into the option of offering joint courses, especially elective courses, to better integrate the programmes on “Aviation Management”.
5. The choice of textbooks available as hard copies should be increased, especially textbooks in English.

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



## Experts' Report

on the bachelor degree programmes:

- **“Aviation Management” (Bachelor of Science, English programme), Faculty of Economics, Administrative and Social Science**
- **“Aviation Management” (Bachelor of Science, Turkish programme), Faculty of Economics, Administrative and Social Science**
- **“Aviation Management” (Bachelor of Science, Turkish programme), School of Applied Sciences)**

offered by Istanbul Gelişim University

Visit to the University: November 15–17, 2017

### Panel of Experts:

<b>Prof. Dr. C. Hakan Kagnicioglu</b>	Anadolu University, Faculty of Business Administration, Turkey
<b>Prof. Dr. Richard Klophaus</b>	Worms University of Applied Sciences, Faculty of Tourism and Travel Management, Germany
<b>Ali Doruk</b>	Enlloy Aviation, Spain (labour market representative)
<b>Alexander Buchheister</b>	Student at RWTH Aachen University (student representative)

### Coordination:

Dr. Dorothee Groeger, Andrea Prater      AQAS, Cologne, Germany

## **Preamble**

---

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

## **I. Accreditation procedure**

---

This report results from the external review of the Bachelor programmes in “Aviation Management” offered by the Faculty of Economics, Administrative and Social Sciences and the School of Applied Sciences by Istanbul Gelişim University (IGU).

### **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.

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

#### *Initialisation*

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

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

The appendix included e.g. an overview of statistical data of the student body (e.g. number of applications, beginners, students, graduates, student drop outs), CVs of the teaching staff, information on student services, core information on the main library as well as undergraduate academic regulations

AQAS checked the SER draft for completeness, comprehensibility and transparency. The final version of the SER was handed in in September 2017.

The accreditation procedure has been officially initialised by a decision of the AQAS Accreditation Commission on 28/29 August, 2017.

### *Nomination of the expert panel*

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

The Accreditation Commission nominated the expert panel in September 2017. AQAS informed the university thereafter about the members of the expert panel and IGU did not raise any concerns against the composition of the panel.

### *Preparation of the site visit*

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

### *Site visit*

After review of the Self Evaluation Report, the site visit to the university took place 15-17 November, 2017. On site, the experts interviewed in separate discussions different stakeholders, such as the management of the university, the programme management, teaching and other staff as well as students, and consulted additional documentation as well as examples of graded work from students' achievements. The visit concluded with presenting preliminary findings by the experts to the university's representatives.

### *Report writing*

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

### *Decision*

The experts' report together with the comments by IGU form the basis for the AQAS Accreditation Commission to make a decision regarding the accreditation of the programmes. Based on these documents, the Accreditation Commission decided on the accreditation on 19/20 February, 2018. AQAS forwarded the decision to IGU. The university had the right to appeal against the decision or any of the imposed conditions.

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

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

---

Istanbul Gelişim University (IGU) was founded in 2008 as a private vocational school 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, the university is characterized by a student population of approximately 22.000 and a number of teaching staff of ca. 500.

The university is divided into 3 faculties, 3 institutes, 4 graduate schools and 2 vocational schools, which offer a wide range of graduate and postgraduate programmes in the fields of economics and social sciences, fine arts, engineering and health sciences:

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 to support students' individual, social and academic development during university life. Students can receive consultation and help for their needs at the Psychological Counseling Guidance Unit. As outlined by the university, it supports its students in extra-curricular activities such as student clubs and student councils, summer schools and conferences.

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

The Bachelor programmes "Aviation Management" are offered by the Faculty of Economics, Administrative and Social Sciences and the School of Applied Sciences. The Faculty of Economics, Administrative and Social Sciences is the largest organizational body at Gelişim University with regard to student numbers (current student number according to university: 2.826). It currently comprises 21 study programmes; students have the opportunity for a double major degree. Graduate and PhD programmes complement the undergraduate education. The Faculty is governed by a Dean.

The School of Applied Sciences, established in 2013, currently offers 13 study programmes which are characterized by a special focus on practical knowledge; all programmes include a compulsory internship. The School is governed by a Director.

### 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**

As outlined by the university, one of 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 supposed to be 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/Directors 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 term, student's evaluations are said to be taken into account in a success analysis.

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

### **Experts' Evaluation**

IGU is a young and dynamic university with committed staff and clearly defined goals. Quality assurance procedures are in place and the experts can testify that they are running well. Responsibilities are defined and the communication between the different actors can be characterized as efficient. Decision-making bodies are implemented in line with national regulations.

Although the university is a newly founded one, mission, vision and strategic goals of the university are well structured and clearly defined. The university pursues strategic goals to which each department contributes. The goals cover student and academic staff development, the development of space (including facilities and learning material) as well as the improvement of administration efficiency.

In order to monitor quality, IGU applies appropriate measures on institutional and departmental level. Course evaluations are mandatory and instructors receive results electronically. Data on the students' progression is collected; as the programmes on Aviation Management are relatively new, completion rates and alumni information could not be determined and collected yet. However, the respective processes for data collection have been fixed.

The university reported that student satisfaction is of highest importance to the institution; evaluations of the learning environment and support services take place regularly. The panel of experts gained the impression that the efforts by the university are successful as students seem to be very satisfied and happy with their university.

Student involvement in quality assurance is realised via a system of elected student representatives as well as student membership in all decision-making bodies. Informal ways of gathering feedback seem to be working well, too. Students and instructors provided examples of issues which were solved by the open-door policy of the university. It is certainly a strength of the university that academic staff is very committed and readily available to students. Students have report-

ed that they see modifications and changes even though evaluation results are not always shared with them. The panel recommends to provide feedback on the results more consistently to students (**Finding 1**).

Labour market representatives are involved in quality assurance procedures. The department has connections with representatives from civil aviation companies and associations.

The panel would like to encourage the university in continuing to pursue their quality assurance approach. It is implemented with the help of adequate measures which also comply with national regulations. The curriculum documentation is available, but needs further updating (see below).

### **Conclusion**

The criterion is fulfilled. Mission, vision and strategic goals are defined and reflected in and monitored via indicators. The programmes are subject to a quality assurance cycle. However, the university should share course evaluation results with students.

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

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

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

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

[ESG1.2]

### **Description**

According to the university, the programmes have been designed to equip students with contemporary and up-to-date knowledge and skills to serve in aerospace management and ground handling services in the aviation sector. Students shall gain theoretical and practical knowledge to work as managers and trainers in the aviation sector and to contribute to advanced scientific research. The programmes are said to adhere to the Civil Aviation general directory in Turkey, which sets minimum standards for study programmes.

Graduates of both programmes are trained to operate airlines, airports, ground handling operations, management and other business functions in the state and private sector of aviation. Potential fields of employment may be ground handling companies, air traffic control towers, finance, human resources and marketing departments of airlines as well as airport authorities. According to IGU, international and national visiting lectures provide external knowledge and share their experiences.

The programmes are structured along 8 semesters of 30 CP each and a total of 240 CP. The curriculum contains departmental, elective and complementary courses as well as compulsory courses as nationally prescribed by the Turkish Council of Higher Education YÖK (Turkish courses and classes on the "History of Atatürk's Principles and Reforms").

#### "Aviation Management" at the Faculty of Economics, Administrative and Social Sciences

"Aviation Management" at the Faculty of Economics, Administrative and Social Sciences has been offered in English and Turkish since 2014/15 with an identical curriculum. Student numbers currently amount to 340; student application numbers divide roughly equally between the English and Turkish programme. The curriculum shall provide students with a wealth of academic knowledge to strengthen their professional capacities in civil aviation management and to enable



them to hold leading positions in the industry. Teaching and research staff aims at gathering and conveying the most up-to-date information and most recent innovations as the sector is constantly changing, according to the university.

The curriculum, as defined by IGU, covers fundamentals of aviation, such as aviation law, national and international aviation organizations and regulations, aviation management as well as the social and environmental information required by civil air transportation and operation. Additionally, courses on Financial Accounting, Business Law, Business Science and Organizational Behaviour support the programme's objective of preparing students for management positions. Cross-subject knowledge shall be conveyed in courses on logistics and supply chain management.

The first four semesters contain furthermore courses on Turkish, Professional English, foreign language as well as the above-mentioned course on Atatürk's principles. A course on "Research Methods" is mandatory in the 5<sup>th</sup> semester. The advanced semesters are characterized by a number of electives, both major-specific and non-departmental. The latter contains courses on e. g. Psychology, Digital Marketing and Social Responsibility and Business Ethics. Major-specific electives cover various fields such as "Aviation History", "Aviation Meteorology" and "Airport Planning and Design".

#### "Aviation Management" at the School of Applied Sciences

The programme offered by the School of Applied Sciences, as outlined in the self-evaluation report, puts a stronger focus on practical knowledge and includes a wider range of sectoral courses (Ground Services, Cargo Services etc.). The curriculum prescribes a mandatory internship of 30 days minimum length. The programme has been introduced in the academic year 2016/17 and it currently hosts 92 students.

The curriculum of the School of Applied Sciences follows a similar structure to that of the Faculty of Economics, Administrative and Social Sciences in that it contains mandatory courses in the first 4 semesters and a considerable number of electives in the advanced semesters. The curricula share some basic courses such as "Introduction to Civil Aviation", "International Aviation Rules" and "Aviation Security". However, the curriculum at the School of Applied Sciences contains several courses on ground handling such as "Aircraft General Knowledge", "Ramp Services" or "Transportation of Dangerous Goods". The internship is mandatory in the fourth semester.

#### General

According to university, the coordination of the programmes is ensured by experienced academic staff. A Head supervises the programmes.

The university provides a student handbook which is updated every year under the supervision of the Head of the study programme and the approval of the Dean or Director respectively.

#### **Experts' Evaluation**

The programmes are characterized by well defined curricula which support the intended learning outcomes. The programme offered by the Faculty of Economics, Administrative and Social Sciences – in its two teaching languages English and Turkish – prepares students for management positions in the civil aviation sectors but also for positions in other business areas. The programme at the School of Applied Sciences, taught in Turkish, focuses on a more practical approach. However, aside from the mandatory internship, the major difference between the programmes lies in the intended purposes. While the Faculty programme focuses not only on aviation management academically but also on the main functional units of business management such as marketing, accounting, finance, etc., the School programme mainly centres on practical and technical applications of aviation such as ramp operation, ground handling, etc. Therefore, students graduated from the Faculty programme can find employment in different areas of busi-

ness other than aviation. Besides, students graduated from the programme of Faculty have the opportunity of becoming academician in this area.

The experts evaluate it very positively that the departments have benchmarked their programmes against comparable offers at Turkish universities. Regulations by the Higher Education Council as well as by the civil aviation associations have been met. The curricula cover subject-specific and cross-subject knowledge as well as subject-related, methodological and general skills.

It is beneficial that the programme of “Aviation Management” is offered in fully English. English skills are crucial in the aviation sector. However, as Turkish constitutes the main language of communication in some employment areas of the sector and basic English skills seem to be sufficient for this kind of employment, the panel understands that Turkish programmes need to be offered as well. Nevertheless, the university should strengthen its efforts in supporting students and staff in improving their English language skills in all programmes of “Aviation Management” (**Finding 2**). Classes taught in English, for example, should also be supported by learning material in English, such as slides used in class or English literature (see below).

Programme learning outcomes are defined and published. Course descriptions and curriculum documentation are available. However, the descriptions need further revision: the learning outcomes need to be defined for all courses; furthermore, they need to be defined more elaborately (see for example modules “Turkish Civil Aviation Law”, “General Meteorology” and “Professional English II”). The correlation between title and course content needs to be reviewed and aligned as well (**Finding 3**).

The university should furthermore include at least one textbook in English for suggested reading for each course in the course descriptions (**Finding 4**). These textbooks should then be available in paper form in the library (see below).

The curricula in both programmes differ substantially. However, some basic courses seem to be offered for both student cohorts. In these cases it would be recommendable to make these joint courses transparent to students in advance.

The panel of experts considers joint courses for all aviation management programmes as fruitful for students and as convenient for the departments. The departments should thus consider offering further joint courses, especially as electives (**Finding 5**). The curricula contain a considerable amount of elective options which are defined accordingly.

The academic degree awarded to graduates corresponds to the appropriate level of the European Qualifications Framework and the national qualifications framework. All elements of the curriculum are assigned a certain number of credits related to the expected workload.

## **Conclusion**

The criterion is partly fulfilled. Intended learning outcomes are defined and the curriculum is designed in order to achieve these outcomes. Curricular elements are defined and described, yet the course descriptions need to be revised to align title and content and to include complete information on learning outcomes. Furthermore, the university should continue to support students and teachers in improving their English skills. As one means, course descriptions should contain English textbooks as suggested readings. Teaching staff of both departments collaborates successfully. The university should look into the option of offering joint courses, especially elective courses, to better integrate the programmes on Aviation Management.

### 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).

The Faculty of Economics, Administrative and Social Sciences defines research-based teaching as one of its central objectives for “Aviation Management”. Research is supposed to be integrated into teaching and lecturers encourage students to engage in research. Vice versa, the department claims that students support instructors in their research and are thus familiarized with research methods.

As defined by the university, the learning environment stimulates mutual discussion and creativity. The curriculum of the programme is conveyed as face-to-face education, mostly via lectures according to the university. Field trips shall be offered as practical applications. Lecturers provide notes and learning material. The pool of elective courses is being enlarged by a committee of faculty members and lecturers who organize curriculum changes.

Distance learning shall complement regular in-class teaching. The university highlights that especially mature, employed and disabled students benefit from this offer.

##### Assessment

Instructors decide on the examination type and evaluation tool which best suits the course content and the knowledge and skills to be transferred. Examination types are defined by the “Associate Degree and Undergraduate Education-Training and Examination Regulations”. In “Aviation Management” examination types shall include written and oral exams as well as presentations and research work, laboratory reports or similar application studies. Each course contains at least one midterm and a final exam; the latter constitutes 60 % of the final course grade, which may contain further components such as homework. The ratio to be taken into account in evaluating student’s success is provided by the instructor at the beginning of the semester. Special examinations for students with disabilities are offered.

A Planning Unit as well as exam coordinators are responsible for the organization of the examinations. Times and locations are being published on the student information system OBIS. Make-up exams for excused students are being offered.

#### **Experts’ Evaluation**

Procedures regulating the learning, teaching and assessment of students are in place and well-organized. The department boards, which are constituted by all teaching members of the respective programmes, meet regularly and discuss both academic and administrative issues.

The departments apply a variety of teaching methods which are adequate for the achievement of the intended learning outcomes, as reviewed by the experts. Instructors encourage students via interactive learning and discussion rounds; case studies are used to include current topics and to bring students into contact with concrete issues of the aviation sector. Students’ self-reflection

and engagement is thus stimulated. Methods of teaching and learning support an interlacing of theoretical and practical aspects.

Some courses are also offered via distance learning and provide students with an alternative learning tool. The technical equipment is up-to-date and allows for online and recorded instruction.

Site visits to companies and to airports are being organized, both as part of a course as well as by students themselves. The Aviation Club at IGU is a student-run club which is eager on supporting students in attending conferences and in getting to know companies and institutions of the civil aviation sector as well in bringing students of "Aviation Management" from Turkey together (see below).

Assessment forms mainly cover written examinations, a mid-term and a final. However, project work and other assignments are applied as well so that a variety of assessment tools is used. The assessment and grading regulations are defined in undergraduate assessment policies available to students. Information on the exact assessment form, the grading percentage and further requirements for examinations is provided at the beginning of the semester.

Examinations take place during an examination period defined in the academic calendar. Exact times and locations of exams are published in advance. The timing of exams is organised appropriately and suitable opportunities to re-sit an exam are offered as necessary. Regulations to compensate for disadvantages, illness, absence, or other circumstances that may affect a student exist.

### **Conclusion**

The criterion is fulfilled. Learning, teaching and assessment methods are adequate for the achievement of intended learning outcomes. Regulations are in place which ensure a fair and transparent assessment.

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

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

[ESG 1.4]

### **Description**

#### Admittance to the study programme

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

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

#### Creditation and recognition

Istanbul Gelişim University is part of the European Higher Education Area and applies ECTS credits to all its study programmes. ECTS credits and workload are assigned on the basis of the weekly course hours, midterm and final exams as well as other assignments, laboratory work, seminars and other learning component. 1 ECTS credit equals 25,5 hours of workload. In addition, IGU uses local credits.

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

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

#### Certification

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

#### **Experts' Evaluation**

Admission to university is centrally organized by the Higher Education Council in Turkey. Individual selection procedures are not allowed for universities. IGU keeps records of the quantity and quality of its admitted students and their progression: The School of Applied Sciences welcomed 40 freshmen in 2017/18; 53 students have been enrolled in the Faculty programme.

The university actively encourages and supports its students to go abroad. Students can receive Erasmus+ and other national funding. In addition to this, IGU covers travel costs of students who study a semester abroad. English language support is offered on weekends in free workshops. Learning agreements are issued and all formal procedures required for a stay abroad are adhered to. The experts consider the support by the university to its students as very committed and comprehensive.

Support is also offered in finding places for the mandatory as well as voluntary internships. Teaching staff uses its professional network in placing students. The Career Service offers further guidance in preparation of future employment. Annual career days, for example, provide the opportunity for students to get into contact with potential employers.

Graduates receive a diploma supplement on completion of their studies; a subject-specific diploma, however, needs to be handed in (Finding 7).

All in all, formal procedures governing the progression, recognition and certification are in place.

#### **Conclusion**

The criterion is partly fulfilled. Procedures for all aspects of the student-life-cycle are established. A subject-specific diploma supplement needs to be handed in, however.

### **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 Faculty. Currently, IGU employs overall 466 full time academic staff, according to the numbers given in the self-evaluation report. Among those are 43 professors, 10 associ-

ate professors, 180 assistant professors, 148 teaching assistants, 70 research assistants as well as 15 lecturers. IGU outline 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.

Based on the information given by the university, teaching staff for the programme comprises 3 assistant professors and 1 associate professor; a lecturer with 3 teaching hours support the professors.

IGU provides an orientation programme for newly hired professors under the guidance of the Head of the study programme and supported by research assistants. Regular training programmes shall be offered to staff as well as English courses especially for administrative staff.

### **Experts' Evaluation**

Academic teaching staff is sufficient for the running of the programmes, both at the Faculty of Economics, Administrative and Social Sciences as well as the School of Applied Sciences. All academic staff is employed full-time. Regulations for hiring teaching staff are in place and adhere to national regulations.

Teaching staff is separated according to the two institutions/departments – Faculty and School. However, an instructor has the opportunity to teach a course in the other department. The departments support each other. Furthermore, teaching staff from other related programmes provides support to the programmes and thus complements the teaching of students well.

The experts met very committed teaching staff, who is open towards its students and open towards further development. The university finances didactic trainings and conference visits and offers didactic qualification at its Center for Continuous Learning.

### **Conclusion**

The criterion is fulfilled. Adequate and sufficient teaching staff is available.

## **6. Learning Resources and Student Support**

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

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

*[ESG 1.6]*

### **Description**

#### Facilities and resources

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

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

#### Information, consultation and guidance

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

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

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

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

The university offers assistance to a diverse student body: Working students benefit from courses carried out via distance education. International students receive support by the International Relations Office, which organizes an orientation programme and offers guidance concerning visa and other administrative issues. The Faculty of Economics, Administrative and Social Sciences, for example, has welcomed 8 incoming students so far, from such diverse countries as Hungary, Croatia and the Baltic states. Students with disabilities are supported by a Disabled Student Unit within the framework of the "IGU Regulation on the Advisory and Coordination of Higher Education Institutions". The unit provides guidance and makes arrangements to facilitate the student life of disabled students. For example, special examinations are offered which address the individual need of the student. According to the university, the campus and its facilities are suitable for disabled students.

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

#### **Experts' Evaluation**

Learning resources and facilities are sufficient both at the Faculty of Economics, Administrative and Social Sciences and the School of Applied Sciences.

Students have access to the course descriptions. However, information on courses is missing in some parts, such as the learning outcomes for each course. The descriptions thus need revision in order to allow for full transparency and completeness (**Finding 3**, see above).

Course organisation runs well and even though students have not yet finished their studies the procedures which are in place and the support offered by university indicate that students will be able to complete their studies within the expected period of time as defined in the curriculum.

The university management supports the departments of “Aviation Management” considerably. Classrooms, study spaces and computer workplaces are adequate. The university recently opened four well-equipped rooms/laboratories for self-study. The expansion of the campus in the coming year will further enlarge the facilities and offer space for further development. The experts welcome this expansion.

Access to literature is provided in paper form in the library and online via databases. The panel would, however, recommend expanding the library with regard to textbooks on aviation management (**Finding 6**). These books should be purchased based on possible textbook suggestions provided in the course descriptions (see above, Finding 4). Especially English literature should be added to the library.

Support services at IGU are efficient and carried out by committed staff. Academic and administrative staff is readily available and the experts received very positive feedback from students on their instructors and university staff. Institutionalised student advisory services are available on a constant level and information on these services is available to students in an adequate way.

The Career Service offers a peer-mentoring programme so that issues and problems can also be solved amongst students. Psychological counselling is available. Exchange students receive special advising. Student diversity is considered when allocating, planning, and providing learning resources and student support.

Furthermore, the university supports students in their extra-curricular activities. As reported by the university, there are currently 63 student clubs, among them the Aviation Club. These clubs are organized by students themselves but receive funding by the university.

## **Conclusion**

The criterion is partly fulfilled. Learning resources are provided. However, the course descriptions need to be revised to align title and content and to include information on learning outcomes. As a step for further quality enhancement, the choice of textbooks available as hard copies should be increased, especially textbooks in English.

Support services are sufficiently provided and ensure successful studies at IGU.

## **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/Directors, the Head of programmes 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 data on students' profiles and progression, their satisfaction as well as on the effectiveness of teachers is collected with the help of an information system.

### **Experts' Evaluation**

IGU applies a good data management system with regard to both student progression and student support. Data on students and instructors is collected and provided in an online system accessible to instructors and the management (according to the relevant information).

As students have not yet graduated from the programmes, data is not available on the duration of studies or the completion rate. However, the university has been able to show that appropriate procedures are in place to collect and analyse data. Furthermore, based on the good administration, the excellent student service, the student support and the design of the curriculum, the experts are optimistic that students will be able to complete their studies within the intended duration of studies.

Information on the labour market requirements is collected and analysed. Experts from the civil aviation sectors are invited to provide lectures and talks. Instructors visit companies and institutions. The departments are able to define the potential employment fields of their graduates.

Information on the programmes is provided online on the well-designed website of IGU. The information covers the programme, the intended learning outcomes, the teaching and assessment procedures and the qualification awarded. Course descriptions require further revision, however (see above, Finding 3).

### **Conclusion**

The criterion is fulfilled. The university applies an adequate and elaborate data management system and provides information to the public.

## Recommendations of the panel of experts

---

The panel of experts recommends to accredit **with conditions** the study programmes

- “**Aviation Management**” (Bachelor of Science; English programme) offered by the Faculty of Economics, Administrative and Social Sciences,
- “**Aviation Management**” (Bachelor of Science, Turkish programme) offered by the Faculty of Economics, Administrative and Social Sciences
- “**Aviation Management**” (Bachelor of Science, Turkish programme) offered by the School of Applied Sciences

of **Istanbul Gelişim University**.

Findings:

1. The university should share course evaluation results with students.
2. The university should further support students and teachers in improving their English skills.
3. The course descriptions need to be revised to align title and content and to include information on learning outcomes.
4. Course descriptions should contain English textbooks as suggested readings.
5. The university should look into the option of offering joint courses, especially elective courses, to better integrate the programmes on “Aviation Management”.
6. The choice of textbooks available as hard copies should be increased, especially textbooks in English.
7. A subject-specific diploma supplement needs to be handed in.