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FINAL REPORT

GELISIM UNIVERSITY ISTANBUL

CLUSTER POLITICAL SCIENCES

- POLITICAL SCIENCE AND INTERNATIONAL RELATIONS (B.SC.) (ENGLISH)
- POLITICAL SCIENCE AND INTERNATIONAL RELATIONS (B.SC.) (TURKISH)
- POLITICAL SCIENCE AND PUBLIC ADMINISTRATION (B.SC.), (TURKISH)

February 2025



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- POLITICAL SCIENCE AND INTERNATIONAL RELATIONS (B.SC.) (ENGLISH)
- POLITICAL SCIENCE AND INTERNATIONAL RELATIONS (B.SC.) (TURKISH)
- POLITICAL SCIENCE AND PUBLIC ADMINISTRATION (B.SC.), (TURKISH)

OFFERED BY ISTANBUL GELİŞİM UNIVERSITY (TÜRKİYE)

Based on the report of the expert panel, the comments by the university and the discussions of the AQAS Standing Commission in its 24th meeting on 24 February 2025, the AQAS Standing Commission decides:

1. The study programmes “**Political Science and International Relations**” (English) (B.Sc.), “**Political Science and International Relations**” (Turkish), (B.Sc.) and “**Political Science and Public Administration**” (Turkish) (B.Sc.) offered by **Istanbul Gelişim University, Türkiye** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The accreditations are conditional.

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

2. The condition has to be fulfilled. The fulfilment of the condition has to be documented and reported to AQAS no later than **31 March 2026**. The confirmation of the conditions might include a physical site visit within the time period of twelve months.
3. The accreditation is given for the period of **six years** and is valid until **31 March 2031**, provided that the conditions listed above are fully met. Otherwise, the accreditation may be withdrawn.

Condition:

1. For all three programmes the departments have to document and thereby ensure that the offered and selectable electives contribute to the achievement of the ILOs of the respective programme.

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

For the Political Science and Public Administration programme

1. The curriculum should not remain unchanged for the whole time of accreditation, instead the department should implement continuous improvements as appropriate and include labour market perspectives.

For all study programmes:

2. For all three programmes the specificity of formulated learning outcomes should be increased in the future development of the programmes.
3. The teaching of research methods should be more specific to the relevant methods of the respective programmes.
4. The actually implemented assessment forms should include elements of free writing and analytical reflection in line with the intended learning outcomes.
5. Reasons for absence of students should be analysed and potential impacts on the teaching process mitigated.
6. The strategic focus on research will also require balancing the teaching loads of academic staff and additional research capacity development.
7. The growing number of international students should also lead to structural measures for their better integration.
8. Student and staff mobility in the programmes should be increased to increase international exposure.
9. Professional orientation through internships should be further increased and supported.

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

EXPERTS' REPORT

ON THE STUDY PROGRAMMES

- POLITICAL SCIENCE AND INTERNATIONAL RELATIONS (B.SC.) (ENGLISH)
- POLITICAL SCIENCE AND INTERNATIONAL RELATIONS (B.SC.) (TURKISH)
- POLITICAL SCIENCE AND PUBLIC ADMINISTRATION (B.SC.), (TURKISH)

OFFERED BY ISTANBUL GELISIM UNIVERSITY (TÜRKIYE)

Visit to the university: 26.-29. January 2025

Panel of experts:

| | |
|---------------------------------------|---|
| Prof. Dr. Cihan Dizdaroglu | Department of Political Sciences, Faculty of Economics, Baskent University, Ankara, Türkiye |
| Prof. Dr. Nicole Küchler-Stahn | University of Applied Sciences Berlin, Professor for Public and Nonprofit Management, Germany |
| Rachel Schutte | Former Consultant to the United Nations, Bonn, Germany, (labour market representative) |
| John F. Bruene | Student of Political Science and Economics (B.A.), University of Göttingen, Germany, (student representative) |
| Coordinator: Ronny Heintze | AQAS, Cologne, Germany |

I. Preamble

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

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

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

II. Accreditation procedure

This report results from the external review of the Bachelor programmes "Political Sciences and International Relations" (Turkish and English) and "Political Sciences and Public Administration" offered by Gelisim University Istanbul.

1. Criteria

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

2. Approach and methodology

Initialisation

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

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

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

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective disciplines, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in November 2024. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

Preparation of the site visit

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

Site visit

After a review of the SER, a site visit to the university took place from 26.01.2025 – 29.01.2025. On site, the experts interviewed different stakeholders, e.g. representatives of the management of the higher education institution, the programme management, of teaching and of other staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded with the presentation of the preliminary findings of the group of experts to the university's representatives.

Reporting

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

Decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 24 February 2025. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In March 2025, AQAS published the report, the result of the accreditation as well as the names of the panel members.

III. General information on the university

Istanbul Gelisim University (IGU) is a foundation university and operates under the supervision of the Turkish Council of Higher Education (CHE). At IGU, there are six faculties, two schools, two vocational schools, and an institute of graduate studies. Education and training programmes offered by IGU include 77 undergraduate programmes, 61 associate degree regular programmes, 34 associate evening programmes, 39 thesis and 38 non-thesis graduate programmes, and 9 doctoral programmes. Besides, the university states to have cooperation with more than 130 world universities. Human resources of IGU consist of 1007 academic and administrative staff as well as 287 support and international staff. As of January 2024, IGU has had 49.666 graduates and the current number of students is 36.000 students, of which more than 5.000 students are international students.

Funding for the university comes from the following sources: (a) appropriations to be included in the budget every year, (b) aid to be provided by institutions, (c) tuition fees to be charged, (d) publishing and sales revenues, (e) income from movable and immovable properties, (f) profits from revolving fund enterprises, and (g) donations, bequests, and other income. The university has more than 140 laboratories and 20 research centres located in the Istanbul campus, one central library and four branch libraries in all campuses. As stated in the self-evaluation report (SER), students can also engage in activities such as social, cultural, scientific and sports activities through 93 students' clubs.

IGU states in the SER that it aims to become a prestigious world university in the international arena with its contemporary, developing, productive, and quality education approach and to achieve sustainable success contributing to the country, society, and humanity through science.

The programmes under review are offered by the Faculty of Economics, Administrative and Social Sciences (FEASS) that was established in the academic year of 2011/12 with 5 undergraduate programmes. Today it offers 27 undergraduate programmes to 6293 students. In addition, a total of 26 postgraduate programmes, including 4 doctoral and 27 master's degrees, are offered in cooperation with the Institute of Graduate Education. It is planned to increase the number of these programmes and cover an even wider academic field.

IV. Assessment of the study programmes

1. Quality of the curriculum

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

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

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

[ESG 1.2]

a. Political Science and International Relations (English & Turkish) (PSIR) (B.Sc.)

Description

In both Political Science and International Relations (Turkish and English) programmes, the first two years/four semesters, are designed with courses establishing fundamental knowledge of the field and according to the SER political science and international relations courses are distributed equally. By the third year, in addition to the academic core courses, students are offered electives from other programmes intended to improve their

vision of the world and their skills in future careers. After the 3rd year, academic core courses have been developed under the theme “Regionalization” and elective courses are added to the curriculum in a country or region-based manner based on regionalization.

There are a total of 46 courses in the curriculum, 26 percent of which are elective courses. Foundational courses are included in the first two semesters of the curriculum, while academic core courses are included in the 3rd and 4th semesters.

The programmes aim to achieve level six of the European Qualifications Framework with the following intended learning outcomes grouped in three different sections:

Knowledge:

1. Define the basic theoretical, political, economic and administrative theories used in the field of Political Science and International Relations.
2. Explain the political history, political ideas, intellectual accumulation of understanding international relations and the way that the history of diplomacy has passed from past to present.
3. List the norms of universal law and human rights, the principles of the modern legal system, the names of modern bureaucratic and administrative structures.
4. Explain the Turkish state tradition, the influence of Islam, the accumulation of political thought and its historical background, and compare this accumulation with the current approaches.
5. Evaluate the chronological development of relations between political and diplomatic developments and political / diplomatic facts / events / ideas /actors from past to present.
6. Analyse the structure and functioning of stakeholders, state organizations and organizations that determine international relations.

Skills:

7. In the light of current theoretical debates, apply relevant concepts to current political and international developments.
8. Evaluate the Turkish political tradition, developments with the Turkic community.
9. Use information on the field when comparing the administrative structures of different countries and their diplomatic traditions.
10. Formulate the current political developments, developments, and arrangements in international relations in the historical and theoretical accumulation.
11. Analyse the functioning of modern political regimes in the light of political and public bureaucratic structures, regulations, and developments.
12. Examine and analyse current political developments in the Balkans, the Middle East, Central Asia, North Africa and the Caucasus in terms of both Turkish political history and international relations discipline.

Occupational competences:

13. Autonomy and responsibility:
 - a. To conduct a field-specific study individually and to complete it with discipline and responsibility.
 - b. To assume duties and responsibilities in a team work as leader or team member and to fulfil them flawlessly.
14. Learning to learn:
 - a. Follow the political and administrative developments in the international political system and the bureaucratic organizations operating in this system.

- b. Examine the international problems and conflicts, and the problems in the field of administration and politics in detail.
- 15. Communication and social skills:
 - a. Follow the current developments in the field of Political Science and International Relations and collaborate with leading names in the field.
 - b. Examine and analyse academic resources and the written and oral studies on the political developments in the region and the world, especially in the Middle East.
 - c. Debate in the field of political science and public administration with different target groups in multicultural environments.
- 16. Occupational and/or vocational competences:
 - a. With the current historical and theoretical knowledge of the field, suggest sustainable, organizational, and administrative arrangements aimed at meeting specific goals and solving certain problems.
 - b. To follow latest developments in the field and direct personal studies accordingly within the framework of the lifelong learning principle. Using the theoretical, economic, political, and managerial knowledge, and produce reports on current developments, conflicts and agreements in geography related to world politics and especially in the Middle East.
 - c. Construct arguments on the current developments in Turkish politics in the light of the laws, regulations, and the important changes in the constitution and administrative law that determine Turkish political life and foreign relations.

The curricula of both programmes are identical except for two language courses in semester one and two. While in the English taught programme there are advanced English classes, the Turkish taught programme features two courses in foreign languages.

Experts' evaluation

The expert team confirms the logical progression of the programmes in accordance with university and departmental quality assurance policies. Regular feedback from various stakeholders, including the labour market, alumni, faculty, and students, has been solicited and incorporated into the ILOs, which are formulated using Bloom's taxonomy. The degree awarded to the graduates corresponds to the learning outcomes and the requirements, and therefore the experts can also confirm the programmes comply with the Bachelor level of the EQF.

The curriculum is well documented as it has clear information on the number of ECTS credits for all courses. In addition, the workload of the students for each course is documented and the number of hours of work in the classroom and the total workload per week are calculated. The experts confirm that the sequence of the curriculum is well designed to support students' learning progression in line with the ILOs.

In both Political Science and International Relations (Turkish and English) programmes, new elective courses with a focus on regionalization have been added to the curriculum. However, the experts strongly advise considering increasing their number in order to provide more flexibility for students and to prepare them for the rapidly changing landscape of the profession/trends, including environmental policy, peace studies, European foreign policy (i.e. there is a course on European Integration, but not European foreign policy or Türkiye-EU relations), sustainable development goals, etc. Another critical finding on the electives is to ensure that students are offered more program-related electives that align with programme outcomes and ILOs, rather than offering all faculty electives for which the relevance towards the ILO's could neither be clarified in the documents or during the site visit (**Finding 1**).

The defined learning outcomes and their relationships to courses are generally well established which demonstrates remarkable progress since the last accreditation. In some cases, however, they could be more specific

and structured, which will also improve the level of demonstration of achievement in the future. With the positive past development, the panel believes that the faculty should continue and consolidate this process in the continuous development of the programmes and courses (**Finding 2**). At the course level, many faculty electives (as mentioned previously) are surprisingly unrelated to the programmes, so the experts clearly encourage that when further developing that the relationship between courses and outcomes should be more concise, clear, and systematic. Based on the discussions on site, experts are optimistic as the faculty tries to direct students to courses related to the programme, but a more robust mechanism would guide students in this regard and reduce the margin of error.

The "scientific research methods" courses are currently offered at the faculty level, but after careful discussion with different parties on-site, the expert team believes that there is a need for more structured and programme-specific methodological training for students to ensure that they are trained for scientific research. The faculty level course in its current form is not sufficient for students to acquire relevant skills in research design in political science and international relations, or in applied discipline-specific qualitative and quantitative methods. Therefore, the experts suggest that there is a need to adapt the course at the programme level and its content to the requirements of the specific programmes (**Finding 3**). This will become even more relevant in light of the university's strategic goal to become a research university.

The implementation of new and interactive teaching methods in the courses and their integration in the assessment of the students is a point that needs to be carefully considered in the program. While the faculty has introduced new methods (i.e. group work, simulation, case studies, film critiques, etc.) in the courses since the last evaluation, the evidence during the site-visit shows that they are not widely implemented and integrated into the assessments (most of the courses are assessed based on midterm and final exams). In addition, there is still room for improvement in terms of encouraging students to write papers/essays in many critical courses (e.g., Introduction to Political Science, Introduction to International Relations) instead of taking tests (**see Finding 5**). Consultation with external stakeholders also confirms that there is a need to sharpen students' analytical and critical thinking and writing skills for the labour market for graduates in political science and international relations.

The programmes recognize the importance of extracurricular activities, student mobility, and volunteer internships. Mechanisms are in place to support and encourage these activities, which should continue to be increased in the future, particularly improving student mobility.

Conclusion

The criterion is partially fulfilled.

1.2 Political Science and Public Administration (PSPA) (B.Sc.)

Description

The Bachelor of Public Administration is designed to provide students with a comprehensive understanding of how government institutions operate and how public policies are formulated, implemented, and evaluated. The programme typically extends over four years of full-time study, corresponding to 240 ECTS credits. It emphasizes the development of analytical, managerial, and leadership skills to prepare graduates for employment in public institutions, non-profit organizations, or further academic pursuits.

The programme is explained to be structured to ensure that students:

- a. Acquire foundational knowledge of public administration, governance structures, and policy-making processes.

- b. Develop the ability to apply research methods and critical thinking to address administrative and societal challenges.
- c. Gain competence in organizational management, budgeting, and public sector finance, ensuring prudent and transparent use of resources.
- d. Enhance communication and negotiation skills for effective engagement with diverse stakeholders.
- e. Foster ethical awareness and accountability in public service, promoting good governance and responsible decision-making.

Throughout the four-year curriculum, students' progress from introductory modules to advanced courses, culminating in a final project or thesis. In the early stages, subjects such as "Introduction to Public Administration" and "Constitutional and Administrative Law" lay the groundwork for understanding governance frameworks. Subsequently, specialized courses like "Public Policy Analysis", "Public Financial Management", and "Organization Theory in the Public Sector" deepen students' grasp of policy implementation and administrative procedures.

In addition to theoretical instruction, the programme integrates practical elements, including case studies, simulations, and field visits. The course "Research Methods in Public Administration" is supposed to equip students with essential quantitative and qualitative research techniques, preparing them to approach policy issues rigorously and systematically. Throughout the curriculum, academic staff is also explained to encourage critical thinking and innovation by incorporating contemporary public administration topics—such as digital governance and sustainability—into classroom discussions and assignments.

The programme aims to achieve level six of the European Qualifications Framework with the updated intended learning outcomes.

Experts' evaluation

As described by the faculty in its documentation and also in line with the discussions on site, the programme in Political Science and Public Administration is designed to train managers for positions in public administrations and institutions as well as NGOs. In the opinion of the experts, the structure and content of the programme are fundamentally suitable for fulfilling this requirement.

With regard to the content of the programme, it became clearly visible that the department has fulfilled the requirements of the previous accreditation procedure and has integrated a number of new modules into the programme, e.g. "Public Administration". The group of experts explicitly acknowledges these efforts. At the same time, discussions with representatives of the department revealed that no major changes were made to the programme content beyond meeting the requirements of the 2018 accreditation process; at least not with regard to the modules. This is a missed opportunity, as the goal of reaccreditation must be to prepare the programme for the next seven years. It must aim to best anticipate the needs of academia, society, the labour market and students. Although the group of experts is aware of the many stakeholders, including the obligatory regulatory bodies in higher education, the panel highly encourages the faculty to use its full potential and continuously develop the programme to prepare graduates for the future and include representatives of the labor market in this debate where appropriate (**Finding 4**).

Following the discussions with the teaching staff, the panel can confirm that following the last accreditation there has been further development within the modules. Current topics such as digitalization and sustainability have found their place. In some cases, new elective modules have been created that deal with the above-mentioned megatrends.

The diversity of electives is positively acknowledged by the expert group. However, as students are free to choose from all the electives on offer, there is no guarantee that they will choose the electives that are most

relevant to their field of study which requires attention with regard to the relevance of available options (**see Finding 1**).

The expert group also welcomes the research methods course taught in the programme. It is recognized as a very good foundation. As it is taught to all students in the faculty, the expert group highly recommends finding ways to include further elements of programme-specific research methods in the curricula (**see Finding 3**). With regard to the university's strategic goal of becoming a research university, students should be equipped with the necessary methodological skills at an early stage. This is the only way to ensure that the university can involve its own students in research projects as academic (junior) staff and is not dependent on the cost-intensive recruitment of external staff.

Overall, the group of experts can confirm that the desired qualification to be achieved is reflected in the learning outcomes and that the content of the programme is fundamentally suitable for achieving the intended learning outcomes. The same applies to the documentation: both ILOs and module descriptions are available to students, lecturers and external stakeholders. All modules are listed with their number of credits in a transparent and comprehensible manner.

The structure of the programme is also largely comprehensible. In further work on the programme, it might be helpful to group the various modules into thematic clusters or streams. This could be used both externally and internally to demonstrate the connections between modules in different semesters. Building on this, it would be easier to ensure (even) greater harmonization of the content of the modules in a stream.

The experts saw further potential for development in strengthening the internationalization of the programme. This applies to both students and academic staff. Both students and academic staff have access to e.g. Erasmus+ programmes. However, the empirical evidence that the expert group was able to assess during the process showed that only six people took advantage of the opportunity to spend time abroad between 2018 and 2025 (Jan) (**Finding 9**).

Even for a programme taught exclusively in Turkish, it is important to enable a larger number of students to spend time abroad. This is all the more true as the graduates of the programme are likely to have their future jobs in international institutions or institutions working at the international level.

At the same time, the group of experts understands that some students may not be able to study abroad for financial reasons. Therefore, the group of experts strongly recommends that some modules be taught in English in the near future. This could also be a wonderful opportunity to welcome visiting professors to the department and thus strengthen the international network of professors (**see Finding 9**).

According to the experts, there should also be further development in the area of voluntary internships. The evidence presented showed that since the last accreditation in 2018, only 28 internships have been completed. Compared to the number of students in the program, this number is extremely low. However, a professional orientation during the time of study proves to be very helpful for the students. It would also help them to choose from the large number of electives in later semesters and to select those electives that would sharpen their professional profile. This topic was already raised in the last accreditation and remains relevant while the experts understand the structural and economical challenges connected with further development in this area (**Finding 10**).

The willingness to support the university with internship opportunities was also confirmed by the labor market representatives. Discussions with the labor market representatives revealed a strong connection with the Political Science and International Relations program. The connection to the Department of Political Science and Public Administration did not seem to be as strong. If this is indeed the case, it is strongly recommended to intensify these contacts. On the one hand, to ensure good entry opportunities for students in the job market.

On the other hand, to maintain the university's reputation, in order to achieve the goal mentioned at the beginning of this chapter.

Conclusion

The criterion is partially fulfilled.

2. 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.

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

[ESG 1.1, 1.7 & 1.9]

Description

The SER describes that the quality assurance (QA) system at IGU is developed within the framework of the Higher Education Quality Board and under the Higher Education Quality Assurance Directive and Higher Education Quality Board Regulation. IGU's QA system operates through a 4-layer methodology. Responsible for the first layer is the QA representative, coordinating and managing quality processes at the programme level. In the second layer, there is an academic board of the programme comprising academic staff, student representatives, and external stakeholders, discussing and evaluating issues related to curriculum quality and development as well as education processes in its meetings. The third layer of the QA system is governed by the quality assurance commission at the faculty level, while the university is in charge of the fourth layer where the quality policy and strategy are determined. There is also a QA Coordination Office overseeing all four layers of the QA systems as well as all stakeholders involved.

The university stated in the SER that the internal quality assurance mechanism has been prioritised since AQAS accreditation in 2018 and that the QA process follows the PDCA (Plan-Do-Check-Act) cycle. Accordingly, a meeting at rectorate level takes place in every 15 days, possibly with faculty members participating. At the faculty level, quality commissions were established in each academic and administrative unit to disseminate quality studies to all programmes. In addition, there are also regular meetings of the programme and faculty board to discuss the curriculum development as well as the outcomes of QA process with the participation of students and external stakeholders including employers, graduates, professional organizations, public institutions, civil society organizations, research sponsors, and student families, among others, as stated in the SER. Supporting units and systems are Public Relations and Advertising Directorate, Electronic Information Management System (EBYS), Dean of Students, Alumni Tracking System (METSIS), IGU Career Guidance Application and Research Centre, Social Media Monitoring, and Solution Centre (İGÜÇÖZÜMER).

Annually, the university delivers an Institutional Internal Self-evaluation Report (KIDR) which aggregates the Academic Internal Self-evaluation Reports (A-BIDR) written at the faculty level. The reports at faculty level are said to be compiled based on the reports at programme level (Programme Internal Self-evaluation Report – BIDR). Each programme assigns staff to write BIDRs under the supervision of the head of programme and the head of faculty quality commission. The report is said to cover a variety of aspects relating to QA criteria and

indicators and take into account feedback collected from students through surveys on student satisfaction, graduate satisfaction and course evaluation. Surveys such as External Stakeholder Survey, Graduate Satisfaction Questionnaire, and Employer Evaluation and Opinion Surveys are used to collect feedback from external stakeholders, according to the SER. Both programmes reported that the drop-out rate falls under 1% of the overall student population.

According to the SER, various policies have been determined and implemented by the university, namely Maternity Policy, Open Online Course Policy, Policy of Equal Opportunity, Respect for Diversity Policy, Gender Equality Policy, Policy Against Sexual Harassment and Mobbing, Human Rights, Rule of Law, and Justice Policy.

Among the changes made in the last five years, the foremost is the reduction in the number of teaching hours for faculty members. The SER explains that following the AQAS accreditation in 2019, the university planned a maximum weekly course load of 12 lecture hours for professors, 15 lecture hours for associate professors, and 18 lecture hours for assistant professors, in line with AQAS recommendations.

As a result of the last accreditation also a compulsory course on scientific research methods has been included in the curriculum as a faculty common course in order to enable students to learn both quantitative and qualitative research methods and research design in the Political Science and International Relations programme. Furthermore, for all programmes the programme and course descriptions, ILOs, and course plans were completely revised and published openly at İstanbul Gelisim University Information System.

The SER also provides an extensive selection of annexes with graduate satisfaction survey results as well as course evaluations and minutes of stakeholder meetings.

Experts' evaluation

The programme is part of IGU's multi-layer quality assurance framework, with responsibilities divided among programme, faculty, university, and a central coordination office. This structure ensures regular monitoring of course delivery, student workload, and completion rates. The university regularly meets with both internal and external stakeholders, such as student representatives, employers, and public institutions, to gather feedback on curriculum content, labour market alignment, and student needs. These meetings are usually conducted every few months as mentioned during the on-site visit and students also have two scheduled gatherings each year where they can raise concerns or suggestions.

Recent programme changes include revisions to elective courses in Political Science and International Relations (PSIR) and Political Science and Public Administration (PSPA). A new elective course, "Public Administration in the Age of Digitalization," has been introduced as a response to recommendations from the previous accreditation. Additionally, the internal quality assurance system has been expanded and includes student progression data, retention rates, student composition, and final grade distributions. The experts are under the impression that the recommendations from the previous accreditation have been considered and partially fulfilled. For example, the Internal Quality Assurance has been expanded to incorporate the level of learning outcomes at the programme level and the fourth to sixth semester has been clarified as an exchange mobility window for students.

As a positive result of the quality assurance system in place (student surveys and alumni feedback, etc.), elective courses have changed and new additions made (Annex 1.9 (PSPA) 1.10 (PSIR), Annex 3.9). The advanced year (3 and 4th) and elective courses are linked to professional learning outcomes and are related to current events and trends, with a good balance and global coverage of topics, and practical career-oriented themes, such as Scientific Research Methods, Administrative Structure of Turkey, Regional Conflicts And Crisis Management (PSIR); and Leadership Skills, Quality Management Systems, Project Management, Public

Administration In The Digital Age, Public Bureaucracy, Public Administration, Tax Law, Criminal Trial Procedure (PSPA).

However, during the site visit, the experts gained the impression that feedback is sometimes collected from too many different sources simultaneously, which may lead to challenges in its coordination and effective implementation. A more structured approach to consolidating and directing feedback could improve the efficiency of quality assurance measures. Additionally, while the PDCA cycle is clearly described in the university's documentation, concrete examples of its application in practice were not provided during the visit. A more structured tracking system that records suggestions, actions taken, and their outcomes could further strengthen the effectiveness of the QA framework. Quality assurance should not be seen as a purpose for itself with procedural compliance, but as a tool of continuous development with traceable outcomes.

During the site visit, the experts reviewed excerpts from course evaluations and the general student satisfaction survey. These documents provided valuable insights into student perceptions of the programme and the university. While the surveys indicate general satisfaction, the experts noted that the university could further refine its approach to using this feedback for targeted improvements.

IGU could also improve its graduate tracking by implementing a more systematic follow-up approach, ensuring better insights into career paths and employment trends. Strengthening this process would not only enhance the university's ability to adapt its curriculum to evolving market needs but also provide prospective students with clearer career expectations. The panel is optimistic with the recent developments in this area and encourages the further implementation with the above-mentioned focus on impact.

Overall, IGU's quality assurance framework is well-structured and engages the relevant stakeholders. However, a more coordinated approach to feedback management, a clearer demonstration of the PDCA cycle in practice, and enhanced graduate tracking would further strengthen the system.

Conclusion

The criterion is fulfilled.

3. Learning, teaching and assessment of students

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

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

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

[ESG 1.3]

Description

The SER explains that across the university teaching and learning methods are designed based on Bloom's taxonomy, grades, students' interest, subject, etc, reflecting the student-centred education approach. The learning methods include lecturing, class discussions, case studies, problem solving, questions and answers, programmed learning, brainstorming, and video conferencing, which are said to be selected based on the types of courses and the ILOs outlined in the courses. The study programmes also offer two modes of learning and teaching, namely face-to-face classes campus and online classes via the Learning Management System

(ALMS). ALMS is an online-learning platform catering for diverse needs of students at IGU with handouts and videos uploaded and accessible to students with special needs or working students.

In terms of assessment, students have two exams in a semester, namely midterm exam and final exam. The composition of grade is up to 20% for assignments, up to 50% for midterm exam, and 50% for final exam. The grading scale is defined as: AA (4.00/90-100), BA (3.50/85-89), BB (3.00/75-84), CB (2.50/65-74), CC (2.00/55-64), DC (1.80/45-54), DD (1.50/40-44), and FF (0.00/00-39). In addition, there are grades for non-credit courses in the curricula. These grades are not counted in the GPA and classified as G (Pass), K (Fail), D (Absent), and H (Not calculated).

Examination dates and time are organised by the Exam Planning Coordinator's Office and announced on the academic calendar via the Student Information System (OBIS). Types of exams might include oral, written, practical, multiple-choice questions, clinical examination, continuous evaluation, or a combination of these, ensuring the alignment with course content and outcomes, as stated in the SER. Make-up exams are possible for reasons such as health issues as well as separate exam mechanism for students with special needs. The university also claimed to have a mechanism at both faculty and programme levels to address feedback, concerns, and appeals from students.

The SER also provides a detailed list of pass grades and exam result in the annexes for each programme.

Experts' evaluation

According to the experts, the teaching and learning methods used contribute to a student-centered learning environment. Both academic staff and students highlighted numerous examples of modern teaching and learning methods. This fact is highly appreciated by the expert group. However, the evidence presented showed that the final grade is calculated only on the basis of the final exam and the midterm. At the same time, it is possible to include other (inter-active) forms of assessment up to ten (or 20) percent in the final grade. The documented evidence suggests that key competencies are often only assessed in very traditional ways, not fully reflecting the nature of the described learning outcomes. Evidence suggests that the assessment of presentations often happens as 100% or 0%, indicating that oral presentations or analytical skills are not yet well represented in the assessment reality. The exam samples reviewed by the expert team lack text production and critical reflection elements while strongly favoring multiple choice assessments. Hence it strongly recommended that these interactive forms of assessment be included in the final grade to motivate students to actively participate in these parts of the course as this is highly relevant for their future careers and in overcoming shyness, etc. **(Finding 5).**

The standards for consistent students' examination and grade weighting are clearly defined (IGU Associate and Undergraduate Education and Examination Regulations, Annex 1.26, and ECTS User's Guide as explained in the Annex 1.11 of the SER), and statistics provided on stable student performance in terms of average grade point averages and student success in course completion.

The process of scheduling exams is described in a transparent way. The university has made great efforts to ensure that students are not hindered by exams taking place at the same time. It is possible to (re)take exams after each semester or during the summer.

According to the students, the teaching methods used are modern and motivate students to participate actively. According to the students interviewed, they take into account the diversity of students' needs and allow flexible learning paths for each student.

The discussion with the students and the representatives of the labour market showed that there is a quite high number and variety of extracurricular activities offered by the labour market organizations. The university also offers numerous formats of extracurricular activities. In addition, students can choose their electives from

the wide range of courses on offer and select courses related to their specific areas of interest. What sounds like a very good way to promote flexibility and individual learning paths is, according to the experts, at the same time also potentially problematic as discussed above (**see Finding 1**).

Conclusion

The criterion is partially fulfilled.

4. Student admission, progression, recognition and certification

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

[ESG 1.4]

Description

Admission

Admission to the university is divided into two procedures: one for students admitted through the central examination system, and the other for international students. These two procedures are said to follow the regulations set by the Turkish Council for Higher Education (YÖK). The central examination system is conducted in three sessions, namely a basic proficiency test (TYT), a field proficiency test (AYT), and a language exam. In addition, there are also special talent exams which are scheduled by the Higher Education Institution and announced on the university's website. Regarding international students, the International Students Office (ISO) develops detailed guidelines with a set of admission requirements, taking into account aspects such as country, diploma, and passing average.

The Turkish Political Science and International Relations study programme currently has a total of 232 students, with a gender distribution of 142 males (61.2%) and 90 females (38.8%). Among the enrolled students, 221 (95.3%) are of Turkish nationality, and 11 (4.7%) come from abroad. For the English Political Science and International Relations programme there are currently 277 students, with a gender distribution of 169 males (61.0%) and 108 females (39.0%). Among the enrolled students, 97 (35.0%) are of Turkish nationality, while 180 (65.0%) come from international backgrounds. Additionally, 163 students have graduated from the programme since its foundation.

The Political Science and Public Administration programme currently has a total of 134 students, with a balanced gender distribution of 69 males (51.5%) and 65 females (48.5%). All enrolled students are of Turkish nationality, constituting the entire student body. Additionally, 84 students have successfully graduated from the programme since its foundation.

Progression

Each student enrolled in the BA programme is allocated an academic advisor in accordance with the "Academic Counselling Directive". These advisors offer guidance on academic matters, including course selection, graduation requirements, transfer options, pursuing a double major, and additional educational opportunities throughout the student's academic journey.

The university employs the Personnel Information System (PERSİS), which enables faculty members to approve registrations, record grades, and manage personal data online. Additionally, PERSİS facilitates the

tracking of students' academic progress, including their course achievements and overall GPA. This system also allows for the annual monitoring of students' retention rates.

Recognition

As stated in the SER, IGU offers students the chance to transition into undergraduate programmes from various educational backgrounds, including associate, pre-baccalaureate, and other undergraduate programmes. Whether transferring domestically or internationally, students interested in lateral transfers to IGU can consult the guidelines outlined in the “Regulation for Transfer through Associate and Undergraduate Programmes, Double Majors and Minors”, as well as the “Transfer between undergraduate programmes of different or the same higher education institutions”.

Students can advance into graduate programmes through lateral transfers, having completed a semester in a different department within the same university or an equivalent institution. Mandatory eligibility criteria apply, with a commission evaluating academic records and transcripts. If needed, students may take supplementary courses before registration. The institute then reviews the commission's evaluation report on lateral transfer applications.

Certification

The SER outlines that IGU offers graduate students both a Diploma and a Diploma Supplement (DS) in English and Turkish languages. The DS complements the higher education diploma by providing a standardised description of the individual's completed studies, including characteristics, level, environment, and standing.

Experts' evaluation

Formal requirements for admission and the selection procedure follow defined criteria, as provided on the University's website. However, the website linked to the application information and the minimum acceptance criteria for Istanbul Gelisim University, was not readily accessible, which might indicate the need for assuring correct content management and accurate updates of links at IGU public domains.

Acceptance criteria procedures are different for national versus international students, the latter of which seem to have easier and decentralised admission criteria (<https://aday.gelisim.edu.tr/aday-ogrenci> (for Turkish students), <https://international.gelisim.edu.tr/en/administrative-content-application-process> (for international students)). Moreover, for national students, these are entirely dependent on centralised examination system and selection procedures established by the YÖK, which set transparent and well-established regulations and is well known to domestic students.

Upon analyzing the evidence on site, the panel of experts recognized a relatively high number of absent students during many classes. The reasons provided seemed divers and unspecific to the panel. Within a reasonably good system of student support and progression monitoring, the lack of analysis of this fact by the faculty hit the panel by surprise. Recognizing the need to follow regulations and the described forms of quizzes during classes as elements of continuous assessment the panel believes that such high rates of absent students might impact predictability of teaching, limit group assignments as teaching tool and thus have an impact on teaching and learning. The faculty is encouraged to analyze the situation, mitigate its potential impacts and address as appropriate (**Finding 6**). This might also indicate a need for considering or implementing rules for student dismissal.

Previous course recognition and transfer of credits from other higher education institutions is based in the principles of the Lisbon Recognition Convention to facilitate the mobility of students/graduates, and a University

policy/regulation in also place, which is available to students (Exemption - Adjustment Procedures and Horizontal Transfer Principles Directive, Annex 2.23, 2.27, only available in Turkish). However, the recognition of non-formal and informal learning and competencies is still an area of future development not only for IGU but beyond.

Although low drop-out rates were explained, table 21 of the SER shows a rather high number, as well as an average study time of well over four years, with between 53 and 77% completing their studies in 4 years, indicating that the study load might be too high, or that student's performance is too low. The panel could not reach a conclusive interpretation and potentially sees a connection to the high absence rate of students in classroom already discussed above.

Upon completion of their studies, graduates are issued a Diploma and Diploma supplement, which explains the qualification gained, including learning outcomes, national context, level, and status of the studies, context, level, and status of the studies.

In the sample PSPA Diploma supplement provided, the 'Name of the qualification' is in Turkish (2.1), whereas the rest of the document is in English, which might be confusing for international use and recognition. It is positive that the documents provided explain very well the qualifications gained by the graduates by listing all ILO's. The panel believes that the above-mentioned room for finetuning with regards to specificity of ILOs will also improve the transparency that is provided by this document.

Conclusion

The criterion is 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 staff.

[ESG 1.5]

Description

There is one professor, one associate professor, four assistant professors, and two research assistants in the Programme of PSIR (Turkish) while in the English taught programme there are two professors, two associate professors, six assistant professors, and two research assistants. The Political Science and Public Administration programme is implemented by one professor, one associate professor, four assistant professors, and one research assistant. Due to the proximity of the teaching areas staff of the three programmes also teaches courses relevant to the other two programmes. Full qualification profiles as well as academic short CVs of the teaching staff as available as annex to the SER.

According to the SER, there is a recruitment process in place for new teaching staff. Information on vacancies is said to be publicly available on the university's website. Demand for new academic staff is assessed by the university based on the ratio of lecturers to students, the turnover rate of the academic personnel, and the expertise needed for the study programmes. The general requirements are listed as: (1) possessing the minimum academic qualification required for academic staff, which is a Master's degree in their specific field from an accredited graduate school, (2) exhibiting mental and physical well-being, (3) meeting the prerequisites set

by the university, and (4) demonstrating the capability to accomplish the objectives of national education. The vacant positions are announced separately, depending on the level of positions such as professors, associate professors, or research assistants. The SER also outlines criteria for different positions.

The university states in the SER that it offers teaching staff opportunities for development in both didactical and specialised skills. Training sessions cover various topics including scientific advancements, teaching methodologies, and practical skills such as Canva application, Document Management System (EBYS), Trainer Training Certificate Programme,

Experts' evaluation

The University has a clear and transparent recruitment policy in line with the Higher Education Council's regulations on the recruitment of academic staff. Since the last evaluation, there have been impressive improvements in the quality and number of academic staff in the programmes evaluated. Contract renewal, promotion and award mechanisms are available to maintain certain standards. While the quality of academic staff meets international standards, the length of renewal of academic staff contracts should be increased based on academic titles (instead of implementing one-year renewals for all). All academic staff involved in teaching are qualified and competent, but the experts believe that with the near doubling of student numbers and the new strategy of the IGU to become a research university, a further increase in the number and qualifications (i.e. more research-oriented staff) of academic staff is undoubtedly necessary. This increase is necessary not only to improve teaching and assessment methods (highlighted in sections of 1.1 and 1.2), but also to increase the research orientation of the existing staff. Previous improvements by the IGU make experts optimistic about progress in this area and thus all these reflections are oriented towards future development.

It is obvious that there have been some improvements in the teaching loads of academics (there is a standard teaching load for different positions), but, particularly with the new strategic focus, there is still room for improvement in allocating more time for research and participation in academic conferences. Moreover, the experts observed during the site visit that academic staff need independent and individual offices to focus on their research, rather than shared office space. The IGU has relevant policies to support the research activities of the academic staff, such as awarding high-level journal publications, providing some financial support for scientific conferences, as well as providing internal funding for research projects. While recognizing these policies, experts strongly recommend that academic staff be given the encouragement and time to take advantage of these incentives.

During the site visit, the possibility of deducting teaching load for research-oriented staff was mentioned, but a standardized and transparent policy on this matter could not be clearly identified and would probably contribute to a healthy and productive research environment. The experts positively recognize the availability of training in e.g., proposal writing for staff, while at the same time there is opportunity to diversify the training and provide some time for staff to benefit from the training.

The current number of staff and their qualifications are adequate for the current situation, while in the future with new strategic priorities new needs will become more pressing indicating room for improvement, especially as the current staff situation addresses the increase in the number of students and programmes over the past years. Further improvement in the number of staff will lead to a reduction in the teaching load and have a positive impact on research. More qualified and research-oriented academic staff are needed to increase the contribution of these strategic goals and to the overall research portfolio of the university (**Finding 7**). The increase in numbers should be done in a holistic approach and supported by the improvement of office space for academics to provide a quiet atmosphere and additional administrative staff to support them.

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 which includes advice on achieving a successful completion of their studies.

[ESG 1.6]

Description

According to the SER the primary source of funding for university study programmes is the tuition fees paid by students. Basic income items include education and training income, foundation aid and support, and rental revenues, and state contribution income, which is categorized as donation income.

For students, material resources like libraries, student study areas and laboratories provided centrally by the university are available. On faculty level there are six laboratories and two experiment rooms available for the students. Altogether the University consist of five libraries: Central Library (IGU Kule Campus), Health Sciences Library (Rectorate Campus), School of Foreign Languages Library (SFL Campus), Vocational School Library (Vocational School Campus) and the Institute Library (Institute Campus). In the University libraries there are 12.851 printed books, 16.096 e-books, 134 printed journals, 679 e-journals and 57.514 e-dissertations specifically available for the area of PSIR.

The SER explains that orientation offers are held at the beginning of the academic year for all students of IGU. Each faculty and college hold separate sessions in the orientation program. This programme is designed to help students to get comprehensive information provided by the deans and heads of programmes about the courses, events, the social aspect and club opportunities of the university. Additionally, advisors are assigned individually to the classes of the Programme of PSPA and the Programme of PSIR (TR/ENG) students. Furthermore, there is a "Dean of Students" within IGU aiming to improve the educational experience of students. The duties of the Dean of Students' Office include the following a) Answering and forwarding the questions sent by the students via e-mail, b) solve the problems that students encounter during the educational process or to direct them to a unit that can solve them, and c) directing students to make course registration approvals.

The SER explains that there are no students with special needs in the programmes. However, precautions are being taken for these students. IGU is described as an organization that accepts differences as richness, respects and encourages them, manages them, and accordingly adopts and implements inclusive policies and strategies that advance diversity as a positive force in the University experiences.

Experts' evaluation

The university has made considerable efforts to provide students with academic support, study spaces, and digital resources. However, the rapid growth of the institution presents challenges in maintaining an optimal learning environment. The experts reviewed the available facilities and support services, considering student feedback and institutional efforts to enhance learning conditions.

The experts observed that the university provides course descriptions that include intended learning outcomes, assessment methods, and expected workload. These are accessible to students through the institutional information system, ensuring transparency in course expectations.

To prevent scheduling conflicts, a university-wide coordinator oversees the course offerings for mandatory courses. While minor overlaps can occur in selective courses, the department has addressed these when necessary. Exam scheduling is typically limited to one or two per day. Although a case of three midterms on

one day was raised during the talks, the university demonstrated its ability to respond quickly, making necessary adjustments for the final exams in such cases, as confirmed during the on-site visit.

Regarding infrastructure, students have access to the library, computer labs, and multiple designated learning spaces, which serve as key areas for study and academic collaboration. While students reported sufficient space during the semester, they noted that study areas can become crowded during exam periods. The rapid expansion of the university in recent years has raised concerns about the capacity of social spaces, which was also reflected in student surveys. The experts noted that an expansion of study spaces would help accommodate the growing student population.

The experts reviewed the library resources and confirmed that it is equipped with a mix of Turkish and English literature, with most students relying on online resources. Access to academic databases supports research activities, and students generally expressed satisfaction with the availability of digital resources. However, given the university's ambition to strengthen its research focus, further investments in licenses, specialized software, and expanded database access may be necessary in the future to fully support advanced research needs.

The university offers advisory services, including regular consultation hours with academic staff and support through the Dean of Students Office. A two-phase orientation programme helps new students acclimate, with faculty-led tours of facilities and department-led consultation sessions.

Exchange students receive support through the Erasmus Office. Internships, while voluntary, are facilitated through an internship coordinator who assists students in securing placements via an online application system. During the on-site visit, students expressed appreciation for these supporting measures. The experts noted that while these services are in place, increasing awareness of internship opportunities could be beneficial.

Within this very positive picture regarding student support, the experts learned that also international and incoming students felt well supported and always found someone capable of speaking English and support. The panel also learned that international students make up a remarkable percentage of the student body and that this is also subject to strategic development. On the long run the panel believes that an increased or at least substantiated internationalization of the student body will also require structural adjustments developing individual support patterns on a systemic level where needs and requirements of an international and non-Turkish speaking student body are included in the regular processes. This impacts public information, signage on campus etc. **(Finding 8).**

Finally, during the visit, the experts found that students felt well-supported and at ease at the university. Many appreciated the academic and administrative help available to them. There was also a strong sense of belonging, with students feeling connected to the university. This positive environment contributes to student well-being and academic success.

Conclusion

The criterion is fulfilled.

7. Information

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

[ESG 1.8]

Description

The faculty describes that public information for students is provided in 4 ways:

- Student Information System (OBIS)
- A Learning Management System (ALMS)
- Gelişim Information System (GBS)
- IGU Website (<https://www.gelisim.edu.tr/en/gelisim-homepage>)

Hereby OBIS is the platform where students can access exam results, exam schedules, registration processes, weekly course schedules, and announcements. All students can access this system both via PC and mobile application.

ALMS is explained as an online learning management system. Students can access videos, course notes, course exercises, course presentations, and other materials for each course through this system. It also includes announcement and forum tabs. Academic staff informs students through this system.

The GBS Gelişim information system is the web portal where the student handbook is located. The students handbook contains the following information:

- Programme Curriculum
- Intended Learning outcomes of the programme
- Syllabus of each course (weekly topics, learning methods, assignments, course materials, ECTS credits, weekly class hours, exams, calculation workload of each course for students).
- Intended Learning outcomes of each course,
- Coordinator and lecturer of each course
- Aim and content of each course
- Academic staff of the programme
- Mission and vision of the programme

On this platform also, interested parties are informed about the admission requirements and selection procedure via related websites, particularly for Turkish students.

Experts' evaluation

From the expert's point of view, students and other relevant stakeholders and the general public are sufficiently informed about the programmes, intended learning outcomes, qualification awarded, and teaching, learning and assessment procedures. Foreign students also noted they had no problem gaining sufficient information and support in English, even if not all websites were available in both Turkish and English which might become more relevant as part of a future internationalization of the university (**Finding 8**). With an overall good presentation the role and relevance of the EBYS: Electronic Information Management System remained somewhat unclear to the panel of experts but the panel concluded that this is more a system for internal management than for public information.

Conclusion

The criterion is fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programmes “Political Science and International Relations” (English & Turkish) (Bachelor) and Political Science and Public Administration (Bachelor) offered by Gelisim University, Istanbul with conditions.

Commendation:

The panel commends the departments of Istanbul Gelisim University for their high responsiveness to students needs and particularly for the impressive development in programme consolidation over the past years.

Findings:

1. For all three programmes the departments have to ensure that the offered and selectable electives contribute to the achievement of the ILOs of the respective programme.
2. For all three programmes the specificity of formulated learning outcomes should be increased in the future development of the programmes.
3. The teaching of research methods should be more specific to the relevant methods of the respective programmes.
4. For the Political Science and Public Administration programme the curriculum should not remain unchanged for the whole time of accreditation, instead the department should implement continuous improvements as appropriate and include labour market perspectives.
5. The actually implemented assessment forms should include elements of free writing and analytical reflection in line with the intended learning outcomes, and other forms of assessment should also be included into the calculation of the grade.
6. Reasons for absence of students should be analysed and potential impacts on the teaching process mitigated.
7. The strategic focus on research will also require balancing the teaching loads of academic staff and additional research capacity development.
8. The growing number of international students should also lead to structural measures for their better integration.
9. Student and staff mobility in the programmes should be increased to increase international exposure.
10. Professional orientation through internships should be further increased and supported.

Following a full programme review



AGENTUR FÜR
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STUDIENGÄNGEN E.V.

accredits the study programme

POLITICAL SCIENCE AND INTERNATIONAL RELATIONS (ENGLISH) (BACHELOR OF SCIENCE)

at

ISTANBUL GELIŞİM UNIVERSITY, TÜRKİYE

The accreditation procedure and the decision are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The programme essentially complies with the AQAS Criteria for Programme Accreditation and is in compliance with the requirements defined by the ESG. The accreditation is implemented according to the decision of the Standing Commission of 24 February 2025.

The accreditation is conditional and valid until 31 March 2031.

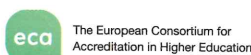
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PRESIDENT


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Following a full programme review



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STUDIENGÄNGEN E.V.

accredits the study programme

POLITICAL SCIENCE AND INTERNATIONAL RELATIONS (TURKISH) (BACHELOR OF SCIENCE)

at

ISTANBUL GELIŞİM UNIVERSITY, TÜRKİYE

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accredits the study programme

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION (TURKISH) (BACHELOR OF SCIENCE)

at

ISTANBUL GELIŞİM UNIVERSITY, TÜRKİYE

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