

Akkreditierungsagentur für Studiengänge  
im Bereich Gesundheit und Soziales  
Accreditation Agency in the Area of Health and Social Sciences



## **Assessment Report**

**for the Application of  
Istanbul Gelişim University,  
School of Health Sciences,  
Department of Audiology  
for the Accreditation of the Bachelor Program  
“Audiology” (Bachelor of Science)  
(Turkish Program)**

AHPGS Akkreditierung gGmbH  
Sedanstr. 22  
79098 Freiburg  
Telefon: 0761/208533-0  
E-Mail: [ahpgs@ahpgs.de](mailto:ahpgs@ahpgs.de)

## Expert group

*Prof. Dr. Georg Abel<sup>1</sup>, University of Applied Sciences of Health and Prevention, Saarbrücken, Germany*

*Prof. Dr. med. Raimund Böckler, SRH University of Applied Health Sciences, Gera, Germany*

**Prof. Dr. Philipp Eschenbeck**, University of Applied Sciences, for Health Care Professions, Bochum, Germany

**Prof. Dr. Johannes Keogh**, Fulda University of Applied Sciences, Fulda, Germany

**Prof. Christiane Mentrup**, University of Applied Sciences, Zürich, Switzerland

**Prof. Dr. med. Manfred James Müller**, Christian Albrecht University, Kiel, Germany

**Prof. Dr. Annette Probst**, University of Applied Sciences and Arts, Hildesheim, Germany

*Prof. Dr. Katharina Scheel, University of Applied Sciences, Kiel, Germany*

*Ms. Anna Christine Steinacker, M.A., Fulda University of Applied Sciences, Fulda, Germany*

*Prof. Dr. Steve Strupeit, University of Education, Schwäbisch Gmünd, Germany*

**Prof. Dr. Christian Trumpp**, IB University of Applied Sciences, Berlin, Germany

**Mr. Nils Sebastian Vetter**, B.Sc., University of Bielefeld, Germany

**On-site visit** February 8-9, 2018

**Decision** April 30, 2018

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<sup>1</sup> The experts listed in italics did not participate in the On-Site Visit.

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## 1 Introduction

The Accreditation Agency for Study Programs in Health and Social Sciences (AHPGS) is an interdisciplinary and multi-professional organization. Its mission is to evaluate Bachelor and Master's programs in the fields of health and social sciences, as well as in related domains, such as law or economics. By implementing accreditation and recommendation procedures, the AHPGS contributes to the improvement of the overall quality of teaching and learning. However, the higher education institutions remain responsible for fulfilling the quality assurance, too.

Since 2004 the AHPGS has been a member of the European Consortium for Accreditation (ECA). In 2006, the AHPGS also joined the ENQA and became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) in 2009. Since 2012, the AHPGS has been a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). Starting from 2009, the AHPGS has been listed in the European Quality Assurance Register (EQAR).

In carrying out accreditation procedures, the AHPGS follows the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In the present case, the decision regarding the accreditation of the study program is carried out by the AHPGS Accreditation Commission based on the following accreditation criteria<sup>2</sup>:

1. Program aims and learning outcomes
2. Curriculum design
3. Personnel
4. Facilities and learning resources
5. Study process and student assessment
6. Program and quality management
7. Gender equality and equal opportunity

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<sup>2</sup> Approved by the AHPGS Accreditation Commission

The external assessment procedure is carried out in four steps:

### **I. The University's application**

The AHPGS verifies the sufficiency of the documents submitted by the University, namely the self-evaluation report and its corresponding annexes. These are to fulfill the assessment spheres as well as the AHPGS standards. As a result, the AHPGS produces a summary (see Sections 2-5), which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

### **II. Written review**

The main documents are reviewed by the expert group assigned by the accreditation commission of AHPGS. This is done in order to verify the compliance of the study program with the applicable accreditation criteria valid in ... (country). Consequently, the experts comprise a short summary regarding the study programs.

### **III. On-site visit (peer-review)**

The experts carry out an external on-site visit at the University. During this visit discussions are held with members of the University, which include University and department administration, degree program management, teachers and students. This provides the expert group with details about the study program beyond the written documents. The task of the experts during the on-site visit is to verify and evaluate the objectives of the program and its projected study results, its structure, staff, material resources, course of studies and methods of assessment (selection of students, assessment of achievements, students' support), as well as of the program management (program administration, external assurance of study quality).

Following the on-site visit, the expert group issues the expert report. This report is based on the results of the visit, the written review of the study programs, and the documents submitted by the University. Finally, the report is made available to the University so that it can issue a response opinion.

The expert report as well as the University's response opinion – together with the provided documents – is submitted to the accreditation commission of the AHPGS.

#### **IV. The AHPGS accreditation decision**

The accreditation commission of the AHPGS examines the documentation made available in the process of application, namely the University's self-evaluation report, its annexes, the summary comprised by the AHPGS, the expert report, as well as the University's response opinion. These documents represent the basis for the commission's decision regarding the recommendation for accreditation of the study program. Consequently, this decision – together with all other documentation – is forwarded to the AHPGS Accreditation Commission for it to reach a decision regarding the accreditation of the study program.

## 2 Overview

### 2.1 Procedure-related documents

The Istanbul Gelişim University, Istanbul, Turkey, delegated the task of accrediting its Bachelor study program “Audiology” (Bachelor of Science, B.Sc.) to AHPGS.

The self-evaluation report for accreditation (without the awarding of the official seal of the Accreditation Council of the Foundation for the Accreditation of Study Programs in Germany) of the above-mentioned study programs (hereinafter the SER) of the Istanbul Gelişim University (hereinafter the University) was submitted to AHPGS in electronic format on September 25, 2017.

On November 30, 2017 the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the Application for accreditation for the study programs to the University. On December 12, 2017 the University submitted the answers to the open questions and explanatory notes (hereinafter AOO) to the AHPGS in electronic format.

The present document presents the summary of the AHPGS for the Bachelor study program “Audiology”.

The application documentation submitted by the University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the B.Sc. study program “Audiology”, the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the Bachelor study program “Audiology”:

Annex	Description
1	Module Descriptions
2	Graduation Statistics
3	Teaching Matrix for Audiology
4	Teaching Staff - Short CVs
5	Diploma Supplement
6	Audiology Library Details
7	Clinical Study Students from Cooperating Institutions
8	Clinical Study Student Evaluation Form
9	Clinical Study Preparation Algorithm

Alongside the study-program-specific documents, the following documents pertain to all study programs submitted to AHPGS for evaluation:

<b>Annex</b>	<b>Description</b>
A	Directive on Training and Examination of Associate and Undergraduate Students in IGU
B	Occupational Practice File
C	Application Form for 'I Have an Idea'
D	University Decision and Management Structure
E	Course and Lecturer Assessment Questionnaire
F	Student Satisfaction Questionnaire
G	Follow-Up Form for Graduated Students
H	Welcome to Gelsim Practice Form
I	Organization Chart
J	Private Budget
K	IGU Traineeship Directive
L	Student Traineeship File
M	Preparatory Class Curriculum
N	University's Internal Structure
O	IGU Directive On Disabled People Counseling And Coordination Unit
P	Directive On Lateral Transfers
Q	Directive On Equivalence And Adaptation On IGU
R	Directive on Double Major in IGU
S	Turkish Law on Higher Education
T	Higher Education System in Turkey
U	Directive on Equivalence and Adaptation at IGU
V	Regulation on Higher Education Quality Assurance

The Summary, the Expert Report as well as the resolution of the Accreditation Commission build the basis for the present Assessment Report.



## 2.2 Study program

### 2.2.1 Structural data

University	Istanbul Gelişim University
Faculty/Department	School of Health Sciences Department of Audiology
Cooperation partner(s)	Cekmece Public Hospitals Union, Bakirkoy Public Hospitals Union, Fatih Public Hospitals Union, Beyoglu Public Hospitals Union, Anatolia North Public Hospitals Union, and certain private or public hospital or hearing aid centers contracted by the University to provide students with clinical practice
Title of the study program	"Audiology"
Degree awarded	Bachelor of Science (B.Sc.)
Form of studies	Full-time
Language of study	Turkish, with English lessons in the first year
Period of education	8 semesters
Credit Points (CP) according to the European Credit Transfer System (ECTS)	240 ECTS points
Hours per CP	25.5 hours per ECTS point
Workload	Total: 6,120 hours Contact hours: 1,638 hours Individual work: 3,278hours Practice: 1,204 hours
Thesis	None
Launch date of the study program	2013-2014 academic year
First accreditation	Program has not yet been accredited.
Time of admission	Fall
Number of available places in the program	Approximately 80 per year (Determined yearly by the Turkish Measuring, Selection and Placement Center (OSYM))
Number of enrolled students to date	360

Number of dropouts to date	4
Number of graduates to date	73
Tuition fees	<p>TRY 33,960 (ca. EUR 7,800) per academic year.</p> <p>Merit scholarships covering 30% of the tuition fees, 50% of the tuition fees, 100% of the tuition fees, and 100% of the tuition fees plus a USD 1,000 (ca. EUR 850) monthly grant are available based on A-Levels or IB scores.</p> <p>When paying tuition fees by installments, an additional fee of 6% is assessed.</p>

Table 1: Structural data of the study program

### 2.2.2 Qualification objectives and employment opportunities

According to the University, the program's general objectives consist of educating audiologists who have scientific knowledge and consciousness by providing them with high information standards, clinical services and research conditions (SER 1.3.1). The qualification objectives include producing graduates who are able to prevent hearing impairment through hearing and balance controls in healthy individuals, rehabilitate patients using devices to remedy hearing problems, maintain and use strong social skills, uphold scientific and ethic professional principles, be aware of personal, social and professional responsibilities and communicate and educate correctly and actively (SER 1.3.2). These qualification objectives are taken into account in course planning and are referenced in the Module Descriptions for Audiology (Annex 1).

The University states that its graduating audiologists will have wide employment opportunities. Examples of potential employers include hospitals, the private sector, universities, special education and rehabilitation centers, private medical centers and hearing aid centers (SER 1.4.1). No surveys have been conducted yet, though an Alumni Association has been founded and follow-up forms to check on graduates' professional progress have been prepared (AOQ 7, SER 1.4.2).

### 2.2.3 Modularization and exam system

Study programs at IGU are set together out of University-wide compulsory courses which are centrally defined by the Turkish Higher Education Council, departmental compulsory courses and intra- and extra-departmental elective courses.

The program as a whole comprises 58 modules, out of which 48 are obligatory and ten are compulsory elective modules. Four of the compulsory modules are the centrally defined modules required for all students of the University. Regarding the ten elective modules, seven are intra-departmental whereas three are extra-departmental and open to students from many disciplines. All modules have to be completed within eight semesters. One module is no longer than one semester. There are between six and nine modules in total provided for each semester. Each semester comprises a workload of 30 ECTS credit points. Students may go abroad on an Erasmus+ basis by special agreement with the University.

The following study plan lists the University-required sequence of courses for the attainment of the degree Bachelor of Science (B.Sc.) in "Audiology."

Semester	Course Nr.	Course Title	CP	ECTS
1 (Fall)	ODY101	Anatomy	3	4
	YDL101	Foreign Language I (English)	3	3
	BIL101	Information Technologies	1	2
	ODY105	Introduction to Audiology and Physics	3	4
	ODY107	Microbiology	2	3
	ODY103	Physiology	3	4
	SHY107	Sociology	2	4
	ODY109	Sound Physics and Acoustics	2	4
	TRD101	Turkish Language I	2	2
Semester Total			21	30
2 (Spring)	ODY108	Biophysics	3	3
	YDL102	Foreign Language II (English)	3	4
	ODY106	Fundamental Otolaryngology	3	5
	ODY110	Instrumentation and Calibration	3	5

	ODY102	Neuroanatomy	3	5
	ODY104	Neurophysiology	3	5
	TRD102	Turkish Language II	2	3
Semester Total			20	30
3 (Fall)	ODY201	Hearing Measurement Test Methods	4	8
	ATA201	History of Ataturk's Principles & Reforms I	2	2
	ODY209	Industrial Audiology	3	5
	ODY207	Pediatric Audiology I	3	5
	ODY203	Vestibular Evaluation Methods	3	5
	ODY205	Vestibular System and Diseases	3	5
Semester Total			18	30
4 (Spring)	ODY202	Advanced Electrophysiological Testing Methods	3	5
	<u>One of the following electives: Hearing Screenings (ODY214) or Introduction to Hearing Aids (ODY212)</u>		3	6
	ODY210	Ear Mold Applications	4	7
	ODY206	Hearing System Diseases	3	5
	ATA202	History of Ataturk's Principles & Reforms II	2	2
	ODY208	Pediatric Audiology II	3	5
Semester Total			18	30
5 (Fall)	ODY301	Audiological and Vestibular Diagnostics I	2	2
	ODY313	Auditory Therapy Techniques and Application Principles I	3	4
	ODY303	Central Hearing Disorders and Evaluation Methods	3	4
	<u>Two of the following electives: Administrative Structure of Turkey (HIT207), Cochlear Implant Application Principles in Children (ODY315), Critical Psychology (PSI313), Digital Marketing (HIT409), General Accounting (UTI107), General Economy (UTI101), History of Economic Thought (EKF331), Introduction to Psychology (PSI103), Microeconomics (EKF201), Organizational Behavior (ISL203), Planning and Management on Public Relations (HIT201), Principles of Hearing Aid in Children (ODY311), or Statistics</u>		3	6
			3	6

	(ISF205)			
	ODY305	Tinnitus and Evaluation Principles	3	4
	ODY307	Vestibular Rehabilitation	3	4
Semester Total			20	30
6 (Spring)	ODY302	Audiological and Vestibular Diagnostics II	2	2
	ODY306	Auditory Therapy Techniques and Application Principles II	3	4
	ODY304	Child Development Characteristics of Hearing Disabled Child	3	6
	<u>Three electives:</u> Assistive Listening Devices in Audiology (ODY316), Business and Social Security Law (ISY304), Change Management (ULT310), Commercial Law (ISF302), Communication Theories (RTS314), General Law (ISF104), Human Rights (SOS314), In Adult Practice Principles of Hearing Aid (ODY318), Management and Organization (IBY104), Media and Public Opinion (HIT302), Money and Banking (EKF346), Public Relations Practice and Case Studies (HIT208), Radio Television Advertising (RTS346), Rehabilitative Approaches in Central Hearing Disorders (ODY312), or Tinnitus Therapy Techniques and Application Principles (ODY310)		3	6
Semester Total			17	30
7 (Fall)	ODY403	Clinical Studies I	14	14
	ODY405	Educational Material Development I	3	4
	<u>Two electives:</u> Electrophysical Evaluation in Audiology (ODY415), Geriatric Audiology and Communication Disorders (ODY417), Implant Applications (ODY411), Rehabilitation Principles and Ethics (ODY413), or Research Methods (EKF407)		3	6
Semester Total			23	30
8 (Spring)	ODY404	Clinical Studies II	14	14
	ODY406	Educational Material Development II	3	4
	<u>Two electives:</u> Advertising Campaigns (HRY406), Brand Management (HIT306), Cochlear Implant Applications and Hearing Aids (ODY412), Communication Ethics (RTS414),		3	6

	Customer Relations Management (MIY208), Entrepreneurship (GIR402), Health Information and First Aid (FTY412), Negotiation Techniques (ULT422), Political Communication (RTS316), Public Economy (UTI408), Sign Language (ISF404), or Social Psychology (SOS318)	3	6
Semester Total		23	30
<b>Study Program Total</b>		<b>160</b>	<b>240</b>

Table 2: Study Plan

The module descriptions (Annex 1) contain information on course names and codes, course level, semester of study, in-class hours, credit points, ECTS points, language of instruction, course type, mode of delivery, name of course coordinator and instructor(s), pre- and corequisites, objectives and contents, key learning outcomes, weekly course contents, source materials, assessment methods and grade weighting, level of contribution of course units to learning outcomes, and the constitution of course workload and ECTS credits.

The University states that the basic topics of its “Audiology” study program cover health, disease, humanity, environment, patient education, learning, communication, ethics, treatment, rehabilitation, disability, quality of life and culture (SER 1.2.4).

In the **first semester** of the program, students are introduced to various scientific fields with a direct bearing on hearing, such as “anatomy”, “microbiology”, “physics”, “physiology” and “acoustics”. “Sociology” and “English” are also taught, providing more subjective insights on aural communication and enabling students to speak with foreign patients. A course in the Turkish language serves to ensure an academic linguistic standard, and another in information technologies teaches vital basic computer literacy.

In the **second semester**, students delve into more complex and narrow sciences, including “biophysics”, “neuroanatomy”, “neurophysiology” and “otolaryngology”, building upon the basics learned in the first semester. Advanced English and Turkish courses further enhance students’ communication abilities, and a course in “instrumentation and calibration” introducing students the equipment and computer programs used in the field of Audiology.

In the **third semester**, a course in “Turkish history and culture” adds to students’ national and regional consciousness. Alongside this, courses begin to focus on diagnostics and treatments, as in “Hearing Measurement Test Methods,” “Vestibular Evaluation Methods” and “Vestibular System and Diseases.” “Industrial Audiology” and “Pediatric Audiology” discuss the science in important, unique, and frequently occurring contexts.

In the **fourth semester**, students take their first elective, either “Hearing Screenings” or “Introduction to Hearing Aids,” offering a choice of specialization in diagnostics or treatments. Another course covering Turkish culture and history is also taught. “Pediatric Audiology II” extends students’ knowledge of the delicate treatment of children’s hearing; “Ear Mold Applications” brings students into contact with an important treatment tool; “Hearing System Diseases” begins a pathological study that increases diagnostic and treatment abilities; and “Advanced Electrophysiological Testing Methods” teaches students about auditory evoked potentials such as ECoChG, ABR, MLR, LLR, MMN, P300 and ASSR.

In the **fifth semester**, students take five high-level specialization courses: “Audiological and Vestibular Diagnostics I” teaches about the recognition of various types of hearing loss through vestibular and conductive tests; “Auditory Therapy Techniques and Application Principles I” deals chiefly with pediatric and adolescent therapeutic communication methods; “Central Hearing Disorders and Evaluation Methods” describes differential diagnoses of central auditory disorders, special test methods and treatments; “Tinnitus and Evaluation Principles” discusses a common affliction and its treatment; and “Vestibular Rehabilitation” thoroughly examines the vestibular system, underlying causes of vestibular disorders and correct evaluation and correction methods. Alongside these, students also take two elective courses.

In the **sixth semester**, students extend their knowledge of diagnostic methods and vestibular testing interpretations in “Audiological and Vestibular Diagnostics II”. In “Auditory Therapy Techniques and Application Principles II”, therapeutic methods discussed in section I are developed. “Child Development Characteristics of Hearing Disabled Child” covers concepts and methods in the education of hearing-impaired children. Alongside these, students take three elective courses.

In the **seventh semester**, students take the 14-ECTS-point course “Clinical Studies I,” in which they begin their fieldwork at a state-certified hospital or audiological treatment facility. The course “Educational Material Development I” is also taken, providing pedagogical skills for the creation of lesson plans for hearing-impaired students. Alongside these, students take two elective courses.

Finally, in the **eighth semester**, students take the 14-ECTS-point course “Clinical Studies II,” in which they finish their fieldwork and its assignments. “Educational Material Development II” finishes students’ pedagogical training, and two final elective courses round off the study program.

The University states that a host of didactic methods are used in course instruction, including lectures, in-class activities, group work, laboratory exercises, reading, homework assignments, projects, seminars, field work assignments, report writing and technical visits.

According to the University, certain courses (determined by the University Senate) are taught online as distance education classes. These generally consist of entry-level and/or general requirement courses such as Foreign Language I-II, IT, Introduction to Psychology, Turkish Language I-II, and Ataturk’s Principles and History of Revolution I-II. Materials for these courses can be found through the University’s Student Information System (OBIS).

In the courses “Clinical Study I and II” in, students perform a field study in any state-certified hospital or hearing and rehabilitation center. To date, twelve students have conducted their field studies at public hospitals, 45 at private hospitals and twelve at dedicated hearing and rehabilitation centers (AOQ 2). During the clinical practice, students are supervised by the clinical practice coordinator (an institutional audiologist or otorhinolaryngologist) and assessed on theoretical knowledge, practical skills, responsibility, work discipline, performance, communication and attendance. At the end of the clinical practice, students complete a practice report, together with which their final grades are assessed. (Annex 8)

The University states to have structured the Bachelor study program “Audiology” based on the Bologna System using ECTS credit points in order to facilitate international recognition of credits and degrees. Students may participate in exchange programs at approved overseas universities through the Eras-



mus+ program; this appears to only be possible through special agreement with the University (SER 1.2.8 and 1.2.9).

Examinations in the program are carried out according to the “Directive on Training and Examination of Associate and Undergraduate Students in IGU” (Annex A). The University uses a combination of continuous and final assessments with a 40:60 ratio. Assessment types include exams, quizzes, field works, practices, homework, workshops, seminars, laboratories, traineeships and similar activities. Assessment methods and their numerical weights are given in the module descriptions. (Annex A, Article 23-1)

Grades are issued by the University on a scale of AA (4.00 GPA, 90-100%) down to FF (0.00 GPA, 0-39%). DD (GPA 1.00, 45-49%) is the lowest passing score; students receiving this or a higher score in a course are barred from repeating the course to improve their grade. A Cumulative GPA (CGPA or GANO) is the credit-weighted average GPA over a student’s history at the University. Students with high CGPAs may take higher-level courses from the third semester onward. (Annex A, Article 16-2)

There are a total of 58 midterm and 58 final exams in the study program, totaling 116 exams. These include classical examinations, multiple choice tests, and oral examinations. Midterms are weighted to 40% and finals to 60% of the course grade. In each semester, there are 16 weeks, including one week for midterms, one week for finals and 14 weeks for instruction. Students who fail courses, as well as those who miss final exams due to excused absences, are required to repeat the course or exam, respectively. Make-up exams only apply if students have attended at least 70% of theoretical meetings and 80% of laboratory meetings in the course. (Annex A, Article 17-1, 2)

Students may participate in an exemption exam once for each course (Appendix A, Art. 24 (8)).

The recognition of credits transferred from other universities (domestic and abroad) according to the requirements of the Lisbon Recognition Convention is regulated through the Directive on Lateral Transfers (Annex P). The major requirements set forth in the Directive are a satisfactory grade point average and available space in the transfer quota set by the Council of Higher Education.

Compensation measures for students with disabilities are given in the IGU Directive On Disabled People Counseling And Coordination Unit (Annex O). The stated aim of the Directive is to “ease” and “facilitate the life of disabled students” when necessary.

#### **2.2.4 Admission requirements**

The procedure pertaining to the admission procedure is centrally regulated and executed by the Turkish Student Selection and Placement Center (OSYM) and corresponds with the provisions of the Turkish Law on Higher Education No. 2547. Students are admitted to institutions of higher education by means of an examination prepared in accordance with provisions specified by the Turkish Council of Higher Education (YOK). In the evaluation of examination results, the performance of students during their secondary education is taken into account. Those performing well in University special talent exams can similarly be placed directly into a program requiring such talent. (Annex A, Article 5; SER 1.5.1)

Those students who are not placed into any university by OSYM are eligible to apply for any remaining free places in programs at the University. (Ibid.)

The registration of the students who are entitled to enroll in the programs of Istanbul Gelişim University is done by the Department of Student Affairs/Registrar’s Office. The admission process at the University is regulated by the “Directive on Training and Examination of Associate and Undergraduate Students in IGU” (Annex A, Article 5) according to the above mentioned law.

Well-performing students may elect to combine two fields of study through the Double Major Program. To be eligible for this program, students must hold a GPA of at least 2.72 out of 4.00, be in the best-performing 20% of their cohort and have no record of disciplinary action at the University. The Double Major Program is regulated by the “IGU Double Major Directive” (Annex R, not available in English).

### **2.3 Study conditions and quality assurance**

#### **2.3.1 Human resources**

The University states that there are a total of 20 lecturers in the “Audiology” program (SER 2.1.1). There are 14 full-time Audiology instructors; of these,

two are professors, one is an associate professor and eleven are assistant professors. Furthermore, there are two lecturers with paid tuition hours, and four lecturers from the School of Health Sciences (one professor, one associate professor and two assistant professors) who are experts in their given fields and teach courses shared with students from other departments of the School.

For details about the qualifications of the teaching staff in the “Child Development” department as well as about the covering and distribution of the course load in the study program, the University provided short CVs of the teaching staff (Annex 4) and a teaching matrix (Annex 3).

Selection for new instructors is carried out through the Rectorate in accordance with Turkish Higher Education Law No. 2547 (Annex S).

The weekly teaching load for instructors and lecturers employed at a Turkish University is to be determined by the Council of Higher Education (YOK), with a minimum of 12 hours per week (Annex S, Article 36). Rectors, Deans, Directors of Graduate Schools and Schools of Higher Education are exempted from the requirement of the weekly teaching load. The weekly teaching load for Vice-Rectors, Assistant Deans, and Assistant Directors of Graduate Schools and Schools of Higher Education and for Heads of Departments is half the regularly specified term (*Ibidem.*).

According to the University, the requirement of teaching staff is determined at the beginning of the semester by the heads of department and the directorate of the School of Health Sciences and reported to the rector’s office. The rectorate announces job vacancies and appoints teaching staff according to the (qualification) requirements of the Turkish Higher Education Law (Annex S, part 5).

The University states that the teaching staff is provided with the right to participate in the training programs organized by the University’s “IGU Continuing Education Center”, the right to participate in scientific research projects, international symposiums and conferences and in advanced training programs related to the department/study program (SER 2.1.2).

### 2.3.2 Facilities

The University's campus comprises the buildings with lecture halls and classrooms, laboratories, two student canteens as well as several cafeterias, a sports complex and a health center for emergency and daily poly-clinic services.

Additionally, the University Istanbul Gelişim University signed agreements with the residences to provide student accommodation.

In Part A of Annex N "IGU's Internal Structure", the University listed its laboratories with their respective equipment. The University has at its disposal an Anatomy Laboratory, an Audiometry Laboratory, a Biomedical Laboratory, a Child Development Laboratory, a Dental Prosthesis Laboratory, a Dialysis Laboratory, an Electro Neurophysiology Laboratory, an Ergotherapy Laboratory, a Physical Exercise Laboratory, a First and Emergency Aid Laboratory, a Hair and Beauty Laboratory, a Medical Laboratory, a Nursing Laboratory, a Nutrition and Dietetics Laboratory, an Optician Laboratory, an Oral and Dental Laboratory, an Orthesis Prosthesis Laboratory, a Pathology Techniques Laboratory, a Perfusion Laboratory and a Physiology Laboratory.

Students studying "Audiology" have access to the University's three libraries, the Central Library, the Art and Engineering Library and the Vocational College Library. According to Part A of Annex N "IGU's Internal Structure", IGU's libraries hold 35,702 printed books, 164,452 e-books, 22,803 e-magazines, 3,341 e-standards and three databases. The University states that the library owns 89 program-specific books and 597 program-specific e-books (SER 2.3.2).

Through the government's Turkish Academic Network and Information Center (ULAKBIM), IGU's staff and students access 1.237 health-related e-journals and another nine databases. Twice a year, the heads of departments may request the purchase of new publications.

The Central Library is open Monday to Friday from 8:30 to 21:30, in summer term until 18:30. The libraries do not serve on weekends. Students may also access the library's resources through IGU's online catalogue "Kütüphane" off-campus and out of opening hours.

### 2.3.3 Quality assurance

The Turkish Higher Education Council (CoHE, YOK) has founded a semi-independent quality board. The board has issued its own directives. Each university has founded its own quality office and commissions which are handled by directives. The CoHE quality board orients to the European Higher Education System and standards for quality assurance.

Quality assurance at the University is based on the target of maintaining a structure in line with international standards in education, research and administration. The University states that ensuring the participation of all internal and external stakeholders is a priority (SER 1.6.1).

The University maintains an Office of Strategic Planning and Quality Assurance, which is responsible for measuring, evaluating and continuously improving the performance at the University. Additionally, there exists a University Quality Committee, the duties of which include establishment of internal and external quality assurance systems, conducting internal evaluation studies, preparing an annual institutional evaluation report and to make necessary preparations in the external evaluation process.

According to the CoHE Quality board's regulations, the University has to submit its self-evaluation reports to the CoHE Quality board each year in April. These reports have to be publicly accessible.

Subordinate to the University Quality Committee exists the College Quality Committee, a team of similar type specific to the College of Health Sciences. The College Quality Committee sets and monitors various quality assurance goals, reporting to the Rectorate and analyzing feedback from all stakeholders, including students and employers.

These quality assurance units are contained within a Strategic Plan for the University in the timeframe 2016-2020. In the plan, the goals of establishing a working quality system related to education and training and cooperating with external accreditors to evaluate its progress are listed. The University states that student-centered, effective communication lies at the core of its strategy.

For module evaluation, students are required to fill out questionnaires pertaining to their satisfaction with the quality of the study program, its individual

modules, the teaching staff and their course workload (Annexes E and F). The University Quality Committee then assesses the reports and uses them to set targets and determine corrective/proactive action, if necessary. Students furthermore have the opportunity to evaluate their field studies using a similar questionnaire. The Rector's Office is directly in charge of all quality improvement tasks and processes.

The Quality Committee puts itself in contact with University graduates and invites them to report their experiences using a form (Annex G). Additionally, there is an Alumni Association and a University web portal specifically for alumni, intended to facilitate the graduate feedback process.

Due to the young age of the study program, exact statistics regarding the evaluation of student workload are still being prepared.

Since the program started, a total of 360 students have been enrolled in the program. 73 students have graduated from it. To date, four students have dropped out for economic reasons (AOQ 9).

General information about the study program is published on the University's website at <http://gbs.Gelisim.edu.tr>. Policy aspects, such as examination regulations, rights for disabled students, transfer requirements, etc. are either available online, in person at University offices, or both.

Lecturers have two office hours each week, which are made known to students. Counseling days and hours are also disseminated electronically; the University's Psychological Counseling and Guidance Center assists students in crises or struggling with mental health problems. A Career Development Coordinator and the Continuing Education Application and Research Center help plan students' postgraduate pathways. Furthermore, a mentoring program exists within the College, allowing qualified students to undergo professional training and become mentors to their peers; currently, however, there are no mentors in the Department of Audiology.

For disabled students, a University regulation (Annex O) has established a Disabled Students Unit and sets compensation measures and assistance practices. The Unit aims to facilitate the learning life of disabled students, regardless of financial background or other characteristics. For more information, please refer to Annex O and SER 1.6.10.

## 2.4 Information about the University

The University as it is today was founded in 2011 by the Gelişim Education Culture Health and Social Service Foundation. Previously, in 2008, the foundation had attempted to found a vocational school under the name "Istanbul Gelişim Vocational College," which Turkey's Ministry of National Education recognized. When the University was established, education commenced in three faculties and one vocational college. Since then, the number of institutes and programs in colleges and faculties of the University has grown; currently the University consists of three institutes (Social Sciences, Science and Technology, Health Sciences), three faculties (Engineering and Architecture; Economic, Administrative and Social Sciences; Fine Arts), two vocational colleges (Istanbul Gelişim Vocational College, Health Services Vocational College) and four colleges (Health Sciences, Applied Sciences, Physical Education and Sports, Foreign Languages).

The University is currently acting on its Strategic Plan 2016-2020, which is heavily based upon expanding its quality assurance concept and achieving external accreditation.

The School of Health Sciences was established in 2012 and currently offers ten Bachelor study programs, for five of them also an English track: Audiology, Child Development, Ergotherapy, Health Management, Nursing, Nutrition and Dietetics, Orthosis/Prosthesis, Perfusion, Physiotherapy and Rehabilitation, and Social Services. In total, 2,715 students are currently enrolled in the School of Health Sciences, of which 360 are in the Audiology Department.

### 3 Expert Report

#### 3.1 Preliminary remarks

The Accreditation Agency in Health and Social Sciences (hereupon, the AHPGS) was commissioned by Istanbul Gelisim University, Istanbul, Turkey (hereupon, the University) to accredit the study program "Audiology."

The on-site visit evaluation of the study programs "Audiology," "Ergotherapy," "Nutrition and Dietetics," "Nursing" and "Physical Therapy and Rehabilitation," offered at the Istanbul Gelisim University, was carried out on February 8-9, 2018, at the Istanbul Gelisim University, Istanbul, Turkey.

The following experts were appointed by the Accreditation Commission of AHPGS for the evaluation of the study program.

#### **As representatives of higher education institutions:**

##### ***Prof. Dr. Georg Abel<sup>3</sup>***

*University of Applied Sciences of Health and Prevention, Saarbrücken,  
Germany  
Professor of Nutritional Sciences*

##### ***Prof. Dr. med. Raimund Böckler***

*SRH University of Applied Health Sciences, Gera, Germany  
Professor of Phoniatrics and Pediatric Audiology*

##### **Prof. Dr. Philipp Eschenbeck**

University of Applied Sciences for Health Care Professions, Bochum,  
Germany  
Professor of Occupational Therapy/Ergotherapy

##### **Prof. Dr. Johannes Keogh**

Fulda University of Applied Sciences, Fulda, Germany  
Professor of Nursing Sciences

##### **Prof. Christine Mentrup**

University of Applied Sciences, Zürich, Switzerland  
Professor of Occupational Therapy/Ergotherapy

##### **Prof. Dr. med. Manfred James Müller**

Christian Albrecht University, Kiel, Germany  
Professor of Human Nutrition

##### **Prof. Dr. Annette Probst**

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<sup>3</sup> The experts shown in italics did not participate in the on-site visit of the University.



University of Applied Sciences and Arts, Hildesheim, Germany  
Professor of Physical Therapy

**Prof. Dr. Katharina Scheel**

*University of Applied Sciences, Kiel, Germany  
Professor of Physical Therapy*

**Ms. Anna Christine Steinacker, M.A.**

*Fulda University of Health Sciences  
Laboratory Engineer*

**Prof. Dr. Steve Strupeit**

*University of Education, Schwäbisch Gmünd, Germany  
Professor of Nursing Sciences*

**Prof. Dr. Christian Trumpp**

*IB University of Applied Sciences, Berlin, Germany  
Rector and Professor of Logopedics*

**As a student representative:**

**Mr. Nils Sebastian Vetter**

*University of Bielefeld, Germany  
Master's Studies in Public Health*

According to the *Rules for the Accreditation of Study Programs and for System Accreditation* (determined by the decision of the Accreditation Commission, of 08.12.2009 in the version of 20.02.2013, Drs. AR 20/2013), the task of the experts in the accreditation procedures is to evaluate the education concept of a specific study program as well as to estimate the possibility of its successful implementation. This concerns, in particular, qualification objectives of the study program, its conceptual integration into the system of education, the concept of the study program, feasibility of the content and scope of studies, the examination system, study-relevant collaborations, personnel, material and space resources, transparency and documentation, application of the results of quality assurance for further development of the study program (it is especially important to present the analyses and evaluation results of student workload, academic accomplishments and employment of graduates, which are to be documented and taken into account within the framework of continuous development of the study program), as well as the provision of gender equality and equal opportunities.

The on-site visit of the experts is carried out in accordance with the *Rules for the Accreditation of Study Programs and for System Accreditation* (determined by the decision of the Accreditation Commission, of 08.12.2009 in the version of 20.02.2013, Drs. AR 20/2013) as well as the *Criteria for the assessment and accreditation procedures of study programs at foreign higher education institutions* developed by AHPGS. After the announcement of the accreditation decision, the expert report will be published as a part of the final Assessment Report.

### **3.2 Basic information about the study program**

The main objective of the Bachelor study program "Audiology" offered at the School of Health Sciences of the Istanbul Gelisim University is to educate healthcare professionals who work in the prevention and treatment of hearing impairment, engage with specialists for diagnosis and management of certain disorders and to use medical technology in audiological diagnostic and rehabilitation processes.

The study program requires the obtainment of 240 credit points (CP) according to the European Credit Transfer System (ECTS). One CP is equal to 25.5 workload hours. The total workload of the program constitutes 6,120 hours, of which 1,638 are contact hours, 1,204 are training/internship hours and 3,278 are hours of independent study. It is a full-time study program with a regular duration of four years/eight semesters. The program curriculum consists of 58 modules/courses, of which 48 are obligatory and ten are elective.

Students are admitted to institutions of higher education by means of an examination prepared in accordance with provisions specified by the Turkish Measuring, Selection and Placement Center (OSYM). In the evaluation of examination results, the performance of students during their secondary education is taken into account. Upon completion of the study program, students are awarded with the academic title "Bachelor of Science." The number of annually available study places in the program is determined annually by the Turkish Higher Education Council (YÖK) according to the University's resources. The study program is offered in Turkish language. Admission takes place every winter semester. The first batch of students was admitted to the program in the 2013-2014 academic year. The University charges tuition fees.

### **3.3 Expert Report**

The on-site visit was carried out on February 8-9, 2018, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on February 7, 2018, for preliminary talks prior to the on-site visit. They discussed the submitted application documents and the results of the written evaluation as well as questions that had been raised. Furthermore, they prepared the plan of the on-site visit at the University.

In the course of the on-site visit, experts conducted discussions with the University management, representatives of the School of Health Sciences, the teaching staff of the programs "Audiology," "Ergotherapy," "Nursing," "Nutrition and Dietetics" and "Physical Therapy and Rehabilitation" as well as with students currently studying in the programs. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, library, and computer classes. Moreover, experts had the opportunity to see the equipment and the capacity of the laboratories.

The expert report is structured in compliance with the Accreditation Criteria of AHPGS, which were last revised on 21.07.2015 and approved by the Accreditation Commission of AHPGS on 30.09.2015. The study program will be described and analyzed in a comprehensive manner below. The documents submitted by the University, the experts' feedback to the documents, the observations made during the on-site visit, the results of discussions with the representatives of the University, the School of Health Sciences and the Department of Audiology serve as the basis for the statements made in the expert report.

#### **3.3.1 Program aims and their implementation**

The Bachelor study program "Audiology" aims at training professionals who are capable of diagnosing, treating and preventing hearing disorders in the population. Graduates should be able to regulate hearing and balance controls in healthy individuals, rehabilitate patients using devices to remedy hearing problems, including cochlea implants, have a strong sense of scientific and professional ethics and communicate responsibly and professionally with patients and families. Graduates of the program can find work in hospitals, pri-

vate sector institutions, universities, rehabilitation centers and hearing aid centers.

The experts find that these objectives cover professional, interdisciplinary and personal aspects and refer to the domain of academic competences, necessary employment qualifications, skills of social commitment and personality development. The learning outcomes of the study program correspond to the offered degree.

As a whole, the study program shows a strong medical and technical approach to Audiology and aims particularly to qualify students for clinical patient care. As soon as the relatively new study program has settled, the experts see potential in developing the program towards a more comprehensive approach to dealing with hearing difficulties. In the future, students should also become sensitized toward mental diseases often coming along with hearing impairment.

As the curricula in Turkey are designed in close accordance with the national requirements set by the Turkish Higher Education Council (YÖK), the University defined qualification objectives comprising scientific qualification as well as the qualification to engage in a qualified occupation, to take over social responsibility and to bring forward their personal development.

From the experts' point of view, the requirements of this criterion are fulfilled.

### **3.3.2 Structure of the study program**

The Bachelor study program "Audiology" is a full-time study program with a regular duration of four years (eight semesters). The program curriculum consists of 58 courses, each of them one semester in length, with six to eight courses to be attended each semester. To the experts this appears as a very detailed curriculum, consisting of a large number of more or less isolated courses. A modular structure is not yet implemented but should be aspired to. However, the combination and sequence of the courses of the study program are consistent with the earlier described specified qualification objectives. In the experts' opinion, a more comprehensive curriculum design with a modular structure would help elaborating and outlining a specific profile of the study program.

The study program requires the obtainment of 240 credit points according to the European Credit Transfer System (ECTS). One credit hour is equal to 25.5 hours of workload. This is determined in Article 11 (7) of the University's "Directive on Training and Examination of Associate and Undergraduate Students". The total workload of the program constitutes 6,120 hours, of which 1,638 are contact hours, 1,204 are training/internship hours and 3,278 are hours of independent study.

The program consists of compulsory courses (determined centrally by YÖK, such as "Turkish Language I+II" and "Ataturk's Principles and Revolution History I+II"), compulsory departmental courses (determined by the Turkish National Core Curriculum) as well as of departmental and non-departmental elective courses (determined and designed by Istanbul Gelisim University). The experts determine the presence of a technical and medical approach to audiology in the curriculum, which lays foundations in anatomy, microbiology, physiology, neuroanatomy, neurophysiology and (bio-) physics. The courses follow a consistent and plausible structure, beginning with introductory courses and accumulating more applied knowledge and specialized competences through successive courses, such as measuring, testing and evaluation techniques, ear mold applications or educational material development. After having acquired basic knowledge in the first four semesters, students may design an increasingly individual qualification. By choosing ten electives from a large variety of elective courses (6 ECTS each) in semesters 5 to 8, students may emphasize on management, economic, legal or communication skills (non-departmental electives) and/or specialize in field-related issues (departmental electives) such as "Cochlear Implant Application Principles in Children", "Tinnitus Therapy Techniques and Application Principles", "Electrophysical Evaluation in Audiology", "Geriatric Audiology and Communication Disorders" or "Rehabilitation Principles and Ethics", for a total of 60 ECTS credits.

In the experts' opinion, the involvement of many disciplines in the curriculum and the variety of departments at the School of Health Sciences, ranging from child development and social service to ergotherapy and health management, bears a high potential and room for enhancement in terms of true interdisciplinary education. The Department should discuss possibilities to implement interdisciplinary courses and modules where students are trained to apply and exchange, for example on the basis of case studies, the different perspectives and approaches that come with every involved discipline.

On site, the experts learned that, besides non-program specific compulsory courses, YÖK defines also up to 75 % of the program-specific contents through a National Core Curriculum. The remaining 25-30 % of the new curriculum should be aimed at implementing the institution's own specific aims for each program, individual development goals, expectations and requirements of the students and should include elective courses offered by other programs.

As outlined above, the experts recommend that the Department of Audiology should use the remaining margin for development of the study program left from the National Core Curriculum to sharpen and enhance its own profile, once the relatively young program has settled. This development may clarify whether a qualification oriented to ear, nose and throat (ENT) medicine is intended, or instead if it is meant to focus on auditory acoustics, hearing technology and audiometry. The experts also see potential for enhancement by including the aspect of mental diseases which often accompany hearing impairment to the curriculum. Moreover, as a Bachelor degree requires methodological and statistical skills that enable students to collect and evaluate data, the experts agree that the training in academic and research skills should be implemented visibly, more intensely and earlier in the curriculum.

As a whole, the experts conclude that the study program provides students with specialized and interdisciplinary knowledge as well as professional, methodological and general competencies.

However, the experts consider the program structure with 58 courses as too fragmented and overloaded with examinations. Although the modules reflect in a very detailed way the national requirements of an Audiology study program as laid down in the National Core Curriculum, the experts suggest that the academic staff combine the courses into larger units or modules that are completed with unified examinations and that pursue compatible and coherent learning objectives. By doing so, the University could reduce the workload pressure on students, make the study program more competency-oriented and, at the same time, foster cooperation of teachers across the multiple disciplines involved in the program.

Professional practical skills are gained through field trainings ("Clinical Studies") in semesters 7 and 8 in private or state hospitals or hearing aid centers that have been approved by the Department of Audiology. Students spend

three six-hour days per week in the institution to train in hearing assessment, vestibular evaluation and audiological and vestibular rehabilitation in cooperation with the responsible audiologist or otolaryngologist. In order to increase the quality and transparency of the field trainings, the experts strongly recommend elaborating a program-specific internship directive that defines the amount of hours to be spent in each of the fields and possibly rotations, the competences to be gained and the requirements that an institution has to fulfill in order to be approved by the University. For now, this information is included to the module descriptions and the University's "Directive on Training and Examination of Associate and Undergraduate Students".

Furthermore, to increase both the transparency of the clinical study program and to ensure that it is best tailored to the "Audiology" program, the experts recommend drawing up a program-specific internship directive that defines the amount of hours to be spent in each of the fields (e.g. rehabilitation, hearing assessment etc.), the competences to be gained and the requirements that an institution has to fulfill in order to be approved by the University. For now, the most basic information is included in the module descriptions and the University's general "Directive on Training and Examination of Associate and Undergraduate Students".

Standard methods of didacticism and assessment (lectures, group work, laboratory work, midterm exams, and practical as well as written finals) constitute the general framework of the study program, though the University states that the Department of Audiology emphasizes interactive, exploratory teaching techniques. Nevertheless, the experts would like to strengthen the idea of a student-centered study program, encouraging students to take an even more active role in creating their own education process and developing a scholarly attitude.

From the experts' point of view, the requirements of this criterion are fulfilled.

### **3.3.3 Admission and Feasibility**

The admission to higher education institutions in Turkey is centrally regulated and executed by the Turkish Student Selection and Placement Center (OSYM) carrying out an aptitude test prepared in accordance with provisions specified by the Turkish Council of Higher Education (YÖK) and applying a calculation

system determined in the Turkish Law on Higher Education No. 2547. All applicants for the study program must hold a secondary school certificate.

From the experts' point of view the admission requirements for the "Audiology" study program are appropriate to the level and the requirements of the study program. They are properly documented and made publicly available.

At the beginning of their studies, every student is assigned an academic advisor by the Head of Department who is in charge of supporting the educational and training proceeding of the student.

The experts determine a high amount of exams to be passed during the "Audiology" study program as each of the 58 courses requires passing a midterm and a final exam. To compensate, the University observes the students' performance by collecting and generating the cumulative and semester Grade Point Average (GPA). Students with a GPA less than 1.80 out of 4.00 at the end of the fourth semester are put under academic probation. A student whose status is probation cannot attend to the courses of upper semesters until changing his/her status resp. his/her GPA. He/she must repeat some of the previous courses with the approval of his/her academic advisor to be able to change the status.

To facilitate the amount of exams, the type as well as the time of the different examinations is defined and communicated to the students transparently through the module description and at the beginning of the course.

The experts confirm that the University takes measures to guarantee the feasibility of the study program. As a whole, the organization of the education process ensures the successful implementation of the study program.

From the experts' point of view, the requirements of this criterion are fulfilled.

#### **3.3.4 Examination system and transparency**

The University uses a continuous assessment process to ensure quality of education for its students. This is achieved by evaluating the performance of the student through a series of exams and tests that are scheduled during the academic semester. Students in the "Audiology" program are required to engage in a clinical study in their final year, comprising a total of 28 ECTS, that is assessed and completed by means of a practice report that covers a research topic and case evaluation, to be worked on during the internship. The



program does not contain a particular Bachelor or graduation thesis; in order to equalize with international standards, the experts recommend implementing a Bachelor thesis that conclusively proves academic competences and fosters international competitiveness and compatibility.

In the experts' opinion, the study program requires a very high amount of exams which causes a high workload not only for students but also for the teaching staff (see also Criterion 3). Discussing the issue on site, staff as well as students are apparently satisfied with the exam procedures and see clear benefits in the current practice. The transparent information of examination methods and of the examination schedule at the beginning of each term makes the great number of assessments during and at the end of each semester manageable.

Thus, the experts conclude that the examinations, although numerous, serve to determine whether the envisaged qualification objectives have been achieved or not. These examinations are focused on students' knowledge. To compensate the high workload through the great amount of exams, the experts recommend implementing a greater variety and flexibility in examination methods and developing them towards a more competence-oriented examination design.

The study program has a system of assessment, conversion and recognition of students' competences and credits acquired and completed at IGU or other higher education institutions documented in the University's "Directive on Lateral Transfers". Turkey has signed the European Lisbon Recognition Convention.

Compensation measures for students with disabilities are given in the "IGU Directive On Disabled People Counseling And Coordination Unit" (Annex O). The stated aim of the Directive is to "ease" and "facilitate the life of disabled students" when necessary.

From the experts' point of view, the requirements of this criterion are fulfilled.

### **3.3.5 Teaching staff and material equipment**

The University appointed 14 staff members for teaching at the Department of Health Management, without counting instructors for the centrally regulated compulsory courses "Turkish Language I+II", "Foreign Language I+II" and

“History of Atatürk’s Principles and Reforms I+II”. Whereas ten of them are appointed to Department of Audiology, the rest of the teaching load is covered through staff members who are assigned to other departments at the School of Health Sciences. The Head of Department is associate professor and medical doctor with specialization in physiology and hyperbaric medicine. Moreover, a full professor being a medical doctor and holding a PhD in brain and nerve surgery is appointed to the Department of Audiology. The University points out that the teaching staff is constantly amended in accordance with the department’s needs but depending on the availability of sufficiently qualified professionals. The experts strongly reinforce this plan as they consider it necessary that academics with firm specialized and academic qualification in audiology and ear, nose and throat medicine assure the academic and substantial development of the study program.

However, the experts conclude that the University has the capacities to cover the teaching load through interdepartmental exchange of teaching staff. Nevertheless, compare to other young disciplines and study programs at the School of Health Sciences, the Department of Audiology disposes a quite comprehensive and highly qualified teaching team whose specializations in audiology should be further developed and depicted (see below).

As a whole, the experts determined room for enhancement regarding the English language skills of the teaching staff. The University should require the motivation, and offer and support possibilities to enhance language skills in teaching staff more stringent. In this regard, the experts recommend also promoting mobility of teaching staff and participation in international networks and conferences, especially since the University outlined the excellent conditions for staff promotion (covering travel expenses etc.).

On site, the University illustrated the variety of incentives and support given to faculty members in order to promote research and development. Members of the teaching staff are afforded opportunities to participate in international symposia, congresses and conferences, as well as University-held training programs and research projects. Faculty is also rewarded for academic publication and high-level participation.

But the experts also learned on site, that most of the teaching staff signs contracts with the University on a one-year basis. As the University plans to grow and extend its offer in study programs, contracts are usually renewed

regularly. However, the experts recommend offering more reliable perspectives, especially to the young academic staff, in order to work on their academic development.

On site, the experts were shown around the University's and the School's premises.

In addition to the current main building of the School of Health Sciences, disposing 23 classrooms and lecture halls and 12 laboratories, the University purchased a new 30-floor building in order to provide space for future development, also for the School of Health Sciences. The University's central library offers room for individual studies and provides the most basic literature as printed books. On site, the experts learned that the main part of specialized literature is provided through an impressive number of electronic books, supplemented by databases and e-magazines. As a whole, it was ascertained by the experts that the Bachelor study program "Audiology" has ample available teaching facilities at its disposal. The laboratory infrastructure and the equipment, among them an audiometry test booth, are suitable to guarantee a high level of teaching and research. In general, the experts determined a very favorable learning surrounding and acknowledge the University's efforts to create an inviting atmosphere for staff and students.

From the experts' point of view, the requirements of this criterion are fulfilled.

### **3.3.6 Quality assurance**

From the experts' point of view, the University has a well-structured system of quality assurance which is overseen by a semi-independent quality board, directed by the University's rector and vice-rector. The board follows the European Higher Education System's standards for quality assurance and seeks to maintain a structure in each study program which is in line with international standards. Ensuring the participation of all internal and external stakeholders is a priority of the board. In total, 42 people within the University keep track of its quality assurance and holds weekly assessment meetings. Student representatives are delegated to boards on department, faculty/school and university level.

They carry out internal and external quality assurance procedures on a cyclical basis, among them course evaluations and student and teaching staff surveys.

At the end of each semester, a course report is written and course specifications may be amended according to the evaluation results.

Students' workload is assessed and regulated through the Grade Point Average (GPA). Students with a GPA less than 1.80 out of 4.00 have to reduce their workload until they are able to improve their performance again.

The experts conclude that the University has a well-established, documented and published concept of quality assurance in education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program.

The results of the internal quality assurance management are applied for the continuous development of the study program. In doing so, the University takes into close consideration the quality evaluation results as well as the analyses of students' workload, their academic accomplishments and feedback from graduates.

Nevertheless, the experts determine that the quality management system is strongly concentrated on quantitative surveys. Little has been reported regarding definite measures and actions for quality enhancement derived from the evaluations. As a consequence, the experts strongly recommend implementing and strengthening also qualitative dimensions and evaluations, e.g. group discussions or so-called "Round Tables".

This would as well allow more student participation. As the experts consider students' personal development and civic commitment an essential part of academic education, the University should expand the promotion of student participation and encourage students to take more action in the developmental processes at the University.

From the experts' point of view, the requirements of this criterion are fulfilled.

### **3.3.7 Gender equality and equal opportunities**

Istanbul Gelisim University does neither follow an explicit gender equality concept nor a concept for promotion of equal opportunities for students with particular living circumstances. However, on site the experts got the impression that the University commits itself to provide an embracing environment for academic creativity and development, while respecting diversity and multicultural understanding.

The Department of Audiology accepts students of both genders and provides equal admission opportunity, education, examinations and participation chances for students of both genders. The University states its commitment to ensuring gender equality and seeks to administer its students on a solely academic basis. Facilities at the University are not gender-divided; resources are common amongst all "Audiology" students.

The University maintains a Disabled Student Unit, which is charged with taking necessary precautions to ensure maximally equal opportunities for disabled students. Such precautions include meeting the needs of disabled students in order to help them overcome personal obstacles; to design or re-organize teaching programs in ways that does not disadvantage or disrupt disabled students; to inform instructors and counselors about the needs of disabled students and to act as a proxy or liaison in this regard; to organize conferences and similar events for the benefit of the disabled; and to conduct what the University terms "positive discrimination," or affirmative-action.

The experts find the Disabled Student Unit to be effective and an important regulator empowered by Turkish Law No. 5378 of 1/7/2005, Article 15. The situation of gender equality is sufficient within the Child Development Department.

From the experts' perspective, gender equality and promotion of equal opportunities for students with particular living circumstances are implemented as a matter of course at Istanbul Gelisim University, although not determined as part of a concept.

From the experts' point of view, the requirements of this criterion are fulfilled.

### **3.4 Summary**

The overall impression of the University is positive; it presents itself as a fresh, well-equipped institution with a variety of disciplines. The experts conclude that the University disposes the motivation, the management's willingness and the financial and spatial resources to launch and push necessary steps and processes in order to reach its aim to provide high quality and comprehensive education and research. Within a relatively short period of time the University has shown a fast development and has reached impressive results.

As a whole, a number of additional favorable characteristics and achievements of the study program were demonstrated by the management of the University, the representatives of the college, those of the department as well as of the student body, such as a highly-motivated teaching team well-versed in multiple disciplines, a comprehensive curriculum and an excellent infrastructure.

However, after a period characterized through fast growth, it seems recommendable to slow down for a while, let all the new programs and achievements settle and observe the development of all the launched initiatives.

Based on the information from written documents and the results of the on-site visit, the experts came to the conclusion that the study program "Audiology" offered at the Istanbul Gelisim University fulfills the above described criteria. Hence, the experts decided to submit a recommendation to the Accreditation Commission of the AHPGS for a positive decision regarding the accreditation of the study program.

For the continuous development of the study program, the experts have outlined the following recommendations:

- Once the study program has settled, the profile of the study program should be sharpened: It should be clarified whether a qualification oriented to ear, nose and throat (ENT) medicine is intended or, more likely, one oriented to auditory acoustics, hearing technology and audiometry.
- A modular structure should be aspired to. Courses should be combined into larger units/modules that are completed with a single examination.
- The Department of Audiology should use the scope left by the National Core Curriculum and include central topics which the experts noted were missing with regard to the variety of qualification objectives:
  - The aspect of mental diseases often paired with hearing impairment should be included in the curriculum.
  - Possibilities to implement interdisciplinary modules and interprofessional education opportunities should be considered.
  - The training in academic and research skills should be implemented visibly, more intensely and earlier in the curriculum.
- A program-specific internship directive should be developed.
- The idea of a student-centered study program, encouraging students to take an even more active role in creating their own education process

- and developing a scholarly attitude, should be developed and implemented.
- The development of the students' English language skills should be strengthened.
  - A greater variety and flexibility in examination methods as well as a competence-oriented examination design should be implemented.
  - A Bachelor thesis should be implemented.
  - With regard to the targeted internationalization and staff development:
    - The English language skills as well as continuing professional training of teaching staff should be advanced more stringently. Mobility of teaching staff and participation in international field-related networks should be promoted.
    - More reliable prospects, especially to the young academic staff, in order to assist their academic development, should be offered.
  - Qualitative dimensions and evaluations should become part of the quality assurance system.

## **4 Decision of the Accreditation Commission**

### **The decision of the Accreditation Commission of April 30, 2018**

This resolution of the Accreditation Commission of the AHPGS is based on the University's application, as well as the expert review and the on-site visit covered in the expert report. The Accreditation Commission has also taken the response opinion of the University regarding the study program into account.

The on-site visit of the University took place on February 8-9, 2018, according to the previously agreed-upon schedule.

The accreditation decision is based on the Accreditation Criteria developed by the AHPGS. The Accreditation Criteria are developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA).

The Accreditation Commission of the AHPGS discussed the procedural documents and the vote of the expert group and the response opinion of the University regarding the expert report.

In the response opinion, the University points out several steps launched for the further development of the study program and its premises. The Accreditation Commission welcomes the plan of the University.

The Accreditation Commission of the AHPGS considers that all Accreditation Criteria are fulfilled and adopts the following decision:

The study program "Audiology" is a full-time bachelor study program with a regulated study period of four years (eight semesters). The study program comprises 240 ECTS credit points, distributed into 58 mandatory courses, of which 48 are compulsory and ten are electives. The Bachelor study program "Audiology" is completed with awarding of the academic degree "Bachelor of Science." Admission takes place every winter semester. The number of annually available study places in the program is determined annually by the Turkish Higher Education Council (YÖK) according to the University's resources. The study program is offered in Turkish language. The first batch of students was admitted to the program in the 2013/2014 academic year. Tuition fees are charged.



The study program "Audiology" is accredited for the duration of five years, until September 30, 2023.

For further development and enhancement of the study program, as well as of the University as a whole, the Accreditation Commission of the AHPGS supports the recommendations articulated in the expert report.