

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



## **Assessment Report**

**for the Application of  
Istanbul Gelişim University,  
School of Health Sciences,  
Department of Child Development  
for the Accreditation of the Bachelor Program  
“Child Development” (Bachelor of Science, B.Sc.)  
(Turkish Program / English Program)**

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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 European Association for Quality Assurance in Higher Education (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 Turkey. 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 “Child Development” (Bachelor of Science, B.Sc.) to AHPGS.

The self-evaluation report for accreditation (without the awarding of the official seal of the German Accreditation Council) of the above-mentioned study program (hereinafter the SER) of the Istanbul Gelişim University (hereinafter the University) was submitted to AHPGS in electronic format on August 25, 2017. The contract between the Istanbul Gelişim University and the AHPGS was signed on May 9, 2017.

On November 16, 2017, the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the Application for accreditation for the study program to the University. On November 24, 2017, the University submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

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

The application documentation submitted by the University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program “Child Development”, 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 “Child Development”:

Annex	Description
1	Curriculum for Child Development
2	Curriculum for Child Development (Electives)
3	Field Study Evaluation Criteria
4	Full Course Matrix
5	Module Descriptions
6	CVs
7	Diploma Supplement

8	Child Development Library Details
9	Graduation Statistics

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

Annex	Description
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 Gelişim 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.



### 2.1.1 Structural data

University	Istanbul Gelişim University, Istanbul, Turkey
Faculty/Department	School of Health Sciences
Cooperation partner(s)	Cekmece Public Hospitals Union, Bakirkoy Public Hospitals Union, Fatih Public Hospitals Union, Beyoglu Public Hospitals Union, Anatolia Public Hospitals Union
Title of the study program	"Child Development" (Turkish) "Child Development" (English)
Degree awarded	Bachelor of Science (B.Sc.)
Form of studies	Full-time
Language of instruction	English track Turkish track
Period of education	Eight semesters
Credit Points (CP) according to the European Credit Transfer System (ECTS)	240 ECTS points
Hours/CP	25.5 Hours/ECTS point
Workload	Total: 6,120 hours Contact hours: 1,806 hours Individual work: 3,962 hours Practice: 352 hours (+ 240 hours summer traineeship)
Thesis	8 ECTS (4 each in seventh and eighth semesters), separate from modules (see AOQ 4.6 and SER 1.1.7)
Launch date of the study program	Turkish track: Academic year 2012/2013 English track: Academic year 2015/2016
First accreditation	Program has not been accredited before.
Time of admission	Fall, annually
Number of available places in the program	Determined yearly by the Turkish Measuring, Selection and Placement Center (OSYM) (see SER 1.1.10)
Number of enrolled students to date	462 (AOQ 11)
Number of dropouts to date	11

Number of graduates to date	Turkish track: 65 English track: none yet
Tuition fees	TRY 33,960 (ca. EUR 7,800) per academic year. 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. When paying tuition fees by installments, an additional fee of 6% is assessed.

Table 1: Structural data of the study program

### 2.1.2 Qualification objectives and employment opportunities

According to the University, the aim of the Department of Child Development is to educate Child Development specialists to train children, families, educators and collectors to support all developmental and skill areas that can assess mental, language, motor, social, emotional, healthy development and self-care skills of children with normal development, with disabilities and at-risk children between 0-18 years. The Child Development professionals are also supposed to provide guidance and counseling to families and the society. These qualification objectives are divided into four types of qualification: **scientific qualification** (ability to use relevant basic concepts and theories to explain human development on various scales, as well as to assume professional responsibilities and be familiar with what they entail), **occupational qualification** (ability to collaborate through written and oral expression, to describe facts, principles, interdisciplinary processes and practical methods, and to analyze and evaluate at an undergraduate skill level), **social responsibility qualification** (ability to work independently in research and practice and to assume teamwork and team leadership roles, while being aware of personal/social/professional responsibilities) and **personality development qualification** (formulation of ideas and contribution to teamwork).

According to the University, graduates of the “Child Development” program can work in state and private institutions, as well as in academic capacities. The development of the Turkish healthcare sector is said to indicate an increasing need for health workers and their assistants, including those trained in child development. In order to be allowed to work in state or public institutions, the Public Personnel Selection Exam (KPSS) must be passed (AOQ 7).

Finally, the University states that graduates will have the opportunity to work in special education institutions.

### 2.1.3 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 eight 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 "Child Development."

Semester	Course Nr.	Course Title	CP	ECTS
1 (Fall)	TRD101	Turkish Language I	2	3
	BEY109E	Reading Literature I	3	4
	BEY111E	Occupational Terminology	2	2
	CGY103E	Education and Development in Infancy	2	5
	CGY105E	The Dynamic of Life and Family	2	5
	CGY107E	Introduction to Child Development	2	5
	CGY109E	Sociology	2	2
	BEY209E	Introduction to Psychology	3	4
Semester Total			18	30
2 (Spring)	TRD102	Turkish Language II	2	3

	BEY112E	Reading Literature II	3	4
	CGY102E	Introduction to Special Education	2	4
	CGY104E	Education Programs in Infancy	2	4
	CGY106E	Child Abuse and Neglect	2	5
	BEY106E	Principles of Nutrition	3	4
	SHY110E	Introduction to Social Anthropology	3	3
	CGY108E	Biology	2	3
Semester Total			19	30
3 (Fall)	ATA201	Ataturk's Principles and Revolution History I	2	2
	CGY201E	Development and Education in Early Childhood and School Period I	3	5
	CGY203E	Preschool Curriculum Development I	2	4
	CGY205E	Developmental Psychology	3	5
	CGY207E	Physiology	3	5
	CGY209E	Maternal and Child Nutrition	2	4
	CGY211E	Game and Game Materials	3	5
Semester Total			18	30
4 (Spring)	ATA202	Ataturk's Principles and Revolution History II	2	2
	CGY202E	Development and Education in Early Childhood and School Period II	3	6
	CGY204E	Development of Pre-School Education Program II	2	5
	CGY206E	Anatomy	3	6
	CGY208E	Children's Literature	2	3
	CGY210E	Math and Science Education in the Pre-School Period	2	3
	CGY212E	Creativity and Art during Childhood	2	5
Semester Total			16	30
5 (Fall)	CGY301E	Music Education in Childhood	3	3
	CGY303E	Training in Preschool Education I	3	3
	CGY305E	Mental Health and Adjustment Problems I	2	2
	CGY307E	Neurological Development	2	2

	CGY309E	Development and Education of Intellectually Disabled Child	2	2
	<u>One elective from the following list:</u> Child Health and Diseases (CGY311), Family Planning Education (CGY313)		3	6
	<u>One elective from the following list:</u> Guidance and Psychological Counseling (CGY315), Communication Skills (SHY309)		3	6
	<u>One elective from the following list:</u> Planning and Management in Public Relations (HIT201E), Organizational Behavior (ISL203E), Micro Economy (EKF201E), History of Economic Thought (EKF301E), New Approaches and Total Quality Management (ISL401E), Critical Psychology (PSI313E), Administrative Structure of Turkey (HIT207E), Digital Marketing (HIT401E), Statistics (ISF205E)		3	6
Semester Total			21	30
6 (Spring)	CGY304E	Training in Preschool Education II	3	6
	CGY306E	Mental Health and Adjustment Problems II	2	3
	CGY308E	Development and Education of Physically Disabled Children	2	3
	<u>One elective from the following list:</u> Inclusive Education (CGY312), Developmental Characteristics of Hearing Impaired Children (ODY304)		3	6
	<u>One elective from the following list:</u> Drama in Education (CGY314), Children's Identification Techniques (CGY316)		3	6
	<u>One elective from the following list:</u> Public Relations Practices and Case Studies (HIT208E), Communication Theories (RTS314E), Labor and Social Security Law (ISY304E), Management of Change (ULT310E), Commercial Law (ISF302E), Money and Bank (BSY222E), Media and Public Opinion (HIT302E), Radio and Television Advertising (RTR205E), Human Rights (SOS314E)		3	6
	Summer Internship		0	0
Semester Total			16	30

7 (Fall)	CGY411E	Training in Child Development I	4	8
	CGY413E	Scientific Search Methods	3	6
	CGY405E	Patients in Child Development and Education	3	4
	<u>One elective from the following list: Institution Management (CGY411), Children and the Law (CGY413)</u>		3	6
	<u>One elective from the following list: Education Approaches to Early Childhood (CGY415), Theories of Child Development (CGY417)</u>		3	6
Semester Total			16	30
8 (Spring)	CGY416E	Training in Child Development II	4	8
	CGY418E	Development at Adolescence Period	3	4
	CGY406E	Consulting to Family with Disabled Child	3	3
	CGY414E	Education of Communication Disorders and Language Development	2	3
	<u>One elective from the following list: Multiple Disabilities and Education of Children (CGY410), Individualized Education Programs (CGY412)</u>		3	6
	<u>One elective from the following list: Sign Language (ISF402E), Entrepreneurship (GIR402E), Public Economy (UTI408E), Customer Relationship Management (MIY208E), Political Communication (RTS302E), Communication Ethics (RTS402E), Advertising Campaigns (HIT402E), Brand Management (HIT306E), Negotiation Techniques (UTI410E)</u>		3	6
Semester Total			18	30
<b>Study Program Total</b>			<b>142</b>	<b>240</b>

Table 2: Study Plan

The module descriptions (Annex 5) 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 “Child Development” study program cover child development, health, illness, humanity, environment, education, learning, communication, ethics, care, culture, necessity and body image in relation to the field (SER 1.2.4).

The structure of the “Child Development” program is intended to lay down a methodical structure with which students can build their knowledge in the field over the entire program.

In the **first semester**, University-wide courses such as “Turkish Language I” and “Reading Literature I” provide communicative development for students, while “Sociology” and “Introduction to Psychology” teach the basics of interpersonal communication and thought, roots of child development. “Occupational Terminology” furnishes students with key terms and language they will require for their studies and careers. “Education and Development in Infancy” covers prenatal development, the learning process as a young child and the potential health challenges faced by infants. “The Dynamic of Life and Family” stresses the significance of the historical unit of the family and the importance of healthy family dynamics. Finally, “Introduction to Child Development and Education” unites elements of other courses in the first semester to give students an understanding of preschool education and its facets.

In the **second semester**, students’ linguistic skills are further honed through “Turkish Language II” and “Reading Literature II”. “Introduction to Social Anthropology” builds upon the sociological framework began in the first semester and introduces the science of anthropology and its practices. “Introduction to Special Education” covers the fundamental concepts as well as legal implications and other modern issues of special education. “Child Abuse and Neglect” teaches students to recognize the warning signs of child mistreatment, as well as how to act, notify officials and take necessary countermeasures if required. “Education Programs in Infancy” lists and explains educational strategies for infants. Finally, two new scientific fields are introduced through “Biology” and “Principles of Nutrition.”

In the **third semester**, students receive some Turkish historical background through “Ataturk’s Principles and Revolution History I.” Students begin to use the information provided in the second semester about infant educational programs in “Pre-School Curriculum Development I,” while also learning about education in the next life stage in “Development and Education in Early Child-

hood and School Period I." "Developmental Psychology" combines previously taught elements of psychology and the process of development, while "Physiology" branches students' knowledge from purely mental to also bodily. "Maternal and Child Nutrition" provides students with information about the nutritional needs of children and mothers during pregnancy and lactation. Finally, "Game and Game Materials" teaches students about a vitally important didactic method: play.

In the **fourth semester**, Turkish historical knowledge is extended in "Ataturk's Principles and Revolution History II," as is topical knowledge in "Development and Education in Early Childhood and School Period II" and "Development of Pre-School Education Program II." "Anatomy" is a complement to physiological information taught in the third semester, and "Children's Literature" provides an accessible teaching method for early childhood education; students also learn two major categories in preschool teaching, "Math and Science Education in Preschool Period" and "Creativity and Art during Childhood."

In the **fifth semester**, students choose three elective courses to complement their studies, one of which is from a different field. Alongside these, "Music Education in Childhood" rounds out future teachers' subject-specific didactic knowledge, and "Training in Preschool Education I" teaches the daily structure of preschool teaching. "Neurological Development" yields students an advanced understanding of the processes undergone in the minds of children, especially during growth and education. "Development and Education of Intellectually Disabled Child" introduces students into an important specific field of special education. Finally, "Mental Health and Adjustment Problems" helps future teachers better understand and assist those students who display abnormal or dysfunctional traits without compromising the education.

In the **sixth semester**, students again take three elective courses, one of which is from an outside field, as well as complete their Summer Internship. Alongside these, they extend two subjects introduced in the previous semester, "Training in Preschool Education II" and "Mental Health and Adjustment Problems II." "Development and Education of Physically Disabled Children" teaches about another dimension of disability and how to overcome its challenges in the classroom.

In the **seventh semester**, students take two more elective courses. Alongside these, "Training in Child Development I" adds practicality to students' reper-



toire of knowledge in child development in education, including how to handle children of widely varying ages, backgrounds and traits (e.g. disabled, criminal, homeless, refugee etc.). “Scientific Search Methods” gives students research skills and abilities, concentrated in the areas of statistics and analytics.

Finally, in the **eighth semester**, students take two more elective courses, one of which is in a different field. Alongside these, students’ practical knowledge is supplemented by “Training in Child Development II,” teaching specifically about correct developmental assessments and the preparation and implementation of training programs. “Development at Adolescence Period” seeks to empower students with the ability to understand and assist teenagers going through puberty and the associated physical, hormonal and mental changes. “Consulting to Family with Disabled Child” equips students to counsel families of disabled children in various stages, while “Education of Communication Disorders and Language Development” builds upon previously taught knowledge to dissect language and speech, using prominent research and theories.

Learning concepts in these courses are to be conveyed through instructor-selected methods of teaching, including lecture method, question-answer method, small group activities, role play, brainstorming, group discussion, and demonstration (SER 1.2.4).

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 Atatürk’s Principles and History of Revolution I-II. Materials for these courses can be found through the University’s Student Information System (OBIS) (SER 1.2.5).

To increase the practical relevance of the “Child Development” program, the University states that students undertake field studies on preschool education in semesters V and VI as well as on child development education in semesters VII and VIII (SER 1.2.2, SER 1.2.6 and AOO 3). Additionally, students undertake a summer traineeship for 30 days at the end of semester VI. Participation in these studies is mandatory; they are located at University-approved institutions such as state/private hospitals and educational institutions. The “IGU Traineeship Directive” (Annex K) is used to evaluate performance in the field

studies. To carry out the field trainings, the University states to cooperate with state hospitals which are deemed appropriate. The students have the possibility to practice in the children's observation room, the children's playroom or in the hospitals' nursery school.

The University states to have structured the Bachelor study program "Child Development" 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 Erasmus+ 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. One week out of the 16-week semester is reserved for each type of exam. 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)

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.

#### **2.1.4 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 (Annex S). 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).

## 2.2 Study conditions and quality assurance

### 2.2.1 Human resources

To implement the “Child Development” study program in Turkish and in English, the University appointed 21 staff members. Thereof, seven are appointed to the Turkish track of the study program, and five to the English track. Nine of the appointed staff members are assigned to another department/study program at the School of Health Sciences but teach in the “Child Development” study program (SER 2.1.1 and Annex 4).

The teaching staff in the “Child Development” department comprises four assistant professors in the Turkish track and two assistant professors in the English track (Ibid.). To be appointed to the position of assistant professor, the Turkish Law on Higher Education (Annex S, part 5) determines the following prerequisites: 1) the successful acquisition of a doctorate (PhD), 2) passing the foreign language examination, which covers a translation in the candidate’s major field of about 150-200 words from Turkish into a foreign language and from the foreign language into Turkish.

Moreover, the “Child Development” department comprises three instructors for each of the two tracks, all holding or pursuing a Master’s degree.

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 6) and a teaching matrix (Annex 4).

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).

### **2.2.2 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 disposes 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 Orthosis Prosthesis Laboratory, a Pathology Techniques Laboratory, a Perfusion Laboratory and a Physiology Laboratory.

Students studying "Child Development" 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 519 program-specific books in the Turkish language and 89 program-specific books in the English language (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.

### **2.2.3 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 Istanbul Gelisim 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 (SER 1.6.1). The University states that the Strategic Plan is currently revised and was, thus, not submitted (AOQ). Instead, the Directive on Quality Assurance at IGU and Directives on Quality Commission and the Strategic Planning and Quality Assurance Office at IGU, which have been prepared during the revision process, are being used this year but are not available in English (Ibid.). 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 (SER 1.6.4).

The University states that 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 462 students have been enrolled in the two tracks (Turkish and English) of the program. 65 students have graduated from the Turkish track; the English track has no graduates yet. In academic years 2012-2013 and 2013-2014, the graduation rates from the program were 81% (22/27) and 88% (43/49), respectively (Annex 9 and AOQ 11).

Since the reasons for the drop-out were personal reasons, the University did not take any measures.

Regarding its future aims for improvement, the University states that employment of faculty members is the most important goal in the new education period. Furthermore, the department wants to work on the development of an International Accreditation and Quality Management System. It is also planned to increase the participation of academic staff in national and international congresses as well as to provide students with access to scientific and up-to-date information by organizing events related to the department. Two of those events have already been carried out. Within the scope of international competitiveness, the University states to have made a number of updates in regulations, field studies and with the implementation of a graduation thesis (AOQ 9).

General information about the study program is published on the University's website at [gbs.gelisim.edu.tr](http://gbs.gelisim.edu.tr). Policy aspects, including e.g. examination regulations, rights for disabled students, transfer requirements etc. are either available online or in person at University offices.

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 Child Development.

Currently, less than 1% of the Child Development program's students are male, though there is no gender-based quota. 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 (SER 1.6.10).



### 2.3 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 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: Audiolog, Child Development, Ergotherapy, Health Management, Nursing, Nutrition and Dietetics, Orthosis/Prothesis, Perfusion, Physiotherapy and Rehabilitation, and Social Services. In total, 2,715 students are currently enrolled in the School of Health Sciences, of which 349<sup>3</sup> (13%) are in the Child Development Department.

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<sup>3</sup> 300 studying in Turkish language and 49 studying in English language.

### 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 “Child Development” (Bachelor of Science), “Health Management” (Bachelor of Science) and “Social Service” (Bachelor of Science).

The on-site visit evaluation of the study program “Child Development,” as well as the study programs “Health Management” and “Social Service,” offered at the Istanbul Gelisim University, was carried out on January 18-19, 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. Holger Höge**

Carl von Ossietzky University, Oldenburg, Germany  
Professor of Psychology

##### **Prof. Dr. Axel Olaf Kern**

University of Applied Sciences Ravensburg-Weingarten, Germany  
Professor of Health Economics and Social Management

##### ***Prof. Dr. Birgit Leyendecker<sup>4</sup>***

*Ruhr University Bochum, Germany  
Professor of Developmental Psychology*

##### ***Prof. Dr. Hugo Mennemann***

*University of Applied Sciences, Münster, Germany  
Professor of Social Work*

##### **Prof. Dr. Christine Meyer**

University of Vechta, Vechta, Germany  
Professor of Social Work over the Life Span

##### **Prof. Dr. Peter Schäfer**

Niederrhein University of Applied Sciences, Mönchengladbach, Germany  
Professor of Family and Youth Welfare Law in the Context of Social Work

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<sup>4</sup> The experts shown in italics did not participate in the on-site visit of the University.

**Prof. Dr. Jürgen Zerth**

*Wilhelm Löhe University of Applied Sciences, Fürth, Germany  
Professor of Health Economics*

**As student representative:****Mrs. Julia Stiefel**

Master's Studies in Health Management and Health Economics at Friedrich Alexander University, Nürnberg, Germany

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 "Child Development" offered at the School of Health Sciences of the Istanbul Gelisim University is to educate Child Development Specialists to train and support families, educators

and health workers to support all developmental and skill areas that can assess mental, language, motor, social, emotional and self-care skills of children between 0-18 years old.

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 1,806 are contact hours, 352 are training/internship hours and 3,962 are hours of independent study. During a summer internship, students spend additional 240 hours in practical preschool education. 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. Admission takes place every winter semester. The study program is offered Turkish and in English language. The first batch of students was admitted to the Turkish track of the program in the academic year 2012/2013. The first batch of students was admitted to the English track of the program in the academic year 2015/2016. The University charges tuition fees.

### **3.3 Expert Report**

The on-site visit was carried out on January 18-19, 2018, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on January 17, 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 “Child Development”, “Health Management” and “Social Service” 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 Child Development serve as the basis for the statements made in the expert report.

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

The Bachelor study program “Child Development” aims at training professionals who support a healthy development of children from the age of 0 to 18 through designing and implementing educational programs which help children in developing their mental, physical, emotional and social skills. Moreover, the graduates of the program will guide and counsel parents and health workers with their knowledge about children’s health, development, nutrition and education. The University defines the field of child development as a category of health work. In addition to that, graduates are qualified to take over positions in nurseries and preschool education.

The experts acknowledge the broad and interdisciplinary approach to children’s development bringing together a large variety of perspectives on needs and reality during childhood and youth. Moreover, the experts determined on site that the program has a strong focus and orientation on the needs of the labor market.

As a consequence, the experts conclude that the title of the study program refers to a broad understanding of child development and is not to be inter-

preted in the internationally established understanding focused on children's mental development.

As the curricula in Turkey have to be designed in close accordance with the national requirements set by the Turkish Higher Education Council (YÖK) through the National Core Curriculum Program, the University has 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.

However, the experts were not able to determine how the representatives of the Department of Child Development developed the program according to the national requirements using the remaining margin towards a particular profile of the study program and an overarching qualification objective in line with a University- and Department-specific common understanding of child development.

It was outlined that the program is supposed to qualify students as assistant health workers. Further information on what positions and particular competences are envisaged to work in the health sector was not given. Moreover, regarding the particular aim of implementing an English track in line with the University's overarching aim for internationalization, it did not become clear whether the University and the Department of Child Development aim at qualifying its students for the international labor market, whether they aim at addressing international students to study at IGU or whether they just pursue to equip their students with advanced English language skills.

The University states to aim at becoming a higher education institution of international renown. In the experts' opinion, therefore it is necessary to outline a particular profile in order to be internationally visible and recognized.

For now, also the discussions with the students on site showed that they chose studying at Istanbul Gelisim University less for substantial reasons than for pragmatic reasons.

Accordingly, the experts got the overall impression that the potential of the "Child Development" program regarding field-related learning outcomes and profiling qualification objectives has not been fully exploited yet. Thus, the experts underline the necessity to work on the Department-specific understanding of the program's envisaged overarching qualification objectives and

the rationale behind the establishment of the program in general as well as establishing it in Turkish and English language.

From the experts' point of view, the requirements of this criterion are partially fulfilled. Field-related overarching qualification objectives as well as the rationale behind the establishment of the study program have to be outlined.

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

The Bachelor study program "Child Development" 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 qualification objectives and, above all, designed in line with the requirements of the National Core Curriculum. However, in the experts' opinion, a more comprehensive curriculum design with a modular structure would help clarifying the study program's aim and profile (see Criterion 1) and, at the same time, be compatible with the national requirements.

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 1,806 are contact hours, 3,962 are hours of independent study and 352 are practical training hours. Additional 240 hours have to be covered in a non-credit-bearing summer traineeship after semester VI.

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 ascertain a very broad and interdisciplinary curriculum, including nutritional science, health sciences, and sociological aspects up to psychological

and pedagogical contents. The courses follow a consistent and plausible structure, beginning with introductory courses and basic sciences, accumulating more specialized knowledge and applied competences through successive courses in the upper semesters. 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 skills, legal skills or specialize in field-related issues of a total scope of 60 ECTS credits. Thus, the study program provides students with specialized and interdisciplinary knowledge as well as professional, methodological and general competences.

In the experts' opinion, the involvement of many disciplines in the curriculum 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, e.g. in 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.

Unfortunately, the experts were not able to determine what idea the Department of Child Development follows by designing its own 25-30 % of scope that is left by the National Core Curriculum. This may also be due to a missing leading professor with evident expertise in child development (see also Criterion 5). The experts expect that working towards more interdisciplinary and interprofessional education as well as towards a more modular structure will help outlining the Department's particular idea of implementing a child development study program.

From the experts' point of view, the Department of Child Development should use the remaining development margin from the National Core Curriculum and include central topics which the experts were missing with regard to the varie-



ty of qualification objectives. First, to qualify students for counselling families and society in terms of child development, the study program lacks courses in counselling methods as well as in social and welfare policy. Second, as a Bachelor degree requires methodological and statistical skills, the experts also agree that the training in academic and research skills should be implemented visibly, more intensely and earlier in the curriculum. This would enable the students to train academic approaches in the different disciplines and courses and, thus, be better prepared for the graduation thesis that fulfills the demands of the Bachelor level. Third, with regard to the study program's title on the one hand and the program's aim to be specialized in children's mental development on the other hand, the experts conclude that the program does not contain a convincing number of courses in developmental and educational psychology which also might be caused by a lack of specialized human resources (see also Criterion 5). The proportion of developmental and educational psychology in the program should be increased.

As a whole, 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 a child development study program as laid down in the National Core Curriculum, the experts suggest the academic staff to combine the courses into larger units or modules that are completed with a single examination 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 in preschool institutions (3 + 6 CP) in semesters 5 and 6 focusing on planning, preparing and implementing training activities in preschool programs, and in child development (2 x 8 CP) in semesters 7 and 8 carrying out field studies with 0-18 year old normally developing, handicapped, criminal, orphan and/or street, refugee and working children. Additionally, students conduct a non-credit bearing summer traineeship of 240 hours after semester 6 in a freely chosen field-related institution that the University has to approve. 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".

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 Child Development 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.

The experts acknowledge that the Department collaborates in public projects and is currently taking part in a research and promotion project for highly talented children that also involves students. Moreover, the students on site showed a high commitment and inspiration in terms of developing their academic discipline.

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 Measuring, Selection and Placement Center (OSYM) carrying out an aptitude test prepared in accordance with provisions specified by the Turkish Council of Higher Education (YOK) 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. Additionally, the University requires an English language aptitude test for those who want to study in the English track of the study program. Students with insufficient English language skills must pass a one-year preparatory class in English offered by the University's School of Foreign Languages.

From the experts' point of view the admission requirements for the "Child Development" 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 “Child Development” study program as each of the 58 courses require 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.

Solely, the experts determined room for enhancement regarding the students’ English language skills. During the talks with students on site, it was hardly possible to hold discussions in English, although students of the English tracks were present. The experts acknowledge that a professional discussion might be challenging, especially for students at the beginning of their studies. They also acknowledge that the first year of studies in the English track is implemented as a transition period, extending slowly the instruction in English language. However, the experts point out that studying successfully a whole program in English will not be feasible if the University does not foster and enforce the students’ English skills. In order to make the offer and the graduation of an English language study program plausible, the experts strongly recommend verifying thoroughly the students’ English skills before admitting them to the English track of the study program and asserting that teaching is actually carried out in English.

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 the 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 “Child Development” program are required to write a graduation thesis in the final year, comprising 8 ECTS. The thesis may be elaborated individually or in small groups and is supposed to prove students capacity in research planning, data collection and analysis.

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 21 staff members for teaching at the Department of Child Development. Whereas seven of them are appointed to the Turkish track of the study program, and five to the English track, the rest of the teaching load is covered through staff members who are assigned to another department/study program at the School of Health Sciences. The Head of Department of the Turkish track is a Medical Doctor (MD) and holds a PhD in Public Health. The Head of Department of the English track holds a PhD in Oncology. Four of the faculty members are holding or pursuing a Master's degree in the field of early childhood education or preschool education. As far as the experts can see, there is no professional in psychology appointed to the Department so far. Psychological topics have to be covered through collaboration with other departments. The Department of Child Development itself determined the extension of the faculty with qualified teaching staff as one of the most urgent issues for the Department in the upcoming years.

The experts conclude that the University has the capacities to cover the teaching load through interdepartmental exchange of teaching staff. But in the experts' opinion, this may be only a temporary solution. A sustainable human resources policy that can assure a professional and high quality development of the study program was not convincingly laid out. From the experts' point of view, on the medium and long run, the further development of a child development study program requires academic expertise in psychology and education, represented at least through one full professorship that can guarantee the development of the study program. Additionally, each department should dispose of at least through one full professorship in order to guarantee the academic and professional development of the study program. Thus, the experts would like to underline the Department's urgent plan of appointing qualified teaching staff to the Department and request an updated plan indicating the prospective teaching staff needed to cover the teaching load in both tracks, their academic title and qualification, the date of their (prospective) employment at the University, courses to be taught and job scope.

Moreover, the experts determined room for enhancement regarding the English language skills of the teaching staff. In order to run a whole track in English language, the University should require the motivation, and offer and support

possibilities to enhance more stringently language skills in teaching staff. 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 employment prospects, 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 "Child Development" has ample available teaching facilities at its disposal. The laboratory infrastructure and the equipment 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 partially fulfilled. One full professorship with expertise in psychology and/or education has to assure the academic development in the study program.

### **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.

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 multi-cultural understanding.

The Department of Child Development 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 “Child Development” 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 and the representatives of the college, the department and the student body. These include an excellent infrastructure, a comprehensive curriculum and a multi-disciplinary teaching team.

After a period characterized by fast growth, it seems advisable 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 "Child Development" offered at the Istanbul Gelisim University fulfills, for the most part, 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.

However, the experts recognize the fact that, from the perspective of European standards for higher education programs, the program "Child Development" leaves some room for improvement.

Based on these observations, the experts recommend the accreditation of the study program on the following conditions:

- The profile of the study program has to be sharpened: Field-related overarching qualification objectives as well as the rationale behind the establishment of the study program have to be outlined.
- One full professorship with expertise in psychology and/or education has to assure the academic development in the study program.
- An updated plan indicating the prospective teaching staff needed to cover the teaching load in the English track, their academic title and qualification, the date of their (prospective) employment at the University, courses to be taught and job scope has to be provided.

From the perspective of the experts, these conditions can be fulfilled within nine (9) months after the announcement of the accreditation decision.

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

- 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 Child Development should use the scope left by the National Core Curriculum and include central topics which the experts were missing with regard to the variety of qualification objectives:
  - The proportion of developmental and educational psychology in the program should be increased.
  - Courses in counselling methods as well as in social and welfare policy should be included to the curriculum.
  - The training in academic and research skills should be implemented visibly, more intensely and earlier in the curriculum.
  - Interdisciplinary education should be developed.
- 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 students' English skills should be verified thoroughly before admitting them to the English track of the study program. It should be asserted that teaching in the English track is actually carried out in English.
- A greater variety and flexibility in examination methods as well as a competence-oriented examination design should be implemented.
- With regard to the targeted internationalization and staff development:
  - The English language skills should be more stringently assessed, and continuing professional training should be more stringently offered and attended. Mobility of teaching staff and participation in international field-related networks should be promoted.
  - More reliable employment prospects should be offered, especially to the young academic staff, in order to work on their academic development.
- 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 January 18-19, 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 adopts the following decision:

The study program "Child Development" 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 "Child Development" is completed with awarding of the academic degree "Bachelor of Science." The study program is offered as a Turkish and an English track. 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 first batch of students was admitted to the Turkish track of the program in the academic year 2012/2013. The first batch of students was

admitted to the English track of the program in the academic year 2015/2016. Tuition fees are charged.

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

Based on the expert report, the Accreditation Commission outlines the following conditions:

1. The profile of the study program has to be sharpened: Field-related overarching qualification objectives as well as the rationale behind the establishment of the study program have to be outlined.
2. One full professorship with expertise in psychology and/or education has to assure the academic development in the study program.
3. An updated plan indicating the prospective teaching staff needed to cover the teaching load in the English track, their academic title and qualification, the date of their (prospective) employment at the University, courses to be taught and job scope has to be provided.

The evidence that the formulated conditions have been fulfilled by the study program "Child Development" must be provided to AHPGS by January 30, 2019.

According to accreditation standards, in case of non-fulfillment of the conditions the accreditation of the study program will be revoked.

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 recommendation articulated in the expert report.