

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 Gelisim University,
School of Health Sciences,
Department of Nursing
for the Accreditation of the Bachelor Program
“Nursing” (Bachelor of Science)
(Turkish Program / English Program)**

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Table of Contents

1	Introduction	4
2	Overview	7
2.1	Procedure-related documents	7
2.2	Study program	8
2.2.1	Structural data	8
2.2.2	Qualification objectives and employment opportunities.....	10
2.2.3	Modularization and exam system.....	10
2.2.4	Admission requirements	17
2.3	Study conditions and quality assurance	18
2.3.1	Human resources.....	18
2.3.2	Facilities	19
2.3.3	Quality assurance	20
2.4	Information about the University	22
3	Expert Report	23
3.1	Preliminary remarks	23
3.2	Basic information about the study program	25
3.3	Expert Report	26
3.3.1	Program aims and their implementation	26
3.3.2	Structure of the study program	28
3.3.3	Admission and Feasibility	31
3.3.4	Examination system and transparency.....	32
3.3.5	Teaching staff and material equipment	33
3.3.6	Quality assurance	36
3.3.7	Gender equality and equal opportunities	37
3.4	Summary.....	38
4	Decision of the Accreditation Commission	41

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 criteria²:

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

² 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 “Nursing” (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 “Nursing”.

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 “Nursing”, 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 “Nursing”:

Annex	Description
1	Curriculum
2	Module Description
3	IGU SoHS Nursing Department Practice Directive
4	Teaching Matrix for Nursing
5	Nursing Students Statistics
6	CVs
7	Diploma Supplement
8	Nursing Library Details
9	Graduation Statistics

10	Graduation Project Preparation and Writing Guide
11	Academic Year 2017-2018 Department Targets

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 Gelisim 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 Gelisim University
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Faculty/Department	School of Health Sciences Department of Nursing
Cooperation partner	Cekmece Public Hospitals Union, Bakirkoy Public Hospitals Union, Fatih Public Hospitals Union, Beyoglu Public Hospitals Union, Anatolia North Public Hospitals Union, Fransiz Lape Hospital
Title of the study program	"Nursing"
Degree awarded	Bachelor of Science (B.Sc.)
Form of studies	Full-time
Language of study	Turkish track, English track
Period of education	8 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: 1,932 hours Individual work: 3,392 hours Practice: 1,036 hours
Thesis	2 ECTS (Graduation Project I + II)
Launch date of the study program	2012-2013 academic year (Turkish track) 2015-2016 academic year (English track)
First accreditation	Program has not been accredited before
Time of admission	Fall
Number of available places in the program	506 (Turkish) 35 (English)
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

2.2.2 Qualification objectives and employment opportunities

According to the University, the program's main aim is to educate nurses who are sensitive to individual and community health, who meet patients' care needs in cases of deviation from health, who can identify and resolve problems, and who strongly adhere to ethical principles. To this end, graduating nurses should be able to establish a link between nursing and other professions through recognition of basic professional concepts, correctly plan the basic steps in the nursing process, holistic evaluation of patients, understand the importance of interpersonal communication in the hospital environment, apply and evaluate health promotion methods for patients, families, and communities, and to understand and apply professional ethics and legal responsibilities.

The University states (SER 1.4.1) that graduates will have the opportunity to work in any healthcare-related field. Postgraduate training programs are offered to "Nursing" graduates as professional development opportunities, and at the end of the final program semester, students may attend "Career Days," where potential employers and students can meet in a specially purposed forum.

Furthermore, the University clarified that no special national examination is required to graduate and qualify, but passing the Public Personnel Selection Examination (KPSS) is a prerequisite to enter into civil service (AOQ 10/11). Special examinations can also be required for work in private institutions.

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 comprises 49 modules, out of which 39 are compulsory and 10 are elective modules. All modules have to be completed within eight semesters. One module is no longer than one semester. There are between five 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 “Nursing”.

Semester	Course Nr.	Course Title	CP	ECTS
1 (Fall)	TRD101	Turkish I	2	3
	YDL101	English I	3	4
	BIL113	Information Technologies	1	2
	HEY101	Fundamental Principles in Nursing and Application I	3	6
	HEY103	Introduction to Psychology	3	4
	HEY105	Anatomy – Histology	3	5
	SHY107	Sociology	2	2
	HEY107	Physiology	3	4
Semester Total			20	30
2 (Spring)	TRD102	Turkish II	2	3
	YDL102	English II	3	4
	HEY102	Fundamental Principles in Nursing and Application II	6	8
	HEY104	Clinical Biochemistry	2	3
	HEY106	Introduction to Nutrition	2	4
	HEY108	Microbiology – Parasitology	3	3
	HEY110	Interpersonal Relations and Therapeutic Communication	2	3
	HEY112	History and Philosophy of Nursing	1	2
Semester Total			21	30
3 (Fall)	ATA201	Ataturk’s Principles and History of Revolution I	2	2
	HEY201	Internal Diseases Nursing	9	14
	HEY203	Pharmacology	3	4
	HEY205	Pathology	3	3

	HEY207	Infectious Diseases Nursing	3	3
	HEY209	Occupational English I	3	4
Semester Total			23	30
4 (Spring)	ATA202	Ataturk's Principles and History of Revolution II	2	2
	HEY202	Surgical Diseases Nursing	9	14
	HEY204	Emergency Nursing	2	5
	HEY206	Ethics in Nursing	2	5
	HEY208	Occupational English II	3	4
Semester Total			18	30
5 (Fall)	HEY301	Gynecology Nursing	9	9
	HEY303	Training in Nursing	6	6
	HEY305	Biostatistics	3	3
	<u>One of the following electives:</u> Diabetics Nursing (HEY307), Dialysis Nursing (HEM311)		3	6
	<u>One of the following electives:</u> Planning and Management in Public Relations (HIT201), Organizational Behavior (ISL203), Microeconomics (EKS201), History of Economic Thought (EKF331), Contemporary Administrative Approaches and Total Quality (ISL401), Critical Psychology (PSI313), Administrative Structure of Turkey (HIT207), Statistics (ISF205), General Economy (UTI101), General Accounting (UTI107), Digital Marketing (HIT409)		3	6
Semester Total			24	30
6 (Spring)	HEY302	Pediatrics Nursing	9	9
	HEY304	Research Methods	3	3
	HEY306	Management in Nursing	6	6
	<u>One of the following electives:</u> Oncology Nursing (HEY308), Intensive Care Nursing (HEY310)		3	6
	<u>One of the following electives:</u> Public Relations Implementations and Case Studies (HIT208), Communication Theories (RTS314), Labor Law and		3	6

	Social Security Law (ISY304), Change Management (ULT310), Commercial Law (ISF302), Money and Banking (EKF346), Media and Public Opinion (HIT302), Radio and TV Advertisement (RTS346), Human Rights (SOS314), Common Law (ISF104), Management and Organization (IBY104)			
Semester Total			24	30
7 (Fall)	HEY401	Mental Diseases Nursing	9	9
	HEY403	Graduation Project I	1	1
	HEY405	Practical Traineeship I	4	2
	<u>One of the following electives:</u> Anthropology (HEY415), Stoma Nursing (HEY409)		3	6
	<u>One of the following electives:</u> Newborn Nursing (HEY419), Rehabilitation Nursing (HEY413)		3	6
	<u>One of the following electives:</u> Endoscopy Nursing (HEY421), Home Care Nursing (HEY417)		3	6
Semester Total			23	30
8 (Spring)	HEY402	Public Health Nursing	9	9
	HEY404	Graduation Project II	1	1
	HEY406	Practical Traineeship II	4	2
	<u>One of the following electives:</u> Geriatrics Nursing (HEY414), Urology Nursing (HEY410)		3	6
	<u>One of the following electives:</u> History and Philosophy of Science (HEY418), Sexual Health (HEY416)		3	6
	<u>One of the following electives:</u> Sign Language (ISF404), Entrepreneurship (GIR402), Public Economy (UTI408), Customer Relations Management (MIY208), Political Communication (RTS316), Communication Ethics (RTS414), Advertisement Campaigns (HRY406), Brand Management (HIT306), Negotiation Techniques (ULT422), Social Psychology (SOS318)		3	6
Semester Total			23	30
Study Program Total			176	240

Table 2: Study Plan

The module descriptions (Annex 2) 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 “Nursing” study program cover nursing, health, disease, humanity, environment, patient education, learning, communication, ethics, culture and body image (SER 1.2.4).

In the **first semester**, students take introductory courses in Turkish language, English language, IT, psychology, anatomy and histology, sociology and physiology, as well as “Fundamental Principles in Nursing and Application I.” Together, these courses are intended to give students a strong scientific foundation and a familiarity with the central principles and practices of nurses.

In the **second semester**, follow-up courses in Turkish, English and “Fundamental Principles in Nursing and Application” are taken. These are supplemented by “Clinical Biochemistry,” which teaches the structure of biomolecules and the functions of the human metabolism; “Introduction to Nutrition,” examining dietary requirements and effects,” “Microbiology-Parasitology,” covering invaders of the human body; “Interpersonal Relations and Therapeutic Communication,” teaching important ways to communicate in sensitive and therapeutic manners; and “History and Philosophy of Nursing,” giving a more humanities-field insight into the profession.

In the **third semester**, student stake a course in Turkish culture and history and one in “Occupational English.” Alongside these, students are introduced to medicating in “Pharmacology” and to the basic study of infectious disease in “Pathology” and “Infectious Diseases Nursing.”

In the **fourth semester**, students take follow-up courses in Turkish history and culture and “Occupational English.” Alongside these, students take “Surgical Diseases Nursing” to learn about surgical nursing (for more information, see Annex 2, page 101), “Emergency Nursing” for the handling of acute and critical cases, and “Ethics in Nursing” for a review of the ethical implications and requirements of the profession.

In the **fifth semester**, students take two electives, one of which is non-departmental, as well as “Biostatistics” to establish a statistical competence in unison with the field of biology, “Gynecology Nursing” for practices in the treatment of women, and “Education in Nursing” to help nurses develop educational programs in healthcare.

In the **sixth semester**, students take two electives, one of which is non-departmental, as well as “Pediatrics Nursing” for the sensitivities and special techniques in treating children, “Research Methods” to assist in bridging the gap from theoretical learning to practical work and research and ensuring that errors such as data biases are avoided, and “Management in Nursing” to develop leadership skills for potential head roles in clinics.

In the **seventh semester**, students take three electives alongside “Mental Diseases Nursing,” which teaches about psychiatric care. Students also begin work on their graduation project and their practical traineeship. These are regulated in the Nursing Department Practice Directive (Annex 3); additional clarification has been provided by the University in the Nursing AOQ 5-7.

Finally, in the **eighth semester**, students take three electives, one of which is non-departmental. Alongside these, students take “Public Health Nursing” and complete their graduation project and practical traineeship.

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).

The University states to have structured the Bachelor study program “Nursing” 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).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)

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 49 midterm and 49 final exams in the study program, totaling 98 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 regulates 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

In the Turkish track, there are two full-time professors, 13 full-time assistant professors, four full-time lecturers, one research assistant, one per-hour associate professor, three per-hour lecturers, one professor who also teaches courses in another department, nine assistant professors who also teach courses in another department, and nine lecturers who also teach courses in another department. Hence, the total of teaching personnel is **39**.

In the English track, there are one full-time assistant professor, one per-hour professor, three assistant professors who also teach courses in another department, and four lecturers who also teach courses in another department. Hence, the total of teaching personnel is **8**.

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 Orthosis Prosthesis Laboratory, a Pathology Techniques Laboratory, a Perfusion Laboratory and a Physiology Laboratory.

Students 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 126 program-specific books and 569 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.

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.

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 379 students have been enrolled in the two tracks (Turkish and English) of the program, 294 in the Turkish track, and 85 in the English track. 76 students have graduated from the Turkish track; the English track has no graduates yet.

General information about the study program is published on the University's website at 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 Nursing.

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 442 are in the Nursing 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 "Nursing."

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 Abel³

*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

³ 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 "Nursing" offered at the School of Health Sciences of the Istanbul Gelisim University is to educate nurses who are sensitive to individual and community health, who meet the utmost care needs in cases of deviation from health, who have strong problem-solving skills and who are firmly attached to ethical principles.

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 1,932 are contact hours, 796 are training/internship hours and 3,392 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 49 modules/courses, of which 39 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 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 Nursing serve as the basis for the statements made in the expert report.

3.3.1 Program aims and their implementation

The Bachelor study program "Nursing" aims at training healthcare professionals who are fully capable of meeting care needs in cases of deviation from health, who are competent about and sensitive to individual, family and community health, and who are strongly adherent to ethical principles. The graduates of the "Nursing" program are supposed to master nursing processes while protecting human dignity and privacy as well as to work in interdisciplinary teams. As a whole, the experts determine a focus on qualifying students for bedside work and consider this as positive as it contributes to the devel-

opment of the nursing profession and to closing the gap between theory and practice.

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 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' perspective, a variety of health disciplines will be open to the graduates of the program. However, the experts state that the program has been developed with the objective to prepare nurses who would be working in the Turkish health sector.

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 Nursing 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. But as far as the experts can see, the program does not fulfill the requirements of the European Directive for Nurse Training 2005/36/EC. The documents outline a total of 1,036 practical training hours while the European standards require a minimum of 2,300 hours of practical training. As a consequence, nurses graduating from the program might not be recognized and registered for nursing in Europe. Should the University aim at qualifying the students also for the European labor market, it would be necessary to document clearly how the requirements of the Directive 2005/36/EC of the European Parliament and of the European Council are met in order to guarantee a successful recognition and employment of the nursing graduates all over Europe. On site, it became clear that the study program contains more practical hours than indicated. Thus, the problem of international recognition

might be solved by documenting and outlining transparently, also in the Diploma Supplement or Transcript of Records, how many hours of practical training the students receive.

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 "Nursing" is a full-time study program with a regular duration of four years (eight semesters). The program curriculum consists of 49 courses, each of them one semester in length, with five 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 has not yet been 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. In the experts' opinion, a more comprehensive curriculum design with a modular structure would help sharpening the study program's aim and profile and should 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 1,932 are contact hours, 3,392 are hours of independent study and 796 are practical training hours.

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.

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 a very broad and interdisciplinary approach to nursing in the curriculum, laying foundations in sociology and psychology, physiology, clinical biochemistry and microbiology, and covering ethics, history and philosophy of nursing in addition to the development of profession-related competences. The courses follow a consistent and plausible structure, beginning with introductory courses and accumulating more specialized knowledge and competences through successive courses.

In general, after having acquired basic knowledge in the first four semesters, students design an increasingly individual and subject-specific qualification. By choosing ten electives from a large variety of elective courses (6 ECTS each) in semesters 5 to 8, students may place emphasis on management, legal or communication skills and specialize in field-related issues, such as "Intensive Care Nursing", "Oncology Nursing", "Stoma Nursing", "Newborn Nursing", "Homecare Nursing" or "Geriatric Nursing" in 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 competencies.

In the experts' opinion, the variety of study programs at the School of Health Sciences as well as at the Istanbul Gelisim University in general bears a high potential and room for enhancement in terms of true interdisciplinary and interprofessional education. The Department should discuss possibilities to implement interdisciplinary and interprofessional courses where students are trained to apply and exchange, for example in case studies, the different perspectives and approaches that come with every involved discipline.

As a whole, the experts consider the program structure with 49 courses as too fragmented and overloaded with examinations. Although the modules reflect in a very detailed way the national requirements of a Nursing 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 developed starting in the second semester. The practical training is intensified in semester 7 and 8 by passing “Practical Traineeship I+II” in private or state hospitals. Students train to maintain and improve the health of individuals, families and community and to work on diagnosis, treatment, care and rehabilitation, to communicate properly and educate patients and relatives, and to integrate to a healthcare team. Each student has an educational advisor assigned among the instructors of the Department, and an institutional advisor at the work place. In order to increase the quality and transparency of the field trainings, the experts strongly recommend refining the “Nursing Department Practice Directive” by specifying 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. This would also be an opportunity to correlate the practical trainings with the requirements of the European Directive 2005/36/EC and to prove if there are possibilities to adjust the amount of practical training hours.

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 Nursing 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 through student projects and developing a scholarly attitude. While the students do have the commendable opportunity to give direct feedback through surveys about the study program and its courses, from the experts’ point of view, the training of academic skills has a too minor role in the curriculum. Attending the course “Research Methods” in semester 6 seems too late to the experts. In order to prepare students properly for the graduation project and in developing a scholarly attitude, the training in academic and research skills should be implemented visibly, more intensely and earlier in the curriculum.

From the experts’ point of view, internationalization is a relevant aspect of student development. On site, the experts were impressed by the highly en-

gaged students. Thus, the experts would like to encourage the University to further invest in their potential – the most valuable capital – and prepare these students for a diverse and international labor market by furthering English language courses, supporting journal and student clubs, enabling them to attend international conferences and encouraging them to engage in international mobility through programs in which the University participates, such as Erasmus + .

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 (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. 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 "Nursing" 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 "Nursing" study program as each of the 49 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.

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 "Nursing" program are required to work on a graduation project in the final year, comprising 2 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. Alongside this, 4 ECTS worth of practical traineeships are carried out at approved institutions. In order to equalize with international standards, the experts recommend defining more specific requirements for a graduation project, finalizing it with a bachelor thesis that conclusively proves academic competences and fosters international competitiveness and compatibility. Moreover, the experts strongly recommend increasing the amount of credits awarded for the graduation project as well as for the practical trainings in order to value the students' work properly.

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, the staff as well as the 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 in various areas required for nursing and practical healthcare. 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 full-time staff members for teaching at the Department of Nursing, of which 20 are appointed to the Turkish track of the study program, and one to the English track. Additionally, the Department recruited another five per-hour instructors (four in the Turkish track and one in 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 the Nursing Department responsible for the Turkish track holds a PhD in Nursing with 40 years of nursing education experience, specialized in children's health. The Head of Department responsible for the English track of the program holds a PhD (Medical Science Doctorate) in Surgical Nursing. However, when examining the rest of the teaching staff, it became apparent to the experts that the "Nursing" study program lacks a sustainable teaching

staff strategy as well as specialized staff in the discipline, above all for professional teaching in the English track of the study program. This is the case for most of the study programs at the School of Health Sciences and a problem that has already been identified by the University administration. The Department of Nursing 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 currently has the capacities to cover the teaching load through interdepartmental exchange of teaching staff. The experts also understand that the English track was recently started in the academic year 2015-2016 and, thus, has not reached its full capacity yet. But in the experts' opinion, this may be a temporary solution only. A sustainable human resources policy that can assure a professional and high quality development of and teaching in the study program was not convincingly laid out. As a consequence, the experts request an updated plan indicating the prospective teaching staff needed to cover the teaching load in the Turkish and English track, 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. The University should require more stringently the motivation, and offer and support possibilities to enhance language skills in teaching staff. In this regard, the experts recommend again 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.). The experts approve of the University's scheme for offering financial support for enhancing its instructors' English skills.

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.

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 "Nursing" has ample available teaching facilities at its disposal. The infrastructure and the equipment are suitable to guarantee teaching and research. However, the nursing laboratory seemed thinly stocked and hardly able to provide space for 30 students practicing at a time. The number of puppets and body models can be considered as sufficient. On site, the experts got the impression that the facilities are mainly used to train more or less isolated skills, and less for simulation. As a consequence, the experts recommend that the teaching staff should get special didactic training in order to fully benefit from the equipment and to improve teaching and training the students with the aid of the simulation mannequins.

Moreover, the experts see room for improvement in terms of the laboratory by augmenting its equipment with the usual nursing accessories and instruments in order to improve the simulations and to support the students' familiarization with the common activities of bedside care.

In general, the experts 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. 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.

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 follows neither 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 Nursing 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 "Nursing" 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 Nursing 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. This may have room for some improvement. Measures for

promoting gender equality and equal opportunities for students with particular living circumstances should be conceptualized.

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 and a comprehensive curriculum.

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 "Nursing" 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 "Nursing" leaves some room for enhancement.

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

- 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, this condition 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:

- Should the University aim at qualifying the students also for the European labor market, it would be necessary to document clearly how the requirements of the Directive 2005/36/EC of the European Parliament and of the European Council are met in order to guarantee a successful recognition and employment of the nursing graduates all over Europe.
- A modular structure should be aspired to. Courses should be combined into larger units/modules that are completed with a single examination.
- The training in academic and research skills should be implemented visibly, more intensely and earlier in the curriculum.
- Interprofessional and interdisciplinary education and approaches 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, as should their international mobility opportunities and their engagement in journal and student clubs.
- A greater variety and flexibility in examination methods as well as a competence-oriented examination design should be implemented.
- In order to equalize with international standards, more specific requirements for a graduation project should be defined, finalizing it with a bachelor thesis that conclusively proves academic competences and fosters international competitiveness and compatibility. Moreover, the amount of credits awarded for the graduation project as well as for the practical trainings should be increased in order to value the students' work properly.
- With regard to the targeted internationalization and staff development:

- The English language skills of staff should be more stringently assessed, and continuing professional training should be 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 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 already 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 "Nursing" 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 49 mandatory courses, of which 39 are compulsory and ten are electives. The Bachelor study program "Nursing" 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 "Nursing" is accredited for the duration of five years, until September 30, 2023.

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

1. 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 "Nursing" 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.