

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 Ergotherapy
for the Accreditation of the Bachelor Program
“Ergotherapy” (Bachelor of Science)
(Turkish 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 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 “Ergotherapy” (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 “Ergotherapy”.

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 “Ergotherapy”, 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 “Ergotherapy”:

| Annex | Description |
|-------|--|
| 1 | Curriculum of Ergotherapy |
| 2 | Curriculum of Ergotherapy (Elective Courses) |
| 3 | Module Descriptions of Ergotherapy |
| 4 | Teaching Matrix for Ergotherapy |
| 5 | CVs |
| 6 | Ergotherapy Library Details |

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 Gelsim Practice Form |
| I | Organization Chart |
| J | Private Budget |
| K | IGU Traineeship Directive |
| L | Student Traineeship File |
| M | Preparatory Class Curriculum |
| N | University's Internal Structure |
| O | IGU Directive On Disabled People Counseling And Coordination Unit |
| P | Directive On Lateral Transfers |
| Q | Directive On Equivalence And Adaptation On IGU |
| R | Directive on Double Major in IGU |
| S | Turkish Law on Higher Education |
| T | Higher Education System in Turkey |
| U | Directive on Equivalence and Adaptation at IGU |
| V | Regulation on Higher Education Quality Assurance |

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

2.2 Study program

2.2.1 Structural data

| | |
|--|--|
| University | Istanbul Gelisim University |
| Faculty/Department | School of Health Sciences Department of Ergotherapy |
| Cooperation partner | Cekmece Public Hospitals Union, Bakirkoy Public Hospitals Union, Fatih Public Hospitals Union, Beyoglu Public Hospitals Union, Anatolia North Public Hospitals Union |
| Title of the study program | "Ergotherapy" |
| Degree awarded | Bachelor of Science (B.Sc.) |
| Form of studies | Full-time |
| Language of study | Turkish |
| Period of education | 8 semesters |
| Credit Points (CP) according to the European Credit Transfer System (ECTS) | 240 ECTS credit points |
| Hours per CP | 25.5 workload hours per ECTS credit point |
| Workload | Total: 6,120 hours Contact hours: 1,736 hours Individual work: 3,572 hours Practice: 812 hours |
| Thesis | None |
| Launch date of the study program | 2016-2017 academic year |
| First accreditation | Program has not been accredited before |
| Time of admission | Fall |
| Number of available places in the program | 83 (Determined yearly by the Turkish Measuring, Selection and Placement Center (OSYM)) |
| Number of enrolled students to date | 78 |
| Number of dropouts to date | 0 |
| Number of graduates | 0 |

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

Table 1: Structural data of the study program

2.2.2 Qualification objectives and employment opportunities

According to the University, the main objective of the “Ergotherapy” program is to educate ergotherapists who help people to gain independence in all surroundings, such as living, work, school and public life. Graduates are supposed to follow the principle of scientific study, work multidisciplinary and contribute to social development. This goal is broken down into qualification objectives, which include:

- **Scientific or artistic qualification:** Students will gather enough clinical practice to ensure professional autonomy, will be able to use ergotherapeutic clinic equipment and establish an orderly clinic environment and task flow, while monitoring service quality and keeping necessary records;
- **Occupation qualification:** Students will be qualified to plan out an ergotherapy program for patients using theoretical and practical knowledge, while observing ethical principles;
- **Social responsibility qualification:** Students will be able to communicate effectively during issuance of ergotherapy services and to contribute to the quality improvement and education programs related to their profession; and
- **Personality development qualification:** Students will become resourceful lifelong learners.

The University states that graduates of the “Ergotherapy” program will be able to work in hospitals, clinics, centers for special education and rehabilitation, schools, home care programs, community health centers, nursing homes, factories and workplaces. Currently, most graduates are said to be employed at state hospitals and private education and rehabilitation centers.

According to the University (SER 1.4.1), there is currently no fully established employment system in Turkey, so European information was used. The University states that, because the fellow Turkish HEI Hacettepe University places ergotherapists and physiotherapists together in their professional work, it is appropriate to use a ratio of these two professions to calculate the need for ergotherapists in Turkey. Further, the average ratio of ergotherapists to physiotherapists in 21 countries with open data was said to be 0.35. Given that Turkey set its 2023 physiotherapist requirement at 10,000, the University states that the ergotherapist requirement will be a corresponding 3,500. As such, the demand will soon outrun the supply of ergotherapists in Turkey, helping ensure employability for graduates of the program.

Currently, eight universities in Turkey and two universities in Cyprus are offering ergotherapy study programs and have graduated 365 ergotherapists so far.

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 56 modules, out of which 42 are obligatory Department courses, 4 are obligatory University courses and 10 are electives. 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 "Ergotherapy":

| Semester | Course Nr. | Course Title | CP | ECTS |
|----------|------------|--------------------|----|------|
| 1 (Fall) | TRD101 | Turkish Language I | 2 | 3 |
| | YDL101 | English I | 3 | 4 |
| | FTY101 | Anatomy I | 3 | 5 |
| | FTY103 | Physiology I | 3 | 5 |

| | | | | |
|----------------|--------|--|----|----|
| | FTY105 | Physics | 2 | 2 |
| | SHY107 | Sociology | 2 | 2 |
| | ETY101 | Introduction to Ergotherapy | 2 | 5 |
| | BEY209 | Introduction to Psychology | 3 | 4 |
| Semester Total | | | 20 | 30 |
| 2 (Spring) | TRD102 | Turkish Language II | 2 | 3 |
| | YDL102 | English II | 3 | 4 |
| | FTY102 | Anatomy II | 3 | 5 |
| | FTY104 | Physiology II | 3 | 4 |
| | FTY106 | Biophysics | 2 | 4 |
| | FTY108 | Psychosocial Rehabilitation | 2 | 3 |
| | FTY112 | Normal Motor Development | 2 | 3 |
| | BEY104 | Medical Biology and Genetics | 3 | 4 |
| Semester Total | | | 20 | 30 |
| 3 (Fall) | ATA201 | History of Ataturk's Principles and Reforms I | 2 | 2 |
| | FTY213 | Biomechanics | 2 | 3 |
| | FTY207 | Kinesiology I | 3 | 6 |
| | ETY201 | Basic Measurement and Assessment in Ergotherapy | 3 | 5 |
| | ODY102 | Neuroanatomy | 3 | 5 |
| | FTY211 | Radiology | 2 | 3 |
| | ETY205 | Ergotherapy Art Approaches | 3 | 6 |
| Semester Total | | | 18 | 30 |
| 4 (Spring) | ATA202 | History of Ataturk's Principles and Reforms II | 2 | 2 |
| | ETY202 | Ergotherapeutic Therapy Principles and Practices | 3 | 4 |
| | FTY208 | Kinesiology II | 2 | 4 |
| | ETY204 | Musculoskeletal System Diseases | 3 | 4 |
| | FTY204 | Exercise Physiology | 3 | 6 |
| | FTY212 | Orthopedics | 2 | 2 |

| | | | | |
|---|---|---|----|----|
| | ETY208 | Performance Areas Sensory Motor and Cognitive | 4 | 8 |
| Semester Total | | | 19 | 30 |
| 5 (Fall) | ETY301 | Orthopedic Ergotherapy | 3 | 5 |
| | FTY301 | Neurophysiological Approaches I | 2 | 2 |
| | ETY307 | Practice-Based Ergotherapy Applications | 3 | 5 |
| | <u>One of the following electives:</u> Gynecology and Obstetrics (FTY309), Neurosurgery (FTY311), Human Rights of Persons with Disabilities (ETY309), Health Communication (ETY311), Protective Ergotherapy and Environmental Regulations (ETY313) | | 3 | 6 |
| | <u>One of the following electives:</u> Internal Medicine (FTY313), Rheumatic Diseases (FTY315), Independent Living in Visually Impaired People (ETY315), Independent Living in Special Needs Children (ETY317), Sports and Rehabilitation in Disabilities (ETY319), Back Neck School (ETY321) | | 3 | 6 |
| <u>One of the following electives:</u> Planning and Management in Public Relations (HIT201), Organizational Behavior (ISL203), New Approaches and Total Quality Management (ISL401), Administrative Structure of Turkey (HIT207), Statistics (ISF205), Intercultural Communication (YEM305), Turkish Constitutional Law (ISF203), General Economics (UTI101), General Accounting (UTI107), Digital Marketing (HIT409) | | 3 | 6 | |
| Semester Total | | | 17 | 30 |
| 6 (Spring) | FTY306 | Prosthesis, Orthotic and Rehabilitation | 3 | 3 |
| | ETY306 | Ergotherapy in Neurodevelopmental Disorders | 3 | 4 |
| | FTY302 | Neurophysiological Approaches II | 4 | 5 |
| | <u>One of the following electives:</u> Ergotherapy in Cardiopulmonary Diseases (ETY308), Ergotherapy in Rheumatic Diseases (ETY310), Motor Learning (ETY312), Community Based Rehabilitation (ETY314), Newborn Sensory Integrity (ETY316) | | 3 | 6 |

| | | | | |
|----------------|---|--|----|----|
| | <u>One of the following electives:</u> Biochemistry (FTY314), Occupational Therapy (FTY316), Vocational Rehabilitation (ETY318), Ergotherapist and School Counseling (ETY320), Dance and Movement Therapy (ETY322), Diabetes and Ergotherapy (ETY324) | | 3 | 6 |
| | <u>One of the following electives:</u> Public Relations Practices and Case Studies (HIT208), Communication Theories (RTS314), Commercial Law (ISF302), Political Communication (RTS316), Advertising (RTS310), General Law (ISF104), Management and Organization (IBY104) | | 3 | 6 |
| Semester Total | | | 19 | 30 |
| 7 (Fall) | ETY401 | Clinical Trials in Ergotherapy I | 8 | 12 |
| | ETY403 | Research Methodology in Ergotherapy I | 2 | 2 |
| | ETY405 | Clinical Problem Solving in Ergotherapy I | 4 | 4 |
| | <u>One of the following electives:</u> Industrial Ergotherapy (ETY407), Geriatric Ergotherapy (ETY409), Animal Supported Approaches in Rehabilitation (ETY415), Ergotherapy in Swallowing Disorders (ETY417), University without Obstacles (ETY419) | | 3 | 6 |
| | <u>One of the following electives:</u> Protective Ergotherapy (ETY411), Ergotherapy in Disabilities (ETY413) | | 3 | 6 |
| Semester Total | | | 20 | 30 |
| 8 (Spring) | ETY402 | Clinical Trials in Ergotherapy II | 8 | 12 |
| | ETY404 | Research Methodology in Ergotherapy II | 2 | 2 |
| | ETY406 | Clinical Problem Solving in Ergotherapy II | 4 | 4 |
| | <u>One of the following electives:</u> Management and Organization (ETY408), Sign Language (ETY410), Health Information and First Aid (ODY410), Disasters and Community Participation (ETY412), Virtual Reality in Rehabilitation (ETY414) | | 3 | 6 |
| | <u>One of the following electives:</u> Social Responsibility | | 3 | 6 |

| | | | |
|----------------------------|---|-----|-----|
| | (RTS416), International Media (HIT410), Entrepreneurship (GIR402), Social Psychology (SOS318) | | |
| Semester Total | | 20 | 30 |
| Study Program Total | | 153 | 240 |

Table 2: Study Plan

The module descriptions (Annex 3) 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 “Ergotherapy” study program cover communication, ethics, treatment, rehabilitation, disability, quality of life, culture, health, preventive health, accessibility, humanity, environment and patient education, (SER 1.2.4).

In the **first semester**, students take introductory courses in Turkish, English, anatomy, physiology, physics, sociology, psychology and ergotherapy, providing a general foundation of subject competence and language skills.

In the **second semester**, follow-up courses in Turkish, English, anatomy and physiology are taken, supplemented by “Biophysics,” “Psychosocial Rehabilitation,” “Normal Motor Development” and “Medical Biology and Genetics.” These courses introduce specialized sciences upon which ergotherapeutic practices rely.

In the **third semester**, students take “Biomechanics,” extending the knowledge taught in “Biophysics” of the complex mechanics of the human body. “Kinesiology I” is also taken, teaching about kinesiological analysis and the movement of working muscles and joints. “Basic Measurement and Assessment in Ergotherapy” teaches foundational methods of assessing patients and evaluating their needs and progress. “Neuroanatomy” discusses brain structures and their manipulation for therapeutic purposes, whereas “Ergotherapy Art Approaches” introduces students to alternative treatment methods. “Radiology” teaches the

basics of medical imaging and its place in ergotherapy. Finally, students take a course in Turkish culture and history, "History of Ataturk's Principles and Reforms II."

In the **fourth semester**, students take the follow-up courses "Kinesiology II" and "History of Ataturk's Principles and Reforms II." Additionally, they take "Ergotherapeutic Therapy Principles and Practice" for a central overview of the science, "Musculoskeletal System Diseases" to examine the causes and treatments of ailing musculoskeletal systems, "Exercise Physiology" to teach body mechanics and the interaction between body systems, "Orthopedics" to instruct about fractures, tissue injuries and treatment methods, and "Performance Areas Sensory Motor and Cognitive" to explore the relationship of sensory systems with everyday life.

In the **fifth semester**, students continue learning about orthopedics in "Orthopedic Ergotherapy," and advance their neuroanatomical knowledge to the treatment stage in "Neurophysiological Approaches I." "Practice Based Ergotherapy Applications" gives students the chance to begin using their theoretical knowledge practically. Students also take three elective courses, one of which is from a different field.

In the **sixth semester**, students take "Prosthesis, Orthotics and Rehabilitation" to become acquainted with prostheses and their potential complications. Additionally, "Ergotherapy in Neurodevelopmental Disorders" explains ergotherapeutic treatment in context of various neurodevelopmental disorders. "Neurophysiological Approaches II" further extends neuroanatomical knowledge. Students also take three elective courses, one of which is from a different field.

In the **seventh semester**, students take "Clinical Trials in Ergotherapy I," "Research Methodology in Ergotherapy I," and "Clinical Problem Solving in Ergotherapy I." These courses bridge the gap between theoretical preparation and clinical knowledge and research. In the eighth semester, these courses are followed up on. In both semesters, students take two elective courses.

In the **eighth semester**, students take the 12-ECTS-point course "Clinical Trials in Ergotherapy II," in which they finish their fieldwork and its assignments, supplemented by "Clinical Problem Solving in Ergotherapy II". "Research

Methodology in Ergotherapy II” finishes students’ research training, and two final elective courses round off the study program.

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).

The University states to have structured the Bachelor study program “Ergotherapy” 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 56 midterm and 56 final exams in the study program, totaling 112 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

The Ergotherapy Department consists of two full-time professors, two full-time assistant professors, one research assistant as well as four full-time and eight part-time lecturers. In addition to these, one more full-time full professors, three assistant professors and four lecturers teach in the Ergotherapy Department but are staffed in other departments of the School of Health Sciences (SER 2.1.1).

For details about the qualifications of the teaching staff in the “Ergotherapy” 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 5) 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).

2.3.2 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 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 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 38 program-specific 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.

As the program recently started in fall 2016, no statistics on student development and student numbers are available, yet. 73 students have been enrolled as first cohort of the study program.

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, there are 2 mentors in the Department of Ergotherapy.

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 73 are in the Ergotherapy 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 "Ergotherapy."

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 “Ergotherapy” offered at the School of Health Sciences of the Istanbul Gelisim University is to educate ergotherapists capable of increasing human health and quality of life by evaluating the functional and cognitive capacity of the individuals and furthering existing capacities.

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 1,736 are contact hours, 812 are training/internship hours and 3,572 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 56 modules/courses, of which 46 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 first batch of students was admitted to the program in the 2016-2017 academic year. The University charges tuition fees.

3.3 Expert Report

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

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

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

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

3.3.1 Program aims and their implementation

The Bachelor study program "Ergotherapy" aims at training professional ergotherapists who help individuals gain independence in their personal, professional and educational lives by evaluating the functional and cognitive capacity of individuals and furthering their existing capacities. Graduates are to be endowed with the principle of scientific study, a sense of social responsibility and the capability to work multidisciplinary in order to develop solutions for the integration of handicapped individuals to every part of social and occupational life. Potential places of employment for graduates include hospitals,

clinics, centers for special education, rehabilitation centers, nursing homes and other care institutions.

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.

As a whole, the study program shows a strong medical and mechanistic approach to ergotherapy. Thus, the experts see room for improvement in terms of profiling the discipline and sharpening the qualification objectives. The experts encourage and invite the Department of Ergotherapy to launch a curriculum redesign process while defining the domain of ergotherapy/occupational therapy. Thereby, the Department as well as the School of Health Sciences should elaborate a stronger distinction to the neighbor disciplines, such as social work and physical therapy, and work on a particular identity of ergotherapy/occupational therapy. Relatedly, the School of Health Sciences, with its variety of study programs, has the potential to define an interprofessional base with other health-related professions. The educational CanMEDS framework as well as the Minimum Standards of the World Federation of Occupational Therapists (WFOT) might give useful orientation in such a development process.

Moreover, the University states its aim to become a higher education institution of international renown. In the experts' opinion, it is therefore not only necessary to outline a particular profile of ergotherapy in order to be internationally visible and recognized, but rather equally important to work closely with national and international professional bodies within the area of occupational therapy, such as the European Network of Occupational Therapy (ENOTHE) or the Council of Occupational Therapists for European Countries (COTEC), and to further the exchange within relevant professional networks. This will enable the Department of Ergotherapy to develop its study program

towards a modern and specified curriculum and to promote the relatively new discipline of ergotherapy in Turkey.

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 "Ergotherapy" is a full-time study program with a regular duration of four years (eight semesters). The program curriculum consists of 56 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 courses which offer individual specialization but are relatively isolated. 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 specified qualification objectives. In the experts' opinion, a more comprehensive curriculum design with a modular structure would help outlining the program's profile and the particular ergotherapy identity (see also Criterion 1).

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 1,736 are contact hours, 3,572 are hours of independent study and 812 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 medical and mechanistic approach to ergotherapy in the curriculum, which includes biophysics, medical biology, biochemistry, and diabetes all the way up to sports rehabilitation and animal-supported approaches. In general, the courses follow a consistent and plausible structure, beginning with introductory courses and accumulating more specialized knowledge and competences through successive courses. However, the incorporation of some subjects to an ergotherapy curriculum remains unclear to the experts. To the experts' opinion, gynecology and obstetrics, reproduction, sport physiology, underwater physiology, radiology and neurosurgery are of little or no importance to occupational therapy but may be required by the National Core Curriculum. On the contrary, the experts acknowledge a series of interesting, innovative and relevant topics as part of the program, such as management approaches, human rights of persons with disabilities, independent living for children, working with visually impaired people, intercultural communication, community-based rehabilitation, accessible universities, sign language and disasters and community participation.

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 "Protective Ergotherapy and Environmental Regulations" or therapy with special target groups, in relation to special diseases or in different settings, for a total of 60 ECTS credits. As a consequence, the study program provides students with specialized and interdisciplinary knowledge as well as professional, methodological and general competencies.

However, the experts see room for improvement by using the development margin left by the National Core Curriculum and by launching a redesigning process for the curriculum (see Criterion 1). The experts would appreciate a refined curriculum that includes or depicts topics like occupational sciences, paradigm shifts, occupational therapy models, frameworks and theories as well as assessments. This process should be fundamentally supported through collaboration with the industry, communities and other involved professions, such as social workers, architects, engineers etc. Regular critical feedback from and exchange with national and international experts, colleagues, clients,

physicians, communities, public administrations and industries will help to develop a modern and internationally competitive curriculum that meets the needs of clients and society.

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.

On site, the experts noticed that common research projects with other health professions or the Faculty of Engineering have already been positively implemented. The experts would like to highlight and encourage more of these cooperations. Therefore, and in light of the fact that a Bachelor degree requires methodological and statistical skills that enables the students to collect and evaluate data, the experts agree that the training in academic and research skills should be implemented visibly, more intensely and earlier in the curriculum.

As a whole, the experts consider the program structure with 56 courses as too fragmented and overloaded with examinations. Although the modules reflect in a very detailed way the national requirements of an Ergotherapy study program as laid down in the National Core Curriculum, the experts suggest that the academic staff combine the courses into larger units or modules that are completed with unified examinations and that pursue compatible and coherent learning objectives. By doing so, the University could reduce the workload pressure on students, make the study program more competency-oriented and, at the same time, foster cooperation of teachers across the multiple disciplines involved in the program.

Professional practical skills are gained through field trainings ("Clinical Studies") in semesters 7 and 8 in private or state hospitals or rehabilitation centers that have been approved by the Department of Ergotherapy. Students train to apply and compare diagnostic ergotherapy methods, to develop and apply a treatment according to the diagnosis, to communicate properly and educate patients and relatives, and to integrate to a rehabilitation team. In order to increase the quality and transparency of the field trainings, the experts strong-

ly 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 in the module descriptions and the University's general "Directive on Training and Examination of Associate and Undergraduate Students".

Standard methods of didacticism and assessment (lectures, group work, laboratory work, midterm exams, and practical as well as written finals) constitute the general framework of the study program, though the University states that the Department of Ergotherapy 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.

From the experts' point of view, internationalization is a relevant aspect of student development. On site, the experts were impressed by the highly engaged 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 Student 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 "Ergotherapy" 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 "Ergotherapy" study program as each of the 56 courses requires passing a midterm and a final exam. To compensate, the University observes the students' performance by collecting and generating the cumulative and semester Grade Point Average (GPA). Students with a GPA less than 1.80 out of 4.00 at the end of the fourth semester are put under academic probation. A student whose status is probation cannot attend to the courses of upper semesters until changing his/her status resp. his/her GPA. He/she must repeat some of the previous courses with the approval of his/her academic advisor to be able to change the status.

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

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

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

3.3.4 Examination system and transparency

The University uses a continuous assessment process to ensure 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 "Ergotherapy" program are required to engage in a clinical study in their final year, comprising a total of 24 ECTS, that is assessed and completed through a practice report that treats a research topic and case evaluation to be worked on during the internship. The

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

In the experts' opinion, the study program requires a very high amount of exams and other examination methods, 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 17 staff members for teaching at the Department of Ergotherapy. These consist of two full professors, two assistant professors, one research assistant, four full-time lecturers and eight part-time lecturers.

The rest of the teaching load is covered through eight other staff members who are assigned to another department/study program at the School of Health Sciences.

The Head of Department is physiotherapist and holds a PhD in biomedical engineering, having attended further education in ergonomics and ergotherapy. To the experts, it became obvious that the "Ergotherapy" study program lacks a sustainable teaching staff strategy as well as specialized staff in the discipline. 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. Turkey as a nation already lacks academically qualified staff in ergotherapy and other relatively newly developed academic disciplines, such as child development. The Department of Ergotherapy 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 capacity to cover the teaching load through interdepartmental exchange of teaching staff. But in the experts' opinion, this is only a temporary solution. A sustainable human resources policy was not convincingly laid out. From the experts' point of view, in the medium and long terms, the further development of the study program requires at least one full professorship that can guarantee the academic 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. For recruiting specialized staff in ergotherapy from the worldwide limited resources, the experts underline again the importance of international cooperations, inviting faculty from abroad, promoting (long-term) staff mobility and perhaps recruiting retired staff to cover this interim phase of lacking professionals. To set up a sustainable human resources strategy for the study program, the experts 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. 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.).

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 "Ergotherapy" has ample available teaching facilities at its disposal. The infrastructure and the equipment are suitable to guarantee 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. In order to develop the full capacity of ergotherapy and make use of the excellent conditions at the School of Health Sciences, the experts suggest not only using the specific ergotherapy lab but rather expanding their trainings, research and treatments to the other laboratories of which the School of Health Sciences

disposes, such as the kitchen that was installed originally for the Department of Ergotherapy.

From the experts' point of view, the requirements of this criterion are partially fulfilled. One full professorship 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 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 Ergotherapy 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 "Ergotherapy" 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 Ergotherapy 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, a comprehensive curriculum and a high number of practical training hours.

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

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

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

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

- One full professor 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 both tracks, 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:

- The profile of the study program should be sharpened: A stronger distinction to neighboring disciplines, such as social work and physical therapy, should be outlined, as should a particular identity of ergotherapy.
- 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 Ergotherapy should use the scope left by the National Core Curriculum and include central topics:
 - Occupational sciences, paradigm shifts, occupational therapy models, frameworks and theories as well as assessments should be included and/or outlined.
 - Interprofessional and interdisciplinary education and approaches should be developed.
- The training in academic and research skills should be implemented visibly, more intensely and earlier in the curriculum.
- A program-specific internship directive should be developed.

- The idea of a student-centered study program, encouraging students to take an even more active role in creating their own education process and developing a scholarly attitude, should be developed and implemented.
- The development of the students' English language skills should be strengthened, 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.
- A Bachelor thesis should be implemented.
- 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 "Ergotherapy" 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 56 mandatory courses, of which 46 are compulsory and ten are electives. The Bachelor study program "Ergotherapy" is completed with awarding of the academic degree "Bachelor of Science." The study program is offered in Turkish language. 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 program in the 2016-2017 academic year. Tuition fees are charged.

The study program "Ergotherapy" 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. One full professor must assure the academic development in the program.
2. An updated plan which indicates the prospective teaching staff needed to cover the teaching load in both tracks and lists their academic titles, qualifications, prospective date of employment, course load and job scope is to be provided.

The evidence that the formulated conditions have been fulfilled by the study program "Ergotherapy" must be provided to AHPGS by February 15, 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.

Istanbul Gelisim University, Turkey, Bachelor Study Program "Ergotherapy"

On April 30, 2018, the Accreditation Commission of the AHPGS accredited the study program "Ergotherapy" for the duration of five years, until September 30, 2023.

The following conditions were outlined:

1. One full professor must assure the academic development in the program.
2. An updated plan which indicates the prospective teaching staff needed to cover the teaching load in both tracks and lists their academic titles, qualifications, prospective date of employment, course load and job scope is to be provided.

The evidence that the formulated conditions have been fulfilled had to be submitted until January 30, 2019.

On January 25, 2019, the University submitted the following documents:

- Employment plans for the fall and spring semesters,
- Short CVs of the teachers of the Department of Ergotherapy,
- Document pertaining to department specific conditions.

In the submitted documents, the University outlines that a several vacant positions have been announced in accordance with the Turkish Higher Education Council. A full professor who is responsible for the academic development of the study program has been appointed in 2018.

Furthermore, the University submitted a plan and short CVs indicating the academic and numerical sufficiency of the teaching staff in both the English- and Turkish-taught tracks. The plan includes information on employment dates, lecture hours, courses to be taught and academic degrees.

The Accreditation Commission of the AHPGS takes the following decision:

Based on the submitted documents, the Accreditation Commission of the AHPGS concludes that the conditions outlined on April 30, 2018 are fulfilled. On this basis, the decision about the accreditation of the study program "Ergotherapy" maintains its validity until September 30, 2023.

Thus, the accreditation procedure is officially completed.