

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 Physical Therapy and Rehabilitation  
for the Accreditation of the Bachelor Program  
“Physical Therapy and Rehabilitation” (Bachelor of Science)  
(Turkish Program / English Program)**

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

**Decision** April 30, 2018

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

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## 1 Introduction

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

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

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

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

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

The external assessment procedure is carried out in four steps:

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

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

### **II. Written review**

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

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

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

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

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

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

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

## 2 Overview

### 2.1 Procedure-related documents

The Istanbul Gelişim University, Istanbul, Turkey, delegated the task of accrediting its Bachelor study program “Physical Therapy and Rehabilitation” (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 “Physical Therapy and Rehabilitation”.

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 “Physical Therapy and Rehabilitation”, 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 (B.Sc.) “Physical Therapy and Rehabilitation”:

Annex	Description
1	Curriculum for the Department of Physical Therapy and Rehabilitation
2	Electives
3	Module Descriptions
4	Teaching Matrix for Physical Therapy and Rehabilitation (English and Turkish Tracks)
5	CVs
6	Diploma Supplement

7	Physical Therapy Traineeship and Clinical Study Directive
8	Physical Therapy and Rehabilitation Library Details
9	Graduation Statistics
10	Clinical Practice Evaluation Forms I-II
11	Course Practice Evaluation Form for Person in Charge of Education Unit

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
Faculty/Department	School of Health Sciences Department of Physical Therapy and Rehabilitation
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	"Physical Therapy and Rehabilitation"
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: 1,750 hours Individual work: 3,122 hours Practice: 1,248 + 240 hours of summer traineeship (non-credit bearing)
Thesis	None
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	404 (Turkish track) 78 (English track) Determined yearly by the Turkish Measuring, Selection and Placement Center (OSYM)
Tuition fees	TRY 33,960 (ca. EUR 7,800) per academic year.

	<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>
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Table 1: Structural data of the study program

### 2.2.2 Qualification objectives and employment opportunities

According to the University, the program's central objective is to train students who have knowledge and skills in the application of preventive and therapeutic approaches to movement and functional disorders. Educating students who are capable of cultivating an interest in the benefit of society, adopting and adhering to ethical principles, cooperating across disciplines to solve problems, and applying information technology and scientific research methods are supplemental objectives of the program.

Examples of potential employers include hospitals and health departments, special education and rehabilitation centers, sports clubs, private hospitals and elderly care homes (Senior Centers) (SER 1.4.1). No surveys have been conducted yet, though an Alumni Association has been founded and follow-up forms to check on graduates' professional progress have been prepared (AOQ 7, SER 1.4.2).

### 2.2.3 Modularization and exam system

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

The program comprises 56 modules, out of which 46 are obligatory and 10 are compulsory optional modules. All modules have to be completed within eight semesters. One module is no longer than one semester. There are between five and nine modules in total provided for each semester. Each semester comprises a workload of 30 ECTS credit points. Students may go abroad on an Erasmus+ basis by special agreement with the University.

The following study plan lists the University-required sequence of courses for the attainment of the degree Bachelor of Science (B.Sc.) "Physical Therapy and Rehabilitation":

Semester	Course Nr.	Course Title	CP	ECTS
1 (Fall)	TRD101	Turkish Language I	2	3
	YDL101	Foreign Language I (English)	3	4
	BIL101	Information Technologies	2	2
	FTY101E	Anatomy I	4	5
	FTY103E	Physiology I	4	5
	FTY105E	Physics	2	2
	SHY107E	Sociology	2	2
	FTY107E	Introduction to Physical Therapy and Rehabilitation	2	3
	BEY209E	Introduction to Psychology	3	4
Semester Total			24	30
2 (Spring)	TRD102	Turkish Language II	2	3
	YDL102	Foreign Language II (English)	3	4
	FTY102E	Anatomy II	3	3
	FTY104E	Physiology II	3	4
	FTY106E	Biophysics	2	3
	FTY108E	Psychosocial Rehabilitation	2	3
	FTY110E	Heat-Light	2	3
	FTY112E	Normal Motor Development	2	3
	BEY104E	Medical Biology and Genetics	3	4
Semester Total			22	30
3 (Fall)	ATA201	History of Ataturk's Principles and Reforms I	2	2
	FTY203E	Basic Measurement and Assessment in Physiotherapy	3	5
	FTY205E	Manipulative Therapy I	3	5
	FTY207E	Kinesiology I	2	4

	FTY209E	Electrotherapy I	3	5
	FTY211E	Radiology	2	3
	FTY213E	Biomechanics	2	3
	FTY201E	Functional Neuroanatomy	2	3
Semester Total			19	30
4 (Spring)	ATA202	History of Ataturk's Principles and Reforms II	2	2
	FTY202E	Principles of Therapeutic Exercises	3	6
	FTY206E	Manipulative Therapy II	3	5
	FTY208E	Kinesiology II	2	4
	FTY210E	Electrotherapy II	3	5
	FTY212E	Orthopedics	2	2
	FTY204E	Exercise Physiology	3	6
Semester Total			18	30
5 (Fall)	FTY301E	Neurophysiological Approaches I	2	2
	FTY303E	Orthopedic Rehabilitation	3	4
	FTY305E	Pediatric Rehabilitation	3	3
	FTY307E	Sports Physiotherapy and Rehabilitation	3	3
	<u>One of the following electives:</u> Gynecology and Obstetrics (FTY309E), Neurosurgery (FTY311E)		3	6
	<u>One of the following electives:</u> Internal Medicine (FTY313E), Rheumatic Diseases (FTY315E)		3	6
	<u>One of the following electives:</u> Planning and Management in Public Relations (HIT201E), Organizational Behavior (ISL203E), Microeconomics (EKF201E), History of Economic Thought (EKF301E), New Approaches and Total Quality Management (ISL401E), Critical Psychology (PSI313E), Administrative Structure of Turkey (HIT207E), Digital Marketing (HIT401E), Statistics (ISF205E)		3	6
Semester Total			20	30
6 (Spring)	FTY302E	Neurophysiological Approaches II	4	5
	FTY304E	Neurologic Rehabilitation	3	4

	FTY306E	Prosthesis, Orthotics and Rehabilitation	3	3
	Summer Internship		0	0
	<u>One of the following electives:</u> Cardiopulmonary Rehabilitation (FTY310E), Rehabilitation of Rheumatic Diseases (FTY312E)		3	6
	<u>One of the following electives:</u> Biochemistry (FTY314E), Occupational Therapy (FTY316E)		3	6
	<u>One of the following electives:</u> Public Relations Practices and Case Studies (HIT208E), Communication Theories (RTS314E), Labor and Social Security Law (ISY204E), Change Management (ULT310E), Commercial Law (ISF302E), Money and Banking (BSY222E), Media and Opinion (HIT302E), Radio and Television Advertising (RTR205E), Human Rights (SOS314E)		3	6
Semester Total			19	30
7 (Fall)	FTY401E	Clinical Trials I	8	12
	FTY403E	Physiotherapy Research Methodology I	2	2
	FTY405E	Clinical Problem Solving in Physiotherapy I	4	4
	<u>One of the following electives:</u> Physiotherapy and Rehabilitation in the Industry (FTY407E), Geriatric Rehabilitation (FTY409E)		3	6
	<u>One of the following electives:</u> Public Health Approaches in Physiotherapy (FTR415E), Hydrotherapy (FTY417E)		3	6
Semester Total			20	30
8 (Spring)	FTY402E	Clinical Trials II	8	12
	FTY404E	Physiotherapy Research Methodology II	2	2
	FTY406E	Clinical Problem Solving in Physiotherapy II	4	4
	<u>One of the following electives:</u> Health Information and First Aid (ODY410E), Biostatistics (ODY408E)		3	6
	<u>One of the following electives:</u> Language Mark (ISF402E), Entrepreneurship (GIR402E), Public Econ-		3	6

	omy (UTI408E), Customer Relationship Management (MIY208E), Political Communication (RTS302E), Communication Ethics (RTS402E), Advertising Campaigns (HIT402E), Brand Management (HIT306E), Negotiation Techniques (UTI410E)		
	Semester Total	20	30
	<b>Study Program Total</b>	<b>162</b>	<b>240</b>

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 “Physical Therapy and Rehabilitation” study program cover health, disease, humanity, environment, patient education, learning, communication, ethics, treatment, rehabilitation, disability, quality of life and culture (SER 1.2.4).

In the **first semester** of the program, students take introductory courses in Turkish language, literature, occupational terminology, anatomy, physiology, physics, sociology, and psychology, as well as an overview course “Introduction to Physical Therapy and Rehabilitation.” Together, these courses are intended to provide a solid scientific foundation and introduce students to the basic principles and practices in their chosen field.

In the **second semester**, students take follow-up courses in Turkish language, literature, anatomy and physiology. In addition, “Biophysics” explores the mechanics of the human body, “Psychosocial Rehabilitation” explores psychosocial problems (e.g. pessimism, social inequality, stress, disability, bereavement) and their treatments, “Heat-Light” teaches the physiological effects of heat, light and water on patients and the possible therapeutic uses of these; “Normal Motor Development” informs students about normal developmental stages and the factors which affect movement and bodily function, and “Medical Biology and Genetics” explores cell biology, genetic traits and mutations.

In the **third semester**, students take a course in Turkish history and culture. This is supplemented by “Basic Measurement and Assessment,” giving quantification skills; “Manipulative Therapy I,” teaching mobilization therapies for joints, muscles and soft tissues; “Kinesiology I,” providing information about the structure and movement of the human body; “Electrotherapy I,” informing students about electrotherapy modalities; “Radiology,” giving students experience with a vital scanning technique; “Biomechanics,” extending knowledge about the kinesiological structures of the human body; and “Functional Neuroanatomy,” examining the parts of the brain responsible for movement.

In the **fourth semester**, follow-up courses in Turkish history, “Manipulative Therapy,” “Kinesiology” and “Electrotherapy” are taken. These are supplemented by “Orthopedics,” which provides information about traumatology and surgical orthopedic treatments, and “Exercise Physiology,” which discusses the processes undergone by the body during workouts and the effects thereof.

In the **fifth semester**, students take three elective courses, one of which is from a different field. In addition, they take “Neurophysiological Approaches I,” which teaches basic neuromuscular facilitation techniques, “Orthopedic Rehabilitation,” which shows students basic methods used in the evaluation and correction of musculoskeletal injuries, “Pediatric Rehabilitation,” which examines a special set of techniques to help children with ailments, and “Sports Physiotherapy and Rehabilitation,” a comprehensive assessment of sports physiotherapy.

In the **sixth semester**, students take three elective courses, one of which is from a different field. Furthermore, they take the follow-up course “Neurophysiological Approaches II,” as well as “Neurologic Rehabilitation,” providing further insight into brain structures and their manipulation in the correction of physical problems, and “Prosthesis, Orthotic, and Rehabilitation,” giving students an overview of prostheses and the wide variety of techniques used to rehabilitate people using them and acquaint them with synthetic limbs. Also, students undergo a summer internship in this semester at an approved institution. Such institutions can include private or state hospitals, special education and rehabilitation centers, thermal springs and hostels with physical therapy treatments, nursing homes, sport clubs, and similar locations. For information

on the evaluation and oversight of the internship, please refer to the Traineeship and Clinical Study Directive (Annex 7).

In the **seventh semester**, students take two elective courses, as well as “Physiotherapy Research Methodology I,” teaching the correct statistical and academic methods appropriate for the field, and “Clinical Problem Solving in Physiotherapy I.” The latter course prepares students for the clinical work which they then face in the 12-ECTS “Clinical Trials I,” performed at a similar institution as the summer internship in the sixth semester. For more information, please refer to Annex 7.

Finally, in the **eighth semester**, students take two elective courses, one of which is from a different field. They also complete their clinical trials for another 12 ECTS points, and take the follow-up courses “Physiotherapy Research Methodology II” and “Clinical Problem Solving in Physiotherapy II.”

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

To increase the practical relevance of the “Physical Therapy and Rehabilitation” program, the University states that students undertake field studies in a summer traineeship of 30 days (240 hours) subsequent to semester VI, as well as during internships in semester VII and VIII, spending two days a week in a practical institution. The internships are concluded with a theoretical and practical exam (SER 1.2.6). The clinical supervisor must have a four-year undergraduate degree in physical therapy and rehabilitation (Ibid.).

The University states to have structured the Bachelor study program “Physical Therapy and Rehabilitation” based on the Bologna System using ECTS credit points in order to facilitate international recognition of credits and degrees.



Students may participate in exchange programs at approved overseas universities through the Erasmus+ program; this appears to only be possible through special agreement with the University (SER 1.2.8 and 1.2.9).

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

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

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

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

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

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

#### **2.2.4 Admission requirements**

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

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

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

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

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

#### **2.3.1 Human resources**

**In the Turkish track**, there are three professors, one associate professor, and twelve assistant professors. In addition, there are one professor, one associ-

ate professor and five assistant professors who also teach in another department, and five per-hour lecturers. Hence, the total of teaching personnel is **23**.

**In the English track**, there are three assistant professors, as well as one assistant professor who also teaches in another department. Hence, the total of teaching personnel is **4**.

For details about the qualifications of the teaching staff in the “Physical Therapy and Rehabilitation” 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, two Physical Exercise Laboratory, an Electrotherapy Laboratory, a First and Emergency Aid Laboratory, a Hair and Beauty Laboratory, a Medical Laboratory, a Nursing Laboratory, a Nutrition and Dietetics Laboratory, an Optician Laboratory, an Oral and Dental Laboratory, an Orthesis Prosthesis Laboratory, a Pathology Techniques Laboratory, a Perfusion Laboratory and a Physiology Laboratory.

Students 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 83 program-specific books in the Turkish language and 47 program-specific books in the English language (SER 2.3.2).

Through the government's Turkish Academic Network and Information Center (ULAKBIM), IGU's staff and students access 1,237 health-related e-journals and another nine databases. Twice a year, the heads of departments may request the purchase of new publications.

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

### 2.3.3 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 588 students have been enrolled in the two tracks (Turkish and English) of the program, 478 in the Turkish track, and 110 in the English track. 134 students have graduated from the Turkish track; the English track has no graduates yet. So far, no students dropped out of the program.

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

Lecturers have two office hours each week, which are made known to students. Counseling days and hours are also disseminated electronically; the University's Psychological Counseling and Guidance Center assists students in crises or struggling with mental health problems. A Career Development Coordinator and the Continuing Education Application and Research Center help plan students' postgraduate pathways. Furthermore, a mentoring program exists within the College, allowing qualified students to undergo professional training and become mentors to their peers; currently, there are seven mentors in the Turkish track and three mentors in the English track in the Department of Physical Therapy and Rehabilitation.

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, regard-

less 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 454 are in the Child Development 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 "Physical Therapy and Rehabilitation."

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

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

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

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

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

***Prof. Dr. med. Raimund Böckler***

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

**Prof. Dr. Philipp Eschenbeck**

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

**Prof. Dr. Johannes Keogh**

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

**Prof. Christine Mentrup**

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

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

Christian Albrecht University, Kiel, Germany  
Professor of Human Nutrition

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



**Prof. Dr. Annette Probst**

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 “Physical Therapy and Rehabilitation” offered at the School of Health Sciences of the Istanbul Gelisim University is to educate physical therapists with the competence to apply preventive and therapeutic approaches to physical and rehabilitative problems, and who are interested in benefiting society, adherent to ethical principles, and capable of teamwork.

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 1,750 are contact hours, 1,248 are training/internship hours and 3,122 are hours of independent study. During a summer internship, students spend an additional 240 hours in non-credit-bearing practical education. 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 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 Physical Therapy and Rehabilitation serve as the basis for the statements made in the expert report.

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

The Bachelor study program "Physical Therapy and Rehabilitation" aims to enable students to perform treatment of conditions that cause pain and lack of function, such as diseases, disabilities or aging. Students are supposed to use segmentation-specific assessment and treatment modalities for the determination, prevention and therapy of movement and functional disorders. Moreover,

the Department wants to cultivate students' interest in the benefit of society and adherence to ethical principles. Graduates are qualified to work as physiotherapists in public or private hospitals, rehabilitation centers, care homes, sports clubs or in institutions for special education.

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

As a whole, the experts determine a classic physiotherapeutical curriculum based on a biomedical paradigm. Although the "Physical Therapy and Rehabilitation" study program is one of the most established and experienced study programs at the School of Health Sciences, the experts got the impression that the potential of the program has not been fully exploited yet. The University states to aim at becoming a higher education institution of international renown. In the experts' opinion, therefore it is necessary to outline a particular profile in order to be internationally visible and recognized. The experts encourage the Department of Physical Therapy and Rehabilitation to use the regular teaching staff meetings to discuss and develop the profile of the discipline, to incorporate new approaches and to work on the independency from medicine. In order to improve the correspondence with international standards and the development towards a modern curriculum, the experts encourage the Department to extend and foster the involvement in relevant international networks to monitor current developments and debates. Among others, the World Confederation of Physical Therapy (WCPT), the European Network for Physiotherapy in Higher Education (ENPHE) as well as the European Physiotherapy Benchmark Statement of the World Confederation for Physical Therapy might give useful orientation in such a development process.

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

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

### 3.3.2 Structure of the study program

The Bachelor study program “Physical Therapy and Rehabilitation” 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 nine 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. However, in the experts’ opinion, a more comprehensive curriculum design with a modular structure would help clarifying the study program’s profile (see also Criterion 1) 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 1,750 are contact hours, 3,122 are hours of independent study and 1,248 are practical training hours. An additional 240 hours have to be covered in a non-credit-bearing summer traineeship after semester 6.

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 physical therapy based on a strong biomedical paradigm, including sociology and psychology, physics, biophysics, physiology, radiology up to medical biology and genetics. The courses follow a consistent and plausible structure, beginning with introductory courses in natural sciences as well as in anatomy and basic measurement and assessment, and accumulating more specialized knowledge and competences through successive courses such as electrotherapy, neurophysiological approaches, pediatric, sports or orthopedic rehabilitation. After having acquired basic knowledge in the first four semesters, students may

design a more and more individual qualification. By choosing ten electives from a large variety of elective courses (6 ECTS each) in semesters 5 to 8, students may emphasize on management, economic, legal or communication skills (non-departmental electives) and/or specialize in field-related issues (departmental electives) such as "Gynecology and Obstetrics", "Rheumatic Diseases", "Neurosurgery", "Cardiopulmonary Rehabilitation", "Occupational Therapy", "Geriatric Rehabilitation" or "Hydrotherapy" in a total scope of 60 ECTS credits.

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

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

As outlined above (Criterion 1), the experts recommend that the Department of Physical Therapy and Rehabilitation should use the remaining margin for development of the study program left from the National Core Curriculum to develop and modernize the curriculum through entering relevant international networks and take advantage of the debates and conferences on new approaches in the area of physical therapy and rehabilitation. Moreover, the experts see potential for enhancement by including or depicting the topics health promotion and prevention more visibly to the curriculum. Currently, the study program does not require a Bachelor thesis. In the last year of studies the program focusses on clinical practice, accompanied by courses in research methodology and "Clinical Problem Solving in Physiotherapy". From the experts' perspective, this qualification in research skills and methods should take

place earlier in the course of studies in order to gradually acquire a scholarly attitude and academic working skills.

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

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

Professional practical skills are gained through two "Clinical Trials" courses (12 ECTS each) in semester 7 and 8 at freely chosen institutions that have gained the University's approval. Student's work at such institutions is documented through reports, which are also used to evaluate their progress. Additionally, a 240-hour summer internship takes place after semester 6 at similar institutions; no ECTS points are awarded for this. In order to increase the quality and transparency of the field trainings, the experts strongly recommend refining the Physical Therapy Traineeship and Clinical Study Directive in order to define the amount of hours to be spent as well as in which application areas to ensure that students experience the variety of application areas. Additionally, the competences to be gained and the requirements that an institution has to fulfill in order to be approved by the University should be defined.

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 Physical Therapy and Rehabilitation emphasizes interactive, exploratory teaching techniques. Nevertheless, the experts would like to strengthen the idea of a student-centered study program, encouraging stu-

dents to take an even more active role in creating their own education process and developing a scholarly attitude.

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

### **3.3.3 Admission and Feasibility**

The admission to higher education institutions in Turkey is centrally regulated and executed by the Turkish 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 "Physical Therapy and Rehabilitation" 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 "Physical Therapy and Rehabilitation" study program as each of the 58 courses require passing a midterm and a final exam. To compensate, the University observes the students' performance by collecting and generating the cumulative and semester Grade Point Average (GPA). Students with a GPA less than 1.80 out of 4.00 at the end of the fourth semester are put under academic probation. A student whose status is probation cannot attend to the courses of upper semesters until changing his/her status resp. his/her GPA. He/she must repeat some of the previous courses with the approval of his/her academic advisor to be able to change the status.



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

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

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 "Physical Therapy and Rehabilitation" program are not required to write a graduation thesis. Nevertheless, the final year of the study program focusses on imparting research and methodological skills. But in order to equalize with international standards, the experts strongly recommend implementing a Bachelor thesis that conclusively proves academic competences and fosters international competitiveness and compatibility.

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

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

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

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

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

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

Among the study programs of the School of Health Sciences, the Department of Physical Therapy and Rehabilitation appears to dispose of the most stable and professionally experienced teaching team. The University appointed 19 staff members for teaching at the Department of Physical Therapy and Rehabilitation. Whereas 16 of them are appointed to the Turkish track of the study program, and three to the English track, the rest of the teaching load is covered by eight staff members who are assigned to another department/study program at the School of Health Sciences and external part-time instructors.

The Head of the Department responsible for the Turkish track holds a PhD in Physical Therapy and has over 30 years of experience in academic education of physical therapy in Turkey and abroad. The Head of Department responsible for the English track of the program holds a PhD in molecular medicine. Among the teaching staff there are six more qualified physiotherapists.

The experts conclude that the University has the capacities to cover the teaching load, especially 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. A sustainable human resources policy that can assure a professional and high quality development of 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, especially 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.

Moreover, the experts determined room for enhancement regarding the English language skills of the teaching staff. In order to run a whole track in English language, the University should require the motivation, and offer and support possibilities to enhance language skills in teaching staff. In this regard, the experts recommend also promoting mobility of teaching staff and participation in international staff exchanging programs.

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 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 Faculty'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 "Physical Therapy and Rehabilitation" has ample available teaching facilities at its disposal. The laboratory infrastructure and the equipment are suitable to guarantee a high level of teaching and research. In general, the experts determined a very favorable learning surrounding and acknowledge the University's efforts to create an inviting atmosphere for staff and students.

From the experts' point of view, the requirements of this criterion are partially fulfilled. An updated plan indicating the prospective teaching staff needed to cover the teaching load, especially 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 Physical Therapy and Rehabilitation 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 "Physical Therapy and Rehabilitation" 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 Department of Physical Therapy and Rehabilitation.

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, an excellent infrastructure and a strong connection between theory and practical elements.

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 "Physical Therapy and Rehabilitation" 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 "Physical Therapy and Rehabilitation" 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:

- 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 more intensely and earlier in the curriculum.
- The Department of Physical Therapy and Rehabilitation should use the scope left by the National Core Curriculum and include central topics which the experts noted were missing with regard to the variety of qualification objectives:
  - The topics health promotion and prevention should be included or depicted more visibly in the curriculum.
  - Interprofessional and interdisciplinary education and approaches should be developed.
  - The training in academic and research skills should be implemented more intensely and earlier in the curriculum.
  - The Physical Therapy Traineeship and Clinical Study Directive should be refined in order to define the amount of hours to be spent as well as in which application areas to ensure that students experience the variety of application areas. Additionally, the competences to be gained and the requirements that an institution has to fulfill in order to be approved by the University should be defined.
- 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 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 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 "Physical Therapy and Rehabilitation" 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 48 mandatory courses, of which 38 are compulsory and ten are electives. The Bachelor study program "Physical Therapy and Rehabilitation" 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 "Physical Therapy and Rehabilitation" 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 condition has been fulfilled by the study program "Physical Therapy and Rehabilitation" 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.

**Istanbul Gelisim University, Turkey, Bachelor Study Program “Physical Therapy and Rehabilitation”**

On April 30, 2018, the Accreditation Commission of the AHPGS accredited the study program “Physical Therapy” for the duration of five years, until September 30, 2023.

The following condition was outlined:

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 condition has 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 Physical Therapy and Rehabilitation.

The University submitted a plan and short CVs indicating the academic and numerical sufficiency of the teaching staff for an academic year in the English-taught track. 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 “Physical Therapy” maintains its validity until September 30, 2023.

Thus, the accreditation procedure is officially completed.