

Decision of the FIBAA Accreditation Committee for Programmes

108th Meeting on 14 September 2018



Project Number: 17/111
Higher Education Institution: Istanbul MEDIPOL University (IMU)
Location: Istanbul, Turkey

Study Programmes:

- Health Management (Turkish language)
- Health Management (English language)
- Political Science and International Relations (English language)
- Political Science and Public Administration (Turkish language)
- Political Science and Public Administration (English language)
- Psychology (Turkish language)
- Psychology (English language)

Type of Accreditation: initial Accreditation

The FIBAA Accreditation Committee for Programmes has taken the following decisions:

According to § 12 (2) in conjunction with § 16 (1) in conjunction with § 16 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programmes are accredited under one condition.

Period of Accreditation: 14 September 2018 until the end of spring semester 2023

Condition:

IMU provides graduates with a relative grading which shows the students’ grade point average in relation to the grade point average of the whole cohort and shows official regulations regarding this point.

The condition is fulfilled.

The FIBAA Accreditation Commission for Programmes on 21 March 2019.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):
Istanbul MEDIPOL University, Turkey

Bachelor study programmes:

- Health Management (Turkish language)
- Health Management (English language)
- Political Science and International Relations (English language)
- Political Science and Public Administration (Turkish language)
- Political Science and Public Administration (English language)
- Psychology (Turkish language)
- Psychology (English language)

Qualification awarded on completion:
Bachelor

General Information on the study programme

Brief description of the study programme:

The **Health Management (Turkish language / English language)** programme aims to provide students with the fundamental modern managerial abilities applied to the healthcare sector. Therefore, the programme aims to produce health managers who are responsible for identifying and evaluating existing and potential problem areas related to the health system.

The **Political Science and International Relations (English language)** programme aims to enhance students' capacity to analyse and interpret the significance and dynamics of political events and governmental processes. The graduates shall be equipped with global vision, skills, and abilities that make them solution oriented and productive leaders in public and private sectors at national and international levels.

The **Political Science and Public Administration (Turkish language / English language)** programme aims to provide its students with the necessary skills and knowledge in the main areas of political science and public administration, along with international relations, law, economics, and sociology. The programme aims to equip its students with the necessary skills to take roles in decision-making processes at institutions in both the public and private sectors, including state and non-governmental organisations.

The **Psychology (Turkish language / English language)** programme aims to enhance its graduates' ability to identify, interpret, and provide solutions using analytical skills, knowledge, experience, and expertise acquired in the sub-fields of psychology. They develop skills in using the basic tools of psychological measurement and evaluation. Hence, the graduates have a sense of social responsibility and can use their professional achievements to solve problems in the immediate and remote environments.

Type of study programme:

Bachelor programmes

Projected study time and number of ECTS points assigned to the study programme:

8 semesters, 240 ECTS points

Mode of study:

full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

no

Scope (planned number of parallel classes) and enrolment capacity:

Each one at a time:

- Health Management (Turkish language): 100
- Health Management (English language): 70
- Political Science and International Relations (English language): 70
- Political Science and Public Administration (Turkish language): 70
- Political Science and Public Administration (English language): 70
- Psychology (Turkish language): 70
- Psychology (English language): 70

Programme cycle starts in:
fall semester

Initial start of the programme:

- Health Management (Turkish language): 2010
- Health Management (English language): 2016
- Political Science and International Relations (English language): 2015
- Political Science and Public Administration (Turkish language): 2015
- Political Science and Public Administration (English language): 2017
- Psychology (Turkish language): 2014
- Psychology (English language): 2015

Type of accreditation:
Initial accreditation

Procedure

A contract for the initial accreditation of the bachelor programmes Health Management (Turkish language / English language), Political Science and International Relations (English language), Political Science and Public Administration (Turkish language / English language) and Psychology (Turkish language / English language) was made between FIBAA and Istanbul Medipol University on 17 October 2017. On 8 May 2018, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

Prof. Dr. Daniela Heid

Federal University of Applied Sciences, Brühl, Germany
Professor of Public Law
(European law, Eastern European law, European Public Management)

Prof. Dr. med. Dipl.-Ing. Oliver M. Rentzsch

University of Applied Sciences Lübeck, Germany
Professor of International Marketing and Management
(Business Administration, Health Economics, International Economics)

Em. Prof. Dr. Dieter Mahncke

College of Europe Bruges, Belgium
Professor em. of European Foreign and Security Policy
(Political Science, International Relations)

Prof. Dr. Christian Dries

Fresenius University of Applied Sciences, Cologne, Germany
Professor of Business Psychology and Human Resource Management
(Psychology, Occupational and Organizational Psychology, Personal Psychology)

Dr. Armağan Erdoğan

Ankara University of Social Sciences, Turkey
Faculty of Foreign Languages
(Head of Unit / Advisor at council of Higher Education)

Jacqueline Santbergen

The Blending Experience, Deventer, The Netherlands
Coach, Consultant, Manager
(Health Care and Welfare in Higher Education)

Ronja Derhake

University of Applied Sciences Bremen, Germany
Student in Applied Business Languages and International Management (B.A.)

FIBAA project manager:

Ass. jur. Lars Weber

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on 24/25 July 2018 at the HEI's premises in Istanbul. The same accreditation procedure included in a second cluster the bachelor programmes Banking and Insurance (Turkish language / English language), Business Administration (English language), Economics and Finance (English language),

Human Resources Management (Turkish language), International Logistics Management (Turkish language / English language), International Trade and Finance (Turkish language / English language) and Management Information Systems (Turkish language / English language). On end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 31st. The statement on the report was given up on September 11th, it has been taken into account in the report on hand.

Summary

The bachelor programmes Health Management (Turkish language / English language), Political Science and International Relations (English language), Political Science and Public Administration (Turkish language / English language) and Psychology (Turkish language / English language) offered by Istanbul Medipol University fulfil with few exceptions the FIBAA quality requirements for bachelor programmes and can under conditions be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 14 September 2018 and finishing at the end of spring semester 2023. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified need for improvement regarding the following aspects: study and examination regulations and structure. They recommend the accreditation on condition of meeting the following requirement:

Condition: IMU provides graduates with a relative grading which shows the students' grade point average in relation to the grade point average of the whole cohort and shows official regulations regarding this point.

Proof of meeting these requirements is to be supplied by 13 June 2019.

Furthermore, the quality requirement that has not been fulfilled (Internationality of the student body, see chapter 3.4) is not an asterisk criterion, so that a further condition is not necessary. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed:

- Contents (see Chapter 3.1),
- Didactical concept (see chapter 3.3),
- Internationalisation (see chapter 3.4),
- Employability (see chapter 3.6),
- Programme documentation (see chapter 5).

The measures that the HEI takes in order to implement the recommendations of the panel members are to be considered during the re-accreditation.

There are criteria in which the programmes exceed the quality requirements:

- Health Management: Positioning in the education market
- Health Management and Psychology: Positioning in the job market (see chapter 1.3),
- Support of students by lecturers (see chapter 4.1),
- Health Management: Cooperation with organisations (see chapter 4.4).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Information

Istanbul Medipol University (IMU, hereafter) was founded in July 2009 by Turkey Education Health and Research Foundation (TESA). IMU started its first education cohort in the fall semester of 2010 at the Unkapanı Campus, which is located on the Golden Horn Peninsula in Istanbul. Later, Kavacık Campus was built and university laboratories, facilities, dormitories, and sports areas have been integrated to this new location. IMU has cooperated with one of the biggest private health care provider, Medipol Mega Hospitals Complex. (This hospital serves as the university hospital.)

Although IMU had started with few programmes in the field of health, soon it became one of the largest foundation universities in Turkey. In 2018 there are 26,666 students, 864 academic staff, and 994 administrative staff at IMU. As of the 2017/18 academic year, IMU offers 104 associate programmes, 73 undergraduate programmes, and 78 graduate programmes.

IMU offers education and training services at twelve faculties, which are Faculty of Dentistry, Faculty of Pharmacy, Faculty of Education, Fine Arts Design and Architecture Faculty, Faculty of Law, Faculty of Communication, School of Humanities and Social Sciences, Faculty of Business and Management Sciences, Faculty of Engineering and Natural Sciences, School of Health Sciences, Faculty of Medicine and International Medical Faculty. The university also comprises three institutes - Institute of Science and Technology, Institute of Health Sciences and Institute of Social Sciences -, and four vocational schools Justice Vocational School, Medipol Hospital Vocational School, Health Services Vocational School and Vocational School of Social Sciences.

The Health Management programme is offered by the School of Health Sciences. The Political Science and International Relations programme, the Political Science and Public Administration programme and the Psychology programme are offered by the School of Humanities and Social Sciences (SHSS, hereafter).

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The **Health Management (HM)** programme (in the Turkish and the English version) aims to provide students with the fundamental modern managerial abilities applied to the healthcare sector. Therefore, the programme aims to produce health managers who are responsible for identifying and evaluating existing and potential problem areas related to the health system. Moreover, they will be developing proposals for effective and efficient solutions through interdisciplinary team work with the main purpose of protecting and improving the health status of individuals and the community whilst adhering to ethical values. In this respect, the programme aims to produce graduates who:

- have advanced knowledge of medical terminology,
- have enhanced knowledge of business administration and management,
- can create a competitive advantage in the institution they work using interdisciplinary thinking,
- have good communication skills and can work effectively in teams,
- are result-oriented,
- are open to development,
- will adhere to ethical rules, and
- have relevant technical skills.

The **Political Science and International Relations (PSIR)** programme (English language) aims to enhance students' capacity to analyse and interpret the significance and dynamics of political events and governmental processes. The main goal is not only to arouse curiosity, give factual information, or reveal the implications of political events and issues but the PSIR department also intends to equip students to manage the effects of politics on average citizens and society, while equipping them with the tools to evaluate and shape future political action. PSIR aims to equip its students with the necessary skills and abilities with a global perspective in the teaching of Political Science and International Relations that responds to global realities and changing conditions in today's world. The programme aims at equipping its graduates with global vision, skills, and abilities that make them solution oriented and productive leaders in public and private sectors at national and international levels.

The **Political Science and Public Administration (PSPA)** programme (in the Turkish and the English version) aims to provide its students with the necessary skills and knowledge in the main areas of political science and public administration, along with aspects of international relations, law, economics, and sociology. The programme is designed to produce graduates who can understand the developments in social and political life and offer solutions to the problems associated with them. The programme aims to equip its students with the necessary skills to take roles in decision-making processes at institutions in both the public and private sectors, including state and non-governmental organisations. The programme aims to enable its students to gain the necessary skills and knowledge to work in cooperation with other people and to act according to ethical principles and human rights.

The **Psychology (PSY)** programme (in the Turkish and the English version) aims to enhance its graduates' ability to identify, interpret, and provide solutions using analytical skills, knowledge, experience, and expertise acquired in the sub-fields of psychology. The graduates of the programme are knowledgeable about the basic concepts and theories in psychological theory, research, and practice. They are able to critically analyse theories in

the history of psychology and associate new developments with this knowledge as well as to investigate a problem scientifically, interpret the findings, and present the results in scientific manuscripts. They are also able to lead, plan, and direct activities in research settings. The programme aims to develop its graduates' interest in sharing their findings, knowledge, and suggestions about a scientific problem with their colleagues or laymen through written or verbal communication. They have a sense of social responsibility and can use their professional achievements to solve problems in the immediate and remote environments. The graduates develop skills in using the basic tools of psychological measurement and evaluation. They are conscientious about professional responsibility, authority, and boundaries, recognise psychological problems, choose the right solutions with concern for harm, and follow ethical principles of the fields in research and practice. Graduates of the programme are sensitive to individual and cultural differences in research and practice and take these differences into account when evaluating research results.

Besides the core courses in each subject **all programmes** offer several programme-based elective courses to provide the students with a wide range of professional and personal development opportunities.

Furthermore, all programmes aim to develop the methodological capacity of students through courses on scientific methodology and academic research.

Appraisal:

The qualification objectives of all bachelor programmes are plausibly described and the profiles of the programmes graduates in the respective professional fields and societal context of the disciplines are convincingly explained by IMU. In the view of the expert panel the programmes embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific programme objectives of each programme combined with individually chosen qualifications and skills in various elective fields correspond with the aspired bachelor level at graduation. The programmes objectives are also in line with the national Turkish higher education requirements.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)			X		

1.2 International orientation of the study programme design (Asterisk Criterion)

IMU aims to become an internationally-known university, which attracts students from abroad and enables the students to work internationally thanks to cooperation with other HEIs, internationally operating companies and by participating in the ERASMUS+ programme. As a research-based university, IMU has been internationally recognised in the last 5 years and hosts international researchers and students in its different schools from across the globe. Internationalisation is translated into all bachelor programmes not only by following the Bologna Accords to increase the comparability of the education system, but also by using the international research and professional experience of the teaching staff and international and intercultural components in several modules. Moreover, all programmes are taught in Turkish as well as in English language (except Political Science and International Relations, which

does not have a Turkish language version). Therefore, learning and teaching materials, including text books and other source materials, are available in Turkish and English.

Appraisal:

The programmes' objectives and strategy are geared to ensuring internationality in teaching and research as well as graduate employability. The panel came to the view that the programmes were developed ambitiously to serve a domestic as well as an international market and to equip the graduates with the skills they need to perform the tasks required in an international environment by means of targeted knowledge and skills development. The participation in ERASMUS+ exchanges enables students to go abroad during their studies. Achieving the aims of internationality is specially nurtured by offering the programmes in an English language version as well.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		

1.3 Positioning of the study programme

In Turkey, there are 186 higher education institutions (HEI): 119 of them are state universities and 67 are foundation universities. The total number of university students is approximately 7 million. Among the 7 million students, approximately 6,6 million are enrolled in the state universities, 400.000 in the foundation universities. The **Health Management** programme was ranked the top fourth among all Health Management undergraduate programmes in Turkey according to the 2016/17 and 2017/18 National Higher Education Entry and Placement Exams. Adopting a wider perspective, according to the data from year 2016, the IMU Health Management programme (English version) ranks fourth and the Turkish version ranks sixth among 143 programmes (including State and Foundation Universities). According to the official statistics of SSPC, and CoHE, in 2017, the **Psychology** programme of IMU ranked 2nd (Psychology in Turkish) and 3rd (Psychology in English) nationally among other foundation universities in terms of the highest entry scores. With the 2017 SSPC arrangement, 71 students were accepted to the **Political Science and International Relations** programme. Seven students were admitted with a full scholarship and 64 students with a 50% scholarship. Psychology (Turkish) and Psychology (English) programmes also accepted 70 students, and **Political Science and Public Administration** (Turkish) and PSPA (English) programmes accepted 78 and 63 students respectively. In addition to those numbers there were transfers from other universities and the total number was 86 via this type of enrolment. In other words, in the fall 2017 semester, 437 new students were included in the SHSS programmes.

There is a strong competition among universities to provide quality education and to attract good students. Since it was founded, it can be seen clearly that IMU has found a growing reputation among the foundation universities in Turkey: Universities submit their student quota requests to the Council of Higher Education (CoHE) each year, which evaluates these requests and determines the student quotas. The undergraduate programmes' total student quota was 390 in the first two years and has risen to 600 in the last year. Although the programmes are relatively young, according to the results of the Students Selection and Placement Center (SSPC), IMU is enrolling students with higher scores. Starting from the 2016/17 academic season, the CoHE of Turkey required all public and foundation universities to have an external audit and IMU volunteered to remain in the first cycle among 20 universities for an external audit. In January 2017, IMU successfully finished its external

audit processes. Moreover, IMU has a modern campus that has state-of-the-art facilities, classrooms, and equipment, superior to that of most state and private universities.

One of the most important advantages of IMU is its location regarding a vast variety of employment opportunities. Istanbul, with a population of 15 million, is Turkey's largest city. The city of Istanbul remains Turkey's economic centre. With exceptional strengths and a global outlook, it is firmly connected to global markets. In addition to thousands of small and medium sized companies, there are many giant corporations with connections to transnational networks as well as governmental and non-governmental organisations.

The study programmes of the School of Humanities and Social Sciences are specifically designed to enable their graduates to work in both public and private sector jobs. Graduates can work in either the service sector or industrial enterprises. The energy sector, textile and automotive industries, banks, human resources departments, audit companies, and a variety of companies employ graduates of Political Science and **International Relations**, **Public Administration**, as well as **Psychology** programmes. Likewise, graduate students may also prefer working in non-governmental organisations with their knowledge of decision-making processes, administration, and management.

The **Health Management** and the **Psychology** programme have two notable advantages. First, both contain a mandatory internship which provides the students with an opportunity to practice and observe the applications of theoretical classes in the medical sector. Second, in both programmes there is a chance to be employed within the Medipol Group's health care organisations straight after graduation. Career paths for Health Management graduates outside the healthcare industry are also available to the graduates thanks to their business administration-oriented classes, and several of the graduates have started working in other industries such as retail management. Graduates found employment (amongst others) at: Medipol Mega Hospital Complex (Bağcılar), Medipol Esenler Hospital, Medipol Nisa Hospital, Medipol Koşuyolu Hospital, Medipol Sefaköy Hospital, CGM CompuGroup, Association of Public Hospitals Authority Turkey (Turkey State Hospitals Authority), Allianz Insurance, Acibadem Hospital Group, Emsey Hospital, Provincial Health Directorates, or Sigortam.net.

The healthcare sector is Medipol Group's main area of expertise. Consequently, relevant faculties and programmes such as the Health Management programme are kept in high regard within IMU. According to IMU's five-year strategic plan covering 2017-21, the university leadership aims to follow a balanced approach in terms of research and teaching missions. The IMU desires to excel in all fields, including medical, engineering, and social sciences. As its prescribed mission suggests, IMU wants to contribute well-educated graduates to the development and wellbeing of the country. Thus, IMU graduates can respond to the changing needs and conditions of the society. Accordingly, the Health Management programme and the programmes offered by SHSS aim to help the realisation of IMU's mission.

Appraisal:

In the view of the panel the study programmes' position within the Turkish education market is plausible, given proof by the high rising student numbers of IMU. The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented as well. The SHSS programmes are providing the programme's graduates with job opportunities in various public and private fields. Regarding the **Health Management** and the **Psychology** programme IMU has certain advantages because of its background and the Medipol hospitals network. On one hand the name Medipol is very well known for Health Care and on the other hand students and graduates benefit from the network when it comes to internships or job offers.

All programmes are convincingly integrated into IMU`s overall strategic concept. The study programme`s qualification goals are in line with IMU`s mission and strategic planning.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		HM	PSIR PSPA PSY		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		HM PSY	PSIR PSPA		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

2. Admission

The admission to undergraduate programmes for the applicants who have Turkish citizenship and received their education entirely in Turkey or in Northern Cyprus relies on the legal regulations within the framework of the Higher Education Act (No. 2547) dated 4 November 1981 and on the regulations and decisions of the Council of Higher Education (CoHE). The procedure consists of nationwide university entrance examinations, which are two staged, held once a year and administered by the Students Selection and Placement Center (SSPC).

The first stage is the Higher Education Entrance Exam (HEEE, YGS in Turkish). Students need to get a minimum of 140 out of 500 points to be able to enter the second exam called University Placement Exam (UPE, LYS in Turkish), which is undertaken across five separate sessions. These exams assess verbal and quantitative abilities of applicants as well as their knowledge on mathematical studies (e.g., algebra, geometry), language/literature, science (e.g., physics, chemistry and biology) and social sciences (e.g., history, geography and philosophy). In the second stage, the programmes require a TM-1 (Turkish and Math) exam score. The placement of the candidates in an HEI is finally based on a composition of the scores they obtained in the two stages of the university entrance examinations and their high school grade point averages, calculated by the SSPC. After the declaration on the placement of the candidates, they register for the programmes on the days declared by the university presenting the following documents (enlisted on the website of IMU):

- Application Form,
- High School Certificate,
- Original copy of Certificate of Examination Results (SAT DI: 7226) (if any),
- The passport including the applicant's photo,
- A passport photo.

All other applicants (two citizenships, education abroad etc.) are considered as international students who have to prove that they have completed their secondary education in a high school or similar institution in which the education is equivalent to education at Turkish high schools. IMU defined with which grade secondary education is accepted:

- SAT I: total minimum score of 1000;
- GCE (General Certificate Education): Minimum 3 "A Level" on subjects at least one of which is relevant to the programme applied for;
- In the ACT (American College Test) exam at least 20;
- For the Tawjihi exam which happens in Jordan and Palestine minimum 70;
- For Baccalaureate Libanais in Science a minimum grade of 15 out of 20;
- For International Baccalaureate minimum diploma grade of 30;
- Abitur Diploma grade minimum 4;
- French Baccalaureate with a minimum grade of 12 out of 20;
- For Al-Shahada-Al Thanawiyya (Baccalaureate) 180 (scientific stream) or 170 (social stream) out of 240;
- Diploma Debirestan and Pişdaneşgahi minimum grade of 15 out of 20;
- Kazakhstan National University Test Exam minimum score of 90 out of 120;
- Al-Shahada-Al-Thanawiyya in Libya minimum score of 180 out of 240;
- Ujian Nasional (UNA) or (UN) in Indonesia minimum score is 60.

To be able to register, the international students have to present the following documents:

- High School Certificate and official transcript notary including examination result certified translation from Turkish Embassy or Consulate in their countries;
- Equivalency Certificate taken from Turkish Embassy or Consulate in their countries indicating that high school diploma is equivalent to the diplomas of Turkish high schools;

- Copy of passport, approved by Turkish Embassy or Consulate in their countries;
- Student Visa to be obtained from Turkish Embassy in their countries;
- Proof of necessary language skills, see below;
- Proof of Permanent Residence (in the one month of registration);
- 4 passport photos;
- Bank receipt proving that the tuition fee was paid and a document stating a financial guarantee;
- Filled student information form.

The prereview and evaluation of international applicants is carried out by the admission commission authorised by the Rector based on these documents. It evaluates the scholastic background as well as the personal qualifications and aptitude of each applicant. IMU is free to decide whether or not to fill its vacancies after the placement of the SSPC. The list of the accepted applicants will then be announced on the official website of IMU. For those who have the obligation to provide a student visa, a 'Letter of Acceptance' will be sent to the students' address stated in their university application form.

Depending on the instruction language, the proof of fluency in Turkish or English is a prerequisite to start the study programme. As a proof of Turkish language proficiency, IMU accepts the TÖMER certificate. If the TÖMER certificate is not available, the candidates have to pass a Turkish proficiency test at IMU prior to or at the time of registration. Applicants whose test scores do not meet the requirements may be admitted to an Intensive Turkish Programme (ITP) for at least two semesters. As a proof of sufficient English language proficiency, the applicants have to pass the IMU Proficiency Language Assessment Test with a score of 75 or submit any equivalent test taken in the last three years (approved by CoHE: YDS, CAE, CPE, TOEFL IBT, PEARSON PTE Academic) on the level B2. Otherwise they are obligated to attend and successfully complete an intensive English programme (also at least two semesters). Upon successful completion of this intensive programme, the student will have the knowledge of English on the level that will enable them to easily follow the lessons given in their field.

The IMU organises campus days regularly every summer. During the campus days, applicants and students have a chance to meet the departments, chat with current students and look around the campus. This is an opportunity to discover more about studying at IMU. IMU also organises introductory meetings for high schools that want to learn more about the programmes. A Call-Center also serves for counselling prospective students. The personal dialogue between applicants and IMU is provided by defined office hours, by telephone and via e-mail. The International Office is responsible for the counselling and registration process of the International students. On IMU's website, every detail of the process and the prerequisites as well as contact information with defined time frame for the registration process are announced.

Appraisal:

The state given admission and placement requirements for Turkish students are clearly defined and described by law. Also, the formal admission requirements and the procedure for international students are comprehensible and clearly published on the website of IMU. The HEI covers all need for information on its website in terms of registration process after the placement declaration. As the programmes are undergraduate programmes a specialised selection procedure for international students beside the evaluation of their grade and their personal interest in studying abroad is not necessary. The admission decisions are based on transparent criteria and are communicated in writing.

Standardised language tests by IMU or proven results of international recognised language tests ensure that the students enrolled are able to successfully complete the study

programmes in English or Turkish language. Moreover, the HEI serves its students with preparatory courses. For the panel, the student's language proficiency became also evident during the interview with current students during the on-site visit.

Throughout its website, IMU provides all necessary information for prospective students. Events like campus days and school meetings ensure the personal contact to prospective students besides the usual contact possibilities (e-mails, telephone). In the view of the panel, the International Office offers adequate services to interested persons from abroad also personally with needed information or personal help.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)					X
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

2 Contents, structure and didactical concept of the programme

3.1 Contents

The following table shows the curriculum of the **Health Management** (English language) programme:

1. Semester Courses Plan (Fall Semester)						
Code	Course	Language of Instruction	T+P	NC	ECTS	M/E
ATA110103	HISTORY of the TURKISH REPUBLIC I	English	2+0	2	2	M
TDL110104	TURKISH LANGUAGE I	Turkish	2+0	2	2	M
HM110121	INFORMATION TECHNOLOGIES and TOOLS	English	2+0	2	2	M
HM113949	MICRO ECONOMICS	English	3+0	3	5	M
HM113951	INTRODUCTION to BUSINESS SCIENCE	English	2+0	2	4	M
HM113952	BUSINESS MATHEMATICS	English	3+0	3	4	M
HM113953	BASIC LAW	English	2+0	2	3	M
HM113961	ORGANIZATIONAL BEHAVIOUR	English	2+0	2	3	M
HM113958	POLITICAL SCIENCE	English	2+0	2	3	E
HM115421	PRESENTATION TECHNIQUES	English	2+0	2	3	E
	ELECTIVE COURSES	Turkish/English	2+0	2	2	E
	Total			22	30	
2. Semester Courses Plan (Spring Semester)						
ATA120105	HISTORY of the TURKISH REPUBLIC II	English	2+0	2	2	M
TDL120106	TURKISH LANGUAGE II	Turkish	2+0	2	2	M
HM120122	INFORMATION TECHNOLOGIES and TOOLS	English	2+0	2	2	M
HM123954	MACRO ECONOMICS	English	3+0	3	5	M
HM123959	MEDICAL FIRST AID	English	2+0	2	2	M
HM123963	ESSENTIAL HEALTH KNOWLEDGE and MEDICINE	English	2+0	2	3	M
HM123964	GENERAL ACCOUNTING	English	2+0	2	3	M
HM123965	FUNDAMENTALS of MANAGEMENT	English	3+0	3	4	M
HM125423	BEHAVIORAL SCIENCES	English	2+0	2	2	M
HM123967	INFORMATION MANAGEMENT and LEARNING	English	2+0	2	3	E
HM125424	PUBLIC RELATIONS	English	2+0	2	3	E
	ELECTIVE COURSES	Turkish/English	2+0	2	2	E
	Total			22	30	
3. Semester Courses Plan (Fall Semester)						
HM216661	HEALTH and SOCIAL SCIENCES	English	2+0	2	3	M
HM216662	HEALTH ECONOMICS	English	3+0	3	5	M
HM216663	BUSINESS MANAGEMENT and ORGANIZATION	English	2+0	2	3	M
HM216664	PUBLIC HEALTH	English	3+0	3	3	M
HM216665	MARKETING PRINCIPLES	English	3+0	3	4	M
HM216666	HEALTH INSURANCE	English	3+0	3	4	M
HM216667	CUSTOMER and PATIENT RELATIONSHIP MANAGEMENT	English	3+0	3	4	M
HM216668	MEDICAL DOCUMENTATION	English	2+0	2	3	E
HM216669	HOSPITAL MANAGEMENT	English	2+0	2	3	E
	ELECTIVE COURSES	Turkish/English	2+0	2	2	E
	Total			23	31	
4. Semester Courses Plan (Spring Semester)						
HM226671	COST ACCOUNTING in HEALTH MANAGEMENT	English	2+0	2	4	M
HM226672	STATISTICAL TECHNIQUES in HEALTH MANAGEMENT	English	3+0	3	4	M
HM226673	HEALTHCARE MARKETING MANAGEMENT	English	2+0	2	3	M
HM226674	EPIDEMIOLOGY	English	2+0	2	4	M
HM226675	ADMINISTRATIVE LAW	English	2+0	2	3	M
HM226676	COMMUNICATION SKILLS and COMMUNICATION	English	3+0	3	4	M
HM226677	SUPPLY CHAIN MANAGEMENT	English	3+0	3	3	M
HM226678	CHANGE MANAGEMENT and LEADERSHIP	English	2+0	2	3	E
HM226679	ETHICS in HEALTH and SOCIAL RESPONSIBILITY	English	2+0	2	3	E
HM226681	HEALTH TOURISM	English	2+0	2	3	E
	ELECTIVE COURSES	Turkish/English	2+0	2	2	E
	Total			21	30	

5. Semester Courses Plan (Fall Semester)

HM316682	HEALTHCARE FINANCIAL MANAGEMENT	English	3+0	3	5	M
HM316683	HEALTH SERVICES MANAGEMENT	English	3+0	3	5	M
HM316684	HUMAN RESOURCES MANAGEMENT	English	3+0	3	4	M
HM316685	PROFESSIONAL ENGLISH WRITING I	English	3+0	3	4	M
HM316686	PROFESSIONAL PRACTICE I	English	0+8	4	4	M
HM316687	HOME CARE SERVICES MANAGEMENT	English	2+0	2	3	E
HM316688	MANAGEMENT ACCOUNTING	English	2+0	2	3	E
HM316689	EMERGENCY HEALTH MANAGEMENT	English	2+0	2	3	E
HM316691	ENTREPRENEURSHIP and INNOVATION MA	English	2+0	2	3	E
Total				20	28	

6. Semester Courses Plan (Spring Semester)

HM326692	COMPARATIVE HEALTH SYSTEMS	English	3+0	3	5	M
HM326693	QUANTITATIVE DECISION-MAKING TECHN	English	3+0	3	6	M
HM326694	HEALTH LAW	English	3+0	3	4	M
HM326695	PROFESSIONAL ENGLISH WRITING II	English	3+0	3	4	M
HM326696	QUALITY MANAGEMENT in HEALTH SERVI	English	2+0	2	3	M
HM326697	PROFESSIONAL PRACTICE II	English	0+8	4	4	M
HM326698	PATIENT SAFETY	English	2+0	2	3	E
HM326699	BUSINESS LAW	English	2+0	2	3	E
HM326701	EFFICIENCY in HEALTH	English	2+0	2	3	E
Total				22	32	

7. Semester Courses Plan (Fall Semester)

HM416702	HEALTH INFORMATICS	English	3+0	3	6	M
HM416703	RESEARCH METHODS in HEALTH SCIENCES	English	3+0	3	6	M
HM416704	PROFESSIONAL PRACTICE III	English	0+24	12	14	M
HM416706	HEALTH INFORMATICS SYSTEMS in HOSPITA	English	2+0	2	4	E
HM416707	PRODUCTION and PROCESS MANAGEMENT	English	2+0	2	4	E
HM416708	HEALTH TRANSFORMATION	English	2+0	2	4	E
Total				20	30	

8. Semester Courses Plan (Spring Semester)

HM426709	HEALTH POLICIES and PLANNING	English	3+0	3	6	M
HM426711	STRATEGIC MANAGEMENT	English	3+0	3	6	M
HM426712	PROFESSIONAL PRACTICE IV	English	0+24	12	14	M
HM426713	LABOUR and SOCIAL SECURITY LAW	English	2+0	2	4	E
HM426714	RISK MANAGEMENT in HEALTH SERVICES	English	2+0	2	4	E
Total				20	30	

Total 240 ECTS

The Turkish language version of the Health Management programme is almost identical. Four courses (Fundamentals of Management, Marketing Principles, Health Insurance, and Supply Chain Management) were replaced by English language courses.

In 2017 the Health Management Department revised the curriculum of the programme by taking into account the recommendations of the "Health Management Programme National Core Education Programme (SAYCEP)". Under the chairmanship of the Turkish Council of Higher Education (CoHE), a working group structured a core programme in line with the criteria set by the Association of University Programmes in Health Administration (AUPHA), the Bologna Compliance Process, and national framework to ensure standardisation in Health Management education throughout the country.

The following table shows the curriculum of the **Political Science and International Relations** programme:

First Year Fall					
Code	Name of the Course	T	P	M/E	ECTS
	Introduction to Political Science I	3		M	5
	Introduction to International Relations	3		M	5

	Introduction to Sociology	3		M	5
	Fundamentals of Law	3		M	5
	Management and Organization	2		M	2
	Advanced English	4		M	4
	Turkish Language I	2		M	2
	History of Turkish Republic I	2		M	2
	TOTAL	22			30

First Year Spring

Code	Name of the Course	T	P	M/E	ECTS
INT123103	Introduction to Political Science II	3		M	5
INT124238	Constitutional Law	3		M	5
INT124292	Ottoman Diplomatic History	3		M	5
INT122445	Introduction to Economics I	3		M	5
	General Elective Course	2		M	2
INT124239	Academic Reading and Writing in International Relations	4		M	4
	Turkish Language II	2		M	2
	History of Turkish Republic II	2		M	2
	TOTAL	22			30

Second Year Fall

Code	Name of the Course	T	P	M/E	ECTS
	Diplomatic History I	3		M	5
	Research Methods in Social Sciences	3		M	5
	Introduction to Economics II	3		M	5
	History of Political Thought I	3		M	5
	Elective I	3		E	5
	Elective II	3		E	5
	TOTAL	18			30

Second Year Fall-Electives

Code	Name of the Course	T	P	M/E	ECTS
	Media and Politics	3		E	5
	Essentials of International Relations	3		E	5
	International Organizations	3		E	5

Second Year Spring

Code	Name of the Course	T	P	M/E	ECTS
	Diplomatic History II	3		M	5
	History of Political Thought II	3		M	5
	International Law	3		M	5
	Foreign Policy Analysis	3		M	5
	Elective I	3		E	5
	Elective II	3		E	5
	TOTAL	18			30

Second Year Spring -Electives

Code	Name of the Course	T	P	M/E	ECTS
	Global Society and Human Rights	3		E	5
	Politics in Art and Culture	3		E	5
	Political Sociology	3		E	6

Third Year Fall

Code	Name of the Course	T	U	M/E	ECTS
	Theories of International Relations	3		M	6
	Turkish Foreign Policy I	3		M	6
	International Political Economy	3		M	6
	Elective I	3		E	6
	Elective II	3		E	6
	TOTAL	15			30

Third Year Fall-Electives

Code	Name of the Course	T	U	M/E	ECTS
	EU Politics	3		E	6
	Current Issues in International Law	3		E	5
	Globalization and World Politics	3		E	6

Third Year Spring

Code	Name of the Course	T	U	M/E	ECTS
	Turkish Political Structure and Politics	3		M	6
	Turkish Foreign Policy II	3		M	6
	Comparative Politics	3		M	6
	Elective I	3		E	6
	Elective II	3		E	6
	TOTAL	15			30

Third Year Spring-Electives

Code	Name of the Course	T	U	M/E	ECTS
	Nations, Ethnicities, and Minorities	3		E	6
	Politics of International Migration	3		E	6
	Politics and Religion	3		E	6
	Translation For Politics I	3		E	6

Fourth Year Fall

Code	Name of the Course	T	U	M/E	ECTS
	Current Issues in World Politics	3		M	6
	Elective I	3		E	6
	Elective II	3		E	6
	Elective III	3		E	6
	Elective IV	3		E	6
	TOTAL	15			30

Fourth Year Fall – Electives

Code	Name of the Course	T	U	M/E	ECTS
	International Security	3		E	6
	Politics and Society in the Middle East	3		E	6
	American Foreign Policy	3		E	6
	History of Economic Thought	3		E	6
	Conflict Management and Peace Negotiations	3		E	6
	Politics and Civil Society	3		E	6
	Translation For Politics II	3		E	6

Fourth Year Spring

Code	Name of the Course	T	U	M/E	ECTS
	Statistics for Social Sciences	3		M	6
	Elective I	3		E	6
	Elective II	3		E	6
	Elective III	3		E	6
	Elective IV	3		E	6
	TOTAL	15			30

Fourth Year Spring-Electives

Code	Name of the Course	T	U	M/E	ECTS
	Contemporary Turkish Politics	3		E	6
	Eurasian Politics	3		E	6
	Energy Politics	3		E	6
	Political Philosophy	3		E	6
	Global Environmental politics	3		E	6
	Gender and Politics	3		E	6
	8-SEMESTER- TOTAL	140			240

In the Department of **PSIR**, students are directed toward one of the three areas of specialisation that fit their career objectives:

1. Political Science and IR Theories;

2. Diplomacy;
3. Global Political Economy and Markets.

PSIR tracks	Recommended electives
Political Science & International Relations Theories	Project Writing Media and Politics Essentials of International Relations Politics in Art and Culture Political Sociology Nations, Ethnicities, and Minorities Politics of International Migration Political Philosophy
Diplomacy	International Organizations EU Politics Translation for Politics I Translation for Politics II International Security Current Issues in International Law American Foreign Policy Conflict Management and Peace Negotiations Contemporary Turkish Politics
Global Political Economy	Global Society and Human Rights Gender and Politics Globalization and World Politics Eurasian Politics Politics and Society in the Middle East Energy Politics History of Economic Thought Global Environmental Politics Politics and Religion Politics and Civil Society

These tracks are “informal tracks”, so they are not official specialisations. If students wish to enter specific job fields (e.g Diplomacy) it is useful, in the view of the university, to follow the track recommendations. The advisors guide students in their decisions of choosing a track based on their individual interests. Students who want governmental and non-governmental domestic employment along with academic positions are directed to the Political Science track; students who want to work for the ministry of foreign affairs or other types of diplomacy-related jobs are channelled into the Diplomacy track. Finally, students who are eager to work mostly in domestic or global markets and trade-related jobs are directed towards the Global Political Economy track.

The following table shows the curriculum of the **Political Science and Public Administration** programme (of the Turkish and the English language version):

First Year Fall					
Code	Name of the Course	T	P	M/E	ECTS
	Introduction to Political Science I	3		M	6
	Introduction to Sociology	3		M	6
	Fundamentals of Law	3		M	5

	Management and Organization	3		M	5
	English I	4		M	4
	Turkish Language I	2		M	2
	History of Turkish Republic I	2		M	2
	TOTAL	20			30

First Year Spring

Code	Name of the Course	T	P	M/E	ECTS
	Introduction to Political Science II	3		M	6
	Constitutional Law	3		M	5
	Introduction to Public Administration	3		M	6
	Social Structure of Turkey	3		M	5
	English II	4		M	4
	Turkish Language II	2		M	2
	History of Turkish Republic II	2		M	2
	TOTAL	20			30

Second Year Fall

Code	Name of the Course	T	P	M/E	ECTS
	Administrative Law I	3		M	5
	Research Methods in Social Sciences	3		M	5
	Microeconomics	3		M	5
	History of Political Thought I	3		M	6
	Constitutional Law of Turkey	3		M	5
	University and Life Skills	4		M	4
	TOTAL	19			30

Second Year Spring

Code	Name of the Course	T	P	M/E	ECTS
	Administrative Law II	3		M	5

	History of Political Thought II	3		M	6
	Political History of Turkey	3		M	5
	Macroeconomics	3		M	5
	Statistics	3		M	5
	Turkish Administrative System	4		M	4
	TOTAL	19			30

Third Year Fall

Code	Name of the Course	T	U	M/E	ECTS
	Comparative Politics	3		M	4
	Political Life of Turkey I	4		M	6
	Local Administrations	3		M	5
	Elective II	3		E	5
	Elective III	3		E	5
	Elective IV	3		E	5
	TOTAL	19			30

Third Year Fall-Electives

Code	Name of the Course	T	U	M/E	ECTS
	Debates on Civil Society	3		E	5
	Modern Political Thought	3		E	5
	Ethnicity, Culture and Politics	3		E	5
	Islamic World	3		E	5
	State-Bureaucracy Relation in Turkey	3		E	5

Third Year Spring

Code	Name of the Course	T	U	M/E	ECTS
	Political Life of Turkey II	4		M	5
	Political Sociology	3		M	5
	Practical Work in Public Administration	3		M	5

	Elective I	3		E	5
	Elective II	3		E	5
	Elective III	3		E	5
	TOTAL	19			30

Third Year Spring-Electives

Code	Name of the Course	T	U	M/E	ECTS
	History of Political Thought in Turkey	3		E	5
	Ethics	3		E	5
	Religion and Politics in Turkey	3		E	5
	General Accounting	3		E	5

Fourth Year Fall

Code	Name of the Course	T	U	M/E	ECTS
	Contemporary Approaches in Public Administration	4		M	5
	Practical Work in Public Law	3		M	5
	Public Finance	3		M	5
	Elective I	3		E	5
	Elective II	3		E	5
	Elective III	3		E	5
	TOTAL	19			30

Fourth Year Fall - Electives

Code	Name of the Course	T	U	M/E	ECTS
	Political Philosophy	3		E	5
	International Relations	3		E	5
	History of Economic Thought	3		E	5
	Media and Politics	3		E	5
	Gender and Politics	3		E	5
	Civil Law	3		E	5

Fourth Year Spring

Code	Name of the Course	T	U	M/E	ECTS
	Elective I	3		E	5
	Elective II	3		E	5
	Elective III	3		E	5
	Elective IV	3		E	5
	Elective V	3		E	5
	Elective VI	4		E	5
	TOTAL	19			30

Fourth Year Spring-Electives

Code	Name of the Course	T	U	M/E	ECTS
	Nationalism Theories	4		E	6
	Fundamentals of Political Economy	4		E	6
	Global Society and Human Rights	3		E	5
	Political Communication	4		E	5
	EU and Turkey	3		E	5
	Psychology	3		E	5
	Economy of Turkey	3		E	5
	Obligations Law	3		E	5
	8-SEMESTER- TOTAL	154			240

In the Department of **PSPA**, there are two basic tracks that aim to direct students towards their area of specialisation:

1. Political Science;
2. Public Administration.

PSPA tracks	Recommended electives
Political Science	Modern Political Thought Religion and Politics in Turkey Political Philosophy History of Economic Thought International Relations Global Society and Human Rights Fundamentals of Political Economy Nationalism Theories Global Society and Human Rights
Public Administration	State-Bureaucracy Relations in Turkey Local Administrations

	General Accounting Practical Work in Public Administration Contemporary Approaches in Public Administration Public Finance Obligations Law Civil Law Economy of Turkey
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These tracks are informal tracks and the advisors guide students to one of these tracks based on their individual interests. Students who plan to work in governmental or non-governmental institutions are encouraged to take elective courses from the Public Administration track whereas those who plan to go to graduate school are encouraged to take courses from the Political Science track.

The following table shows the curriculum of the **Psychology** programme (in the Turkish and English language version):

First Year Fall					
Code	Name of the Course	T	P	M/E	ECTS
ING1111600	English I	3		M	4
ATA1110800	Principles of Atatürk And History of The Turkish Republic I	2		M	2
TDL1110200	Turkish Language I	2		M	2
PSK1164370	Human Mind, Science and Psychology	3		M	3
PSK111720	Information Technology and Tools	2		M	2
PSK1113550	Modern Biology	3		M	5
PSK1164380	Introduction to Philosophy	3		M	5
PSK1113530	Introduction to Psychology I	3		M	7
	Total	21			30

First Year Spring					
Code	Name of The Course	T	P	M/E	ECTS
ING1211700	English II	3		M	4
TDL1220000	Turkish Language II	2		M	2
ATA1210000	Principles of Atatürk And History of The Turkish Republic II	2		M	2
PSK1213590	History of Psychology	3		M	6
PSK1213580	Mathematics for Social Sciences	2	1	M	4
PSK1213570	Introduction to Sociology	3		M	5

PSK1213560	Introduction to Psychology II	3		M	7
	Total	19			30

Second Year Fall

Code	Name of the Course	T	P	M/E	ECTS
PSK2153960	Statistics for Behavioural Sciences I	3		M	6
PSK2122940	Cognitive Psychology	3		M	6
PSK2122930	Developmental Psychology I	3		M	6
PSK2122920	Research Methods in Psychology	3		M	6
PSK2161260	Motivation and Emotions	3		M	6
	Total	15			30

Second Year Spring

Code	Name of The Course	T	P	M/E	ECTS
PSK2253970	Statistics for Behavioural Sciences II	3		M	5
PSK2245980	Learning	3		M	5
PSK2223010	Theories of Personality	3		M	5
PSK2222980	Biological Psychology	3		M	5
PSK2222970	Developmental Psychology II	3		M	5
PSK2261280	Sensation and Perception	3		M	5
	Total	18			30

Third Year Fall

Code	Name of The Course	T	P	M/E	ECTS
PSK3141330	Social Psychology I	3		M	6
PSK3141370	Ethics in Psychology	3		M	6
PSK3141360	Psychopathology	3		M	6
PSK3141350	Psychological Assessment	3		M	6
	Departmental Elective-1	3		E	6
	Total	15			30

Third Year Fall-Electives

Code	Name of The Course	T	P	M/E	ECTS
PSK3190310	Vocational English I	3		E	6
PSK3161310	Social Media and Psychology	3		E	6
PSK3151410	Cognitive Development	3		E	6
PSK3151440	Leadership	3		E	6
PSK3165140	Applied Behaviour Analysis	3		E	6

Third Year Spring

Code	Name of The Course	T	P	M/E	ECTS
PSK3266350	Clinical Psychology	3		M	6
PSK3241420	Industrial and Organizational Psychology	3		M	6
PSK3241410	Social Psychology II	3		M	6
PSK3261270	Internship: Nongovernmental Organizations	0		M	4
	Departmental Elective-2	3		E	6
	Departmental Elective-3	3		E	6
	Total	15			34

Third Year Spring-Electives

Code	Name of The Course	T	P	M/E	ECTS
PSK3290320	Vocational English II	3		E	6
PSK3261310	Social Media and Psychology	3		E	6
PSK3251390	Cross-Cultural Psychology	3		E	6
PSK3266270	Political Psychology	3		E	6
PSK3265140	Applied Behaviour Analysis	3		E	6
PSK3266260	Applied Learning Techniques	3		E	6
PSK3266250	Psychology and Cinema	3		E	6
PSK3266240	Woman and Psychology	3		E	6
PSK3266230	Civil Society and Project Development	3		E	6

Fourth Year Fall

Code	Name of The Course	T	P	M/E	ECTS
PSK4151420	Basic Interview Skills	3		M	6
PSK4161360	Internship: Field Experience	0		M	4
	Departmental Elective-4*	3		E	6
	Departmental Elective-5*	3		E	6
	Departmental Elective-6*	3		E	6
	Departmental Elective-7*	3		E	6
	Total	15			34

Fourth Year Fall – Electives

Code	Name of The Course	T	P	M/E	ECTS
PSK4161350	Child and Adolescence Psychopathology	3		E	6
PSK4151540	Creative Art Therapy	3		E	6
PSK4151370	Health Psychology	3		E	6
PSK4151360	Introduction to Neuropsychology	3		E	6
PSK4165380	Selected Topics in Clinical Psychology	3		E	6
PSK4151610	Psychology of Gender	3		E	6
PSK4151510	Theory of Mind	3		E	6
PSK4151490	Selected Topics in Industrial and Organizational Psychology	3		E	6
PSK4151480	Selected Topics in Cognitive Psychology	3		E	6
PSK4151470	Selected Topics in Social Psychology	3		E	6
PSK4151460	Introduction to Cognitive Neuroscience	3		E	6

Fourth Year Spring

Code	Name of The Course	T	P	M/E	ECTS
	Departmental Elective-8*	3		E	6
	Departmental Elective-9*	3		E	6
	Departmental Elective-10*	3		E	6
	Departmental Elective-11*	3		E	6
	Departmental Elective-12*	3		E	6
	Total	15			30

Fourth Year Spring-Electives

Code	Name of The Course	T	P	M/E	ECTS
PSK4251380	Qualitative Research Methods	3		E	6
PSK4261340	Drug Addiction	3		E	6
PSK4266340	Play Therapy	3		E	6
PSK4266330	Interpersonal Dynamics	3		E	6
PSK4266320	Assessment and Evaluation in Industrial Psychology	3		E	6
PSK4266310	Family Systems	3		E	6
PSK4266290	Criminology	3		E	6
PSK4266280	Current Directions in Clinical Psychology	3		E	6
PSK4261350	Child and Adolescence Psychopathology	3		E	6
PSK4251430	Attitudes and Social Cognition	3		E	6
PSK4251520	Forensic Psychology	3		E	6
PSK4251450	Psychological Approach to Literature and Philosophy	3		E	6
	8-SEMESTER- TOTAL	133			240

In the Department of **Psychology**, there are three tracks towards specialisation:

1. Clinical Psychology
2. Social and Developmental Psychology
3. Cognitive and Experimental Psychology.

Department of Psychology tracks	Recommended electives		
Clinical Psychology	Health Psychology Child and Adolescence Psychopathology Drug Addiction	Play Therapy Creative Art Therapy Applied Behaviour Analysis	Current Directions in Clinical Psychology Selected Topics in Clinical Psychology
Social-Developmental Psychology	Cross-cultural Psychology Forensic Psychology Qualitative Research Methods Cognitive Development Theory of Mind Selected Topics in Social Psychology	Leadership Assessment and Evaluation in Industrial Psychology Selected Topics in Industrial and Organizational Psychology Psychology of Gender	Social Media and Psychology Psychological Approach to Literature and Philosophy
Cognitive - Experimental Psychology	Attitudes and Social Cognition Cognitive Development	Introduction to Neuropsychology	Selected Topics in Cognitive Psychology

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The programme names are regulated by the Council of Higher Education (CoHE) in Turkey. When state or foundation universities decide to establish new departments such as Health Management, Political Science, Public Administration, International Relations, or Psychology they must document that there is sufficient infrastructure to run those programmes. Thus, it is certified that at IMU, all programmes and their names are scrutinised by the CoHE and found approval.

In the **Health Management** programme students are able to combine their theoretical training with practice thanks to vocational practices (Professional Practice I – IV) in the third- and fourth-year, seminars, speeches and institutional visits throughout their education. Various courses in the programme are enriched by the participation of professionals from the relevant fields. In this regard, especially the managers of the university hospital, Medipol Mega Training and Research Hospital and the Koşuyolu Medipol Hospital are big supporters of IMU. At the end of the third year, students prepare an internship report on their Professional Practice. During the fourth year, within the scope of the Professional Practice, students are expected to conduct innovative projects on the places they have had their internships. Each student is expected to prepare the internship report in the fourth year to complete the project. In this final project, both the supervisor of the unit and a faculty member of IMU are consulted. Furthermore, students visit institutions such as the blood bank, AFAD (Disaster and Emergency), Darülaceze (Almshouse), and Red Crescent (Kızılay) to gain knowledge about these institutions. The three programmes of the School of Humanities and Social Sciences are also designed in a way, that knowledge and theory are combined with aspects of practical application. In the **Psychology** programme a compulsory internship is included (In the second year “Internship: Nongovernmental Organisations” and in the fourth year “Internship: Field Experience”). In the two **Political Science** programmes an internship is recommended but currently not a mandatory part of the programmes for all students. The programme management and faculty members are using their contacts to a variety of government offices, including the Ministry of Foreign Affairs, foreign trade companies, municipalities, NGOs, etc. to support students in finding adequate internships. Theoretical and practical contents are linked in all programmes via many activities, including invited talks, cases and practical examples, in-class demonstrations, discussions, field practices, or study trips.

In order to raise graduates’ achievement in their careers, students are left with a wide range of flexibility in their choice of elective courses. It means that they could take different/interrelated courses from different disciplines such as economics, business administration, computer, sociology, law, and social work. Students are able to take courses from within the respective school along with elective courses from other schools and the general elective pool. The **Health Management** programme provides students with different perspectives and the opportunity to specialise in their areas of interest by taking courses such as health tourism, health risk management, and home care services management. In **Political Science** disciplines like ethnicity, economic history, constitutional law, European Union, contemporary issues in the Middle East, etc. are offered in the elective areas. The **Psychology** programme has designed specific elective courses on the intersection between psychology and communication studies (e.g., Social Media and Psychology), organizational behaviour (e.g., “Leadership”, “Attitudes in Organizations”), marketing (e.g., “Consumer Behaviour”), literature (e.g., “Psychological Approach to Literature and Philosophy”), anthropology, and sociology.

The CoHE has established basic rules and furthers institutionalisation efforts regarding ethics in Turkish Higher Education Institutions. The CoHE adopted a new ethical conduct document named ‘Ethical Code of Conduct in Turkey’s Higher Education Institutions’. With the suggestion of the IMU Quality Board, the IMU issued the ‘Ethics By-Law’, which was directly adapted from the aforementioned CoHE document. At the IMU, there are four separate ethics commissions:

1. Non-Interventional Clinical Studies Commission,
2. Animal Testing Experiments Local Commission,
3. Social Sciences Research Commission,
4. Clinical Studies Commission.

In addition to IMU's institutionalisation endeavours, each academic unit aims to establish its own culture of ethics. For example, the ethical principles are communicated during the orientation programme at the beginning of each academic year. These cover the rules of the courses and interpersonal relations as well as the ethical rules regarding exams and other performances, assignments, and papers.

To establish professional ethics in the **Health Management** programme six courses are provided that deal with Ethics and ethical behaviour. "Basic Law", "Ethics in Health and Social Responsibility", "Administrative Law", "Health Law" and "Business Law" focus on ethical conduct and ethical and legal ways of practicing management and business in the health sector. In these courses, students learn the premises of ethical conduct and the ways to behave accordingly. Also, they learn their legal obligations and rights; they are directed to use these rights in compliance with ethical necessities. The students understand ethical concepts both in these courses and in relevant sections of other courses such as research methods, hospital management, home care services, and public relations where ethical concerns are contemplated and ethical behaviour is promoted. In the **Political Science** programmes many courses cover ethical aspects. However, the courses "Global Society and Human Rights" and "Ethics" and Law-courses explicitly establish professional ethics during the studies. The **Psychology** programme requires students to take a course on "Ethics in Psychology" to develop a strong sense of professional ethics in psychological research and practice. Furthermore, in the School of Humanities and Social Sciences electives like "Ethnicity, Culture and Politics", "Nations, Ethnicities, and Minorities" or "Cross-Cultural Psychology" aim to familiarise students with cultural issues and understanding.

In all programmes there are programme-specific research methodology courses ("Research Methods in Health Sciences", "Academic Reading and Writing in International Relations", "Research Methods in Social Sciences", "Research Methods In Psychology", "Qualitative Research Methods"). The courses attempt to empower students to think conceptually and to develop the ability to gather, synthesise, and interpret data. Therefore, the programmes teach students to master methodology, to perform academic work, and learn to understand and compare the study materials from specialised sources. Hence, one of the objectives of the bachelor programmes is to develop graduates with the conceptual understanding and methodological competence needed to create, interpret, critically evaluate data and have advance knowledge in their respective study field.

In some courses students are asked to work in groups and write a thorough research project that includes a solid methodology. Their proposals are submitted to TUBİTAK Undergraduate Projects Call. Students are also encouraged to develop a "project mind" that is able to identify a problem and propose a detailed research proposal with a literature review, methodology, back up plans, and a reasonable budget in order to search for solutions. Faculty members become advisors in these projects.

Progress of Scientific Projects Applications and Approvals:

#of cumulative Projects (University-wide)	2015	2016	2017
Application for TUBİTAK support	124	191	268
Approved TUBİTAK projects	30	49	73
Medipol BAP Project Applications	44	62	85
Approved Medipol BAP Projects	31	51	62

It should also be noted that the Technology Transfer Office of IMU gives periodic training to faculty members and students at least once a year. In addition, researchers from different universities are invited to share their research in workshops. One of these workshops took place in 2017 on Syrian women and girls. Three distinguished academics from different universities in Turkey (Bahçeşehir University, Bilkent University, and Istanbul University) shared their research design and findings on Syrian women, the education of Syrian children, and Syrian women's access to health services in Turkey.

The assessment of the courses consists of a midterm exam and a final exam. Projects, homework, labs, workshops, and similar study evaluations may be considered as midterms; midterm grades are announced before the final exam. The final exam of a course is done at the end of the semester or year. Examinations held at the IMU are generally in the form of written examinations with structured response questions, extended answers or essays, term projects, and presentations. The academic success at any course is evaluated by the grade of that course. The grade of the course is based on the midterm exam and the final exam. Grade points are in the range 0 to 100 and converted to grade points in the 0 to 4 scale and letter grades. The passing grade is set to 60. It means that in order not to fail a course, students must accumulate 60 points from grade components on average. Faculty members, full-time or part time, must specify their measurement methods of academic success, with specific exam methods, in their syllabi for each course. These syllabi can be seen in the MEBIS system (IMU's own educational information system). At the beginning of each semester, the academic calendar is publicly announced to the students through the IMU Internet web page. In the standard academic calendar mid-term and final exam times are specified. There is no graduation thesis in the bachelor programmes.

Appraisal:

The curricula of the bachelor programmes adequately reflect the described qualification objectives. The contents of the courses are oriented towards the respective intended learning outcomes. The programmes Health Management, Political Science and International Relations as well as Psychology are arranged logically. The areas of specialisation (electives) and recommended tracks enable students to acquire competences and skills according to their individual interests. Regarding the programme **Political Science and Public Administration** the panel generally agrees with the selection of compulsory and elective contents, they adequately reflect both fields. However, the panel enhances the programme management to strengthen the specific field of Public Administration. Therefore, and for the further development of the programme, the panel suggest considering the inclusion of further courses such as: Human Resources Development, Communication with the Public, Environmental Issues in Public Administration, Emergency Planning in Public Administration or Housing, Health, Education and Community Care.

As already mentioned, the recommended tracks in the **Psychology** programme seem plausible. However, as the fields of application are varying a lot in the different psychology areas, the panel likes to point out the importance of transparent information for the students, which track enables for which job opportunities. Regarding the contents of the **Psychology** programme the panel recommends to revise the track description "Social-Developmental Psychology". With a view to international standards the current track description would rather be Business or Organisation Psychology.

The bachelor degrees and programme names of all programmes correspond to the contents of the curricula and the programme's objectives. The concepts of all programmes were checked and approved by the Turkish authorities.

Theoretical questions are explained by means of practical examples in the study programmes. Case studies and project work are used in several courses. The panel appreciates the taken steps of combining theory with practical application and recommends

strengthening the efforts. The contact of IMU to practice partners seems very helpful to achieve the aim of preparing the students very well for various job positions. The Health Management and the Psychology Departments already included credited internship courses in the programme's curricula. The panel recommends both Political Science Departments to also include a mandatory internship in the two Political Science programmes.

To broaden the view of the students in all programmes various elective possibilities are offered, which in many cases enable the students to participate in subject-related courses or courses from other study fields. Hence, interdisciplinarity is part of the programmes. Furthermore, ethical implications in medical / economical / political and/or juridical ways of thinking and acting are appropriately communicated in specific ethics courses as well as in appropriate regular courses.

In programme specific research methodology courses and in project work students acquire methodological competences and are enabled to do scientific work on the required bachelor level. The panel appreciates IMU's activities like the project calls for undergraduate students, the workshops with researchers from outside the university and the offers of the Technology Transfer Office.

The examination system at IMU, with the midterm and final term parts, follows the idea of a continuous assessment. This enables the lecturers (and the students) to realise at an early stage if students' performances are below average. Thus, the lecturers can react and help students to achieve the aspired learning outcomes. The examinations at IMU are defined for all courses. The written and oral examinations check on different competences. With the passing grade of examinations at 60 points IMU is rather strict in comparison to other Turkish higher education institutions. Regarding the examinations, the panel recommends reducing multiple choice exams in favour of other more divers exam formats like reports, essays, or presentations in even more courses. As common in Turkey, bachelor students don't have to write a final thesis in the programmes. With this in mind, the panel highly recommends asking the students to write more papers to train the scientific skills of the students. Overall, the panel is convinced that IMU's examination system is checking adequately if the students achieved the intended learning outcomes of the courses and of the programmes in general.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

All bachelor programmes from IMU have a projected study time of 4 years. The academic year consists of 28 weeks of theoretical training in 2 semesters (fall and spring). The workload is quite evenly spread over 8 semesters (it differs between 28 - 32 Credit Points per

semester). Even if courses build up on each other, it is possible to interrupt the studies at IMU to study for a certain time abroad. One Credit Point equals 30 hours of academic workload and overall 240 Credit Points can be achieved by the successful completion of the programmes. For instance, a course worth 2 Credit Points generally consists of 28 hours of face-to-face lecturing in class, presenting projects, or discussing cases. The remaining 32 hours are allocated for self-studying, preparing homework, projects, presentations, and preparing for the exams. The design of courses and structural elements all adhere to the requirements of the CoHE of the Turkish Republic.

All courses of the bachelor programmes are described in course descriptions. The descriptions contain information on the Credit Points, the contact hours, the lecturer(s), the teaching language, the objectives and the learning outcomes, information about the teaching methodology, the assessment, and literature recommendations.

The study and examination regulations of the programmes rely on the rules specified in the decrees of IMU, which are integrated in the Academic Policy of the University. The level of performance in examinations is generally aligned with the learning outcomes of the modules. The time schedules and academic calendar are announced in detail before the semester begins. The students find all information in the respective Students Handbook and the Programme Catalogue (general information, information on the courses, academic regulations, information on the school, information on the campuses, and detailed information on the admission – the state organised admission system in Turkey as well as the admission regulation for foreign applicants).

Students may apply for exemption of courses they have already taken at another higher education institution. Exemption requests are decided by the board of governors of the School, which considers the opinion of the lecturer responsible for the possibly replaced course. The Lisbon recognition convention was signed in 2006 and came into force in 2007. ENIC/NARIC Office was established under the Council of Higher Education is the responsible body for the recognition of the foreign degrees and all Universities follow the rules set nationally.

At the beginning of each academic year, students are informed about the schedule of exams, national and religious holidays, and any other types of occasional breaks. The details of academic performance measurements and exams are communicated through course descriptions along with the student information system under the MEBİS. The course descriptions are traditionally handed out to the students and explained in detail during the first lecture of each of the courses. Moreover, the MEBİS system allocates a space for each course, where professors can share their course descriptions, study guides and notes, extra reading materials, and/or links for useful resources.

In general, each course uses 14-week time spans for lectures and other learning tools. After six or seven weeks, students take their in-class midterm exams. After midterm exams, they continue their programme for another six to seven-week time span. After the second cycle ends, students prepare to take their in-class final exams.

In order to gain a passing grade, students must accumulate 60 points out of 100, and the final exam grade must be a minimum of 50. If they fail the final exams, or if their final grade remains under 60, they may take a make-up exam which counts as a substitute for the final exam. After successfully finishing their studies the graduates receive a diploma supplement.

Each student is assigned an academic advisor. Advisors help students to choose tracks and elective courses, offer solutions to the academic problems, answer their questions, and help them meet their own career expectations. Students can see their advisors during their office hours or contact them at any time via MEBİS.

The principle of equality and the ban on discrimination have been introduced in Turkey's Constitution. Turkey also signed the Convention on the Elimination of All Forms of Discrimination against Women and accepted the international norm of gender equality. In addition, there is a specific document prepared by Turkey's CoHE from 2015 regarding gender equality. In regard to equal opportunity, Turkey's Higher Education Law stipulates that in higher education, all measures shall be taken to establish equal opportunities for all citizens. Similarly, IMU respects all those international and national norms of gender equality and equal opportunity. In SHSS programmes, the male/female student ratio is almost 50 percent. In the Health sector the number of female students is higher than the number of male students.

There are many financial support programmes for disadvantaged groups, including low-income students and disabled students. There is a wide variety of scholarship opportunities in Turkey for Turkish citizens (100%, 50%, and 25% scholarships) as well as international students (25% to 50% scholarships). Students with 25% or 50% scholarships receive an additional 10% discount if they are children of martyrs or war veterans. There are many IMU students who come from poor backgrounds who benefit from economic aid and financial support.

At IMU, disabled students are an integral part of the university community. As such, they have a general entitlement to the provision of education – and especially examinations and assessments – in a manner that meets their special requirements. Regarding both the physical environment and institutional culture IMU desires to accommodate their needs as much as possible. For example, there are toilets and parking spots specifically for disabled people only. In the university library, there are resources for visually impaired individuals.

Appraisal:

The bachelor programmes' structure follows the ECTS standards and supports the smooth implementation of the curricula. It enables students to reach the defined learning outcomes. The programmes consist of courses and assign Credit-Points (CP) per course on the basis of the necessary student workload. The internships in the **Health Management** and the **Psychology** programmes are designed and integrated in such a way that CP can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

IMU has legally binding study and exam regulations, which contain the rules and procedures of the study programmes. The regulations are in line with the national Turkish requirements. The study programmes are designed so that students can study for a certain time at other higher education institutions or do internships (**Political Science** programmes) without any extension of their overall study time.

Transfer of courses and exams from other higher education institutions is possible and follows the Lisbon convention. The deciding board at IMU is defined. Furthermore, IMU provides its graduates with diploma supplements which show the students grade point average. A relative grading according to European standards is not included in the diploma supplement. Hence, the panel recommends the accreditation of the study programmes under the **condition**:

IMU provides graduates with a relative grading which shows the students' grade point average in relation to the grade point average of the whole cohort and shows official regulations regarding this point.

The feasibility of the study programmes' workload is ensured by a suitable design of the curricula. The workload of the courses seems plausibly calculated. Regarding workload evaluation see chapter 5. The number and frequency of examinations is high but follows the concept of continuous assessment of the students' achievements of objectives. Overall, in

the view of the panel the examination system is adequate. The panel appreciates very much the student-advisor-system, which provides the students with guidance and support. The feasibility of the study programmes was confirmed by the students that were participating in the talk round during the on-site visit at IMU.

The HEI follows the Turkish regulation in general and for higher education by ensuring gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programmes and examinations. Students in no matter what circumstances and from diverse backgrounds have the possibility of receiving scholarships and financial aid.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure				
3.2.1*			X		
3.2.2*				condition	
3.2.3*			X		
3.2.4			X		

3.3 Didactical concept

IMU points out, that it's didactical concept is committed to high-quality education in international standards. Following this commitment, the curricula are set on theoretical knowledge supported by current research results and practical applications. Concordantly, the programmes offer a learning environment that provides students with strong knowledge and skills together with a global perspective to prepare them for various positions in their respective study field. With such practice-oriented teaching mindset, case studies and problem-solving studies target at combining theoretical knowledge with best practices and innovative applications of the theoretical knowledge. Cases, project work and presentations are teaching methods used by lecturers to ascertain the active participation and learning of the students.

Each course is assigned to an instructor, who has expertise in the given course area. The assigned instructor functions as the coordinator of the course and leads all involved lecturers in designing the content and determining adequate teaching methods and course materials. Each syllabus contains the purpose, content, learning outcomes, teaching methodology, and assessments designed for checking on the achievement of the learning outcomes. All course syllabi are uploaded to the MEBIS system.

For a mutual understanding of the learning outcomes, coordinators and lecturers select the learning materials. To create an awareness of different academic perspectives, lecturers use internationally acknowledged text books and articles together with lecture slides and notes they prepared. Further supporting materials can be distributed during lectures. Coordinators and lecturers ascertain that the course materials are up-to-date at the beginning of each term. All course materials are uploaded on MEBIS at the beginning of the term.

IMU encourages faculty members to invite guest lecturers to their classes and seminars. The **Health Management** programme invites guests that are predominantly working in the field of health management, medicine, hospital management, health communication, and similar fields. The greatest support is provided by the managerial staff from Medipol Group of Hospitals. **SHSS** faculty members invite representatives from NGOs, bureaucrats, and experts as guest lecturers on different occasions.

Tutoring students from higher semesters/master programmes are not part of the didactical approach.

Appraisal:

The didactical concept of the programmes is described, plausible, and oriented towards the programmes' objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Regarding effective ways of checking on the achievement of the intended learning outcomes the panel refers again to its recommendation in chapter 3.1 (diversifying the exam formats). During the on-site visit the panel members had the possibility to survey the accompanying course materials of several courses. They came to the conclusion that the quality of those materials was good and meets the requirements. The materials are digitally accessible, user-friendly and encourage students to engage in further independent studies. Guest lecturers are invited and contribute to the student's qualification process with their special experience from professional practice.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors					X

3.4 Internationality

For preparing graduates of the **Health Management** programme to work in a global environment, the programme implements a curriculum with international business topics supported by internationally recognised teaching materials. The content of each course is also supported by international management experiences of the lecturers and problem and case sessions, especially designed to discuss related management topics in an international context. The curriculum is harmonious with the "Health Management Programme National Core Education Programme (SAYCEP)", which was prepared with national and international health management experts. Thus, international compatibility is ensured. International aspects are (amongst others) included in the following courses: "Health Informatics Systems" – National and International Data Sources and international Coding Systems, "Health Policies and Planning" – International Institutions on Health Policies, "Health Services Management" – National and International Health Organisations and Roles (WHO, UNESCO, AIFD, etc.), "Emergency Health Management", "Medical Documentation" – International classification of Diseases and Medical Interventions, "Professional Practice" – International Patient Relations Department, or "Health Tourism" – Europe, MENA-region, America, Asia. Furthermore, the Turkish version of the programme contains Professional English Writing with topics such as expressing him/herself at international conferences.

The study field of **Political Science and International Relations** clearly addresses international and intercultural aspects in nearly every course. International content is explicitly covered by courses such as "International Law", "Foreign Policy Analysis", "Global Society and Human Rights", "International Political Economy", "EU Politics", "Globalization and World Politics", "Nations, Ethnicities, and Minorities", "Politics of International Migration", "Current Issues in World Politics", "American Foreign Policy", or "Eurasian Politics".

The focus of **Political Science and Public Administration** is a national one. However, several courses deal with international aspects and should equip the students with knowledge and skills needed in an international work environment (amongst others): “Ethnicity, Culture and Politics”, “Islamic World”, “International Relations”, “Global Society and Human Rights”, or “EU and Turkey”.

The field of **Psychology** is per se a non-national topic. International literature, theories, cases, etc. are essential for an up-to-date programme, which shall provide the students with necessary knowledge, skills and methods to successfully work in the various fields of psychology. Regarding successful studying and international employability adequate English language skills are essential. Therefore, the Vocational English courses in the Psychology programme are very important for achieving IMU’s aim regarding internationalisation.

As IMU aims adopting the standards of European higher education, the teaching and learning outcomes are designed in parallel with the Bologna Accords. Therefore, the European Credit Transfer System, as an element of the Bologna Process, is used to make the programmes internationally accepted and recognised. IMU has also acquired the Erasmus+ University Charter and is currently establishing bilateral agreements with many European higher education institutions.

At present the numbers of international students are very low. In 2016 only 426 out of 20,318 students at IMU came from abroad. Nonetheless, IMU aims to increase that number by strengthening its international profile and offering more English language study programmes.

Many of the faculty members have international experience in educational or professional areas. Some lecturers received their graduate or PhD degrees abroad and some have working experiences at international companies or organisations. To stay up-to-date, faculty members attend international conferences or seminars and publish papers internationally. IMU organises the “Farabi Talks” series, which hosts international experts to speak (in English) on contemporary topics and developments in their specialisation area. This platform is formed to provide the sharing of experiences in various institutions such as universities and private institutions as well as non-profit organisations. There are two sessions in each Farabi Talks event: a lecturer’s speech and a led discussion group. Farabi Talks is carried out at least once per month.

Political Science and International Relations as well as the English versions of the Health Management, Political Science and Public Administration and Psychology programme are offered entirely in English. The three Turkish language programmes contain English language courses to strengthen the English level of the students and to enable them to work with English language books and course materials.

Appraisal:

International contents are part of all curricula. Internationally oriented students are thus prepared for the challenges in an international working environment. The students are enabled to act in an intercultural environment especially through practical examples in case studies and projects.

The international composition of the faculty (teachers with international academic and/or professional experience) promotes the acquisition of international competences and skills. This was confirmed by the CVs of the teaching staff.

At present, the student body at IMU is rather national. IMU strives increasing the numbers of international students in its study programmes. The panel appreciates IMU’s activities in ERASMUS+ exchanges and the implementation of study programmes in English language. It recommends fostering such efforts to enable foreign students to study at the university.

The proportion of foreign language courses and used materials in the Turkish language versions of the study programmes corresponds with the qualification objectives of the study programmes. In the English language versions the instruction language is clearly a key element of the study programmes' profiles.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality				
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)		X		
3.4.2	Internationality of the student body			X	
3.4.3	Internationality of faculty		X		
3.4.4	Foreign language contents		English versions	Turkish versions	

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Students learn at IMU how to effectively communicate with people from diverse backgrounds, how to effectively convey their ideas in writing, and how to confidently present their findings in front of an audience. The bachelor programmes provide generic learning outcomes that promote the acquisition of additional knowledge and skills. Amongst others, these are soft skills, analytical and problem solving skills as well as decision-making skills. According to IMU, students also improve their communication skills by presenting project results and by preparing case studies. In addition, in the courses, students work on group projects that help them to work effectively in teams, experience team dynamics and practise conflict resolution skills.

Appraisal:

The acquisition of further multidisciplinary competences, such as communication and public-speaking skills as well as cooperation and conflict handling skills is ensured. Respective learning outcomes are defined and their achievement is supported by means of suitable didactical and methodological measures.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)		X		

3.6 Skills for employment / Employability (Asterisk Criterion)

IMU states that through the competencies and various skills gained during their education at the university, the graduates are empowered with the competitive skills for the Turkish and international job markets.

The **Health Management** programme aims to produce graduates who:

- have advanced knowledge of medical terminology,
- have enhanced knowledge in business administration and management,

- can create a competitive advantage in the institution they work using interdisciplinary thinking,
- have good communication skills and can work effectively in teams,
- are result-oriented,
- are open to development,
- will adhere to ethical rules, and
- have relevant technical skills.

The curricula of **SHSS** are designed to equip students with the most in-demand skills for the future labour market, such as:

- interdisciplinary thinking,
- global and regional understanding,
- ability to communicate in English language,
- mastery of basic computer skills, and
- having an inquisitive and problem-solving mind.

In the **Health Management** and the **Psychology** programme the students especially benefit from the compulsory internships that enable the students additionally to acquire skills and competencies for competitive employment in the job market. The graduates from the **Psychology** programme have a high chance of being employed as a psychologist in the hospitals of the Ministry of Health and other public sectors such as municipalities, schools, universities, national and international organisations, and research institutions.

The **Political Science** programmes equip students with skills that will enable them to work in different sectors such as the state, business companies, civil society organisations, and the media.

Appraisal:

The programmes' aims are to provide the students with skills of the respective professional field. To reach this aim the programmes have combined theoretical knowledge with practical application both at a local/national as well as at an international level. Altogether, in the view of the panel the study programmes enable the students to find adequate work opportunities in Turkey and abroad. The panel recommends involving an obligatory internship in the Political science programmes as well.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		

3 Academic environment and framework conditions

4.1 Faculty

The Council of Higher Education (CoHE) ensures the academic qualifications by defining the respective criteria for both lecturers and departments of all universities in Turkey. According to the relevant CoHE Regulation, a department (consisting of teaching members and instructors) should have at least three PhD holding members in the relevant field.

A teaching member may have an assistant, associate or full professorship with a PhD degree in the relevant field. An assistant professor has to be academically approved by a jury of three faculty members based on a score showing sufficient academic competency on the IMU's Academic Personnel Evaluation Form scale, which measures academic qualification. An associate professor has to be additionally approved by the Inter-University Board Presidency (Üniversitelerarası Kurul Başkanlığı – ÜAK), established by the state with the Law No. 2547 in November 1981. This title is acquired through satisfying numerous publication criteria set by ÜAK and succeeding in a verbal scientific exam in front of a jury composed of randomly selected full professors from all over the country. A full professor should have at least five years of experience as associate professor.

In order to be qualified as teaching member of an English-language department or as lecturer of an English-language course, one has to have a score of 80 or above on a nationally recognised foreign language exam such as the Proficiency of Foreign Language Determination Exam (YDS) or having an equivalent of that score or above on an international foreign language exam that is accepted by CoHE, such as TOEFL.

To be qualified as a lecturer, one has to hold at least a Master's degree in the relevant field or holding a Bachelor's degree in the relevant field with at least 10 years of real sector experience. Moreover, an instructor should have a score of at least 70 out of 100 in the Academic Personnel and Graduate Education Exam (ALES), a score of 50 or above out of 100 on a nationally recognised foreign language exam such as the Proficiency of Foreign Language Determination Exam (YDS) or having an equivalent of that score or above on an international foreign language exam and has to pass a science exam to enter the university. The decision is in favour of the one who has the highest score composed of these three exams.

In the **Health Management** programme there are 8 full-time faculty members (Turkish and English version). Turkish and English departments carry out their activities with the same management team and all the teaching staff work together in improving both programmes. There is 1 associate professor, 3 assistant professors, and 1 research assistant in the HMP. Half of the faculty hold PhD degrees. The average number of students per full-time teaching staff is 39. In addition, 6 professionals and academicians working outside the institution provide courses on specialised topics. The specialisations of the aforementioned instructors within the institution can be summarised as business management, information technology, public health and economy. The average number of students per full-time and part-time faculty is 14. Within the academic staff, there are lecturers who are experts in the field of health management, statistics, management and organisation, marketing and digital decision-making techniques. Many have experience in the public and private sectors. These include academic duties at public universities and other private universities, field experience in marketing and logistic areas in the private sector, expertise in the Social Security Institution, which is the largest financier of health services, night management in college hospitals and purchasing and field experience in KIZILAY (Red Crescent), Turkey's largest humanitarian organisation.

In the **PSIR** department there are 6 full-time faculty members; 3 professors and 3 asst. professors. In the **PSPA** department there are 5 full-time faculty members (two professors, three asst. professors). The Department of **Psychology** has 9 full-time faculty members (2 professors, 5 asst. professors and 2 full-time instructors). Most of the part-time and full-time faculty members hold a PhD degree. Some courses/electives in the fields of law or economics are taught by teaching staff of IMU's Department of Law and the Department of Economics. The SHSS Dean served as the Chairman of the Centre for Strategic Research of the Ministry of Foreign Affairs of the Republic of Turkey (SAM) for three years. SAM is a think-tank and a research centre which is chartered by law and has been active since May 1995. SAM functions as a consultative body to provide Turkish Foreign Policy decision makers with scholarly and scientific assessments of relevant issues, and reviews Turkish foreign policy with a futuristic perspective. Another faculty member serves as the Chair of the Association of Turkish Psychologists. There are other faculty members who used to work in industrial and service sector jobs along with their academic careers. Furthermore, there is a strong link between SHSS faculty members and the industrial sector. Therefore, there is a continuous informational and professional exchange between these two channels. In other words, the practical business experience of the faculty members corresponds to the requirement of the programme to integrate theory and practice. E.g. one PSIR faculty member has worked for a private bank as an auditor for four years, and he utilises this experience in his teaching and research as well.

Many of the faculty members have many years of teaching experience in various universities across the country. IMU aims to introduce an extensive 48-hour long online training scheme for all its lecturers. Within this scheme, lecturers shall train and earn pedagogical and didactical certificates.

Cooperation among faculty members is ensured through periodical meetings of differing scopes and aims. There are at least two faculty-wide meetings, two department-level meetings and one management-level meeting per semester in which the faculty members evaluate the current situation of the faculty in general and of departments in particular in terms of teaching and curricular effectiveness and discussing possible ways and methodological changes to improve the overall teaching quality. Course coordinators are nominated for every course that is taught by more than one lecturer. These coordinators, who are themselves lecturers of these courses, hold meetings with other course lecturers at least once every semester. In these meetings, course lecturers reach a common ground in which the overall quality of the course is assured, and all the lecturers are aligned in terms of teaching methodology and materials.

At the beginning of each academic year, the departments conduct orientation programmes in which new students are informed of their development opportunities and responsibilities. Every student has an appointed advisor/mentor and students are encouraged to consult their advisors on course choices and academic development, problems encountered, registration for courses, internship process, etc. In addition, all faculty members have specified office hours for students announced on doors and in the syllabi. Moreover, students can and are encouraged to reach their advisors through MEBIS and e-mail whenever they need advice and/or information.

Appraisal:

To the conviction of the panel the composition of the teaching staff regarding the quantitative and qualitative requirements suits the demands in order to fulfil the study programmes' objectives, qualification levels and skills to be conveyed. Both the academic and the professional qualification ensure that the qualifications determined by the learning outcomes will be met. The number of teaching staff fits with the amount of students and courses and is deemed adequate by the panel to make sure that every student may achieve the aspired level of qualification. In the view of the panel the teaching staff capacity is sufficient but on a

rather low level. In case of increasing student numbers the number of teaching staff needs to be raised as well, to ensure the didactical approach (and recommendation of the panel, see chapter 3.2, 3.3) of divers competence oriented teaching methods and teaching formats.

The CV's and the impressions on occasion of the on-site visit meeting with lecturers and managing staff justify the panels' certainty that the faculty staff is well-chosen in terms of the required professional and academic level as well as the pedagogical and didactical qualification. The appropriate institutional processes are highly suitable and lead to adequate results. The practical business experience of the faculty reflects this efficiency and suits with the programmes' requirements of integration of theory and practice. The high number of full-timers and the allocated opportunities of measures of further qualification find the panels' explicit consent.

Within the study programmes the University's procedural structures care for a frequent cooperation of the faculty members with each other for the purpose of tuning the courses towards the overall qualification objectives. Thereby, meetings including all teachers in the programme take place regularly. The panel appreciates very much the constructive cooperation within the departments and between the departments.

An active and engaged counselling of the students by the teaching personnel has been affirmed by students in the interviews during the on-site visit. The panel found this guiding and counselling service to be an integral part of the work of both full-time and part-time lecturers.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty			X		
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

The Department / programme directors' duty and responsibility is ensuring that all activities of the department are carried out in a regular and efficient manner:

- Participating in the Faculty Council meetings as representative of the department;
- Designing the curriculum in coordination with other faculty members;
- Assigning the courses to faculty members based on their expertise;
- Arranging meetings with faculty members to discuss any issues related to the programme and make necessary changes;
- Ensuring that the curriculum of the department is prepared and updated according to the sector's needs;

- Ensuring that departmental weekly course schedules are prepared;
- Ensuring that departmental course distributions are balanced and reasonable among the instructors;
- Performing general oversight and supervision duty in the department;
- Ensuring that an adequate number of courses is offered each semester so that students have options to choose courses according to their interests;
- Helping students when they cannot solve their problems with their instructors or advisors
- Acting as a bridge between faculty members and the dean;
- Identifying problems related to education in the department and reporting to the Dean.

The administrative staff of the schools, which consist of the dean, faculty board, heads of the departments, course coordinators, advisors/mentors of the students and faculty members, has an integrative role between the students and the faculty and ensures that the procedures and processes are carried out smoothly.

IMU's international office coordinates international mobility programmes – particularly the Erasmus+ programme. More specifically, student mobility and internship programmes, as well as staff exchange programmes are organised within this office. The international office is also responsible for initiating and implementing collaborative agreements, IMU's incoming exchange student flow and organising programmes for international delegations visiting IMU at the university administration level.

Students take part in the decision-making processes through the student council. Student council participates in board meetings and has the authority to represent students. The meetings are an effective way to ensuring that applicable decisions are made in line with the needs of the students.

The administrative staff itself is provided with further qualification possibilities (e.g. via courses in the fields of IT, languages, communication, etc.) Moreover, staff members are supported when they participate in educational programmes or postgraduate studies at IMU or elsewhere.

All procedures and processes regarding programme management and the administration are documented and can be accessed by faculty members and students through the university website.

Appraisal:

IMU ascertains that each study programme is provided with a programme management, responsible for the development, continuous comparison with the permanently changing requirements of the professional stakeholders sphere and the implementation of scientifically and academically indicated changes. Within its scope of responsibility the programme management can rely on the supporting assistance of the different university's administration departments, depending on the target bearing of the contemplated measures or initiatives.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes and responsibilities are clearly defined. Students are included in the decision-making processes. The administration serves as a kind of service provider for the attending students and their academic, private and even financial worries where necessary (see also chapter 3.2). IMU offers the administrative staff opportunities for continuous professional development.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		

4.3 Cooperation and partnerships

IMU cooperates with academic institutions abroad in order to enhance the exchange of students and lecturers as well as to conduct joint research activities or academic meetings/conferences. Currently, the schools cooperate with the following universities:

School	HEI	City / Country
HM	Hochschule Fulda	Fulda / GERMANY
HM	University of Oviedo	Oviedo / SPAIN
HM	Warsaw University of Technology	Warszawa / POLAND
HM	Medical University of Sofia	Sofia / BULGARIA
HM, SHSS	University of Niš	Nis / SERBIA
SHSS	Universite Catholique de Lille	Lille / FRANCE
SHSS	Sciences Po Lille	Lille / FRANCE
SHSS	Hochschule Hamm-Lipstadt	Hamm / GERMANY
SHSS	Comenius University in Bratislava	Bratislava / SLOWAKIA
SHSS	D.A. Tsenov Academy of Economics	Svishto / BULGARIA
SHSS	Titu Maiorescu University	Bucharest / ROMANIA

The **Health Management** programme cooperates with hospitals from the Medipol Healthcare Group and other partners:

- Medipol Koşuyolu Hospital,
- Medipol University Mega Hospital,
- Nisa Hospital,
- Medipol University Esenler Hospital,
- Medipol University Sefaköy Hospital,
- Beykoz (municipality),
- Umraniye (municipality),
- Aysis Atik Yönetim Sistemleri A.Ş. (Waste Disposal),
- Amgen İlaç Tic. Ltd. Şti (Pharmaceuticals),
- Allianz Sigorta A.Ş. (Insurance),
- Anadolu Sigorta A.Ş. (Insurance),
- Compugroup Medical Bilgi Sistemleri A.Ş. (Insurance & MIS),
- Eczacıbaşı Sağlık Hizmetleri A.Ş. (Pharmaceuticals & Health Services),
- Istanbul Provincial Health Directorate (Government),
- Liba Laboratuvarları A.Ş. (Pharmacy),
- Mapfre Genel Sigorta A.Ş. (Insurance), and
- Sompo Japan A.Ş. (Insurance).

The **Political Science and International Relations (PSIR)** programme cooperates with

- Turkish Cooperation & Coordination Agency (TİKA)
- Independent Industrialists' and Businessmen's Association (MUSİAD)
- Turkish Industry and Business Association (TUSİAD)
- İstanbul Governorate

- Ministry of Interior
- Ministry of Foreign Affairs
- Yunus Emre Cultural Institute
- Foreign Economic Relations Board (DEIK)
- Directorate General for Migration Management
- Presidency for Turks Abroad and Related Communities
- ÖNDER
- Mazlum-Der

SHSS also cooperates with organisations such as:

- Association for Liberal Thinking,
- ÖNDER, and
- Association for Human Rights and Solidarity for the Oppressed (Mazlumder).

The **Psychology** programme with the obligatory internship also benefits from the above mentioned hospital network of IMU.

Appraisal:

The scope and nature of cooperation with HEI relevant for the programmes are plausibly presented. The cooperation activities are currently being promoted by IMU to enhance the exchange possibilities for students and university staff. The cooperation contributes to the development of the students' qualification and skills.

Cooperation with non-academic partners and organisations was also presented to the panel. The cooperation and network activities of the departments are actively pursued. All such activities contribute to the development of the students' qualification and skills. The **Health Management** programme especially benefits from the background of IMU and the extraordinary network of the Medipol Healthcare Group. Regarding Health Management the panel came to the conclusion, that the network and cooperation has a formative impact on the contents of the programme and on the profile and employability of the graduates.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		HM	PSIR PSPA PSY		

4.4 Facilities and equipment

The total area allocated for educational facilities at IMU is 14,878 square meters. The classrooms are technologically equipped with Smart Board equipment, whiteboards and projectors. Free Wi-Fi is available to the students in all classrooms and university buildings. Five computer labs with 322 computers at IMU do not only host applied courses but also serve students in their research and assignments. They offer access to programmes like Microsoft Office, MS SQL server, KNIME, DOT NET Studio, Dev C ++, Android Studio, JAVA, SPSS and STATA. All rooms and facilities are accessible by several lifts.

The IMU library consists currently of 27.317 books and 198.616 e-books, which are composed of different languages (Turkish 70%, English 20%, and other languages (German, Russian, and Spanish) 10%). Faculty members regularly check whether books and other sources in the library are adequate and up-to-date. Books and other sources are updated regularly based on the demands of the faculty members. Also, students are allowed to request a new book from the library. The library offers access to several data bases, such as: EBSCOHOST, Emerald, Heinonline, HukukTürk, IEEE, iThenticate, JStor, Kazancı Hukuk, MicroMedex, OVID-LWW, Sage, ScienceDirect, SciFinder, Scopus, Springer, Taylor & Francis, Turnitin, Türkiye Atıf Dizini, Uptodate, Web of Science and Wiley.

During the semester, the library's opening hours are from 08:00 until 22:00 on weekdays and from 09:00 until 19:30 on weekends. During the semester break, it is open from 09:00 until 17:00 on weekdays and is closed on weekends. The IMU library also enables staff and students to use DeepKnowledge, an online platform that enables library end-users to simultaneously conduct searches on various subscriptions and online resources and retrieve the results in a consistent and ranked format, as well as gain remote access to full-text articles, journals and books.

Appraisal:

In the view of the panel, the number and size of teaching rooms and the equipment of all learning facilities are in line with the needs described for all programmes, also taking into account the rapid growth of the student numbers. The campus is fully equipped with modern information technology. Free access to a Wi-Fi network is available for students. The building is equipped with elevators and offers barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group working rooms is available.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature required for the study programme is available in the library and also kept up to date. With the increasing number of English language programmes at IMU the English literature content is raised, too.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		

4.5 Additional services

IMU has recently launched a career centre to further connect the university with the business world and to assist its students with career planning, résumé building and preparing for job searches. The career centre shall announce job and internship opportunities and aims at helping the students to find employment and internships in the sectors and companies that are best suited to them. The career centre started organising annual job fairs where employers can introduce their companies and declare their available job positions and students have a chance to contact potential employers in order to find suitable jobs.

At IMU, student clubs are also actively participating in the career development objectives of the students. For example, the Human Resources Student Club organised a Career Summit 2018. A variety of CEOs from worldwide brands such as Mercedes, Siemens and Arçelik contributed to this activity.

IMU has an alumni association that aims at connecting graduates, current students and faculty members. The **Health Management** Department already has graduates. The **Political Science** and the **Psychology** programmes will have their first graduates in the upcoming semesters. Both schools are currently establishing alumni activities to build a fruitful network of graduates. IMU manages the alumni database via its own educational information system MEBIS. IMU also conducts surveys of its graduates to monitor their employment situation and to take feedback about the impact of the university education on their business life (see chapter 5).

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The panel has no doubts that IMU provides sufficient resources for such activities. An alumni organisation is currently being set up with the aim of developing an alumni network. During the on-site visit the panel talked to the responsible staff members for alumni activities. Those described the process of implementing an alumni network for the study programmes and talked about the ongoing and planned activities like get-togethers on special occasions or in conferences. Social Media (e.g. Facebook) are also used to get and stay in touch with former students of IMU. The outcomes of IMU's alumni activities will be important in a possible re-accreditation of the study programmes.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		

4.6 Financing of the study programme (Asterisk Criterion)

IMU has a foundation university status and financially sustains itself. Based on the legal regulation published in the Official Gazette and becoming effective on 1 December 2005, foundation universities in Turkey shall not aim to make profits for their operations. Tuitions constitute one of the most important financial resources of the IMU. Additionally, foundation universities may get financial support from the Ministry of Public Finance.

IMU prepares annual budgets to manage its costs and match it with revenues. The annual fees for the study programmes of both schools for the year 2017-2018 vary between 18.900 TL and 24.515 TL (~3.075 – 3.990 €). The tuition fee is payable in 9 instalments. Students receive a minimum of 25% scholarship. Full-scholarships and 50% scholarships are also available and awarded depending on the success in the university entrance exam. There are several other scholarship opportunities provided to IMU's students.

Every foundation university in Turkey is assigned a protector public university; if CoHE identifies fraud, abuse or any type of malpractice protector university may take over the administration of the foundation university. The protector of the IMU is Eskişehir Osmangazi University.

Appraisal:

IMU's study programmes finance themselves through tuition fees, which cover the running costs. The CoHE and a protector university check regularly on the university's finances and would react if necessary. Within the limits of a review process and with regard to the financial situation of IMU in recent years, the panel concludes that financial stability is ensured for the current programmes' cycles and the entire accreditation period.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

5 Quality assurance and documentation

IMU senior leadership and the University's Quality Board adopt a Total-Quality-Management approach in their search for excellence. The Deming Cycle, which is among the fundamental pillars of Total-Quality-Management, is adopted and utilised by IMU. The cycle starts with planning ahead for changes and predicts the results. Then the plan is executed by taking controlled small steps. The results are then studied and checked against the expected outcomes. Finally, IMU takes actions to standardise the process if it resulted in positive outcomes.

Following the principles of the University's Quality Board and IMU's strategic objectives, both schools are determined to improve academic standards and quality in higher education. To achieve this target, IMU has established a managerial scheme; thus, it can easily monitor the efficiency and effectiveness and take appropriate actions when the need arises by:

- ensuring that / evaluating if the programmes remain up-to-date;
- ensuring that theory and practice are successfully combined in all courses;
- ensuring that feedback from stakeholders (students, graduates, the practice) has been channelled into new policy decisions by department chairs;
- evaluating the extent to which the intended learning outcomes are being attained by students;
- ensuring that shortcomings are identified and helpful solutions are produced in a periodic manner.

In Quality Circle meetings, faculty and administrators gather regularly to solve problems and discuss the progress of the schools towards the goal of becoming one of the best higher education institutions in Turkey. By implementing the best practices on teaching/research/administrative dimensions IMU aims for continuous improvement and excellence.

IMU has established a student evaluation system. According to this system each course is evaluated by the students. These evaluations are made online through the MEBIS starting from the midterm exams up until the end of the semester. In their evaluations, students can write their anonymous review of the course and give their feedback on the course quality. This evaluation provides feedback to IMU on how the content and the structure of the courses are perceived by students and how they assess the quality of the faculty. Additionally, students answer open questions on which aspects they like and dislike about the lectures as well as what suggestions they can make to improve the courses' contents. In addition, a student satisfaction survey is held once a year, which collects comprehensive student feedback on all aspects of the university. The quality board of the university evaluates the survey and shares relevant results with the departments to shed light on areas that need improvement. The results are also evaluated in faculty meetings. Furthermore, the schools organise regular meetings with students' representatives to receive additional feedback.

IMU is currently implementing and testing a workload evaluation, which checks if the estimated workload of the courses is in line with the actual workload. The new evaluation shall be used in all study programmes university-wide, starting in 2019.

Education committees of both schools aim to systematically and continually develop the content, processes, and learning outcomes of the bachelor programmes. Therefore, both the education committee and the dean regularly evaluate the course descriptions. Further, the deans and department heads have critical roles in the quality improvement practices. For instance, they evaluate each instructor's syllabus and lectures and give recommendations and supporting ideas to improve the quality of courses.

There are also regular satisfaction surveys for academic and administrative staff at IMU, where the staffs are asked for feedback on quality issues. The quality board of the university also evaluates these surveys and shares relevant results with the departments and in faculty meetings.

IMU sees alumni opinions as an important pillar of quality assurance. IMU started conducting an alumni survey to monitor job status of its graduates and receive feedback on the compliance of the contents of its programmes with labour market needs. These questionnaires also collect feedback related to the particular programme the graduate studied. In addition to alumni, feedback from cooperating companies (providing internships for students, or projects partners such as municipalities, etc.) is collected via questionnaires. Furthermore, the representatives of the companies are invited to give feedback on the students' vocational and actual work performance during regular face to face meetings. Get-together events have been launched for external partners (e.g. in April 2018 with the participation of ten company representatives) to collect feedback in a relaxed environment. Furthermore, IMU is audited and supervised by the Council of Higher Education every year. CoHE also makes regular on-site visits. Based on its assessments, CoHE makes suggestions to correct the deficiencies and to enhance and promote quality assurance.

Details of the programmes are provided online on the university's website and through the following documents:

- Student Handbook: provides students with general information about the study programme and gives more specific information about courses, admissions, academic information, academic regulations, course descriptions and information about the campus.
- Programme Catalogue: includes general information about the programme, academic policies and detailed information on admission.
- Students' Information Folder: includes relevant information for international students and Turkish students. Information includes overall structure of IMU and the respective department, administrative processes and contact details of relevant staff and advisors. All student information and data are recorded by Student Affairs and can be tracked through Internet based services (programme website and MEBIS system).
- MEBIS system: Students can access various information along with course documents through their MEBIS system.

These documents are regularly updated and easily accessible for interested parties.

Academic, social and club activities support the visibility and the reputation of IMU and relevant programmes. Therefore, all activities taking place in the academic year are regularly documented. The accurate and relevant information related with activities is also announced on the website and social media accounts. Furthermore, research activities are published in an annual report by IMU. Such reports are delivered both to the CoHE and to the Association of Universities and are available upon students or their families' request.

Appraisal:

The university's Quality Board systematically and continuously monitors and develops the quality of the study programmes at IMU. The activities aim at checking and developing the programmes contents, processes, and outcomes. Following the Deming Cycle, IMU takes into account evaluation results and feedback from different university stakeholders. The departments, faculty members and students participate in the processes and are informed about the analysis results and taken measures.

Evaluation by the students on course level as well as regarding general satisfaction at IMU is carried out on a regular basis and in accordance with a prescribed procedure. The panel appreciates the efforts to increase the feedback percentage as well as the implementation of

the workload evaluation in all study programmes and explicitly pointing out the importance of checking whether the estimated and the actual workload correspond. The questionnaire used was presented during the on-site visit and seems suitable for receiving relevant data. The outcomes of this evaluation and the handling of the results will be very important topics in a possible re-accreditation process of the study programmes.

Academic and administrative staff is involved in a survey, too. The departments and faculties meet regularly to keep everyone up-to-date and to discuss quality issues of the study programmes. An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure. It consists of surveys as well as personal meetings. The outcomes are used by the Quality Board for quality development purposes.

Information on the study programmes, including contents, curricula, admission, regulations and contact possibilities) are suitably documented and published on the university's website. IMU regularly publishes current news and information on its general activities and activities in the study programmes. The panel realised that there is less website content regarding the English language programmes than for the Turkish language programmes. E.g. on the websites for English language bachelor programmes the elective courses or information on the teaching methods are presented in Turkish language. With IMU's aims regarding internationalisation in mind the panel recommends providing all information for the English language programmes in English language.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

Quality profile

HEI: Istanbul Medipol University, Turkey

Bachelor programmes: Health Management (Turkish and English version), Political Science and International Relations (English), Political Science and Public Administration (Turkish and English version), Psychology (Turkish and English version)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		HM	PSIR PSPA PSY		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		HM PSY	PSIR PSPA		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)					X
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3.	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure				
3.2.1*			X		
3.2.2*				condition	
3.2.3*			X		
3.2.4			X		
3.3	Didactical concept				
3.3.1*			X		
3.3.2*			X		
3.3.3			X		
3.3.4					X
3.4	Internationality				
3.4.1*			X		
3.4.2				X	
3.4.3			X		
3.4.4		English versions	Turkish versions		
3.5*			X		
3.6*			X		
4.	Academic environment and framework conditions				
4.1	Faculty				
4.1.1*			X		
4.1.2*			X		
4.1.3*			X		
4.1.4			X		
4.1.5*			X		
4.1.6*		X			
4.1.7 (*)					X
4.2	Programme management				
4.2.1*			X		
4.2.2			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships					
4.3.1 (*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2 (*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		HM	PSIR PSPA PSY		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		