

Decision of the FIBAA Accreditation and Certification Committee



13th Meeting on March 6, 2024

PROGRAMME ACCREDITATION

Project Number:	22/083 cluster 2
Higher Education Institution:	Istanbul Medipol University
Location:	Turkey
Study programme:	<ol style="list-style-type: none">1. Banking and Insurance (Turkish language) (Bachelor of Arts)2. Economics and Finance (English language) (Bachelor of Arts)3. Logistics and Management (Turkish language) (Bachelor of Arts)4. Logistics and Management (English language) (Bachelor of Arts)5. International Trade and Finance (Turkish language) (Bachelor of Arts)6. International Trade and Finance (English language) (Bachelor of Arts)
Type of accreditation:	Re-accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are re-accredited.

Period of Accreditation: June 1, 2023 until May 31, 2030.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Istanbul Medipol University, Turkey

Bachelor programmes:

- 1 Banking and Insurance (Turkish language)
- 2 Economics and Finance (English language)
- 3 Logistics and Management (Turkish language)
- 4 Logistics and Management (English language)
- 5 International Trade and Finance (Turkish language)
- 6 International Trade and Finance (English language)

Qualification awarded on completion:

For all programmes: Bachelor of Arts

General information on the study programmes

Brief description of the study programmes:

The following Bachelor programmes have a duration of four years (eight semesters) and a workload of 240 ECTS credits. Graduates achieve a degree Bachelor of Arts.

The **Banking and Insurance** programme is taught in Turkish language and aims to equip students with practical real-life applications through courses that are based on learning financial and econometrics software tools. Therefore, upon graduation, the students will evaluate the various factors affecting the acceptance and underwriting of any insurance risk, apply professional and ethical principles along with responsibility within an insurance organisation, employ knowledge of insurance principles and practices by adopting various technologies, systems, and computer applications. The programme offers two informal specialisation areas to students: 1. Insurance and 2. Finance and Banking.

The **Economics and Finance** programme aims to have graduates who will be able to describe theoretical knowledge in economics and finance, explain mathematical and statistical methods needed for economics and finance, adopt, and use organisational, corporate, and social ethical values, and benefit from their proficiency in economics and finance to make policy suggestions. The programme offers two informal tracks to students: 1. to become an Economist or 2. to become an Analyst. It is taught in English language.

The **Logistics Management** programmes – one taught in Turkish, the other one in English language - aim at training students to be able to produce optimal solutions for national and international companies as well as to serve with a social responsibility and in line with the principles of professional ethics. The programme has been designed to provide the students with operational, tactical, and strategic talents and skills necessary to operate either in a logistics company or a logistics department/operation. One of the most important goals of the programmes is to advance the industry and academia in parallel. In this way, students follow the developments in the sector closely and learn the applications of their theoretical knowledge in practical life. The two programmes of Logistics Management in Turkish and English are designed with one informal track on Logistics Management. In choosing this track students have the opportunity to intensify the programmes' main subject by selecting adequate courses.

The **International Trade and Finance** programmes aim at training students in international trade as well as in international trade finance. Graduates can work as experts and managers in foreign trade units of companies, foreign trade specialised companies in the private sector, as experts and managers in exporters' associations, in relevant public institutions and ministries, in non-governmental organisations or in research institutes and universities, also as fund and portfolio managers in international money and capital markets. The programmes are taught parallel in Turkish and English language.

Type of all study programmes:

Bachelor programme

Projected study time and number of ECTS credits / national credits assigned to the study programmes:

Study time of all programmes: 4 years / 8 semesters.

Number of credits:

- 1 Banking and Insurance (Turkish language): 152 Turkish credits, 240 ECTS credits
- 2 Economics and Finance (English language): 138 Turkish credits, 240 ECTS credits
- 3 Logistics and Management (Turkish language): 148 Turkish credits, 241 ECTS credits
- 4 Logistics and Management (English language): 148 Turkish credits, 241 ECTS credits
- 5 International Trade and Finance (Turkish language): 139 Turkish credits, 240 ECTS credits
- 6 International Trade and Finance (English language): 140 Turkish credits, 240 ECTS credits.

Mode of study:

Full-time

Didactic approach:

Study programmes with obligatory class attendance.

Double/Joint Degree programme:

No

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

No parallel classes.

Enrolment capacity:

- 1 Banking and Insurance (Turkish): 30
- 2 Economics and Finance (English): 45
- 3 Logistics and Management (Turkish): 20
- 4 Logistics and Management (English): 40
- 5 International Trade and Finance (Turkish) :50
- 6 International Trade and Finance (English): 50

Programme cycle starts in:

Fall semester.

Initial start of the programmes in academic year

- 1 Banking and Insurance (Turkish): 2015/16
- 2 Economics and Finance (English): 2015/16
- 3 Logistics and Management (Turkish): 2015/16
- 4 Logistics and Management (English):2015/16
- 5 International Trade and Finance (Turkish): 2015/16
- 6 International Trade and Finance (English): 2015/16

Type of accreditation:

Re-accreditation

For re-accreditation: last accreditation period:

September 14, 2018, until end of spring semester 2023
(Provisional prolongation till end of spring semester 2024)

Procedure

A contract for the re-accreditation of the Bachelor programmes Banking and Insurance (Bachelor of Arts); Economics and Finance (Bachelor of Arts); Logistics Management (Turkish) (Bachelor of Arts); Logistics Management (English) (Bachelor of Arts); International Trade and Finance (Turkish) (Bachelor of Arts); and International Trade and Finance (English) (Bachelor of Arts) was made between FIBAA and Istanbul Medipol University on August 12, 2022. On June 30, 2023, 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 are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Karl-Peter Abt

Diploma Economist

German chamber of Industry and Commerce Bielefeld, Germany

Managing Director (ret.), Personnel Consultant

Prof. Dr. Stefanie Hehn

Ludwigshafen University of Applied Sciences, Germany

Professor of General Business Administration

(Investment and Finance, Applied Corporate Finance, International Finance)

Prof. Dr. Klaus Holoher

Jade University of Applied Sciences, Germany

Professor of European Transport Economics and Port Management

(Business Administration, Economics, Port Management)

Sophia Pascher

Berlin School of Economics and Law, Germany

International Business and Management (B.A.)

Prof. Dr. Victor Randall

Hochschule Coburg, University of Applied Sciences, Germany

Professor of Finance, Financial Services, Financial Management

(Economics, Banking & Finance, Financial Management)

Prof. Dr. Oguz Solyali

Middle East Technical University Northern Cyprus Campus

Professor of Business Administration

(Management Science, Operations Research and Operations Management)

Prof. Dr. Uwe Walz

Goethe University Frankfurt, Germany

Professor of Economics

(Contract Theory, Venture Capital, Risk Capital Economics)

¹ The panel is presented in alphabetical order.

FIBAA project manager:
Dr. Birger Hendriks

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on September 28 and 29, 2023, at the HEI's premises in Istanbul. At the end of the on-site visit, the panel has given brief feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on January 22, 2024. The statement on the report was submitted on February 1, 2024. It has been considered in the report at hand.

Summary

The Bachelor programmes Banking and Insurance (Bachelor of Arts); Economics and Finance (Bachelor of Arts); Logistics Management (Turkish) (Bachelor of Arts); Logistics Management (English) (Bachelor of Arts); International Trade and Finance (Turkish) (Bachelor of Arts); International Trade and Finance (English) (Bachelor of Arts), offered by Istanbul Medipol University fulfil the FIBAA quality requirements for Bachelor programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on June 1, 2023 and finishing on May 31, 2030. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

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

- Making the internships obligatory for all programmes (see chapter 3.1);
- Using case studies in as many courses as possible (see chapter 3.1);
- Checking whether the curricula can be divided into modules, in each case with several courses under one roof (see chapter 3.2);
- Even widening the efforts to gain more foreign students (see chapter 3.4);
- Increasing the share of English-speaking administrative staff (see chapter 4.2);
- Improving the Wi-Fi equipment in the Kavacik Building (see chapter 4.4):

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

There are criteria in which **all six programmes** at hand exceed the quality requirements:

- International contents and intercultural aspects (see chapter 3.4);
- Internationality of the student body (see chapter 3.4);
- Skills for employment /Employability (see chapter 3.6);
- Student support by the faculty (see chapter 4.1).

In addition, there is one criterion in which the following programmes exceed the quality requirements: **Economics and Finance, Logistics Management (English), International Trade and Finance (English)**:

- Foreign language contents (see chapter 3.4).

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

Information

Information on the Institution

Istanbul Medipol University (hereafter IMU) was founded in July 2009 by the Turkey Education Health and Research Foundation (TESA). It is one of the 76 private foundation universities, in addition to 131 state universities and five vocational schools (state 2021). IMU started its first education cohort in the fall semester of 2010 at the Unkapanı Campus which is located on the Golden Horn Peninsula (of Istanbul). Later, two campuses (Kavacik north and south) were built in Beykoz which belongs to the city of Istanbul. University laboratories, facilities, dormitories, and sports areas along with numerous lecture halls have been integrated into this new location. IMU's medical research and training take place at the Medipol Mega Hospitals Complex, which is one of the largest private healthcare providers in Turkey.

Although IMU had started with few programmes in the field of health, it soon became one of the largest foundation universities in Turkey. In the 2011/2012 academic year there were only 382 students in IMU. In the 2018-2019 academic year IMU had 30,557 students; 33,658 students in the 2019-2020 academic year; and 37,108 students in the 2020-2021 academic year; 37,051 students in the 2021-2022 academic year and 38,297 students at IMU in the 2022-2023 academic year. As of the 2022-2023 academic year, IMU offers 111 associate programmes with twelve undergraduate schools and 75 undergraduate departments, and 106 graduate programmes (82 Master degree and 36 PhD). In addition, IMU includes 1,313 members of academic staff and 2,373 administrative staff members. Moreover, IMU has four vocational schools offering eleven programmes; and five graduate institutes.

The 12 schools are: School of Dentistry, School of Pharmacy, School of Education, School of Fine Arts, Design and Architecture, School of Law, School of Communication, School of Humanities and Social Sciences, **School of Business and Management Sciences (MBS)**, School of Engineering and Natural Sciences, School of Health Sciences, School of Medicine and International School of Medicine. IMU uses alternatively the term "Faculty" for "School."

All programmes at hand are offered by the School of Business and Management Sciences - also called Medipol Business School (MBS) which includes the study programmes at hand and also the Bachelor programmes Business Administration (taught in English), Management Information Systems (taught in Turkish and English), Human Resources Management and Aviation Management. Moreover, the MBS offers seven Master and PhD programmes.

As of the 2022-2023 academic year, IMU has a student exchange with 85 universities in 22 European countries. IMU includes 16 research centres. Many research projects prepared in different departments are supported by the Scientific and Technological Research Council of Turkey (STRCT-TUBITAK).

According to **IMU's Strategic Plan** covering the period 2022 – 2026 and its mission, "the University aims to raise individuals who have gained permanent superiority with the gains provided by qualified education and research, who are focused on science and technology production, who can respond to the changing needs of society, to maintain stable cooperation

with stakeholders, to ensure continuous development, to contribute to society and universal science.”²

Further development of the programmes, implementation of recommendations from previous accreditation, and statistical data

The panel members of the previous accreditations of all programmes at hand (Banking and Insurance (Turkish language), Economics and Finance (English language), International Trade and Finance (Turkish language), International Trade and Finance (English language), International Logistics Management (Turkish language), and International Logistics Management (English language) identified several areas where these programmes could be further developed:

1. Regarding compulsory and elective contents in the programme **Banking and Insurance**, the panel recommended to change “Business Ethics” and “International Finance” into elective courses whereas “Corporate Finance” and “Block chain and Business Strategy” could be even better compulsory (chapter 3.1).
2. For all programmes, the panel recommended:
 - a. With respect to organisational issues, the panel only recommended designing a kind of “fall-back regulation” in case a student is not able to find an internship place (chapter 3.1).
 - b. Regarding the examinations, the panel recommended reducing multiple choice exams in favour of other more divers exam formats like reports, essays, or presentations in even more courses (chapter 3.1).
 - c. Although, in the eyes of the panel the graduation project paper was a suitable way to train the scientific skills of the students, it recommended asking the students to write more papers to train the scientific skills of the students earlier during their studies (chapter 3.1).
 - d. Regarding the used literature for didactic purposes the panel recommended to have a stronger focus on keeping it in English language (chapter 3.3).
 - e. With IMU’s aims regarding internationalisation in mind the panel recommended providing all information for the English language programmes in English language (chapter 5.3).

These recommendations are considered in this report at the respective chapters.

Overall student numbers of MBS

		1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)
# Study Places offered by HEI		480	560	485	485	555	555
# Applicants	∑	404	349	425	485	406	500
	f	182	132	178	202	200	221
	m	222	217	247	293	206	279
Application rate		84.16%	62.32%	87.62%	100.00%	69.97%	95.23%

² See IMU’s Strategic Plan 2022 – 2026, p. 59.

# First-Year Students (accepted applicants)	Σ	486	502	455	701	730	1148
	f	243	233	176	283	331	529
	m	243	269	279	418	398	619
Rate of female students		50%	46,41%	38,68%	40,37%	45,34%	46,08%
# International Students	Σ	2	1	24	171	253	594
	f	1	0	7	43	101	280
	m	1	1	17	128	152	314
Rate of foreign students		0.40%	0.20%	5.20%	24.39%	34.65%	51.74%
Percentage of occupied study places		101.25%	89.64%	93.81%	144.00%	131.50%	206.00%
# Graduates	Σ	0	136	222	307	298	Data not available yet.
	f	0	85	166	247	218	Data not available yet.
	m	0	82	164	250	272	Data not available yet.
Success rate (students who finished their studies)		72.00%	90.33%	81.57%	80.01%	67.80%	Data not available yet.
Dropout rate (students who dropped their studies)		15.33%	14.49%	10.90%	11.27%	13.80%	
Dropout Numbers of Int. Students		0	0	4	27	94	125
Int. Students Dropout rate		0.00%	0.00%	16.67%	15.79%	37.15%	21.04%
Average duration of study		4 years	4 years	4 years	4 years	4 years	4 years
Average grade of final degree		-	2.95	2.88	2.91	2.95	Data not available yet.

Statistics about student development in the programmes

Study Programme: Banking and Insurance (Turkish)							
		1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)
# Study Places offered by HEI		60	40	40	40	40	30
# Applicants	Σ	38	15	35	40	15	30
	f	22	9	24	20	11	14
	m	16	6	11	30	4	16
Application rate		63.33%	37.50%	87.50%	100.00%	37.50%	100.00%
# First-Year Students (accepted applicants)	Σ	50	31	38	69	32	66
	f	31	18	23	30	22	40
	m	19	13	15	39	10	26
Rate of female students		62.00%	58.06%	60.53%	43.48%	68.75%	60.61%
# Foreign Students	Σ	0	0	1	27	34	87
	f	0	0	0	9	13	50
	m	0	0	1	18	21	37

Rate of foreign students		0.00%	0.00%	2.86%	67.50%	226.67%	290.00%
Percentage of occupied study places		83.33%	77.50%	95.00%	172.50%	80.00%	220.00%
# Graduates	∑	0	17	33	55	16	Data not available
	f	0	10	24	31	12	Data not available
	m	0	7	9	24	4	Data not available
Success rate (students who finished their studies)		0.00%	100.00%	62.26%	85.94%	50.00%	Data not available
Dropout rate (students who dropped their studies)		8.26%	3.47%	3.09%	7.88%	7.60%	Data not available
Average duration of study		4 years	4 years	4 years	4 years	4 years	Data not available
Average grade of final degree		-	3.02	3.03	2.96	3.03	Data not available

* Number of students who graduated without taking the resit exams.

Study Programme: Economics and Finance (English)

		1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)
# Study Places offered by HEI		60	40	40	40	40	45
# Applicants	∑	19	16	38	40	40	45
	f	10	7	17	18	20	22
	m	9	9	21	22	20	23
Application rate		31.66%	40.00%	95.00%	100.00%	100.00%	100.00%
# First-Year Students (accepted applicants)	∑	11	19	16	64	53	82
	f	8	14	7	27	25	32
	m	3	5	9	37	28	50
Rate of female students		72.7%	73.6%	43.75%	42.18%	47.16%	39.02%
# Foreign Students	∑	1	0	3	13	19	44
	f	0	0	1	2	8	16
	m	1	0	2	11	11	28
Rate of foreign students		9.09%	0.00%	18.75%	20.31%	35.84%	53.65%
Percentage of occupied study places		18.33%	47.5%	40.00%	140.00%	132.50%	182.22%
# Graduates	∑			72(103 Total)	117 (141Total)	173 (204 Total)	Data not available
	f	-	-	8	6	6	-
	m	-	-	2	2	4	-
Success rate (students who finished their studies)		-	-	69.91%	79.06%	94.4%	-

Dropout rate (students who dropped their studies)	-	-	30.09%	20.94%	15.6%	-
Average duration of study	4 years	4 years	4 years	4 years	4 years	4 years
Average grade of final degree	-	-	2,96	3,02	2,78	Data not available

* Number of students who graduated without taking the resit exams.

Study Programme: Logistics Management (Turkish)

		1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)
# Study Places offered by HEI		60	60	40	35	40	20
# Applicants	∑	57	13	18	35	8	20
	f	13	4	5	16	5	10
	m	44	9	13	19	3	10
Application rate in %		95.00	21.66	45.00	100.00	20.00	100.00
# First-Year Students (accepted applicants)	∑	78	50	35	59	34	64
	f	22	15	14	20	14	33
	m	56	35	21	39	20	31
Rate of female students in %		28.20	30.00	40.00	33.90	41.18	51.56
# Foreign Students	∑	0	0	0	17	6	22
	f	0	0	0	1	0	8
	m	0	0	0	16	6	14
Rate of foreign students		0.00	0.00	0.00	28.81	17.64	34.37
Percentage of occupied study places		130.00	83.33	87.50	168.57	85.00	320.00
# Graduates	∑	-	26	53	67	63	Data not available
	f	-	9	21	21	31	Data not available
	m	-	17	32	46	32	Data not available
Success rate (students who finished their studies) in %		-	81.25	74.64	74.44	91.30	Data not available
Dropout rate (students who dropped their studies) in %		4.73	6.01	3.55	6.77	5.66	1.08
Average duration of study		4 years	4 years	4 years	4 years	4 years	4 years
Average grade of final degree		-	2.93	2.94	2.95	2.96	Data not available

* Number of students who graduated without taking the resit exams.

Study Programme: Logistics Management (English)

		1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)
# Study Places offered by HEI		-	60	40	40	40	40
# Applicants	Σ	-	24	37	40	34	40
	f	-	8	15	19	16	18
	m	-	16	22	21	18	22
Application rate in %		-	40.00	92.50	100.00	85.00	100.00
# First-Year Students (accepted applicants)	Σ	-	39	20	40	39	51
	f	-	18	4	19	17	19
	m	-	21	16	21	22	32
Rate of female students in %		-	46.15	20.00	47.50	43.58	37.25
# Foreign Students	Σ	-	0	2	5	10	23
	f	-	0	0	3	10	6
	m	-	0	2	2	0	17
Rate of foreign students in %		-	0,00	10.00	12.50	25.64	45.09
Percentage of occupied study places		-	65.00	50.00	100.00	97.50	127.50
# Graduates	Σ	-	-	-	-	31	Data not available
	f	-	-	-	-	16	Data not available
	m	-	-	-	-	15	Data not available
Success rate (students who finished their studies)		-	-	-	-	81.47	Data not available
Dropout rate (students who dropped their studies)		-	24.65	20.20	13.18	3.70	4.08
Average duration of study		-	4 years	4 years	4 years	4 years	4 years
Average grade of final degree		-	-	-	-	-	Data not available

* Number of students who graduated without taking the resit exams.

Study Programme: International Trade and Finance (Turkish)							
		1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)
# Study Places offered by HEI		60	60	50	50	50	50
# Applicants	Σ	60	39	42	50	38	50
	f	23	15	12	19	13	22
	m	37	24	30	31	25	28
Application rate		100,00%	65,00%	85.71%	100,00%	76,00%	100,00%
	Σ	107	76	68	121	108	155
	f	51	29	21	41	36	72

# First-Year Students (accepted applicants)	m	56	47	47	80	72	83
Rate of female students		47.66	38.15	30.88	33.88	33.33	46.45
# Foreign Students	∑	1	0	2	48	28	72
	f	1	0	1	9	9	36
	m	0	0	1	39	19	36
Rate of foreign students in %		0.93	0	2.94	39.66	25.92	46.45
Percentage of occupied study places		178.33%	126.66%	136.00%	242.00%	216.00%	310.00%
# Graduates	∑	-	30 (31 Total)	63 (75 Total-9 Continue)	91 (124 Total - 24 Continue)	67 (113 Total - 35 Continue)	Data not available
	f	-	12	25	49	30	Data not available
	m	-	19	50	75	83	Data not available
Success rate (students who finished their studies) in %		-	96.77	84.00	73.38	59.29	Data not available
Dropout rate (students who dropped their studies)		-	%3.22	4.00%	%5.64	-	Data not available
Average duration of study		4 years	4 years	4 years	4 years	4 years	Data not available
Average grade of final degree		-	2.889	2.693	2.579	2.428	Data not available

* Number of students who graduated without taking the resit exams.

Study Programme: International Trade and Finance (English)							
		1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)
# Study Places offered by HEI		60	60	60	60	60	50
# Applicants	∑	60	59	60	60	60	50
	f	31	23	22	20	27	25
	m	29	36	38	40	33	25
Application rate		100.00%	98.33%	100.00%	100.00%	100.00%	100.00%
# First-Year Students (accepted applicants)	∑	57	57	53	39	102	121
	f	26	30	20	17	43	48
	m	31	27	33	22	59	73
Rate of female students in %		45.61	52.63	37.73	43.58	42.15	39.66
# Foreign Students	∑	0	0	4	9	39	64
	f	0	0	1	4	15	21

	m	0	0	3	5	24	43
Rate of foreign students in %		0	0	7.54	23.07	38.23	52.89
Percentage of occupied study places		95.00	95.00	88.33	65.00	170.00	242.00
# Graduates	Σ	-	-	21 (23 Total - 2 Continue)	51 (58 Total - 6 Continue)	50 (69 Total - 18 Continue)	Data not available
	f	-	-	9	28	33	
	m	-	-	14	30	36	
Success rate (students who finished their studies)		-	-	91.30%	87.93%	72.46%	
Dropout rate (students who dropped their studies)		-	-	-	-	-	
Average duration of study		4 years	4 years	4 years	4 years	4 years	
Average grade of final degree		-	-	2.71		2.82	
* Number of students who graduated without taking the resit exams.							

The Higher Education Council determines the quotas of students to be enrolled in foundation and state universities. Moreover, the number of quotas varies annually according to the universities' occupancy rates in placement results and consultations with various sectors. Thus, the university administration does not have an independent authority to set quantitative targets. According to the information of the last two years, IMU has the highest number of students among the foundation universities in Turkey [38,894 in 2021 and 43,562 in 2022]. According to the fixed quotas, the occupancy rates for 2021, 2022 and 2023 are 90.6 %, 99.5 % and 99.7 % respectively.

Appraisal

The panel welcomes that IMU can fully use its study capacity in all programmes up to a high extent. Also, it considers it to be remarkable that the rate of foreign students has increased significantly during the last three years (see also chapter 3.4 below).

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programmes (Asterisk Criterion)

The main goal of the **MBS programmes** is to equip students with relevant theoretical knowledge and practical skills to utilise them in the business world. MBS expects the students to work in the future in the global business arena. The programme objectives are structured around major learning taxonomies, which are *Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation*. The objectives of all Bachelor programmes serve and recognise professional ethics and intellectual freedom. In this respect, the programme aims to produce graduates who:

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

The **Banking and Insurance Programme** aims to equip students with practical real-life applications through courses that are based on learning financial and econometrics software tools. Therefore, upon graduation, the students will evaluate the various factors affecting the acceptance and underwriting of any insurance risk, apply professional and ethical principles along with responsibility within an insurance organisation, employ knowledge of insurance principles and practices by adopting various technologies, systems, and computer applications. The department of Banking and Insurance aims to train expert and senior manager candidates needed in the finance sector. Graduates can work in public institutions, in the private sector in research institutes or universities.

The objective of the **Economics and Finance Programme**, which is taught in English language, is creating the foundations for competent economists and finance experts required in the field. In this respect, the programme was designed in a way that combines theory with analysis, evaluation, and policymaking, which will be of great use to students' work life and/or further academic career. The programme aims to have graduates who will be able

- to describe theoretical knowledge in economics and finance,
- to explain mathematical and statistical methods needed for economics and finance,
- to use organisational, corporate and social ethical values,
- to make policy suggestions.

Graduates can find employment in the banking and finance sector, but also in the real sector and service sector.

The **Logistics Management** programmes – one is taught in Turkish language, the other one in English language - will prepare students for a competitive and global business environment by providing them with necessary skills in logistics management. The programmes aim at training students to be able to produce optimal solutions for national and international

companies as well as to serve with a social responsibility and in line with the principles of professional ethics. The programmes have been designed to provide the students with operational, tactical, and strategic talents and skills necessary to operate either in a logistics company or a logistics department/operation.

In addition, the Department of Logistics Management, trains students to manage the product and service flow in the most efficient and planned way in the logistics sector. One of the most important tools to achieve this is to use computer technologies. One of the most important goals of the department is to advance the industry and academia in parallel.

The main objective of the International **Trade and Finance** programmes – one is taught in Turkish and the other one in English language - is to train prospective business leaders. The programmes aim to provide students and the community with high values through distinguishing teaching and learning methodologies. Another primary aim of the programmes is to prepare students for international experiences with a global perspective and competence in foreign languages, ready for business life. The programmes offer students to specialise in finance techniques specifically for international trade finance like letter of credits, letter of guarantees and other payment terms.

All universities in Turkey have adjusted their credit and teaching systems with the Bologna Process. The structure of the National Qualifications Framework for Higher Education of Turkey (CoHE)³ corresponds to the European Qualifications Framework of Higher Education (EQF) and links the national educational system to its outputs as qualifications, the national economic structure, and employment. Accordingly, each programme at hand and the courses are designed in line the National Qualifications Framework for Higher Education.

Appraisal:

The qualification objectives of all six programmes at hand are explained and convincingly presented in relation to the target group, targeted professional field, and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. They consider the requirements of the national qualification framework.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation.

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

³ CoHE stands for Turkey's Council of Higher Education. The Turkish acronym is YOK.

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

All courses of three out of the six Bachelor programmes at hand are offered in English language. These are the programmes Banking and Insurance, Economics and Finance, Logistics Management and International Trade and Finance. Students enrolled in one of these programmes also can take elective courses offered in English from other programmes. Moreover, the CoHE requires Turkish programmes to offer obligatory English courses (8 ECTS credits) in the first year of education. To ensure that students have adequate foreign language skills to compete in international markets, the Bachelor programmes of Banking and Insurance, Logistics Management and International Trade and Finance taught in Turkish language offer compulsory English courses in the first two semesters. In addition to this the Turkish programmes include two courses on Professional English I and II in the second year.

Furthermore, the curricula of the study programmes at hand include both required and elective courses with an international focus⁴ such as:

Banking and Insurance (Turkish):

International Finance, Multinational Corporation and Foreign Investment, International Banking, International Trade Finance.

Economics and Finance (English):

International Economics, Global Business, International Economic Organisations, Money, Banking and Finance.

Logistics Management (Turkish):

International Economics, Foreign Trade, Global Logistics, Global Logistics Geography, Airline Management, International Marketing, International Trade Rules and Politics, International Trade and Finance, Maritime Transportation.

Logistics Management (English):

Foreign Trade, International Economics, Global Logistics, Foreign Trade and Investment Policies in Turkey, Global Logistics Geography, Airline Management, International Marketing, International Trade Theory and Politics, International Trade and Finance, Maritime Transportation.

International Trade and Finance (Turkish):

Introduction to Foreign Trade and Finance, Foreign Trade Management, International Economics, International Marketing, International Trade Theory and Policy, International Economic Institutions, International Finance, Multinational Corporation and Foreign Investment, International Trade and Emerging Markets, International Commercial Law, International Retail Management.

International Trade and Finance (English):

International Trade Practice, International Trade Management, International Competition Policy, International Trade Finance, International Marketing, International Theory and Policy,

⁴ See also below chapter 3.1.

International Economic Organisations, International Finance, International Economic Analysis, International Trade Regulations and Applications.

To provide international experience for students, the Erasmus programme of the EU is adopted and agreements with universities in Spain, Poland, Germany, and other countries were signed. In the past years, several faculty members and students have participated in the ERASMUS programme. Also, vocational practice opportunities are provided for the students. The universities that IMU has relevant Erasmus agreements with are as follows:

ERASMUS Cooperation Agreements

HEI	COUNTRY
Hochschule Fulda	Fulda / GERMANY
Warsaw University of Technology	Warszawa / POLAND
Medical University of Sofia	Sofia / BULGARIA
Hochschule Lübeck	GERMANY
GEA College-Faculty of Entrepreneurship	SLOVENIA
Hochschule Schmalkalden	GERMANY

IMU's international orientation also finds expression in the educational material, the mobility programmes and through its faculty members⁵.

Appraisal:

The panel members note that all study programmes at hand have a design that appropriately considers the required international aspects, with respect, too, to its graduates' employability.

		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

At present, there are 14 state universities and 44 (private) foundation universities in Istanbul. In terms of student enrolment, among foundation universities in Turkey IMU ranks first not only in Istanbul but also in Turkey. In this context, IMU management seeks to differentiate itself from other universities through its policies on tuition fees and scholarships. Medipol as a healthcare group, offers IMU students and graduates work and practice opportunities in different disciplines.

With regards to IMU's positioning in the education market in Turkey, there are some features that provide a comparative advantage over other universities and national programmes. IMU's location in Istanbul, which is in the meeting corner of Asian and European continents across

⁵ See more in chapters 3.3 and 3.4 below.

the Bosphorus, creates a favourable situation both for students and faculty members since it is easy to reach the campus from both continents.

Since there exist many business schools in Turkey, it is strong competition among universities to provide quality education and to attract good students. Nevertheless, in the second year of studies MBS reached a 100 % occupancy rate in all Bachelor programmes. And the total occupancy rate was above 85 %. By 2022 MBS's total occupancy rate is 100 %.

Due to a substantial increase in Turkey's foreign trade volume, **International Trade & Finance** and **International Logistic Management** programmes have become popular among students in recent years⁶. The Department of **Logistic Management** offers two Bachelor programmes (English and Turkish). The situation is the same for the Department of **International Trade and Finance**. Compared with other foundation universities in Turkey, their occupancy rates are high both in the International Trade & Finance and Logistic Management Bachelor programmes. The occupancy rate is 100 % in the Department of International Trade and Finance while it is 95 % in the English International Logistic Management programme and 100 % in the Turkish programme.

As far as the **employability** is concerned, the study programmes at hand are designed to support graduates in the market, both in public and private sectors. Graduates of the MBS can work in either service sector, industrial enterprises, in the public sector or in non-governmental institutions. Relating to the individual programmes at hand, employment opportunities for graduates are manifold for the different subjects:

Banking and Insurance in:

- Account management,
- Financial management,
- Cash Management,
- Turkish organisations /institutions such as Banking Regulation and Supervision Agency (BRSA), Capital Market Board (CMB), Competition Authority, Central Bank of the Republic of Turkey.

Graduates in **Economics and Finance** can work in public and private sector companies, such as PwC, Bosch, Albaraka Turk, Yildiz Holding, Is Investment, DEIK, TIM, and Istanbul Chamber of Commerce, Borsa Istanbul.

Graduates in **Logistics Management** find occupations in:

- Logistics Companies, International Logistics Companies,
- Supply Chain Management,
- Warehouse and Inventory Management,
- Retail and E-commerce Companies,
- Manufacturing and Industrial Companies,
- Healthcare Sector,
- Airports and Ports,
- Consulting Firms.

Graduates in **International Trade and Finance** can work as experts and managers in foreign trade units of companies, foreign trade specialised companies in the private sector, as experts

⁶ See MBS Self-evaluation report (in the following: SER), p. 16.

and managers in exporters' associations, in relevant public institutions and ministries, in non-governmental organisations or in research institutes and universities, also in or as:

- Export, import, and finance departments of international companies,
- Banks as specialists in the foreign transactions and fund management units,
- Fund and portfolio managers in international money and capital markets,
- Assistant experts, experts, and senior bureaucrats in relevant government ministries and agencies,
- Potential roles in research institutes or universities.

MBS has close ties with corporations and organisations. It has signed protocols with companies for accepting trainees from its study programmes. In order to better compete in the job market, in some programmes students are required to take an obligatory 14-week internship programme in the eighth semester, after completing the necessary ECTS credits to graduate. In other programmes (Banking and Insurance, Economics and Finance, International Trade and Finance (English)), the internship is an elective course, also in the eighth semester. Working on a real-life problem or situation helps the student to also assess their own depth of knowledge and learning style in addition to the compatibility with the specific sector. The existence of professionals as lecturers in the programme empowers the relations with these sectors and allows students to learn from real experiences.

According to IMU's five-year Strategic Plan 2022-2026, the University aims to follow a balanced approach in research and teaching missions. MBS programmes strive to create innovative ideas for the students and to enable them to adapt to the challenging business environment based on competitively managerial and operational skills. MBS also expects its students to be the actors of the global business environment in the future and follows the IMU strategic objectives, among them:

- Strategic objective 2.2⁷ of IMU is 'to increase students' centeredness, quality and efficiency in education'. By revising the curricula based on the advice from the experts in the industry and emphasising case studies in all relevant courses, MBS tries to contribute to the ultimate objective of the University.
- Strategic objective 2.3 of IMU is 'to increase the common research capacity of instructors and students. During the courses, students are motivated to conduct 'publishable grade' research, so that they can sharpen their research skills. An internship is a final research ground where there is a common cooperation between instructors and students.
- Strategic objective 2.6 of IMU is 'to increase the area and functionality of education.' The focus of MBS is not only the business world but also NGOs and government agencies. Courses are designed to benefit students aiming to work at such places. Certificate programmes and projects in such fields enhance the area and functionality of the education.

Appraisal:

The panel is convinced that all study programmes at hand are well positioned in the educational market. IMU's reasons given for the positioning are plausible. The attractiveness

⁷ See Strategic Plan chapter 5.2, Strategic Objective 2

of the IMU programmes is proved by the enormously increased numbers of students during the last years.

During the on-site visit, the panel learned from University staff as well as from students that the attractiveness also has to do with the employment opportunities of graduates. The arguments in support of employability based on the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

The study programmes are convincingly integrated into the IMU's overall strategic concept. The study programme's qualification goals are in line with the University'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			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

2. Admission

The admission to Bachelor 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 November 4, 1981, and on the regulations and decisions of the Council of Higher Education (CoHE). The procedure consists of nationwide university entrance examinations (YKS), held once a year and administered by the Students Selection and Placement Center (SSPC). YKS consists of three different sessions: Basic Proficiency Test (TYT), Area Proficiency Test (AYT), and Foreign Language Test (YDT). All candidates willing to start a degree programme must take a TYT. The result leads to a placement score that is calculated by adding the secondary education success score and the test results. 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 (if any),
- The passport including the applicant's photo,
- A passport photo.

International students can apply to Turkish universities based on specific conditions. Eligibility criteria also include scoring at least 60 in the University Entrance Examination for Foreign Students (YÖS), achieving a high school GPA of 60 out of 100, specific scores on exams like

ABITUR and SAT⁸, or meeting grade requirements for certain international diplomas. Candidates from certain countries require minimum Baccalaureate exam scores, while those with three A levels on GCE⁹ exams can apply. ACT¹⁰ scores of at least 22 or 20 are accepted, and International Baccalaureate diploma holders need a minimum grade of 30.

Students who fulfil the criteria can make online applications through Medipol's University's webpage. Applications are evaluated and final decisions are made by the International Office of IMU. Decisions are made based on the fulfilment of two sets of criteria: the criteria set by the Higher Education Council in Turkey and the academic score criteria set by IMU.¹¹

The evaluation of applications and the ranking of the candidates for admission is at the discretion of IMU. The University is free to decide whether or not to fill its vacancies. Pre-review and evaluation of international candidates and placement into programmes are carried out by a commission authorised by the Rector.

As to counselling for prospective students, every summer IMU organises campus days for two weeks. During this time, prospective students have a chance to get information about departments, to talk to faculty members, to chat with current students and to wander around the campus. Moreover, prospective students have chance to visit the IMU affiliated Mega Hospital Complex with free shuttle services.

This is an opportunity to discover more about studying at IMU. All of the regulations and policies regarding the admission are published in promotion brochures. In addition, on the institution's website, prospective students are provided with all necessary information, including university, programmes/departments, scores and quota information.

During campus days, a dedicated call-center (toll-free line: 444 85 44) which employs around one hundred people serves as a contact point for prospective students and their families who cannot physically visit the premises. Moreover, IMU participates in nation-wide higher education fairs (in Istanbul, Izmir, Ankara, and several other major cities of Turkey) to offer maximum face-to-face contact with prospective students.

The following table summarises the number of contacts with prospective students of the last seven years.

	# of documented Face-to-face meetings at IMU Campus-Days							# of calls on Call-centre						
	2016 July	2017 July	2018 July	2019 July	2020 July	2021 July	2022 July	2016 July	2017 July	2018 July	2019 July	2020 July	2021 July	2022 July
University-wide Total	10043	74607	12073	11234	11597	9186	17234	15711	66160	66160	79982	63055	83245	86690

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 must pass a Turkish proficiency test at IMU prior to or at the time of registration. Applicants whose

⁸ Scholastic Assessment Test is a test for applicants at US American universities.

⁹ General Certificate of Education is the English final school exam.

¹⁰ US University Admission Test.

¹¹ IMU gives further information on its website: <https://mio.medipol.edu.tr/how-to-apply/#1614753027752-bc8907e3-43e1> (last seen on November 20, 2023).

test scores do not meet the requirements may be admitted to an Intensive Turkish Programme (ITP) for at least two semesters.

For the programmes taught in English (Economics and Finance, Logistics Management, International Trade and Finance) students need to reach a B2 level in English to start the first year of studies. Students who prove their level of English with a national or international proficiency test of English such as CAE, CPE, TOEFL IBT, PTE, start taking 1st grade courses. Students who are unable to provide the University with a proficiency score are obligated to attend IMU's English Preparatory Programme for one year. The course programme comprises 35 weeks, with an optional summer programme of six weeks for those students requiring further instruction. They start taking departmental courses once they successfully complete the English programme.

The students enrolled in Turkish programmes (Banking and Insurance, Logistics Management, International Trade and Finance) have the option to voluntarily attend the IMU English Preparatory Programme for two semesters. Alternatively, students are supported by six mandatory English courses. In accordance with the programme outcomes, these courses enable the students to obtain a minimum of European Language Portfolio B1 General English Level. Accordingly, they will be able to communicate fluently with each other, their colleagues and healthcare professionals.

During their study, students are encouraged to learn another foreign language other than English. Optional elective courses are provided by IMU. They allow to get basic knowledge of several foreign languages that students can later develop upon.

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 stipulated 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.

The admission requirements are defined and comprehensible. The national requirements are presented and considered. The admission decision is based on transparent criteria and is communicated in writing. As far as the access to Bachelor programmes are concerned, a specialised selection procedure for international students beside the evaluation of their grade and their personal interest in studying abroad is not required.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the HEI, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to

successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

On its website, IMU provides all necessary information for prospective students about the admission procedure, which is described, documented. Events like campus days and school meetings ensure the personal contact to prospective students besides the usual contact possibilities (e-mails, telephone).

		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		

3. Contents, structure, and didactical concept of the programme

3.1 Contents

The Bachelor programmes at hand have a regular duration of four years (eight semesters) requiring a minimum workload of 240 ECTS credits to be completed for graduation. Graduates are awarded a Bachelor of Arts (BA) degree.

Course contents are based on generic and subject-specific learning outcomes, in line with the level of the degree to be awarded on completion. The programme competencies summarise knowledge, skills, and behaviours that are required to graduate from the programme. These competencies outline the business and management skills along with technical knowledge, which can enable the students to succeed in their professional, educational, and other life contexts.

MBS aims to provide the students with the fundamental abilities and conceptual skills coupled with the technology required by the industry for management purposes. The curriculum of each programme is designed accordingly to provide the students with operational, tactical, and strategic skills required for the sustainable achievement of a corporation in today's competitive business environment. Therefore, the learning outcomes of the programmes are designed in this regard.

The programmes, except Trade and Finance, include informal tracks of specialisations with compulsory and elective courses. Thus, students have the possibility to develop themselves

and their professional skills in line with their interests. They are not limited or restricted in selecting elective courses, also from other departments within or outside their School, unless there is a prerequisite declared by the instructor of the course. During the course selection academic supervisors support students to make the most appropriate course selections in line with their interests and professional career plans.

The programmes contain different categories of courses as follows:

1. **Mandatory Courses:** Students must take these courses to be able to finish their degree. In some programmes (International Trade and Finance (Turkish), Logistics Management (Turkish and English)), internships and projects in the last semester are also regarded as mandatory. These courses mainly represent an interdisciplinary nature that aims to introduce basic knowledge relevant to the business world in the first year of the study and increasingly concentrate on the major field in the following years.
2. **Elective Courses** are divided into two categories:
 - a. Programme specific elective courses: These courses are listed in the major programme of the students and must be selected from a specified list to graduate. These courses aim to keep the students specialised in different sub-branches of their specific study programme. Internship courses are electives in International Trade and Finance (English), Economics and Finance as well as Banking and Insurance.
 - b. Optional elective courses: These courses are not presented in the programme of the student and are selected by the student with the approval of the student's advisor to complete the required credit load for graduation or with the purpose of personal development. Optional elective courses cannot replace programme specific elective courses.
3. **Courses with prerequisite:** The internship requires successful completion of some or all courses in a previous semester(s) and/or the fulfilment of attendance condition.
4. **Common mandatory courses:** These are Atatürk's Principles and the History of the Turkish Revolution, Turkish Language, and English Language courses in programmes without the requisite English preparatory school.

The students are expected to have a fundamental knowledge of the business environment including macro and micro levels, global economy, international trade, and strategic technology integration. Notably, students are supposed to have the skills required to plan, implement, and control the business operations in the short and long term. Assessment of critical data in its market is also important. This requires accessing data. Analysis of the data is necessary to yield a sufficient return on the market. Therefore, the students can have access to the data, transform it into meaningful information and interpret the scores in their related research that might be on a variety of market specific or business specific tasks.

MBS students are expected to have skills to lead strategic business units and teams, to have fundamental knowledge on economics and finance, to be able to interpret data or developments and to make policy suggestions. Graduates of the programme also need to have the skills to work in a collaborative and efficient manner. Therefore, the students are trained in a way that enables them to conduct their work with the support of data analyses on a variety of business task. Analysis is a significant part of the Bachelor programmes at hand. Hence,

the students have a chance for more practice by using statistics and econometrics software in the MBS laboratories.

Managerial and functional courses are fundamental elements of the programmes. Departmental elective courses are aimed to offer students specialisations in corresponding business areas.

Programmes that are taught in Turkish language (Banking and Insurance, Logistics Management, International Trade and Finance), offer a 'Community Service Involvement' course that aims to increase awareness of current social problems and to increase effective communication and self-confidence through students' active involvement in social projects.

The programme contents are based on subject-specific and generic learning outcomes. Students can apply for minor or double major degrees. Elective courses and minor and double major degrees enhance graduates' employability. The curricula consider the qualification frameworks.

Banking and Insurance programme

This programme is taught in Turkish language. It offers two informal specialisation areas to students: 1. Insurance and 2. Finance and Banking. Students have the opportunity to specialise in choosing one of these two tracks by selecting adequate courses. The elective courses start in the fifth semester. Three out of the seven courses in the fifth and four out of seven courses in the sixth semester are elective courses. In the seventh semester five out of six courses whereas in the eighth semester two out of three courses are electives.

Tracks 1: Insurance

TRACK	ELECTIVE COURSE	SEMESTER
INSURANCE	Commodity Insurance	7
	Insurance Law	7

Track 2: Finance and Banking

TRACK	ELECTIVE COURSE	SEMESTER
FINANCE AND BANKING	Banking Law	5
	Islamic Economics and Finance	5
	International Banking	5
	Capital Markets Transactions	5
	CRM in Banking and Assurance	6
	Selected Topics in Banking	6
	Central Banking and Financial Stability	6
	Technical Analysis	7
	Fund Management in Banking	7
	Capital Market Instruments	7
	Behavioral Economics & Finance	7
	Current Issues in Finance	7
	International Trade Finance	8

Banking and Insurance (TURKISH)**1. Semester****Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	Microeconomics	3	0	3	5	C
2	Introduction to Business	3	0	3	5	C
3	Basic Principles of Accounting	3	0	3	5	C
4	Introduction to Law	3	0	3	4	C
5	Mathematics I	3	0	3	5	C
6	Turkish Language I	2	0	2	2	C
7	English I	4	0	4	4	C
	TOTAL	21	0	21	30	

2. Semester**Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	Macroeconomics	3	0	3	5	C
2	Introduction to Banking and Finance	3	0	3	5	C
3	Information Technologies	2	0	2	5	C
4	Commercial Law	3	0	3	4	C
5	Mathematics II	3	0	3	5	C
6	Turkish Language II	2	0	2	2	C
7	English II	4	0	4	4	C
	TOTAL	20	0	20	30	

3. Semester**Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	Statistics I	3	0	3	5	C
2	Financial Mathematics	3	0	3	4	C
3	Financial Management	3	0	3	5	C
4	Banking Transactions	3	0	3	5	C
5	Principles of Insurance	3	0	3	5	C
6	Professional English I	4	0	4	4	C
7	Atatürk Principles and History of The Turkish Republic I	2	0	2	2	C
	TOTAL	21	0	21	30	

4. Semester**Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	Statistics II	3	0	3	5	C
2	Insurance Mathematics	3	0	3	4	C
3	Life and Non-Life Insurance	3	0	3	4	C
4	Credit and Risk Management in Banks	3	0	3	4	C
5	Corporate Finance	3	0	3	5	C
6	Professional English II	4	0	4	4	C
7	Atatürk Principles and History of The Turkish Republic II	2	0	2	2	C
8	Community Service Involvement	0		2	2	C
	TOTAL	21	0	23	30	

5. Semester**Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	Social Security Systems	3	0	3	4	C
2	Monetary Theory and Policy	3	0	3	4	C
3	Financial Risk and Derivative Markets	3	0	3	5	C
4	Optional Elective	2	0	2	2	C
5	Elective	3	0	3	5	E
6	Elective	3	0	3	5	E
7	Elective	3	0	3	5	E

6. Semester**Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	Reassurance Techniques and Management	3	0	3	4	C
2	International Finance	3	0	3	4	C
3	Business Ethics	2	0	2	2	C
4	Elective	3	0	3	5	E
5	Elective	3	0	3	5	E
6	Elective	3	0	3	5	E
7	Elective	3	0	3	5	E

TOTAL	20	0	20	30	
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TOTAL	20	0	20	30	
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Electives

	Course Name	T	A	Cr	ECTS	Type
1	Total Quality Management	3	0	3	5	E
2	Economy of Innovation	3	0	3	5	E
3	Banking Law	3	0	3	5	E
4	Islamic Economics and Finance	3	0	3	5	E
5	Capital Markets Transactions	3	0	3	5	E
6	International Banking	3	0	3	5	E
*: Number of elective courses that must be selected in this semestre:		3			15	

Electives

	Course Name	T	A	Cr	ECTS	Type
1	Central Banking and Financial Stability	3	0	3	5	E
2	CRM in Banking and Assurance	3	0	3	5	E
3	Entrepreneurship	3	0	3	5	E
4	Organisational Behavior	3	0	3	5	E
5	Turkish Economy from Ottomans to the Present	3	0	3	5	E
6	Green Deal, Sustainable Trade and Turkey's Integration	3	0	3	5	E
7	Elective Topics in Banking	3	0	3	5	E
*: Number of elective courses that must be selected in this semestre:		4			20	

7. Semester

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Investment Analysis and Portfolio Management	3	0	3	5	C
2	Elective	3	0	3	5	E
3	Elective	3	0	3	5	E
4	Elective	3	0	3	5	E
5	Elective	3	0	3	5	E
6	Elective	3	0	3	5	E
TOTAL		18	0	18	30	

8. Semester

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Bachelor Dissertation	3	0	3	20	C
2	Elective	3	0	3	5	E
3	Elective	3	0	3	5	E
TOTAL		3	0	9	30	

Electives

	Course Name	T	A	Cr	ECTS	Type
1	Technical Analysis	3	0	3	5	E
2	Commodity Insurance	3	0	3	5	E
3	Fund Management in Banking	3	0	3	5	E
4	Insurance Law	3	0	3	5	E
5	Capital Market Instruments	3	0	3	5	E

Electives

	Course Name	T	A	Cr	ECTS	Type
1	Strategic Management	3	0	3	5	E
2	Multinational Corporation and Foreign Investment	3	0	3	5	E
3	Global Economy	3	0	3	5	E
4	International Trade and Emerging Markets	3	0	3	5	E
5	Internship	0	4	2	10	E

6	Behavioral Economics & Finance	3	0	3	5	E						
7	Current Issues in Finance	3	0	3	5	E						
8	Research Methods in Social Sciences	3	0	3	5	E						
9	Management and Organisation	3	0	3	5	E						
*: Number of elective courses that must be selected in this semestre:		5			25		*: Number of elective courses that must be selected in this semestre:		2		10	

T: Theory, A: Application, Cr: Turkish Credits, C: Compulsory, E: Electives.

Total Turkish Credits	152
Total ECTS credits	240

70 ECTS credits are consisting of elective, 170 ECTS credits are the workload for compulsory courses.

The initial accreditation suggested rearranging some obligatory courses (Business Ethics, International Finance) into electives and some elective courses Corporate Finance, Block chain Business Strategy into compulsory ones. MBS partly followed this proposal.

Economics and Finance programme

This programme is taught in English and offers two informal tracks to students: 1. to become an Economist or 2. to become an Analyst. Students have the opportunity to specialise in choosing one of these two tracks by selecting adequate courses. The elective courses start in the fifth semester. Two out of the six courses in the fifth and four out of seven courses in the sixth semester are elective courses. In the seventh semester all six courses are electives whereas in the eighth semester two out of three courses are electives.

Tracks 1: Economist

Track	Elective Course	Semester
Economist	Economic Policy	5
	Labor Economics	6
	Economic Growth and Development	6
	Emerging Markets	6
	Institutional Economics	7

Track 2: Treasury Analyst

Track	Elective Course	Semester
Treasury Analyst	Applied Data Analysis	5
	Capital Markets	5
	Special Topics in Banking and Finance	5
	Investment Analysis and Portfolio Management	5
	Financial Risk and Derivative Market	7

The programme content is designed with the following courses:

Economics and Finance

1. Semester

2. Semester

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Microeconomics	3	0	3	6	C
2	Fundamentals of Law	3	0	3	4	C
3	Information Technology	2	0	2	5	C
4	Introduction to Business	3	0	3	5	C
5	Mathematics I	3	0	3	4	C
6	Business Communication I	4	0	4	4	C
7	Turkish Language I	2	0	2	2	C
TOTAL		19	0	19	30	

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Macroeconomics	3	0	3	6	C
2	Principles of Accounting	3	0	3	5	C
3	Mathematics II	3	0	3	4	C
4	Turkish Language II	2	0	2	2	C
5	Business Communication II	4	0	4	4	C
6	Psychology	3	0	3	4	C
7	Introduction to Finance	3	0	3	5	C
TOTAL		20	0	20	30	

3. Semester**Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	Statistics I	3	0	3	5	C
2	History of the Turkish Republic I	2	0	2	2	C
3	Financial Accounting	3	0	3	5	C
4	Intermediate Microeconomics	3	0	3	6	C
5	Political Science	3	0	3	4	C
6	Economic and Financial History	3	0	3	3	C
7	Financial Management	3	0	3	5	C
TOTAL		20	0	20	30	

4. Semester**Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	Statistics II	3	0	3	5	C
2	Intermediate Macroeconomics	3	0	3	6	C
3	History of the Turkish Republic II	2	0	2	2	C
4	Money, Banking and Finance	3	0	3	5	C
5	Mathematical Methods for Economics and Finance	3	0	3	5	C
6	Reading & Writing in Economics & Finance	2	0	2	2	C
7	Behavioral Economics & Finance	3	0	3	5	C
TOTAL		19	0	19	30	

5. Semester**Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	Econometrics	3	0	3	5	C
2	International Economics	3	0	3	5	C
3	Turkish Economy	3	0	3	6	C
4	Current Issues In Economics And Finance	2	0	2	2	C
5	Elective	3	0	3	5	E

6. Semester**Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	Managerial Economics	3	0	3	5	C
2	International Finance	3	0	3	5	C
3	Business Ethics	2	0	2	2	C
4	Elective	3	0	3	5	E
5	Elective	3	0	3	5	E

6	Elective	3	0	3	5	E
TOTAL		17	0	17	28	

6	Elective	3	0	3	5	E
7	Elective	3	0	3	5	E
TOTAL		20	0	20	32	

Electives

	Course Name	T	A	Cr	ECTS	Type
1	Banking And Regulation	3	0	3	5	E
2	Capital Markets	3	0	3	5	E
3	Economic Policy	3	0	3	5	E
4	Investment Analysis and Portfolio Management	3	0	3	5	E
5	Applied Data Analysis	3	0	3	5	E
*: Number of elective courses that must be selected in this semestre:		2			10	

Electives

	Course Name	T	A	Cr	ECTS	Type
1	Labor Economics	3	0	3	5	E
2	Economic Growth and Development	3	0	3	5	E
3	Emerging Markets	3	0	3	5	E
4	Entrepreneurship	3	0	3	5	E
5	Global Business	3	0	3	5	E
6	International Economic Organisations	3	0	3	5	E
*: Number of elective courses that must be selected in this semestre:		4			20	

7. Semester

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Elective	3	0	3	5	E
2	Elective	3	0	3	5	E
3	Elective	3	0	3	5	E
4	Elective	3	0	3	5	E
5	Elective	3	0	3	5	E
6	Elective	3	0	3	5	E
TOTAL		18	0	18	30	

8. Semester

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Bachelors Dissertation	3	0	3	20	C
2	Elective	3	0	3	5	E
3	Elective	3	0	3	5	E
TOTAL		3	0	5	30	

Electives

	Course Name	T	A	Cr	ECTS	Type
1	Financial Risk and Derivative Markets	3	0	3	5	E
2	Global Economy and Turkey	3	0	3	5	E
3	Game Theory	3	0	3	5	E
4	Research Methods in Social Sciences	2	0	2	5	E
5	Gender And Economics	3	0	3	5	E

Electives

	Course Name	T	A	Cr	ECTS	Type
1	Target Product and Target Country Analytics in Export	3	0	3	5	E
2	Corporate Governance & Social Responsibility	3	0	3	5	E
3	Supply Chain Management	3	0	3	5	E
4	Internship	0	4	2	10	E

6	Data Mining and Business Intelligence	3	0	3	5	E						
7	Innovation Economics	3	0	3	5	E						
8	Developing Managerial Skills	4	0	4	5	E						
9	Institutional Economics	3	0	3	5	E						
*: Number of elective courses that must be selected in this semestre:							6			30		
*: Number of elective courses that must be selected in this semestre:							2			10		

T: Theory, A: Application, Cr: Turkish Credits, C: Compulsory, E: Electives.

Total Credits	138
Total ECTS	240

The programme comprises 70 ECTS credits as elective courses and 170 ECTS credits as compulsory courses.

Logistics Management programmes (Turkish and English)

The two programmes of Logistics Management in Turkish and English are designed with one informal track on Logistics Management. In choosing this track students have the opportunity to intensify the programmes' main subject by selecting adequate courses.

The elective courses in both programmes are identical and start in the fifth semester. Four of the five courses in the fifth and sixth semester are elective courses. In the seventh semester five out of six courses are electives whereas in the eighth semester the programmes do not include any elective courses. As to the obligatory courses both programmes are different mainly referring to language courses.

Track: Logistics Management

TRACK	ELECTIVE COURSE	SEMESTER
	Procurement and supply planning	3
Logistics Management	Airline Management	5
	Logistics Information Systems	5
	CRM	5
	Brand Management	5
	International Trade Theory and Politics	5
	Global Logistics	5
	Physical Distribution channels and planning	6
	Enterprise resource Planning	6
	International Marketing	6
	International Trade and Finance	7
	Legislation	7
	Digital Marketing	7
	Transportation Economies and Policy	7
	Maritime Transportation	7
Digital Marketing	7	

	Research methods in social sciences	7
	International Trade rules and politics	7
	Sustainable Development Precises	7

Logistics Management (Turkish)

1. Semester							2. Semester						
Compulsory Courses							Compulsory Courses						
	Course Name	T	A	Cr	ECTS	Type		Course Name	T	A	Cr	ECTS	Type
1	Microeconomics	3	0	3	5	C	1	Macroeconomics	3	0	3	5	C
2	Introduction to Business Science	3	0	3	5	C	2	Introduction to Logistics	3	0	3	5	C
3	Principles of Accounting	3	0	3	5	C	3	Information Technology	2	0	2	5	C
4	Principles of Law	3	0	3	4	C	4	Commercial Law	3	0	3	4	C
5	Mathematics I	3	0	3	5	C	5	Mathematics II	3	0	3	5	C
6	Turkish Language I	2	0	2	2	C	6	Turkish Language II	2	0	2	2	C
7	English I	4	0	4	4	C	7	English II	4	0	4	4	C
	TOTAL	21	0	21	30			TOTAL	20	0	20	30	
3. Semester							4. Semester						
Compulsory Courses							Compulsory Courses						
	Course Name	T	A	Cr	ECTS	Type		Course Name	T	A	Cr	ECTS	Type
1	Statistics I	3	0	3	5	C	1	Statistics II	3	0	3	5	C
2	Principles of Marketing	3	0	3	5	C	2	International Economics	3	0	3	5	C
3	Management and Organization	3	0	3	5	C	3	Foreign Trade Management	3	0	3	5	C
4	Customs Legislation and Practices	3	0	3	4	C	4	Financial Management	3	0	3	5	C
5	Logistics Management	3	0	3	5	C	5	Purchasing and Supply Planning	3	0	3	3	C
6	Professional English I	4	0	4	4	C	6	Professional English II	4	0	4	4	C
7	Atatürk Principles and History of Turkish Republic I	2	0	2	2	C	7	Atatürk Principles and History of	2	0	2	2	C

7	Retailing Management	3	0	3	5	E
8	Risk Management	3	0	3	5	E
9	Global Logistics	3	0	3	5	E
10	Global Logistics Geography	3	0	3	5	E
11	Customer Relationship Management (CRM)	3	0	3	5	E
12	Globalization and Current Issues in International Trade	3	0	3	5	E
13	Managerial Skills in Logistics	3	0	3	5	E
*: Number of elective courses that must be selected in this semestre:		3		9	15	

7	Green and Reverse Logistics	3	0	3	5	E
8	Innovation and Product Development	3	0	3	5	E
9	Physical Delivery Channels and Planning	3	0	3	5	E
*: Number of elective courses that must be selected in this semestre:		4		12	20	

7. Semester

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Supply Chain Management	3	0	3	5	C
2	Elective	3	0	3	5	E
3	Elective	3	0	3	5	E
4	Elective	3	0	3	5	E
5	Elective	3	0	3	5	E
6	Elective	3	0	3	5	E
TOTAL		18	0	18	30	

8. Semester

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Graduation Project	3	0	3	15	C
2	Internship	0	4	2	15	C
TOTAL		3	0	5	30	

Electives

	Course Name	T	A	Cr	ECTS	Type
1	Port Management	3	0	3	5	E

Electives

	Course Name	T	A	Cr	ECTS	Type

2	Transport of Dangerous Goods	3	0	3	5	E						
3	Transportation Economics and Policy	3	0	3	5	E						
4	Rail Transportation	3	0	3	5	E						
5	Logistics Insurance	3	0	3	5	E						
6	Contract Management and Negotiation Techniques	3	0	3	5	E						
7	Research Methods in Social Sciences	3	0	3	5	E						
*: Number of elective courses that must be selected in this semestre:		5		15	25							
*: Number of elective courses that must be selected in this semestre:		0										

T: Theory, A: Application, Cr: Credit, C: Compulsory, E: Electives.

60 ECTS credits are elective, 181 ECTS compulsory courses.

Total Credits	148
Total ECTS	241

Logistics and Management (English)

1. Semester							2. Semester						
Compulsory Courses							Compulsory Courses						
	Course Name	T	A	Cr	ECTS	Type		Course Name	T	A	Cr	ECTS	Type
1	Turkish Language I	2	0	2	2	C	1	Turkish Language II	2	0	2	2	C
2	Business Communication I	4	0	4	4	C	2	Business Communication II	4	0	4	4	C
3	Introduction to Law	3	0	3	4	C	3	Introduction to Logistics	3	0	3	5	C
4	Introduction to Business Science	3	0	3	5	C	4	Information Technologies	2	0	2	5	C
5	Fundamental Principles of Accounting	3	0	3	5	C	5	Macroeconomics	3	0	3	6	C
6	Microeconomics	3	0	3	6	C	6	Mathematics II	3	0	3	4	C
7	Mathematics I	3	0	3	4	C	7	Commercial Law	3	0	3	4	C
TOTAL		21	0	21	30		TOTAL		20	0	20	30	

3. Semester**Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	Statistics I	3	0	3	5	C
2	Principles of Marketing	3	0	3	5	C
3	Management and Organization	3	0	3	5	C
4	Customs Legislation and Practices	3	0	3	4	C
5	Logistics Management	3	0	3	5	C
6	Professional English I	4	0	4	4	C
7	Atatürk Principles and History of Turkish Republic I	2	0	2	2	C
	TOTAL	21	0	21	30	

4. Semester**Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	Statistics II	3	0	3	5	C
2	International Economics	3	0	3	5	C
3	Foreign Trade Management	3	0	3	5	C
4	Financial Management	3	0	3	5	C
5	Purchasing and Supply Planning	3	0	3	3	C
6	Professional English II	4	0	4	4	C
7	Atatürk Principles and History of Turkish Republic II	2	0	2	2	C
8	Community Service Involvement	0	0	2	2	C
	TOTAL	21	0	23	31	

5. Semester**Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	Storage and Inventory Management	3	0	3	4	C
2	Transportation Management I	3	0	3	4	C
3	Human Resources Management	3	0	3	5	C
4	Critical Thinking	2	0	2	2	C
5	Elective	3	0	3	5	E
6	Elective	3	0	3	5	E
7	Elective	3	0	3	5	E
	TOTAL	20	0	20	30	

6. Semester**Compulsory Courses**

	Course Name	T	A	Cr	ECTS	Type
1	Production Management	3	0	3	4	C
2	Transportation Management II	3	0	3	4	C
3	Occupational and Professional Ethics	2	0	2	2	C
4	Elective	3	0	3	5	E
5	Elective	3	0	3	5	E
6	Elective	3	0	3	5	E
7	Elective	3	0	3	5	E
	TOTAL	20	0	20	30	

Electives**Electives**

	Course Name	T	A	Cr	ECTS	Type
1	Managerial Decision Making Methods	3	0	3	5	E
2	Cargo Transportation	3	0	3	5	E
3	Labour and Social Security Law	3	0	3	5	E
4	Cost Accounting	3	0	3	5	E
5	E-Commerce	3	0	3	5	E
6	Entrepreneurship	3	0	3	5	E
7	Retailing Management	3	0	3	5	E
8	Risk Management	3	0	3	5	E
9	Global Logistics	3	0	3	5	E
10	Global Logistics Geography	3	0	3	5	E
11	Customer Relationship Management	3	0	3	5	E
12	Globalization and Current Issues in International Trade	3	0	3	5	E
13	Managerial Skills in Logistics	3	0	3	5	E

***: Number of elective courses that must be selected in this semestre:**

3 9 15

	Course Name	T	A	Cr	ECTS	Type
1	Organizational Behaviour	3	0	3	5	E
2	Foreign Trade and Investment Policies in Turkey	3	0	3	5	E
3	Logistics Information Systems	3	0	3	5	E
4	Disaster Logistics	3	0	3	5	E
5	Combined Transport	3	0	3	5	E
6	Urban Logistics	3	0	3	5	E
7	Green and Reverse Logistics	3	0	3	5	E
8	Innovation and Product Development	3	0	3	5	E
9	Physical Delivery Channles and Planning	3	0	3	5	E

***: Number of elective courses that must be selected in this semestre:**

4 12 20

7. Semester

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
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8. Semester

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
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1	Supply Chain Management	3	0	3	5	C
2	Elective	3	0	3	5	E
3	Elective	3	0	3	5	E
4	Elective	3	0	3	5	E
5	Elective	3	0	3	5	E
6	Elective	3	0	3	5	E
TOTAL		18	0	18	30	

1	Graduation Project	3	0	3	15	C
2	Internship	0	4	2	15	C
TOTAL		3	0	5	30	

Electives						
	Course Name	T	A	Cr	ECTS	Type
1	Port Management	3	0	3	5	E
2	Transport of Dangerous Goods	3	0	3	5	E
3	Transportation Economics and Policy	3	0	3	5	E
4	Rail Transportation	3	0	3	5	E
5	Logistics Insurance	3	0	3	5	E
6	Contract Management and Negotiation Techniques	3	0	3	5	E
7	Research Methods in Social Sciences	3	0	3	5	E
*: Number of elective courses that must be selected in this semestre:		5		15	25	

Electives						
	Course Name	T	A	Cr	ECTS	Type
1						
2						
3						
4						
*: Number of elective courses that must be selected in this semestre:		0				

T: Theory, A: Application, Cr: Turkish Credit, C: Compulsory, E: Electives.

60 ECTS credits are for elective courses, 181 ECTS for compulsory courses.

Total Credits	148
Total ECTS	241

As the panel for the previous accreditation had suggested including more strategic than operational elements and subjects such as Urban Logistics or Sustainable Supply Chain Management, MBS has taken up these ideas as compulsory or elective courses.

International Trade and Finance programmes (Turkish and English)

One of these programmes is taught in Turkish language, the other one in English language. They do not include informal tracks. Students after completing the department's compulsory and elective courses can select any course of the MBS elective courses. The elective courses

in both programmes start in the fifth semester Three out of the seven courses in the fifth and four out of six courses in the sixth semester are elective courses. The seventh semester includes five out of six courses as electives whereas the eighth semester of the Turkish programme does not imply any electives in contrast to the English programme that requires to take two elective courses..

INTERNATIONAL TRADE AND FINANCE (TURKISH)						
1. Semester						
Compulsory Courses						
	Course Name	T	A	Cr	ECTS	Type
1	Turkish Language I	2	0	2	2	C
2	Microeconomics	3	0	3	5	C
3	Introduction to Business	3	0	3	5	C
4	Information Technology	2	0	2	5	C
5	Mathematics I	3	0	3	5	C
6	English I	4	0	4	4	C
7	Introduction to Law	3	0	3	4	C
	TOTAL	20	0	20	30	

2. Semester						
Compulsory Courses						
	Course Name	T	A	Cr	ECTS	Type
1	English II	4	0	4	4	C
2	Principles of Accounting	3	0	3	5	C
3	Introduction to Foreign Trade And Finance	2	2	2	4	C
4	Macroeconomics	3	0	3	5	C
5	Management and Organization	3	0	3	5	C
6	Mathematics II	3	0	3	5	C
7	Turkish Language II	2	0	2	2	C
	TOTAL	20	0	20	30	

3. Semester						
Compulsory Courses						
	Course Name	T	A	Cr	ECTS	Type
1	Foreign Trade Management	3	0	3	5	C
2	Principles of Marketing	3	0	3	5	C
3	Statistics I	3	0	3	5	C
4	Financial Management	3	0	3	5	C
5	Commercial Law	3	0	3	4	C
6	Professional English I	4	0	4	4	C

4. Semester						
Compulsory Courses						
	Course Name	T	A	Cr	ECTS	Type
1	International Economics	3	0	3	5	C
2	Corporate Finance	3	0	3	5	C
3	Statistics II	3	0	3	5	C
4	Professional English II	4	0	4	4	C
5	International Marketing	3	0	3	5	C
6	Community Service Involvement	0	4	2	2	C

7	Atatürk Principles and History of The Turkish Republic I	2	0	2	2	C
TOTAL		21	0	21	30	

7	Atatürk Principles and History of The Turkish Republic II	2	0	2	2	C
TOTAL		18	4	20	28	

5. Semester

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	International Trade Theory and Policy	3	0	3	5	C
2	Professional Ethics	2	0	2	2	C
3	International Finance	3	0	3	4	C
4	International Economic Institutions	3	0	3	5	C
5	Elective	3	0	3	5	E
6	Elective	2	0	2	5	E
7	Elective	3	0	3	5	E
TOTAL		19	0	19	31	

6. Semester

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	International Trade Finance	3	0	3	5	C
2	Money-Banking and Finance	3	0	3	5	C
3	Elective	3	0	3	5	E
4	Elective	3	0	3	5	E
5	Elective	3	0	3	5	E
6	Elective	3	0	3	5	E
TOTAL		18	0	18	30	

Electives

	Course Name	T	A	Cr	ECTS	Type
1	International Competition Policy	3	0	3	5	E
2	E-Commerce	2	0	2	5	E
3	Brand Mangement	3	0	3	5	E
4	Investment Analysis and Portfolio Management	3	0	3	5	E
5	Entrepreneurship	3	0	3	5	E

Electives

	Course Name	T	A	Cr	ECTS	Type
1	Organizational Behaviour	4	0	4	5	E
2	Multinational Corporation and Foreign Investment	3	0	3	5	E
3	Strategic Management	3	0	3	5	E
4	Sustainable Development Practices	3	0	3	5	E
5	International Trade and Emerging Markets	3	0	3	5	E

6	Islamic Economics and Finance	3	0	3	5	E	6	Target Product and Target Country Analysis in Export	3	0	3	5	E
7	Innovation Economics	3	0	3	5	E	7	World Economics	3	0	3	5	E
8	Green Deal Sustainable Trade and Turkey's Integration	3	0	3	5	E	8	Digitalization in Energy	3	0	3	5	E
9	Labor and Social Security Law	3	0	3	5	E	9	Central Banking and Financial Stability	3	0	3	5	E
10							10	Turkish Economics from Ottoman Empire to today	3	0	3	5	E
*: Number of elective courses that must be selected in this semestre:		3			15		*: Number of elective courses that must be selected in this semestre:		4			20	

7. Semester

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	International Commercial Law	3	0	3	5	C
2	Elective	3	0	3	5	E
3	Elective	3	0	3	5	E
4	Elective	3	0	3	5	E
5	Elective	3	0	3	5	E
6	Elective	3	0	3	5	E
	TOTAL	18	0	18	30	

8. Semester

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Graduation Project	3	0	3	20	C
2	Internship	0	4	2	10	C
	TOTAL	3	0	5	30	

Electives

	Course Name	T	A	Cr	ECTS	Type
1	Behavioural Economics and Finance	3	0	3	5	E
2	Financial Risk and Derivative Markets	3	0	3	5	E

Electives

	Course Name	T	A	Cr	ECTS	Type

3	Global Economy Politics and 21. century	3	0	3	5	E						
4	International Retail Management	3	0	3	5	E						
5	Supply Chain Management	3	0	3	5	E						
6	History of Capitalism	3	0	3	5	E						
7	Research Methods in Social Science	2	0	2	5	E						
8	Information Systems and e-Business	3	0	3	5	E						
9	Customer Relationships Management	3	0	3	5	E						
*: Number of elective courses that must be selected in this semestre:		5			25		*: Number of elective courses that must be selected in this semestre:		0			

T: Theory, A: Application, Cr: Credit, C: Compulsory, E: Electives.

60 ECTS elective, 181 ECTS compulsory

Total Credits	139
Total ECTS	240

International Trade and Finance (English)

INTERNATIONAL TRADE AND FINANCE (ENGLISH)						
1. Semester				2. Semester		
Compulsory Courses				Compulsory Courses		
	Course Name	T	A	Cr	ECTS	Type
1	Microeconomics	3	0	3	6	C
2	Introduction to Business	3	0	3	5	C
3	Introduction to Law	3	0	3	4	C
4	Mathematics I	3	0	3	4	C
5	Turkish Language I	2	0	2	2	C
1	Macroeconomics	3	0	3	6	C
2	Principles of Accounting	3	0	3	5	C
3	Mathematics II	3	0	3	4	C
4	Turkish Language II	2	0	2	2	C
5	Business Communication II	4	0	4	4	C

6	Business Communication I	4	0	4	4	C	6	Management and Organization	3	0	3	5	C
7	Information Technology	2	0	2	5	C	7	International Trade Practise	2	2	2	5	C
TOTAL		20	0	20	30		TOTAL		20	0	20	31	

3. Semester

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Statistics I	3	0	3	5	C
2	History of The Turkish Republic I	2	0	2	2	C
3	International Economics	3	0	3	5	C
4	Principles of Marketing	3	0	3	5	C
5	Financial Management	3	0	3	5	C
6	Commercial Law	3	0	3	4	C
7	International Trade Management	3	0	3	5	C
TOTAL		20	0	20	31	

4. Semester

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Statistics II	3	0	3	5	C
2	International Marketing	3	0	3	5	C
3	History of The Turkish Republic II	2	0	2	2	C
4	International Trade Policy	3	0	3	5	C
5	International Trade Finance	3	0	3	5	C
6	Corporate Finance	3	0	3	5	C
7	International Competition Policy	3	0	3	3	C
TOTAL		20	0	20	30	

5. Semester

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	Current Issues In International Trade	2	0	2	3	C
2	Community Service Involvement	0	4	2	2	C
3	E-Commerce	2	0	2	5	C
4	International Economic Organizations	3	0	3	5	C
5	Elective	3	0	3	5	E
6	Elective	3	0	3	5	E
7	Elective	3	0	3	5	E

6. Semester

Compulsory Courses

	Course Name	T	A	Cr	ECTS	Type
1	International Finance	3	0	3	5	C
2	Money, Banking and Finance	3	0	3	5	C
3	Elective	3	0	3	5	E
4	Elective	3	0	3	5	E
5	Elective	3	0	3	5	E
6	Elective	3	0	3	5	E

1	International Trade Regulations and Applications	3	0	3	5	C
2	Elective	3	0	3	5	E
3	Elective	3	0	3	5	E
4	Elective	3	0	3	5	E
5	Elective	3	0	3	5	E
6	Elective	3	0	3	5	E
TOTAL		18	0	18	30	

1	Bachelor Dissertation	3	0	3	20	C
2	Elective	3	0	3	5	E
3	Elective	3	0	3	5	E
TOTAL		9	0	9	30	

Electives						
	Course Name	T	A	Cr	ECTS	Type
1	Banking and Regulation	3	0	3	5	E
2	Foreign Trade and Selected Topics in Banking and Finance	3	0	3	5	E
3	Financial Risk and Derivative Markets	3	0	3	5	E
4	Corporate Sustainability Management	3	0	3	5	E
5	Research Methods in Social Sciences	3	0	3	5	E
6	Sustainable Development Practices	3	0	3	5	E
7	Investment Analysis and Portfolio Management	3	0	3	5	E
8	History of Capitalism	3	0	3	5	E
9	International Business Negotiations	3	0	3	5	E
*: Number of elective courses that must be selected in this semestre:		5	0	15	25	

Electives						
	Course Name	T	A	Cr	ECTS	Type
1	Internship	0	4	2	10	E
*: Number of elective courses that must be selected in this semestre:		0	4	2	10	

T: Theory, A: Application, Cr: Credit, C: Compulsory, E: Electives.

60 ECTS are the workload of elective, 181 ECTS the workload of compulsory courses.

Total Credits	140
Total ECTS	240

Rationale for degree and programme name

As to the programme names, they are regulated by the CoHE¹². When state or foundation universities decide to establish new programmes and respective departments, 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. In addition, for obligatory and elective courses, their contents and pedagogical methods are continuously updated when necessary. All MBS programmes at hand have been accepted by COHE including the respective degree title Bachelor of Arts.

Integration of theory and practice

For all programmes, employability and qualification objectives are the important goals that already have been considered during their design and implementation. In terms of integration of theory and practice at MBS, a general framework focusing on business and economic theories, and concepts accompanied by applications of theories and concepts are established at early stages. At the later stages, the integration of professional, methodological, personal, and social competencies is achieved through interdisciplinary case studies, a study structure that promotes teamwork as well as corporate strategic planning simulations. Besides the economical content, the curricula include other disciplines such as law, psychology, or sociology. In addition, University elective courses and area elective courses can be selected from each department, adding multi-disciplinary perspectives to the School students. Students must gather at least 25 % of their ECTS credits via elective courses. Acquired theoretical and practical knowledge is strengthened and deepened by practice and seminar classes. Students also develop research competencies by completing research assignments and individual/group projects in their courses. These research assignments also aim to enable them to apply theories and concepts. In group discussions, students' research societies, university and inter-university courses, and various methods such as active and interactive forms (interactive seminars, discussions, computer simulations, business and role plays, case studies, psychological and other training teleconferences) in combination with extracurricular activities are used to form and develop the professional skills of students.

An important element throughout the MBS is the application of analytical and conceptual skills. The courses attempt to enhance students' conceptual thinking skills. In addition to the traditional academic skills, students are encouraged to contribute to class discussion based on their own independent study. All disciplines start with the methodological section, which helps students to obtain organisational skills to perform academic work and learn to use specialised literature.

Similarly, in seminars, the way theories are empirically tested and practically applied are discussed. 3-hour courses are designed in such a way that each week, one hour is specifically dedicated to case analysis and problem-solving depending on the context. The theoretical knowledge recently acquired is blended with practical exercises, and the classroom material is better absorbed by the students.

¹² CoHE stands for Turkey's Council of Higher Education. The Turkish acronym is YOK.

The students will start their internships at companies only after all the courses are successfully completed so that they will have the adequate theoretical background to work on actual problems in the business world. The students are expected to solve a problem or develop a product at the company depending on the needs of the business, making this an ideal platform for students to blend theory with practice and prepare a report elaborating on the development of the project from start to finish.

The panel of the previous accreditation recommended designing a kind of “fall-back regulation” in case a student is not able to find an internship place. In cases of internship courses being elective, this will be obsolete. Apart from that, during the on-site MBS told the panel that students do not have difficulties to find an internship place.

Interdisciplinary thinking

Each programme includes an interdisciplinary approach. The compulsory and different elective courses aim to support students’ development of critical and interdisciplinary thinking. In this regard, the programmes offer a variety of elective courses¹³. Students can also take elective courses from other programmes offered within their School or by other Schools such as Management, Finance, Foreign Trade, Communication, Public Relations and Advertising, Law, and Social Work according to their interests and future career plans. As already mentioned above, for their course selection from other programmes the students must get the permission of the instructor and complete the course selection with the support of his/her academic advisor.

Ethical aspects

CoHE in Turkey has set fundamental rules for academic and scientific research ethics. There is an Ethics Commission of the CoHE that has published ‘The Conduct Scientific Research and Ethics.’ This Code determines the ethical rules to be followed in scientific research, study, publications, and activities; it describes the duties, responsibilities and authorities of the scientific research and publication ethics committees to be formed by the HEIs, as well as working procedures and principles. In line with CoHE’s Code, IMU issued the Ethics By-Law, which was directly taken from the CoHE document.

At IMU, there are five different ethics committees:

1. Animal Testing Experiments Local Committee,
2. Social Sciences Scientific Research Ethics Committee,
3. Clinical Research Ethics Committee,
4. Non-Invasive Clinical Research Ethics Committee,
5. Traditional and Complementary Medicine Application (GETAT) Ethics Committee.

In addition, each academic unit has its own culture of ethics. As far as MBS is concerned, the ethical principles are communicated during the MBS orientation programme at the beginning of each academic year. These principles include the ethical rules regarding exams and other performances, assignments, and papers. Cheating during the exams, all sorts of plagiarism in students’ academic performances, and other unethical behaviours are strongly forbidden in the MBS. Other than this, the ethics attitude of the faculty is communicated to the students frequently. Students are informed about the consequences of unethical behaviours, plagiarism, and cheating.

¹³ See above the lists of elective courses.

Methods and scientific practice

An important element throughout the programme is the application of analytical and conceptual skills. The courses attempt to impart the ability to empower students to think conceptually and to develop the ability to gather, synthesise and interpret data. The programme allows graduates to master methodology, to perform academic work, and learn to understand and compare the study material from specialised sources. Hence, one of the objectives of MBS is to graduate students with the conceptual understanding and methodological competence needed to create, interpret, critically evaluate, and advance in diverse functions of business.

Methodological competences of an adequate level are described as learning outcomes in the curricula of the study programmes. There is an integration of methodological aspects in each curriculum, as all courses finish with written examinations.

Moreover, to support scientific inquiry and research, students are encouraged to write research projects and submit them to TÜBİTAK's Undergraduate Projects Calls¹⁴. These projects are prepared under the supervision of one faculty member. IMU's Technology Transfer Office also provides support to students and academic personnel when preparing project proposals.

Examinations

IMU has installed "Exam Application Instruction" rules¹⁵ that define the examination processes for the examinations in presence. The IMU generally uses the form of written examinations with structured response questions, extended answers or essays, term projects, and presentations.

All lecturers including faculty members and part-time lecturers, must specify their measurement methods of academic success in the syllabi for their courses. The syllabi are uploaded on the MEBIS system. At the beginning of every academic year, the academic calendar is publicly announced on IMU's web page. In the standard academic calendar mid-term and final exam periods are specified. The academic success at any course is reflected by the grade of that course. The final grade is composed of 50 % of the final exam, 30 % of the midterm exam and 20 % of two other selected assessment methods (e.g. presentations, projects, quizzes, papers).

Students of programmes with obligatory internship are required to prepare their graduation project based on the internship to successfully complete their programme. As far as the internship is optional in terms of an elective course (in the programmes Economics and Finance, Banking and Insurance, International Trade and Finance (English)), students elaborate an obligatory "Bachelor Dissertation" in terms of a "Termination Project"¹⁶. The projects are prepared in line with the IMU Project Preparation Guide.

There is no obligatory graduation thesis required in the programmes or a similar alternative to it. The electives offered in the 7th and 8th semesters include writing research papers and

¹⁴ TÜBİTAK is an acronym of the Scientific and Technological Research Council of Turkey (STRCT-TÜBİTAK).

¹⁵ As of April 21, 2015.

¹⁶ See MBS SER, p. 69.

reflections, critiques, and preparing projects. Some of these courses involve weekly assignments, and student-led class discussions.

Thus, students can know the requirements of grading for each course at the beginning of the semester. Grading ranges from 0 to 100. The grade points are converted to 0-4 scale and to letter grades. The passing grade for each course is set as 60 over 100. In other words, students must accumulate at least 60 points from grading components within the whole semester.

Grading Table

ECTS Grade	Percentage Grade	Grade Points	Letter Grade	Grade Description
A	95–100	3,77–4,00	A	Excellent
	90–94	3,55–3,76	A-	Excellent
	85–89	3,34–3,54	B+	Excellent
B	80–84	3,13–3,33	B	Good
C	75–79	2,91–3,12	B-	Good
	70–74	2,70–2,90	C+	Good
D	65–69	2,48–2,69	C	Average
E	60–64	2,27–2,47	C-	Average
F, Fx	0–59	f1–f2	F	Failed

Appraisal:

In the panel's view the curricula of all Bachelor programmes at hand adequately reflect the described qualification objectives and are logically arranged and well-balanced. The course contents are oriented towards the respective intended learning outcomes. The wide range of electives enable students to acquire competences and skills oriented at their individual interests. The panel welcomes that IMU included internships into all programmes. As far as they are offered as elective courses (in the programmes Banking and Insurance, Economics and Finance and International Trade and Finance (English)), the panel recommends making the internships obligatory for all programmes.

The degree titles (Bachelor of Arts) and the programme names correspond to the contents of the curriculum and the programme objectives. The concepts of all programmes were checked and approved by the Turkish authorities.

Theoretical questions are, where possible, explained by means of practical examples. Case studies and project work are used in several courses. However, the panel recommends using case studies in as many courses as possible. In this context, the panel welcomes that students take an internship related to the study subject, as far as it is obligatory (see above).

There is evidence that the programmes qualify for interdisciplinary thinking. To broaden the view of the students in all programmes various elective possibilities are offered, which enable the students to participate in subject-related courses or courses from other study fields.

Ethical implications are appropriately communicated in specific Ethics courses as well as in appropriate regular courses. As to the Health Management programmes (Turkish and English)

the identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programmes' qualification objectives.

Students acquire methodological competences and are enabled to do scientific work on the required level. The panel recommends including students into research more intensively and thus enabling them to apply research skills in the respective vocational fields.

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. All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The written and oral examinations check on different competences. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

As there is no final thesis required, the panel notes that students prove their ability to do scientific work and the achievement of the study programme's qualification objectives with research or other scientific papers. As far as the internship is optional in terms of an elective course (in the programmes Economics and Finance, Banking and Insurance, International Trade and Finance (English)), students elaborate an obligatory "Bachelor Dissertation" in terms of a "Termination Project," in the other programmes a graduation project. The panel is convinced that these works are sufficient requirements for the Bachelor programmes.

	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

Projected study time	Four years, eight semesters
Number of credits (national credits and ECTS credits)	<ul style="list-style-type: none"> Banking and Insurance: 152 Turkish credits, 240 ECTS credits Economics and Finance: 138 Turkish credits, 240 ECTS credits Logistics Management (Turkish): 148 Turkish credits, 241 ECTS credits Logistics Management (English): 148 Turkish credits, 241 ECTS credits, International Trade and Finance (Turkish): 139 Turkish credits, 240 ECTS credits International Trade and Finance (English): 140 Turkish credits, 240 ECTS credits.
Workload per credit	30 hours
Number of courses (including elective courses)	<ul style="list-style-type: none"> Banking and Insurance (Turkish): 52 courses Economics and Finance (English): 50 courses Logistics Management (Turkish and English): 51 courses International Trade and Finance (Turkish): 49 courses International Trade and Finance (English): 50 courses
Number of contact hours per programme	14 weeks per semester <ul style="list-style-type: none"> Banking and Insurance: 2,100 hours in class Economics and Finance: 2,436 hours in class Logistics Management (Turkish): 3,136 hours in class Logistics Management (English): 2,352 hours in class International Trade and Finance (Turkish): 2,674 hours in class International Trade and Finance (English): 2,604 hours in class

All Bachelor programmes at hand have a projected study time of four years (eight semesters). The academic year consists of 28 weeks of theoretical training in two semesters (fall and spring). One ECTS credit equals 30 hours of academic workload. Overall, 240 ECTS credits must be achieved for the successful completion of the programmes. The workload is quite

evenly spread over eight semesters, it differs between 28 - 31 ECTS credits per semester. Some programmes include an obligatory internship in the eighth semester (Logistics Management (Turkish and English) and International Trade and Finance (Turkish)). In the other programmes (International Trade and Finance (English), Banking and Insurance, Economics and Finance) the internship is offered in the eighth semester as an elective course¹⁷. Even if courses build up on each other, it is possible to interrupt the studies at IMU to study abroad for a certain period.

The design of courses and structural elements all adhere to the requirements of the CoHE of the Turkish Republic.

IMU uses the ECTS credits which are calculated based on the workload of students to achieve the expected learning outcomes of the course. IMU also uses the national credit system which was the only one before the Bologna Process elements were implemented. According to IMU¹⁸, for the time being this is used for the credit-transfers to countries other than Bologna adapted ones. When calculating these credits IMU adds the theoretical hours and half of the hands-on hours such as lab sessions. For example, if a course has three theoretical and two Lab hours then its national credit sums up to $3 + (2/2) = 4$ credits.

The curricula consist of three groups of courses: obligatory courses, departmental elective courses, and general elective courses. They are not divided into modules. In addition to their departmental courses, students are allowed to take elective courses up to 60 ECTS credits from other departments too.

All courses of the Bachelor programmes are described in course descriptions (syllabi). The descriptions contain information on the credit points, the contact hours, the lecturer(s), the teaching language, the content, the objectives and the learning outcomes, information about the teaching method, the assessment, and literature recommendations.

Students may apply for exemption from some of the courses they have taken in another higher education qualification or equally accredited institution. Exemption requests are decided by the Board of Governors of the School, which considers the opinion of the lecturer responsible for that course. IMU includes an Erasmus+ mobility window for the students as both for incomings and outgoings.

IMU has legally binding study and exam regulations, which contain the necessary rules and procedures, and national requirements where applicable. The time schedules and academic calendar are announced in detail before the semester begins. The details of academic performance measurements and exams are communicated through the syllabi. The course descriptions are handed out to the students and explained in detail during the first lecture of each of the courses. Moreover, IMU's web-based student information system MEBIS allocates a space for each course where instructors can share information about the course such as the syllabus, study guides, lecturing notes, reading materials, or useful links and materials.

Based on the IMU regulations, there are different types of examinations listed:

¹⁷ MBS has edited an Internship Guide for supervising the internships.

¹⁸ Additional information in a preparatory document.

- a) Midterm exam: Every course has at least one midterm exam each semester. Projects, homework, laboratory workshops, and similar study evaluations can be considered as substitutes for midterm exams. Dates of midterm exams are announced in the academic calendar at the beginning of the academic year. Midterm grades must be announced before the final course exam.
- b) Final exam: The final exams of courses take place at the end of each semester. The period of final exams is announced in the academic calendar at the beginning of the academic year. Students attending classes and fulfilling the attendance obligation can take their final exam. Passing grades for final exams may be given at the discretion of the relevant committees.
- c) Resit exam: This is the exam taken at the end of the semester for failed courses or with the goal of increasing the grade of a successfully completed course student waives the final exam grade. The resit exam grade replaces the final exam grade. The dates of resit exams are announced in the academic calendar at the beginning of each semester.
- d) Exemption exam: These exams are taken at the beginning of semesters for courses recommended by the relevant committees and approved by the Senate.
- e) Make-up exam: This exam is done in place of midterm and completion exams. Students who could not take midterm exams based on valid reasons apply to the secretary of the faculty with their proving documents (health document issues by a hospital, accident report, etc.). Their applications are evaluated by the relevant administrative committee. Make-up exams take place in the same semester of the midterms after the midterm period is completed.
- f) Three courses exam: This exam is given at the end of each semester after the results of resit exams are announced. It is for students who have completed their educations in the diploma programme they are enrolled in but have failed in up to three courses to graduate. The grade obtained in this exam replaces the course grade.

IMU provides its graduates with diploma supplements which show students' grade point average.

In each academic year, the estimated workload is 60 ECTS credits (30 per semester). Calculated with at most 30 hours of workload per credit point, a study year should not contain more than an 1800-hour workload. Each student is assigned a faculty advisor who must control the feasibility of students' workload related to the courses they chose. Advisors help students with their course selections and advise them regarding their career plans. Student-advisor meetings can happen face-to-face or online or via email depending on the circumstances and the nature of the issue to be discussed. Students can visit their advisors during pre-declared office hours or ask for an appointment to meet at a time other than office hours.

The Turkish Constitution bans any kind of discrimination, protects human rights of individuals, and supports equality. Article 10 of the 1982 Constitution states that "all individuals are equal without any discrimination before law, irrespective of language, race, colour, gender, political opinion, philosophical belief, religion and sect or any such consideration".

IMU follows a zero-tolerance policy against discrimination. There is an Ombudsman for Anti-Discrimination and Equality¹⁹ and the Commission for International/Foreign Students. The two units work to eliminate any kind of discriminatory act within the university and promote a peaceful academic and social environment. To achieve these goals, the Ombudsman provides

¹⁹ <https://www.medipol.edu.tr/en/academics/units-affiliated-to-the-rectorate/ombudsman-for-anti-discrimination-and-equality>, (last seen on December 18, 2023).

trainings for administrative and academic personnel, accepts complaints from students who claim to have experienced a discriminatory act, evaluates the complaints and reports its recommendations to relevant persons and departments/units.

IMU prioritises the issue of equality of opportunity about gender equality and affirmative action for disadvantaged groups. In this regard, IMU has a gender equality action plan. Relating to equal opportunity, Turkey's Higher Education Law (Law No. 2547) stipulates (in Article 5.e) that in higher education, all measures shall be taken in order to establish equal opportunities for all citizens. Similarly, the IMU respects all those international and national norms on gender equality and equal opportunity.

Gender distribution of MBS students and academicians

As of the end of 2022	Male	Female	Total
Students (Turkish)	1071	823	1894
Students (English)	1142	769	1911
MBS full-time Academicians	23	25	48

Students enroll in programmes according to their university exam points and their preference list. The university exam is prepared and operationalised by the Student Selection and Placement Centre – SSPC (ÖSYM)²⁰. Turkish citizens who have been placed by the SSPC to one of the IMU programmes can earn 100 %, 50 %, and 25 % scholarships according to their initial test results. These scholarships are non-refundable and cover the student's whole education period. IMU provides a wide spectrum of financial aid and scholarship opportunities for Bachelor students. One example is merit-based scholarships: If the rank of a student is among the highest in class, IMU's foundation (TESA) gives an additional achievement scholarship. This scholarship is granted based on the consideration of the following factors and conditions: the students' weighted GPA, successful completion of courses without resit examinations, and taking minimum credit in a related year. IMU also offers a "Superior success scholarship" for those students who are ranked among the top 1000 in Turkey's central university entrance exam.

IMU aims to realise physical, digital, and mental transformation. Therefore, it offers psychological help. Moreover, it has a Disability Service Office, which was established to provide equal opportunities in education to students with disabilities. Within this framework, the needs and difficulties of disabled students are determined in various fields (academic, administrative, physical, psychological, and social) during their education, and conducts activities, initiatives and, collaborations to the University's facilities and services. For detailed information about the services and applications of the unit, students can contact the Disability Service Office located on the south campus with the health board report and application form.

Appraisal:

The panel takes the view that the structure of each programme follows the ECTS standards, supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. It welcomes that the programmes consist of courses and assign credits per course based on the necessary student workload. However, the panel recommends IMU

²⁰ See above, chapter 2 Admission.

checking whether the curricula can be divided into modules, in each case with several courses under one roof. In all programmes, practical components are designed and integrated in such a way that credits will be acquired. The course descriptions provide detailed information about the intended learning outcomes and the aspects defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and consider national requirements. The study programme is designed so that students can study for a certain time at other HEIs. Internships are compulsory in some programmes, in others elective courses (International Trade and Finance programme taught in English, Banking and Insurance, Economics and Finance)²¹. They can be taken without any extension of the overall study time. The recognition of degrees and periods of study at other HEIs is regulated analogous to the Lisbon Recognition Convention. The final grade is supplied with an ECTS grading table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

3.3 Didactical concept

The didactic concept is oriented at student centred learning and committed to high-quality education in international standards. Following this commitment, the programmes' curricula are based on theoretical knowledge, supported by current research results and real-life case studies. Concordantly, programmes offer a learning environment that provides students with business-focused knowledge and skills together with a global perspective to prepare them for managerial and entrepreneurial positions.²²

²¹ See above chapter 3.1.

²² See SER of MBS, p. 71.

Each course is assigned to an instructor who has been studying in the given course area. The assigned instructor functions as the coordinator of the course and leads other lecturers in designing the content, teaching methodology and materials. All lecturers of that given course follow the jointly designed course syllabus. If the course is given only by one instructor, he or she is the coordinator and prepares the syllabus other than a jointly designed syllabus. Each syllabus contains the purpose, content, learning outcomes, teaching methodology, materials and assessment designed for reaching the learning outcomes. Moreover, programme curricula and each course's syllabus are uploaded by coordinators to the MEBIS system.

Objectives of the programmes are oriented towards the intended programme competencies and learning outcomes for each course. The programme competencies describe the desired knowledge and skills of a student graduating from these programmes.

As for the programmes at hand:

Banking and Insurance programme offers 'Introduction to Banking and Finance' and 'Principles of Insurance' courses to acquaint students with the banking and insurance terminology whereas the 'Business Ethics' course aims to make students familiar with global business ethics. 'Research Methods in Social Sciences,' 'Capital Markets Transactions,' 'Credit and Risk Management in Banks,' and 'Innovation Economics' are among the courses that provide students with research-based problem-solving skills.

Economics and Finance programme offers 'Business Communications I-II' courses to acquaint students with the business terminology, whereas the 'Business Ethics' course aims to make students familiar with global business ethics. 'Critical Thinking,' 'Statistics I-II' and 'Econometrics' are among the courses that are fundamental to the programme in terms of analytical and problem-solving skills.

Logistic Management programmes offer 'Introduction to Business Science' courses to acquaint students with the business terminology whereas the 'Occupational and Professional Ethics' course aims to make students familiar with global business ethics. 'Critical Thinking,' 'Statistics,' and 'Managerial Skills in Logistics I-II' are among the courses that provide students with research-based problem-solving skills.

International Trade and Finance programmes offer 'Business Communications I-II' courses to acquaint students with the business terminology, whereas the 'Business Ethics' course aims to make students familiar with global business ethics. 'Critical Thinking' is among the courses that provide students with research-based problem-solving skills.

Course materials are independently selected by faculty members and coordinators of each course. At the beginning of each term in the department meetings coordinators and lecturers must ascertain that the course materials are up to date. After this, all course materials are announced on MEBIS and are also provided in detail in the syllabi. Faculty members either use textbooks written by recognised Turkish scholars or foreign scholars who are internationally recognised in their fields, or they use articles and excerpts from books that are essential to the field. Most faculty members prepare lecture slides and lecture notes that are made available online through the course website on MEBIS. To create an awareness of different academic perspectives, the lecturers recommend internationally acknowledged course books together with lecture notes they prepare. Supporting materials may also be distributed during lectures. Furthermore, the University library has a growing digital collection, which can be accessed by students within and outside the campus using their credentials.

As to guest lecturers, IMU encourages faculty members to invite guest lecturers to their classes and seminars. Lecturers come from diverse industries to share their sectoral experiences. The student clubs of the School are also active in inviting guest lecturers. Concordantly, the faculty and the student clubs encourage students to participate actively in these events by offering certificates. Based on this the programmes include external guest lecturers mainly from the business sector, but also from other universities and areas. The panel received respective lists of names.

Each programme employs one full-time research assistant. In the faculty, research assistants do not give lectures but carry out tutorials, assess student projects or academic activities and help lecturers prepare their courses. They also function as exam invigilators. Besides their academic assistance, assistants provide administrative support to both faculty members and students.

Appraisal:

The didactical concept of each of the study programmes is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. The lecturers must keep them up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

	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 International outlook

The curricula of the **MBS programmes** with both compulsory and elective courses do not only focus on local developments, but they also take into consideration international developments of different parts of the world. In many courses, students develop theoretical knowledge and

apply them to different cases from across the world. MBS implements international topics into the curricula of all programmes at hand, supported by internationally recognised teaching materials. The content of each course is also supported by international experiences, problems and case sessions specially designed to discuss related topics in an international context. Students can also take elective courses from different departments to strengthen their global focus and to enable them to increase their employability at the international level.

The study field of **Banking and Insurance** addresses international and intercultural aspects in several courses, such as International Finance, Islamic Economics and Finance, Capital Markets Transactions, International Banking, Central Banking and Financial Stability, Multinational Corporation and Foreign Investment, and International Trade Finance.

The programme **Economics and Finance** which is taught in English, includes several courses with international and/ or intercultural content and aims to equip the students with knowledge and skills needed in an international work environment (among others): International Economics, International Finance, International Economic Organisations, Global Economy and Turkey, Global Business, Supply Chain Management.

The **Logistics Management** programmes (one taught in Turkish, one in English with differences in the curricula) have strong international orientation per se, the curricula contain several obligatory and elective courses with international business topics supported by internationally recognised teaching materials: Foreign Trade Management, Cargo Transportation, Global Logistics Geography, Foreign Trade and Investment Policies in Turkey, Global Logistics, Globalisation and Current Issues in International Trade, Supply Chain Management, Airline Management, International Trade Theory and Politics, International Trade and Finance, Maritime Transportation, International Trade Rules and Politics, International Marketing.

The **International Trade and Finance** programmes (also taught in Turkish and English with differences in the curricula) have a strong focus on international and intercultural aspects. They include several respective courses: Introduction to Foreign Trade and Finance, Foreign Trade Management, International Economics, International Marketing, International Trade Theory and Policy, International Finance, International Economic Institutions, International Trade Finance, International Competition Policy, Islamic Economics and Finance, Multinational Corporations and Foreign Investment, International Trade and Emerging Markets, World Economics, International Commercial Law, Global Economy Politics and 21st Century, Airline Management, International Trade Theory and Politics, Global Logistics, Maritime Transportation, International Trade Rules and Politics.

A strong aspect of the MBS programmes supporting internationality is offering some of them in English language, also English language courses in those programmes that are taught in Turkish. This situation not only develops students' language skills, but it also meets them with the international academic literature and society in their fields. Moreover, the English programmes can attract international students.

There are Erasmus agreements with different universities in Europe. Even if the mobility has stayed limited due to lack of enough financial support, they still contribute to the internationality of programmes. Moreover, students interested in learning a third language in other programmes can take language courses of Russian and Italian from IMU's general elective

courses' pool. The continuing education centre of IMU also offers language courses to its students and personnel for a reduced price.

As Turkey has continued to adopt the European higher education system, IMU follows the Bologna Process. It has also acquired the Erasmus+ University Charter and is currently establishing bilateral agreements with multiple European higher education institutions.

The student body in IMU is predominantly formed of Turkish citizens. However, the number of international students has significantly increased in the last few years. As stated above, more than five thousand international students from 100 countries have enrolled in IMU programmes. They make 13 % of all students in IMU. The rate of foreign students in MBS also increased significantly during the last years, up to more than 50 % of the first-year students²³. Students come from the following countries: Bulgaria, Croatia, France, Germany, Hungary, Lithuania, North Macedonia, Poland, Romania, Serbia Montenegro, Slovakia.

During the years 2020 to 2022 the **numbers of foreign students** in the programmes at hand developed as follows:

	2020	2021	2022
Banking and Insurance	27	34	87
Economics and Finance	13	19	44
Logistics Management (Turkish)	17	6	22
Logistics Management (English)	5	10	23
Intern. Trade and Finance (Turkish)	48	28	72
Intern. Trade and Finance (English)	9	39	64

According to IMU²⁴, 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 been working as visiting scholars at universities abroad or gathered 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 sharing experiences in various institutions such as universities and private institutions as well as non-profit organisations. Each Farabi Talks event includes two sessions: a lecturer's speech and a led discussion group. Farabi Talks are conducted at least once per month.

There are structural impediments to employ non-citizen academics. According to the CoHE regulations, the number of foreign faculty members cannot exceed 2 % of total faculty members in the higher education institution. Visiting scholars and researchers who stay for a predetermined time in a higher education institution are not included in this calculation. The Erasmus+ mobility is also enjoyed by faculty members.

The medium of instruction is Turkish in the Turkish programmes and all the courses in the English programmes except 'Turkish Language' and 'Ataturk's Principles and the Turkish Revolution' are given in English. There is no compulsory English preparatory programme for

²³ See also above "Statistics".

²⁴ See MBS SER, p. 74.

the Turkish programme, but students take four basic English courses and two professional English courses. Students enrolled to the English Programme without having sufficient English level are asked to take one year of preparatory English classes.

Students who are enrolled in one of the programmes taught in English take compulsory 'Academic Writing' courses which aim to develop their academic writing and reading in their fields of expertise. They can also take elective language courses (Russian and Italian are offered in the 2022-2023 academic year) other than English which are offered as University's elective courses.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. Moreover, the panel notes that all programmes at hand include a substantial quantity of courses with international content. Thus, the acquisition of intercultural competences and skills is at the core of the programmes' learning objectives and strongly promoted.

A significant proportion of the students come from various language areas and cultural backgrounds. Thus, discussions in the classroom and group work constantly reflect international aspects. The measures taken to ensure an international composition of the student body show a clear and sustainable effect. The panel welcomes this development and recommends IMU even widening the efforts to gain even more foreign students.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal oriented. However, the panel takes the view, that the internationality of faculty should be intensified because this will have a positive impact on the programmes' attractivity. Therefore, the panel recommends including more teachers from abroad.

As far as the programmes are concerned that are taught in Turkish, the proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

In the programmes taught in English (Economics and Finance, Logistics Management (English) and International Trade and Finance (English)) lectures and course materials in this language predominate. Also, internationality is clearly a key element of the study programmes' profile.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality				
3.4.1*		X			
3.4.2		X			
3.4.3			X		
3.4.4		X ²⁵	X ²⁶		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The multi- and interdisciplinary approach forms an important component of teaching and learning in the programmes at hand. Faculty members with diversified background including part-time faculty members from other schools or from outside IMU and their professional and academic experiences recognise the importance and necessity of interdisciplinary approach. They reflect this attitude in their teaching within the programmes in different ways. The curricula of programmes aim to support not only the accumulation of professional knowledge but also improvement of social, personal, and communication skills of students.

Furthermore, for different programmes, there are courses such as ‘Business Communication I-II’ and ‘Academic Oral Presentation,’ ‘CRM in Banking and Assurance,’ ‘Team Building and Dynamics.’ These courses aim to develop students’ interpersonal communication skills and communication skills in the business world. There are also different courses for students to improve their leadership, problem-solving and critical thinking skills. Some of these courses are the ‘Critical Thinking,’ ‘Management and Organization’ and ‘Operations Research.’ Moreover, the ‘Community Service Practices’ course guides students to work in group projects that help them to understand team dynamics and to develop their conflict resolution skills.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

²⁵ The programmes taught in English: Economics and Finance, Logistics Management (English), International Trade and Finance (English).

²⁶ The programmes taught in Turkish: Banking and Insurance, Logistics management, International Trade and Finance.

3.6 Skills for employment / Employability (Asterisk Criterion)

The curricula of all programmes at hand aim to equip students with the demanded skills of the labour market. To reach this aim, the programmes convey theoretical knowledge combined with practical application both at national/local and international level. As already described, to train interdisciplinary thinking, global and regional understanding, the ability to communicate in one of the widely spoken languages, mastery of basic computer skills, and having an inquisitive and problem-solving mind are some of the basic skills that are trained in all programmes. Students are prepared for the public and private sector as well as for jobs in non-governmental agencies.

MBS aims to bring innovation to curriculum and teaching programmes. In accordance with this aim, each of the programmes not only endows students with programme-related knowledge and skills to be competitive in the market but also covers supplementary courses for social and personal development. For the managerial skills, both lecturers and industry professionals support theoretical knowledge with industry-related cases providing the link between theory and practice. As an example, the 'Entrepreneurship' course helps to give insight into entrepreneurship both in a local and global context. The internship together with the graduation project also aims to prepare students for the business world before graduation. Thereby, the graduates of the MBS are equipped with these competencies:

- Ability to combine theory and practice,
- Functional knowledge of business areas (accounting, finance, marketing etc.),
- Ability to conduct market research and follow the international business world,
- A good command of oral and written business language,
- Computer skills to conduct business,
- Understanding of global business ethics,
- Ability to work in teams and resolve conflicts,
- Understanding of diversity in the workplace,
- Understanding the importance of personal development and social skills.

IMU also guides students in their choices of employment by examining the workforce dynamics via surveys and employability reports.

Appraisal:

The programmes at hand aim to provide the students with skills of the respective professional fields. To reach these aims the programmes have combined theoretical knowledge with practical application both at a local/national as well as at an international level. In the view of the panel, the study programmes enable the students to find adequate work opportunities in Turkey and abroad. The promotion of employability, also through the training of multidisciplinary competences and skills, runs as a common thread through all courses of the study programmes at hand.

In addition, the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations.

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

4. Academic environment and framework conditions

4.1 Faculty

MBS consists of 47 full-time lecturers and 32 part-time lecturers. In addition, the faculty has ten research assistants who do teach but assist teaching members of the faculty in their research.

MBS's Lecturers - Faculty

	Full-time Members	School %	Part-time Members	Faculty %	Total	%
Prof.	7	10	7	21	12	15
Assoc.Prof.	11	29	5	15	19	24
Asst.Prof.	19	37	20	62	38	48
Teach.Asst.	0	-	0	-	0	-
Res.Asst.	10	22	0	-	10	13
TOTAL	47	100	32	100	79	100
Female	25	52	8	25	33	41
Male	22	48	24	75	47	59

The composition of MBS members presents a range of diversity in terms of their academic background, professions, and research interests. This design is oriented at the necessities and curricular requirements of the programmes and corresponds to the requirements and objectives of the curricula.

Academic qualifications of the faculty members are checked by the CoHe²⁷, which sets academic qualification criteria for both lecturers and departments themselves. There are certain criteria that should be met to be qualified as a lecturer according to the relevant CoHE and Istanbul Medipol University regulations. CoHE recognises two kinds of lecturers – instructors and teaching members.

To be qualified as an **instructor**, the following criteria must be met:

- Holding at least a Master degree in the relevant field or holding a Bachelor degree in the relevant field with at least 10 years of real sector experience.
- Having a score of at least 70 out of 100 in the Academic Personnel and Graduate Education Exam (ALES).
- Having 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

²⁷ See Law No. 2547 of November 1981.

that is accepted by CoHE, such as TOEFL; for foreign language instructors, this threshold is 85.

According to the CoHE regulations, **instructor admissions** happen in three steps.

1. Instructorship applicants are ranked preliminarily by a total score that is calculated by summing up 60 % of the ALES score and 40 % of the YDS (or like) score.
2. The applicants take a science exam for the vacant position(s).
3. A final total score is calculated by summing up 30 % of the ALES score, 30 % of the graduation score (out of 100), 30 % of the science exam score and 10 % of the YDS²⁸ (or like) score. In the end, the applicants who have the highest scores get the opportunity to become an instructor at the University.

To be qualified as **teaching member (faculty member)** the following criteria must be met:

For assistant professorship:

- Holding a PhD degree in the relevant field.
- Having had the academic approval of a jury (consisting of three faculty members), which evaluates academic studies of the applicant.
- YDS (or like) 85 or equivalent

For associate professorship:

- Having an associate professor title, which is granted by Inter-University Presidency Board²⁹. This title is acquired through satisfying numerous publications.
- Having had the academic approval of a jury (consisting of three faculty members), which evaluates academic studies of the applicant.

For full professorship:

- Having worked at least two years as a full professor or at least five years as an associate professor.
- Having had the academic approval of a jury (consisting of three faculty members), which evaluates academic studies of the applicant.

Moreover, 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 85 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.

Academic research is highly valued in both the faculty and the University. Academic staff are expected to publish research articles in a regular manner and there is a detailed research promotion scheme that rewards academic publications in the University. In 2021, 144 academic publications have been made by the MBS faculty staff including/as well as six books, 57 book chapters, 76 peer-reviewed international articles and five papers, which were presented in conferences and later published in proceedings. Most of the faculty members (31 out of 47) hold a PhD degree and have teaching experience in various universities across the country.

²⁸ Proficiency of foreign language exam.

²⁹ See Law No. 2547.

According to IMU³⁰, the didactical qualification of faculty is one of the priorities that IMU is looking for. All members of the faculty are provided with training in IMU or obtained certificates from other institutions on higher education and education of adults. IMU organises a 48-hour training programme that covers a variety of topics: elocution, communication skills and effective communication, obstacles to communication, the relationship between lecturer and student, youth psychology, body language, advising and mentorship, assessments, effective presentation techniques, education technologies, using library and internet resources to improve pedagogical / didactical qualifications.

Students evaluate faculty members through the MEBIS system or with printed surveys. These evaluations are considered in making improvements to the course structure, developing the skills of the instructors, and are prioritised in the determination of strategic objectives.

As to the practical business experience of faculty, it corresponds to the requirement of the programme to integrate theory and practice. Faculty members of the MBS have had practical experiences in their respective fields. They have acquired direct business experience as well as close business contacts with firms from different industries. Several faculty members give speeches or attend discussions in their fields of expertise. External part-time lecturers combine their teaching with their professional activities and in this way “import” fresh practical experience into the courses.

As to the cooperation among faculty members, there are at least two faculty-wide meetings, two department-level meetings and one management-level meeting per semester. Here, faculty members evaluate the current situation of the faculty in general and of departments in terms of teaching and curricular effectiveness and discussing possible ways and methodological changes to improve overall teaching quality. In these meetings, decisions are made by popular vote after evaluations and discussions.

Moreover, there are course coordinators for all courses that are 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 aim to reach 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.

In addition, the faculty members collaborate with the Technology Transfer Office (TTO) of IMU and hold regular meetings with them to develop new projects.

Faculty members determine and announce their office hours in the beginning of each semester on their syllabi. The syllabi are handed out in the traditional way at the first class of the semester. They are also uploaded on the Mebis system. Faculty members promise to be in office during these hours every week and meet students. There may also be situations when students cannot meet the instructor during his/her office hours. Then faculty members give an appointment to the students at another time. Apart from the face-to-face interviews, students can always reach the instructors via e-mail and students are replied in a timely manner. They help students with course materials, assignments, and any problems they are faced with regards to the course.

³⁰ SEE SER Health Management, p 51.

Every student has an assigned academic advisor. Thus, the student can get advice from his /her academic advisor regarding his/her course selection, internships, academic development, and career paths. The advisor and student relationship continues until their graduation. Students and advisors regularly use MEBIS and institutional e-mails for rapid communication and information sharing. Advisors allocate two office hours per week for counselling services and this information is shared with the students.

At the beginning of each year, an orientation to IMU is provided for the new students. Students are informed about their responsibilities and development opportunities.

Appraisal:

The panel is convinced, that structure and number of the faculty correspond to the requirements of each programme and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the respective study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. From MBS the panel received lists of names of all lecturers (faculty members and instructors) who are teaching in the respective study programme. As far as they have to teach courses in English, their language proficiency is assured.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well. During the on-site visit, the students expressed to be "fully content" with the support they receive from faculty and administrative staff.

		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 dean as the Head of the School MBS is responsible for the overall academic outcome of the departments. Thus, the dean ensures that the curricula of the departments are implemented to meet quality targets and updated in a timely manner. In addition, the dean oversees and supervises departmental course syllabi and proper implementation. Moreover, the dean oversees the general academic success level of the students of the programmes and takes necessary actions and measures when needed.

The programme director, who is at the same time head of the responsible department, coordinates academic and administrative processes. His or her responsibilities are:

- to design the curriculum in coordination with other faculty members,
- to decide on the courses offered in each semester,
- to assign the courses to faculty members based on their expertise,
- to ensure that departmental course distributions are balanced and reasonable among the instructors,
- to ensure that an adequate number of courses is offered each semester so that students have options to choose courses according to their interest,
- to arrange meetings with faculty members to discuss any issues related to the programme(s) and make necessary changes,
- to help students solve their problems with their instructors or advisors,
- to act as a bridge between faculty members and the dean,
- performing general oversight and supervision duty in the department.

The administrative staff members of the schools, consisting of the dean, faculty board, head of department and programme, course coordinators, advisors/mentors of the students, seven staff employees and faculty members, have an integrative role between the students and the faculty and must ensure that the procedures and processes are carried out smoothly. Moreover, they are responsible for the following applications, appeals and formal proceedings

of students. Also, other parts of the administration are supportive such as International Student Office, Career Service, Student Registration Office, and Library.

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.

Representatives of students take part in the decision-making processes through the student council which participates in board meetings and has the authority to represent students. The meetings aim to ensure that applicable decisions are made in line with the needs of the students. Also, faculty members are represented in the same way.

Students can reach the administrative staff personally or by e-mail. Information related to the academic calendar and events are regularly shared in the announcements section of the web page, institutional mobile application and IMU social media sites.

IMU has an infirmary to provide first grade health services and emergency health services for students and personnel. It is open 24/7 and operates under the University's socio-medical services unit. One doctor and one nurse are present (a full-time nurse serves along with a specialist physician) in the infirmary. When needed, patients are taken to the onsite general hospital operating under the care of the Medipol Health Group for further tests and treatments. Within the framework of guidance and counselling services, a qualified psychologist offers individual and group counselling. During the period of school, counselling services are provided by appointment and the hours are in the form of 45-minute sessions. The consulting services are based on the agreed principles of privacy, trust, volunteerism, and equality. There is a nutritionist within the IMU who provides service to students and personnel based on demand for a plausible charge. The unit for disabled students works to realise all physical, digital, and mental transformations for accessibility of all fields within the campuses.

Appraisal:

For each programme IMU has a director, who is at the same time head of the respective department, coordinates the activities of everyone involved in the programme and ensures that it runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

During the on-site visit, the panel had the opportunity to talk to representatives of the administrative staff. For their contributions, several staff members needed support from a translator. The panel takes the view that IMU administration should be able to reliably communicate also with foreign students. This may be difficult without sufficient English proficiency of the administrative staff. Therefore, the panel recommends IMU increasing the share of English-speaking administrative staff. This may also motivate Turkish students to speak English.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI 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

Cooperation with academic institutions abroad is actively pursued by the **MBS** with the goal of exchanging students and lecturers, conducting joint research activities, and holding joint academic meetings.

Currently, MBS cooperates especially with the following foreign universities:

- Université Catholique de Lille (Lille, France)
- Sciences Po Lille (Lille, France)
- Hochschule Hamm-Lippstadt (Hamm, Germany)
- Comenius University in Bratislava (Bratislava, Slovakia)
- D.A. Tsenov Academy of Economics (Svishtov, Bulgaria)
- University of Niš (Niš, Serbia)
- Titu Maiorescu University (Bucharest, Romania)
- Lillebaelt Academy of Professional Higher Education (Odense, Denmark)

MBS has signed contracts and memoranda of understanding with additional universities on cooperation in research and events as well as exchange of faculty, such as from Belarus (Yanka Kupela State University of Grodno), Malaysia (Technical University Mara), and Indonesia (Universitas Pendidikan Nasional). The documents have been presented to the panel.

As to the cooperation with business enterprises and other organisations, the **MBS** study programmes cooperate with various institutions and organisations. This type of cooperation is a strategic goal for the School and particularly important for the development of students' professional knowledge and personal skills as these organisations constitute an important part of the job market for graduates³¹.

Faculty members have close contacts with the business world that have been used to promote and improve cooperation. Moreover, in compliance with this strategic goal of the faculty, many students do an internship during the last semester in the University as partial fulfilment of Bachelor degree requirements. The aim of this policy is to better prepare students for their business life and to provide the opportunity to continue working in the company in which they completed their internship. MBS has a cooperation agreement with the Albayrak Group, an important corporation in Turkey as well as with a number of public and private companies, including PwC, Bosch, Yildiz Holding, Is Investment, DEIK, TIM, Istanbul Chamber of Commerce, Borsa Istanbul.

The MBS Logistics Club is actively collaborating with the industry and academia, organises sessions and discussions with leading companies and organisations in the sector (such as UTIKAD³²).

³¹ See MBS SER, p. 85.

³² UTIKAD is the Association of International Forwarding and Logistics Service Providers.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

		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)			X		

4.4 Facilities and equipment

IMU operates in a modern environment consisting of three campuses. One of them is in Unkapanı, and the other two are in Kavacık across to each other (North and South campuses). The **MBS** is in Kavacık south campus in a new building. Many faculty members' offices and faculty secretariat are here. The building has a modern architecture and is designed to comply with students' educational and social activities. The Kavacık south campus has a total indoor area of 14,878 sqm for educational purposes and of 8.500 sqm as research area. There are classrooms, laboratories, practice rooms, technical rooms, offices, dining hall, library, media centre and an infirmary in the building. Students are also provided with facilities such as photocopying and printing, bank ATMs, supermarket, hairdresser, and parking lot. There are also student dormitories in Kavacık campuses. Female students' dormitory is in the south campus whereas male students' dormitory is in the north campus. Indoor and outdoor sports fields are available, which can be used with reservations made from Health-Culture-Sports units.

The building of South Campus has a modern environment that provides the necessary technological infrastructure and IT equipment for a healthy process of teaching. Each classroom has a computer with internet connection, smart board and projectors which are consistently used by instructors during classes. Free Wi-Fi is available to all students in all classrooms and university buildings. IMU has an IT support department which assists academic and administrative staff with IT equipment issues and problems. The rooms are

equipped for disabled students and give them barrier-free access. Enough group rooms are available in the campus. IMU has five computer labs with 280 computers. Software programmes such as Microsoft Office, MS SQL server, KNIME, DOT NET Studio, Dev C ++, Android Studio, JAVA, SPSS, and STATA are available in lab computers.

IMU's Library employs an open shelf system. It uses a subject classification system according to the practice of the Library of Congress Subject Heading System. Through the usage of interlibrary loan system, academicians and students can borrow books from other university library collections. By June 2023, there are 80.683 books and 721.831 e-books, 60.435 e-magazines, 632 DVDs, 434 thesis, and 96 printed magazines in the library. The language structure of the books/textbooks is as follows: Turkish 90,1 %, English 8,1 %, and other languages (German, Russian, and Spanish) 1,8 %.

There is one library in the north campus and another one in the south campus. Along with the library hall, it also includes a separate reading room in the south campus. During the semester, the library is open from 08:30 until 22:00 on weekdays and from 09:00 until 18:00 on weekends. The reading room is open for 7/24. IMU provides qualified staff for services to students and faculty members. A large library is planned to be built on the north campus.

Both students and faculty members have off-campus access to all electronic resources of the library. The library staff is knowledgeable about the resources of the library and are willing to help both students and the faculty. Faculty members can demand the purchase of new books that they need for their research and courses. IMU library also enables staff and students to use DeepKnowledge, an online platform that allows 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.

The databases available in the library are as follows:

No	Database
1	Annual Reviews
2	Bates' Visual Guide to Physical Examination
3	Cell Press
4	ClinicalKey
5	dataTurkey
6	EBSCO eBook Super Collection
7	EBSCO İstanbul Medipol Üniversitesi Kaynakları
8	ESSCOhost
9	Emeraldinsight
10	Google Scholar
11	HeinOnline
12	İdealOnline
13	IEEE Xplore Digital Library
14	İntihal.net
15	ISI Web of Science
16	Türkiye Diyanet Vakfı İslam Ansiklopedisi
17	iThenticate

18	Jstor
19	Kazancı Hukuk
20	Lexpera
21	Medline Complete
22	Mendeley
23	Nature
24	Nature Springer Journals
25	Osmosis
26	OVID-LWW
27	PressReader
28	ProQuest
29	PsycArticles
30	ScienceDirect
31	SciFinder^n
32	Scopus
33	Sobiad
34	Springer
35	Springer Author Academy
36	Taylor & Francis
37	Turnitin
38	Turkiye Atif Dizini
39	UpToDate
40	Web of Science
41	Wiley

Wireless hotspots enable students to access the internet and library online resources via their laptops or mobile devices throughout the campus. The Library and Learning Centre are equipped with PCs, printers, and scanners to be used by students and academic staff.

Appraisal:

The panel was impressed by the modern and spacy buildings and the diverse service areas for students. The quantity, quality, media, and IT facilities of the teaching rooms meet the standards required for the programme, even considering the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via Wi-Fi is provided free of charge. A sufficient number of group rooms is available.

However, during the on-site visit the panel could note, that in the Kavacık South Campus Building the Wi-Fi connection in some working rooms was rather weak which made it difficult to use a computer. Therefore, the panel recommends improving the Wi-Fi equipment in the Kavacik Building.

The teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum (e.g. business games, role-playing game, virtual elements), the HEI has appropriate rooms which possess the specific technical components needed. The

availability of media equipment, in terms of both type and amount, is in the view of the panel appropriate and fit for purpose (i.e. video projectors, CD/DVD, televisions, video recorders and overhead projectors).

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 expressly required for the study programme is available in the library and kept up to date. However, students expressed their needs for more quiet working space in the library of the south campus. The panel suggests IMU checking whether the University can comply with these requests.

	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

The IMU Career Center has six administrative staff members who organise career events under various sub-headings that support the individual and professional development of students and graduates. Moreover, the Center provides career, resume, and interview counselling services to speed up the internship process for students and graduates.

Career counselling is carried out one-to-one with a student or graduate, physically or online. In these interviews, students are provided with information about the programme they want to study and the sectors they can work in. The Career Center also organises seminars on 'Effective Resume Creation' and 'Interview Techniques' for students in accordance with the requests from the faculties. Interview counselling is a simulation environment in which students or graduates apply for a job, or internship with an up-to-date resume and receive a positive response for an appointment. In these simulations, the Career Center portrays a real interview environment for the student or graduate.

IMU has an alumni association that aims at connecting graduates, current students, and faculty members. The Alumni Office of IMU Career Center can get information about their professional development after keeping their graduates' information up to date. Being able to provide easy access to graduates prepares a suitable environment to support their career development. The Office elaborates a report on graduates' employability and organises alumni career events, alumni panels, alumni visits, and alumni meetings that support the development of graduates.

Appraisal:

IMU with its Career Center offers career counselling and placement services to the students and graduates to promote their employability. The HEI provides sufficient resources. An alumni organisation has been set up with the aim of developing an alumni network. This also includes an alumni-tracking programme and information about graduates' employability.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services				
4.5.1			X		
4.5.2			X		

4.6 Financing of the study programme (Asterisk Criterion)

Based on the legal regulation published in the Official Gazette and becoming effective on December 1, 2005, foundation universities in Turkey shall not aim to make profits for their operations. Article 5 of the same regulation instructs that foundation universities can only be established by legislation, and they have a legal public entity. They can spend their income money if these expenditures are allocated for the development of the university or its affiliated institutions. IMU has a foundation university status (founded by the TESA) and it financially sustains itself. Tuitions constitute one of the most important financial resources of IMU. Additionally, according to Article 30 of the Regulation (December 1, 2005), 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. Full-scholarships and 50 % scholarships are available and awarded depending on the success in the University entrance exam. There are several scholarship opportunities provided to the students.³³

The financial plan is being managed and controlled by department deans (institutes directors). Each programme is funded according to the Cost Estimate for Implementing a Higher Professional Education Programme, based on numerous cost components.

Eskişehir Osmangazi University - an established state university - acts as the protector of the University.

Appraisal:

The panel is convinced that the IMU income related to the programmes at hand ensures that each cohort of students starting within the accreditation period can complete the study respective programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*			X		

³³ See also above chapter 3.2.

5. Quality assurance and documentation

The quality assurance system in Turkey is based on an internal evaluation process conducted annually by universities and an external evaluation normally conducted every five years. This system is also designed to include accreditation and assessment elements to guarantee the learning outcomes determined on a programme basis within the context of the “national qualifications framework.” According to the 2021 Higher Education Evaluation and Quality Assurance Status Report, there are 944 accredited programmes in higher education institutions in Turkey. In 2021, the ratio of accredited Bachelor programmes out of all Bachelor programmes was 10.65 %³⁴.

IMU has twenty-five accredited Bachelor programmes and one accredited language school (English preparatory class). By the end of 2022, the ratio of accredited Bachelor programmes to all undergraduate programmes of IMU was 32 %. IMU is the second university with the highest number of accredited Bachelor programmes among the private foundation universities in Turkey and it is the sixth university with the highest number of accredited Bachelor programmes among all higher education institutions. In line with IMU’s mission, vision, goals and objectives, the quality policy of IMU aims:

- to ensure the continuity of change and development by improving all processes together with its internal and external stakeholders,
- to be effective, efficient, competitive,
- to focus on superior performance, international recognition and prestige in the fields of education, scientific research and social service.

As part of the strategic management process³⁵, the Quality Assurance System of IMU includes quality assurance policies and the identification, implementation, monitoring and improvement of strategies to realize these policies.

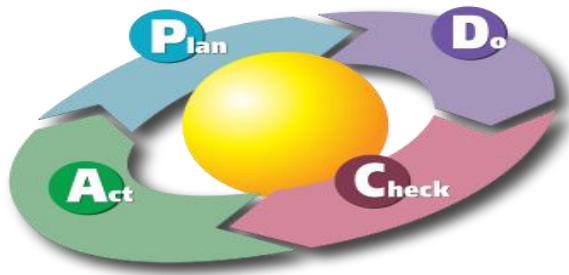
This Quality Assurance System comprises the following steps:

- Internal Evaluation,
- Action Plans,
- Measurement and Monitoring System,
- Corrective-Preventive Actions,
- Change Management,
- External Evaluation.

IMU senior leadership and University’s Quality Board adopted a Total Quality approach in searching for excellence. The Deming Cycle (Plan-Do-Check-Act) is adopted and used by the IMU Quality Board. The cycle starts with planning ahead for change and predicting the results. Then the plan is executed, taking controlled small steps. The results are then studied and checked against the expected outcomes. Finally, IMU takes action to standardise the process if it resulted in positive outcomes.

³⁴ See the status report of the Turkish Higher Education Quality Council: https://yokak.gov.tr/Common/Docs/Site_Activity_Reports/StatusReport2021.pdf (last seen on December 18, 2023).

³⁵ See IMU Strategic Plan 2022 – 2026.



Following the principles of the Higher Education Quality Board and IMU's strategic objectives, MBS is determined to improve academic standards and quality in higher education. To achieve this target, MBS has established a managerial scheme with which it can easily monitor the efficiency and effectiveness and take appropriate action when the need arises by:

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

Besides the constant monitoring of academic programmes, faculty members are encouraged to participate in the professional seminars/conferences of their respective fields and deliver papers.

A Unit Internal Evaluation Report (BIDR) Template is created for academic units, administrative units and research centers by considering the titles in the Institutional Internal Evaluation Report (IER) Guidelines requested by the Higher Education Quality Council from public and foundation universities every year.

Headings in the Guidelines for the Institutional Internal Evaluation Report are:

- A. Leadership, Governance and Quality,
- B. Relations with graduates,
- C. Lifelong Learning,
- D. Social Activities,
- E. Employability.

The quality assurance system and sub-systems, which constitute the quality policy of IMU, conduct, review, and take precautions when necessary for all its stakeholders. It defines the measurement and reporting processes related to quality assurance, determination, monitoring, updating and continuous improvement of standards in line with the University's strategic plan. Thus, the functioning of the quality assurance system is monitored, measured, and reported with qualitative and quantitative performance metrics. These reports are:

- Internal Evaluation Reports,
- Indicator Reports,

- Self-Assessment Reports,
- Higher Education Quality Board (YÖKAK) Institutional Feedback,
- Monitoring Reports.

MBS continuously reviews and improves its quality management instruments³⁶. MBS has its own information-based systems for regular monitoring evaluation and reporting of faculty performance and action planning to ensure that appropriate measures are taken. Further in its quality assurance pursuit, and in line with the IMU quality approach, MBS has adopted the Total Quality Management approach and PDSA circle technique. Overall, this approach means constant search for better ways of organising the educational administrative process and continuous improvement of all processes. In Quality Circle meetings, faculty and administrators gather regularly to solve problems and discuss the progress of their programmes toward the goal of becoming one of the best programmes in Turkey.

IMU has established a student evaluation system. According to this system, for each course, students can fill out an online anonymous form by means of the MEBIS system starting from the midterm exams until the end of the semester. In their evaluations, students can anonymously write their review of the course and give their feedback on the course quality. The evaluation is critical in producing feedback on how the content and the structure of the course 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 lecture as well as what suggestions they can make to improve the course content. A student satisfaction survey is held once a year. Collecting comprehensive student feedback on all aspects of the University is an essential part of planning the future. The MBS Quality Board first evaluates the survey results. Then relevant results are shared with departments to shed light on areas that need improvement. The results are evaluated in the faculty meetings. Based on this, the faculty board of directors takes appropriate measures to make necessary revisions for improvements. The surveys that are prepared and implemented by IMU Quality Commission-Quality and Accreditation Office are as follows:

- Academic Advisor Student Satisfaction Survey,
- Student Satisfaction Survey,
- Language School Student Satisfaction Survey,
- Alumni Satisfaction Survey,
- Graduate Student Satisfaction Survey,
- Alumni Satisfaction Survey,
- Administrative Staff Satisfaction Survey,
- Academic Staff Satisfaction Survey,
- Postgraduate Student Counselling Satisfaction Survey.

The Schools also conduct a satisfaction survey for departmental students every semester. In this context MBS asks students on the total study time for Midterm exam and for the general exam; the total preparation and presentation time for homework and projects; the duration of extracurricular activities during the semester and the total duration of one-to-one meetings with the lecturer about homework, projects etc. In addition to an overall evaluation, the students

³⁶ See MBS SER p. 81.

also evaluate the “Vocational Courses,” “English Courses,” “Elective Courses,” “Advisors” and “Social Life.”

Along with these evaluations, the schools organise regular meetings with the representatives of different student cohorts. These meetings help understand students’ perspectives, views, and criticisms about the education they are taking.

Postgraduate Students’ Overall Satisfaction Survey

	2018/19	2019/20	2020/21	2021/22
MBS	59.7 %	60.0 %	62.2 %	80.57 %

The education committees of the Schools aim to develop the content, processes, and learning outcomes of the faculty programmes systematically and continually. Therefore, both the education committee and the dean regularly evaluate the course descriptions. Moreover, the dean of faculty and heads of departments have critical roles in quality improvement practices. They evaluate each instructor’s syllabus and lectures and give recommendations and supporting ideas to improve the quality of courses. Each academician completes the academic performance evaluation form once a year. The dean also monitors and evaluates the performance of academicians and holds special meetings with them if necessary.

Two different satisfaction surveys are conducted for academic and administrative staff. In parallel to the student surveys, the IMU Quality Board first evaluates the survey results. The Quality Board then shares relevant results with the departments focussing on areas that need improvement. These surveys are implemented regularly. The results are evaluated in faculty meetings. Based on this, the faculty board of directors takes appropriate measures to provide better management and to increase the quality of the faculty.

In line with the decision taken by the Quality Commission, the persons who will have access to the survey results are "Dean/Director, Deputy Dean/Deputy Director, Faculty/Vocational School/Vocational School/Institute Secretary, Department Heads and Quality Commission Member" in academic units and "Department Head/Office Manager and Deputy Head of Department" in Administrative Units. The data cannot be accessed except by the relevant employees. Survey results are evaluated by unit quality commissions. Following the evaluations, information about all improvements made and general satisfaction levels is shared with the students and recorded in the meeting minutes form. Survey results and improvements made in academic units are evaluated every year at academic board meetings organised with the participation of the rector.

Regarding the internal evaluation in IMU, a layered process is followed. There is a “Unit Internal Evaluation Report” template which is filled at the end of each year by academic and administrative units, and research centres. The departments prepare their internal evaluations. Their reports are gathered at the deanship level and submitted to University’s Quality Board. The Internal Evaluation reports include the subheadings of

- Leadership, Governance and Quality,
- Education and Training,
- Research and Development,
- Social Contribution.

Each unit presents an evaluation of their actions with their proofs. These annual reports facilitate the development of quality and good practices in different units. Unit Internal Evaluation reports are evaluated through the “BIDR Control Chart.” Feedback is given to faculties in the annual meetings between University’s Quality Board and academic and administrative staff of faculties.

In 2022, a total of 64 reports from 22 academic units, 24 administrative units and 18 centres were reviewed by the Quality Accreditation Office and the Institution Internal Evaluation Report is prepared.

IMU considers alumni opinions as an important pillar for quality assurance³⁷. In line with this, IMU is trying to establish a strong relationship with its alumni in order to develop an informed and committed network. Moreover, IMU has been conducting alumni surveys to monitor job status of its graduates and receive feedback on the compliance of the programmes contents with labour market since 2018-2019 academic year.

IMU has installed a procedure for collecting and analysing the feedback from external stakeholders on a regular basis. In chapter 2.6 of its Strategic Plan 2022 – 2026, the procedure has been prescribed for the whole University. The IMU Quality Commission³⁸ is responsible for these procedures. Thus, each academic unit identifies its external stakeholders and conveys them to the quality unit. Academic units hold external stakeholder meetings once or twice a year. Together with questionnaires, the representatives of alumni and companies are invited to give feedback on the students’ vocational and actual work performance during regular face to face meetings. In this way, feedback from alumni and other external stakeholders is collected, discussed, and taken into account for improvements. The Commission communicates the results. According to results of the alumni surveys in 2019, the satisfaction rate of faculty graduates was 53.1 %. It rose to 55 % in 2020. By 2021, satisfaction rates that graduates reported increased to 57.3 %. At the end of the 2022, it remained similar at 57.7 %.

IMU is audited and supervised by the CoHE every year. CoHE also makes regular on-site visits. Based on its assessments, CoHE makes suggestions to correct the deficiencies and make corrections to enhance and promote quality assurance.

Details of the MBS study programmes are provided on IMU’s website, generally in Turkish and English language. In addition, the following documents provide the information about programmes. Most of them are available online, but they are also provided as hard copies, flyers, booklets by the relevant departments of IMU.

- **A Student Handbook** provides students with general information about the study programme and gives specific information about courses, admissions, academic regulations, programme descriptions and information about the campus³⁹.

³⁷ See MBS SER, p. 83.

³⁸ See Art. 10 (1) h), i) and l) IMU “Quality Commission Instruction” as of January 16, 2019.

³⁹ <https://www.medipol.edu.tr/en/active-students/guideline;>
<https://www.medipol.edu.tr/en/active-students/course-guide/student-life;>
[https://mio.medipol.edu.tr/wp-content/uploads/2023/01/Student-Guide-2023_\(last seen December 20, 2023\).](https://mio.medipol.edu.tr/wp-content/uploads/2023/01/Student-Guide-2023_(last%20seen%20December%202023).)

- **A Programme Catalogue**⁴⁰ includes general information about the Schools, academic policies, and gives detailed information on admission.
- **Student Information Folders**⁴¹ include relevant information for all students, the administrative processes of programmes, contact details of relevant people and advisors and Internet based services for all the students (all printed information is also available online). All student-related information and data are officially kept by the Registrar's Office.
- **MEBIS system:** Students can access various information along with course documents through their MEBIS system.

These documents are constantly updated and easily accessible in printed and digital forms.

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.

Quality assurance activities are processes that involve the entire University including academic and administrative staff, students, and other internal and external stakeholders. In this framework, institutionalisation based on quality assurance at IMU can be realised by spreading and internalising the quality culture throughout the institution. The bulletin prepared by the Quality Commission and Quality Accreditation Office is shared with the public to disseminate the quality culture at the university and to announce the activities conducted within the scope of quality assurance and accreditation to internal and external stakeholders.

Appraisal:

The panel notes that IMU has installed a quality assurance and development procedure, which systematically and continuously monitors and further develops the quality of the programmes with respect to its contents, processes, and outcomes. This procedure considers the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is conducted on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

⁴⁰ <https://www.medipol.edu.tr/en/active-students/course-guide> (last seen December 20, 2023).

⁴¹ <https://www.medipol.edu.tr/en/academics/undergraduate-schools/humanities-and-social-sciences/departments>; <https://www.medipol.edu.tr/akademik/fakulteler/insan-ve-toplum-bilimleri-fakultesi/bolumler> (Turkish); (last seen December 20, 2023).

An external evaluation by alumni and other external stakeholders such as employers and cooperating companies is carried out in terms of satisfaction surveys. The feedback is collected via questionnaires and discussions, conducted on a regular basis and in accordance with a prescribed procedure. The outcomes are communicated and provide input for the quality development process.

The study programmes' contents, curricula and examination schemes have been suitably documented and published (e.g. course plan and exam regulations).

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

	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:

- 1 Banking and Insurance (English)
- 2 Economics and Finance (English)
- 3 Logistics and Management (Turkish)
- 4 Logistics and Management (English)
- 5 International Trade and Finance (Turkish)
- 6 International Trade and Finance (English)

		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			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
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		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
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					
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		X ⁴²	X ⁴³		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)		X			
4.	Academic environment and framework conditions					
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)					X

⁴² For the programmes that are taught in English: Economics and Finance, Logistics Management (English), International Trade and Finance (English).

⁴³ For the programmes that are taught in Turkish: Banking and Insurance, Logistics Management (Turkish) and International Trade and Finance (Turkish).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	for blended learning/distance learning programmes)					
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					
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)			X		
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		

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