

# Decision of the FIBAA Accreditation and Certification Committee

13<sup>th</sup> Meeting on March 6, 2024

## PROGRAMME ACCREDITATIONS

<b>Project Number:</b>	22/083 Cluster 3
<b>Higher Education Institution:</b>	Istanbul Medipol University
<b>Location:</b>	Istanbul, Turkey
<b>Study programmes:</b>	<ol style="list-style-type: none"><li>1. Aviation Management (Turkish)</li><li>2. Business Administration (English)</li><li>3. Human Resources Management (Turkish)</li><li>4. Management Information Systems (Turkish)</li><li>5. Management Information Systems (English)</li></ol>
<b>Type of accreditation:</b>	<ol style="list-style-type: none"><li>1. Aviation Management (Turkish): initial accreditation</li><li>2. Business Administration (English) re-accreditation</li><li>3. Human Resources Management (Turkish) re-accreditation</li><li>4. Management Information Systems (Turkish) re-accreditation</li><li>5. Management Information Systems (English) re-accreditation</li></ol>

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

### **Aviation Management (Turkish)**

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 10 (2) 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 programme is accredited with conditions.

**Condition 1** (see chapter 3.1.6): The HEI ensures that students acquire methodological and scientific competencies not only as accompanying course content but explicitly and taught in a compulsory course in the beginning of their studies.

**Condition 2** (see chapter 4.1): The HEI ensures a professorial full-time position with corresponding expertise in Aviation Management.

**Condition 3** (see chapter 5.3): The vision and mission of the programme is transparently presented to prospective students by addressing the operational orientation of the programme (compare chapter 1.1, 1.3.2).

Proof of meeting these conditions is to be submitted by December 5, 2024.

Period of Accreditation: March 6, 2024, until March 5, 2029.

The FIBAA Quality Seal is awarded.

**Business Administration (English)**

**Management Information Systems (English)**

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 10 (2) 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: starting on June 1, 2023 and finishing on May 31, 2030.

The FIBAA Quality Seal is awarded.

**Human Resources Management (Turkish)**

**Management Information Systems (Turkish)**

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: starting on June 1, 2023 and finishing on May 31, 2030.

The FIBAA Quality Seals are awarded.



## Assessment Report

**Higher Education Institution:**

Istanbul Medipol University, Turkey

**Bachelor programmes:**

1. Aviation Management (Turkish)
2. Business Administration (English)
3. Human Resources Management (Turkish)
4. Management Information Systems (Turkish)
5. Management Information Systems (English)

---

**Qualification awarded on completion:**

For all programmes: Bachelor of Arts

# General information on the study programme

---

**Brief description of the study programmes:**

The main goal of the MIS program is to educate students who can study the concepts of responding management to science, contribute to society with management tools and information technology, and be ready to become part of technical and managerial labor. Finally, the program includes courses aimed at improving students' technical, programming, and decision-making skills.

---

**Type of all study programmes:**

Bachelor programme

---

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

4 years (240 ECTS credits)

---

**Mode of study:**

full-time

---

**Didactic approach:**

study programme with obligatory class attendance

---

**Double/Joint Degree programme:**

no

---

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

No parallel classes

---

**Programme cycle starts in:**

Fall semester

---

**Initial start of the programme:**

Aviation Management-2019-2020 Academic Year

Human Resources Management -2015-2016 Academic Year

Business Administration (English)- 2015-2016 Academic Year

Management Information Systems - 2015-2016 Academic Year

Management Information Systems (English) 2017-2018 Academic Year

---

**Type of accreditation:**

Initial accreditation (Aviation Management); all other programmes: Re-accreditation

---

**Last accreditation period (except of Aviation Management):**

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 programmes Business Administration (English) , Human Resources Management, Management Information Systems (Turkish) and Management Information Systems (English) and for the initial accreditation of Aviation Management was made between FIBAA and Istanbul Medipol University on August 12, 2022. On June 30, 2023, the HEI submitted one 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 panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Christoph Bruetzel**

IU International University GmbH,  
University of Applied Sciences, Bad Honnef, Germany  
Professor for Air Traffic Management, Aviation Management

**Prof. Dr. Reinhard Bachmann**

University of London, England  
Director Department of Finance and Management

**Prof. Dr. Jens Kirchner**

University of Applied Sciences, Hof, Germany  
Professor for Business Administration with a focus on International Management

**Prof. Dr. Ronald Glasberg**

SRH University Berlin, Germany  
Professor of International Strategic Management

**Ass. Prof. Dr. Cahit Etzel**

Eastern Mediterranean University, Famagusta, North Cyprus  
Lecturer Faculty of Tourism

**Dr. Julian Rossig**

KPMG AG WPG/ Global Strategy Group, Hamburg, Germany  
Senior Manager

**Laura Berger**

Berlin School of Economics and Law, Germany  
International Business Management (B.A.)

FIBAA project manager:

Nora Winckel

---

<sup>1</sup> The panel is presented in alphabetical order.

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, 26/27<sup>th</sup>, 2023 at the HEI's premises in Istanbul. At the end of the on-site visit, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on March 1, 2024. The statement on the report was given up on March 4, 2024. It has been taken into account in the report at hand.

# Summary

The programmes Human Resources Management (**HRM**) and Management Information Systems (Turkish) offered by 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 Business Administration (English) (**BUS**) and Management Information Systems (English) (**MIS**) offered by 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 programme Aviation Management (**AV**) fulfils with three exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years for five years starting on 2024, March 6<sup>th</sup> and finishing on the end of March 2029, under conditions.

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 need for improvement regarding the following aspects<sup>2</sup> programme description and, when it comes to aviation management, methods and scientific practice. They recommend the accreditation on condition of meeting the following requirements:

## **Aviation Management (Turkish)**

**Condition 1** (see chapter 3.1.6): The HEI ensures that students acquire methodological and scientific competencies not only as accompanying course content but explicitly and taught in a compulsory course in the beginning of their studies.

**Condition 2** (see chapter 4.1): The HEI ensures a professorial full-time position with corresponding expertise in Aviation Management.

**Condition 3** (see chapter 5.3): The vision and mission of the programme is transparently presented to prospective students by addressing the operational orientation of the programme (compare chapter 1.1, 1.3.2).

Proof of meeting these conditions is to be submitted by December 5, 2024.

---

<sup>2</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

**Business Administration (English)**  
**Management Information Systems (English)**

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

- Logic and conceptual coherence (see chapter 3.1.1)
- Integration of theory and practice (see chapter 3.1.3)
- Examination and final thesis (see chapter 3.1.7)
- Course materials (see chapter 3.3.2)
- Academic qualification of faculty (see chapter 4.1.2)
- Pedagogical/ didactical qualification of faculty (see chapter 4.1.3)
- Career Center (see Chapter 4.5.1)
- Alumni Activities (see chapter 4.5.2)

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 some criteria in which the programme exceeds the quality requirements:

- Foreign language content (see chapter 3.4.4) for the English taught programmes,
- Student support by the faculty (see chapter 4.1.6),
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4.1),
- Access to literature (see chapter 4.4.2)

For the overall assessment of the programme, 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."<sup>3</sup>

---

<sup>3</sup> See IMU's Strategic Plan 2022 – 2026, p. 59.

## Further development of the programme, implementation of recommendations from previous accreditation, statistical data and evaluation results

Study Programmes: Aviation Management						
	1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)
# Study Places			15	15	40	40
# Applicants			15	15	26	40
			7	6	15	19
			8	9	11	21
Application rate			100,00%	100,00%	65,00%	100,00%
# First-Year Students (accepted applicants)			15	22	45	108
			7	10	26	69
			8	12	19	39
Rate of female			47%	46%	58%	64%
# Foreign Students			0	3	19	66
			0	1	11	48
			0	2	8	18
Rate of foreign			0%	14%	42%	61%
Percentage of occupied study places			100,00%	147,00%	113,00%	270,00%
# Graduates						12
						7
						5
Success rate (students who finished their studies)						80,00%
Dropout rate (students who dropped their studies)			0,00%	5,40%	6,81%	0,46%
Average duration of study	4 years	4 years	4 years	4 years	4 years	4 years
Average grade of final degree						3,29

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

**Study Programmes: Business Administration (English)**

	1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)
<b># Study Places</b>	60	60	40	45	85	105
<b># Applicants</b>	∑	50	32	40	45	50
	f	20	7	19	19	24
	m	30	25	21	26	26
<b>Application rate</b>	83,00%	53,00%	100,00%	100,00%	52,90%	47,60%
<b># First-Year Students (accepted applicants)</b>	∑	21	34	30	77	202
	f	12	15	10	29	93
	m	9	19	20	48	109
<b>Rate of female</b>	57,14	44,11	33,30	37,60	42,70	46,00
<b># Foreign Students</b>	∑	0	1	8	37	152
	f	0	0	3	10	69
	m	0	1	5	27	83
<b>Rate of foreign</b>	0,00	3,00	27,00	48,00	64,00	75,00
<b>Percentage of occupied study places</b>	35,00%	57,00%	75,00%	171,00%	137,00%	192,00%
<b># Graduates</b>	∑	0	0	13	12	29
	f	0	0	7	7	12
	m	0	0	6	5	17
<b>Success rate</b>	72,00%	69,00%	100,00%	70,00%	13,00%	Data not available yet.
<b>Dropout rate</b>	28,00%	31,00%	0,00%	30,00%	87,00%	Data not available yet.
<b>Average duration</b>	4 Years	4 Years	4 Years	4 Years	4 Years	4 Years
<b>Average grade of</b>	0	0	3,03	3,14	3,03	Data not available yet.

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

**Study Programmes: Human Resources Management**

		1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)
<b># Study Places</b>		60	60	40	30	30	26
<b># Applicants</b>	∑	60	31	20	30	10	26
	f	41	26	9	25	9	20
	m	19	5	11	5	1	6
<b>Application rate</b>		100,00%	51,67%	50,00%	100,00%	33,33%	100,00%
<b># First-Year Students (accepted applicants)</b>	∑	77	52	35	37	15	36
	f	56	41	20	28	11	28
	m	21	11	15	9	4	8
<b>Rate of female</b>		0,73	0,79	0,57	0,76	0,73	0,777777778
<b># Foreign Students</b>	∑	0	0	0	3	1	7
	f	0	0	0	0	1	4
	m	0	0	0	3	0	3
<b>Rate of foreign</b>		0	0	0	0,08	0,07	0,19
<b>Percentage of occupied study places</b>		128,33%	86,67%	87,50%	123,33%	50,00%	138,46%
<b># Graduates</b>	∑	0	36	48	65	37	Data not available yet.
	f	0	31	45	50	32	
	m	0	5	3	15	5	
<b>Success rate</b>		0,00%	100,00%	79%	83%	66%	
<b>Dropout rate</b>		14,00%	19,00%	14,00%	14,00%	14,00%	
<b>Average</b>		4 years	4 years	4 years	4 years	4 years	4 years
<b>Average grade</b>		0	3,12	3,06	2,98	3,14	Data not available yet.

\* Number of students who graduated without taking the exit exams

Study Programmes: Management Information Systems turkish						
	1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)
# Study Places	60	60	60	70	70	80
# Applicants	∑	60	60	60	70	80
	f	22	19	23	17	29
	m	38	41	37	53	51
Application rate	100,00%	100,00%	100,00%	100,00%	100,00%	100,00%
# First-Year Students (accepted applicants)	∑	85	91	81	97	133
	f	37	34	29	29	52
	m	48	57	52	68	90
Rate of female	43,53%	37,36%	35,80%	29,90%	49,06%	32,33%
# Foreign Students	∑	0	0	1	2	11
	f	0	0	0	1	4
	m	0	0	1	1	7
Rate of foreign	0	0	0,01	0,02	0,02	0,08
Percentage of occupied study places	141,67%	151,67%	135,00%	138,57%	151,43%	166,25%
# Graduates	∑	0	57	75	108	79
	f	0	23	27	55	27
	m	0	34	48	53	52
Success rate	0,00%	95,00%	91,46%	86,40%	64,75%	Data not available yet.
Dropout rate	0,00%	7,87%	5,95%	7,14%	4,70%	2,46%
Average	4 years	4 years	4 years	4 years	4 years	4 years
Average grade	0	2,8	2,67	2,86	2,97	Data not available yet.
* Number of students who graduated without taking the resit exams.						

Study Programmes: Management Information Systems (English)

	1. Cohort (2017)	2. Cohort (2018)	3. Cohort (2019)	4. Cohort (2020)	5. Cohort (2021)	6. Cohort (2022)	..
<b># Study Places</b>	0	60	60	60	60	69	
<b># Applicants</b>	$\Sigma$	0	60	60	60	60	69
	f	0	14	25	23	28	18
	m	0	46	35	37	32	51
<b>Application rate</b>	#DIV/0!	100,00%	100,00%	100,00%	100,00%	100,00%	
<b># First-Year Students (accepted applicants)</b>	$\Sigma$	0	53	64	76	79	130
	f	0	19	21	33	35	52
	m	0	34	43	43	44	78
<b>Rate of female</b>	#DIV/0!	0,36	0,33	0,43	0,44	0,4	
<b># Foreign Students</b>	$\Sigma$	0	0	3	7	20	46
	f	0	0	1	3	4	18
	m	0	0	2	4	16	28
<b>Rate of foreign</b>	#DIV/0!	0	0,05	0,09	0,25	0,35	
<b>Percentage of occupied study places</b>	#DIV/0!	88,33%	106,67%	126,67%	131,67%	188,41%	
<b># Graduates</b>	$\Sigma$	0	0	0	0	43	Data not available yet.
	f	0	0	0	0	19	Data not available yet.
	m	0	0	0	0	24	Data not available yet.
<b>Success rate</b>	0,00%	0,00%	0,00%	0,00%	86,00%	Data not available yet.	
<b>Dropout rate</b>	0,00%	20,17%	15,68%	13,04%	6,57%	3,23%	
<b>Average</b>	4 years	4 years	4 years	4 years	4 years	4 years	
<b>Average grade</b>	0	0	0	0	3,25	Data not available yet.	

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

## Appraisal

Since the first accreditation procedure, the university took into account the given recommendations. Struggling with the pandemic and the earthquake over the last three years, competitions were big. The more 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. Moreover, the university reacts quickly to the demands of the market and strives to develop both academically and practise- oriented. The panel is confident that, considering the given recommendations, the programmes will constantly develop further, including Aviation Management.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk Criterion)

The main aim of the programmes is to equip students with the relevant theoretical knowledge and practical skills to utilize them in the challenging business world. The students are expected to take stage in the global business arena in the future. Major learning taxonomies are Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. The objectives of all undergraduate programs are to serve and respect professional ethics and intellectual freedom. Graduates of the programmes

- have an advanced knowledge of medical terminology,
- possess deep knowledge of business administration and management,
- can create a competitive advantage within their organization through interdisciplinary thinking,
- have effective communication skills and can work effectively in a team,
- work result-oriented,
- are open to development,
- comply with the Code of Ethics,
- possess relevant technical skills.

#### **Aviation Management**

Aviation as a global commercial business is an industry with high level operational standards and rigorously defined regulations specific to the field, which demands junior and senior management professionals equipped with both business administration knowledge and a solid understanding of aviation. Thus, the program aims to meet the needs of the burgeoning aviation industry by providing a comprehensive and balanced curriculum to develop qualified personnel in both management and aviation.

#### **Business Administration (English)**

The main objective of the programme is to have management-capable graduates with operational skills. The program aims to provide students with the fundamental managerial abilities and conceptual talents by transferring strategic skills from top-class managers in pioneering industries. It provides students with operational, tactical, and strategic talents and skills required for the sustainable achievement of a corporation in today's competitive business environment.

#### **Human Resources Management**

The main objective of the programme is to prepare students for a competitive business environment by developing strong managerial skills and giving students the psychological background and talents suited to the demands of the modern business world. The programme aims to provide both theoretical and practical knowledge to students along with business administration topics and to enhance them with human resources issues, regulations, and laws. The aim is to make them successful human resources experts who could work in any industry. It also aims to provide students with the operational, tactical, and strategic talents



and skills necessary for the sustained success of companies in today's competitive business environment.

### Management Information Systems (Turkish and English)

The objective of the programme is to educate and prepare students for a career in both academia and industry by instilling them with managerial abilities and information systems skills. One of the fundamental aims of the program is to empower students to be a liaison between business and technology professionals in various subjects such as marketing, production, accounting and finance, human resources, and strategic planning. Upon completion of the programme, students will be able to analyse and utilise reviews in the areas of information and management, analysing data and using information tools and management skills to find solutions to problems at a macro or micro level.

### Appraisal:

The qualification objectives of the programmes 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.

With regard to Aviation Management, the panel appreciates the proper composition of target group, needs of the markets and curriculum. However, they see the need to express these aspects towards interested parties (compare Chapter 5.3.1).

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

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

IMU aims to become an internationally recognized research university in the next five years. In 2017, among the universities that made more than 50 project proposals, IMU rose to the 3rd place overall and 2nd place among the foundation universities in terms of the acceptance rate. IMU has maintained its place in the top 20 in the number of project proposals per academician. IMU ranked 34th among foundation universities and ranked ninth among foundation universities in the evaluation made in 2020, according to 2019 data, in the index selected among 185 universities with more than 50 faculty members and ranking 50 universities. IMU was in the 1001 and above group in THE (Thames Higher Education) World Rankings, which ranks over 25,000 universities, 401 and above in THE Young University Rankings, and 401 and above in THE Asia Rankings. Also, IMU was ranked in the 501+ group among the developing economies universities.

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 members.

#### Appraisal:

By talking to lecturers and students during the onsite visit and by reviewing the documents provided, the panel gained the impression that the international orientation of the study programmes design appropriately takes into account 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

#### Educational market

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 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 %.

IMU is the first foundation university that offers the **Human Resource Management** undergraduate program in Turkey. As of 2022, the occupancy rate is 100% in the programme. In Turkey, there are 39 foundation universities that have undergraduate programs in MIS; and all of them fill their student quotas. Similarly, our occupancy rate is also 100% in both English and Turkish programs of MIS.

#### Job market

MBS states that it has strong relationships with companies and enterprises based on mutual protocols with many companies to receive interns from among our students. To compete better in the job market, students are encouraged to complete an optional internship program in their eighth semester. During the internship period, students undertake projects that are designed to sharpen their skills for problem-solving, team building and management, innovation, and entrepreneurship. Working on a real-life problem or situation helps the student to assess their own depth of knowledge and learning style in addition to the compatibility with the specific sector. With mentoring support from industry experts, the student becomes a ready-to-contribute employee. Thanks to the alumni-tracking program and IMU Career Centre's reports, the university continuously revise the programme outcomes, syllabi, and the curriculum.

#### Strategic concept

The programmes encourage students to create innovative ideas and enable them to adapt to the challenging business environment based on competitively prominent managerial and operational skills. The university has already set its overall strategic plan for international competitiveness and increased ability of education of global students who will contribute to the success of humanity.

Strategic objective 2.2 of IMU is 'to increase the quality and efficiency in education.' MBS contributes to this objective by regularly revising the curriculum based on the advice from the experts in the industry and emphasizing case studies in all relevant courses.

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. The internship is the ultimate research ground where there is a common cooperation between instructors and students. IMU's strategic plan is published on the university website.

### Appraisal:

The panel finds the reasons for the positioning of each study programme on the educational market to be convincing. The panel also concludes that current and future needs of the job market are accurately grasped by each study programme, the development of the Aviation Management's curriculum results from the interest of the companies.

With respect to IHU's mission and vision, all study programmes express their aligned objectives. Their qualification goals also show a clear connection to the University's 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 SAT<sup>4</sup>, or meeting grade requirements for certain international diplomas. Candidates from certain countries require minimum Baccalaureate exam scores, while those with three A levels on GCE<sup>5</sup> exams can apply. ACT<sup>6</sup> 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.<sup>7</sup>

<sup>4</sup> Scholastic Assessment Test is a test for applicants at US American universities.

<sup>5</sup> General Certificate of Education is the English final school exam.

<sup>6</sup> US University Admission Test.

<sup>7</sup> IMU gives further information on its website: <https://mio.medipol.edu.tr/how-to-apply/#1614753027752-bc8907e3-43e1> (last seen on November 20, 2023).

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 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 1<sup>st</sup> 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		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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 programmes 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 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.

Analysis skills are a significant part of our bachelor's programs and hence students find chances to practice their knowledge by using the statistics and econometrics software in our computer labs. Business Skills Laboratory and Managerial Skills Laboratory courses are some examples of skill transferring courses from industry professionals. With the completion of our Southern Campus at the Kavacık site by the end of 2019, students will have access to two different commercial laboratories. The laboratories are designed with computerized systems using complex capital markets programs. A laboratory is designed as a modern business office, in which they will manage business activities with input from experts from different multinational companies. The other laboratory is designed to manage corporate IT with computerized systems that access capital markets data using complex programs.

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 (Aviation Management, Human Resources Management, Management Information Systems), 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.



## Aviation Management

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
<b>S1</b>	<b>SEMESTER 1</b>	<b>21</b>								<b>21</b>				<b>5 / 210</b>
S 1.1	Introduction to Civil Aviation (C)	5								42	108	L	50 min exam	60%
S 1.2	Principles of Economics (C)	5								42	108	L	50 min exam	60%
S 1.3	Basic Principles of Accounting (C)	5								42	108	L	50 min exam	60%
S 1.4	Fundamentals of Law (C)	4								42	78	L	50 min exam	60%
S 1.5	Mathematics I (C)	5								42	108	L	50 min exam	60%
S 1.6	Turkish Language I (C)	2								28	32	L	50 min exam	60%
S 1.7	English I (C)	4								56	64	L	50 min exam	60%
<b>S2</b>	<b>SEMESTER 2</b>	<b>20</b>								<b>20</b>				<b>5 / 210</b>
S 2.1	Civil Aviation Regulations (C)		5							42	108	L	50 min exam	60%
S 2.2	Theory of Flight and Fundamental Aircraft Knowledge (C)		4							42	78	L	50 min exam	60%
S 2.3	Information Technology (C)		5							28	122	L	50 min exam	60%
S 2.4	Introduction to Business (C)		5							42	108	L	50 min exam	60%
S 2.5	Mathematics II (C)		5							42	108	L	50 min exam	60%
S 2.6	Turkish Language II (C)		2							28	32	L	50 min exam	60%
S 2.7	English II (C)		4							56	64	L	50 min exam	60%
<b>S3</b>	<b>SEMESTER 3</b>	<b>21</b>								<b>21</b>				<b>5 / 210</b>
S 3.1	Statistics I (C)			5						42	108	L	50 min exam	60%
S 3.2	Air Traffic Control (ATC) Services (C)			5						42	108	L	50 min exam	60%
S 3.3	Meteorology (C)			5						42	108	L	50 min exam	60%
S 3.4	Principles of Marketing (C)			5						42	108	L	50 min exam	60%
S 3.5	Management and Organisation (C)			5						42	108	L	50 min exam	60%
S 3.6	Professional English I (C)			4						56	64	L	50 min exam	60%
S 3.7	Atatürk Principles and History of The Turkish Republic I (C)			2						28	32	L	50 min exam	60%
<b>S4</b>	<b>SEMESTER 4</b>	<b>23</b>								<b>23</b>				<b>5 / 210</b>
S 4.1	Statistics II (C)				5					42	108	L	50 min exam	60%
S 4.2	Aviation Economics (C)				4					42	78	L	50 min exam	60%
S 4.3	Passenger Services and Ground Handling Management (C)				5					42	108	L	50 min exam	60%
S 4.4	Safety Management System (SMS) in Aviation (C)				4					42	78	L	50 min exam	60%
S 4.5	Financial Management (C)				5					42	108	L	50 min exam	60%
S 4.6	Professional English II (C)				4					56	78	L	50 min exam	60%
S 4.7	Atatürk Principles and History of The Turkish Republic II (C)				2					28	32	L	50 min exam	60%
S 4.8	Applications of Community Service (C)				2					56	4	L	50 min exam	60%

S5		SEMESTER 5						36						36			10 / 210
S 5.1	Air Transportation and Customs Operations (C)				4								42	78	L	50 min exam	60%
S 5.2	Airline Fleet Planning and Flight Network (C)				4								42	78	L	50 min exam	60%
S 5.3	Airline Marketing and Management (C)				5								42	108	L	50 min exam	60%
S 5.4	Airport Operations and Equipment (E)				5								42	108	L	50 min exam	60%
S 5.5	Transportation of Dangerous Goods (E)				5								42	108	L	50 min exam	60%
S 5.6	Civil Aviation Accidents (E)				5								42	108	L	50 min exam	60%
S 5.7	Sustainable Development Practices (E)				5								42	108	L	50 min exam	60%
S 5.8	Human Resources Management (E)				5								42	108	L	50 min exam	60%
S 5.9	Professional English III (E)				5								42	108	L	50 min exam	60%
S 5.10	Customer Relationships Management (E)				5								42	108	L	50 min exam	60%
S 5.11	Labour and Social Security Law (E)				5								42	108	L	50 min exam	60%
S 5.12	Logistics Management (E)				5								42	108	L	50 min exam	60%
S6		SEMESTER 6						27									10 / 210
S 6.1	Air Law (C)				4								42	78	L	50 min exam	60%
S 6.2	Air Cargo Transportation (C)				3								42	48	L	50 min exam	60%
S 6.3	First Aid (E)				2								28	32	L	50 min exam	60%
S 6.4	Aviation Maintenance Management (C)				4								42	78	L	50 min exam	60%
S 6.5	Navigation and Communications System (C)				5								42	108	L	50 min exam	60%
S 6.6	Mass and Balance (E)				5								42	108	L	50 min exam	60%
S 6.7	Professional English IV (E)				5								42	108	L	50 min exam	60%
S 6.8	Logistics Information Systems (E)				3								42	48	L	50 min exam	60%
S 6.9	Organizational Behavior (E)				5								42	108	L	50 min exam	60%

<b>S7</b>	<b>SEMESTER 7</b>	<b>18</b>							<b>18</b>					<b>10 / 210</b>
S 7.1	Airport Management (E)							5	42	108	L		50 min exam	60%
S 7.2	Flight Planning and Monitoring (E)							5	42	108	L		50 min exam	60%
S 7.3	Supply Chain Management (C)							5	42	108	L		50 min exam	60%
S 7.4	Crew Planning (E)							5	42	108	L		50 min exam	60%
S 7.5	Aviation Security (E)							5	42	108	L		50 min exam	60%
S 7.6	Research Methods in Social Sciences (E)							5	28	122	L		50 min exam	60%
<b>S8</b>	<b>SEMESTER 8</b>	<b>11</b>							<b>11</b>					<b>10 / 210</b>
S 8.1	Bachelors Dissertation (C)							20	42	558	L,T		Report, Presentation	60%
S 8.2	Internship (E)							10	56	244	T		Report	60%
S 8.3	Entrepreneurship (E)							5	42	108	L		50 min exam	60%
S 8.4	Analysis (E)							5	42	108	L		50 min exam	60%
<b>C</b>	<b>Colloquium</b>							<b>1</b>						<b>1 / 210</b>
<b>BA</b>	<b>Bachelor's Thesis</b>							<b>11</b>						<b>11 / 210</b>
<b>total</b>		<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>		<b>30</b>	<b>2100</b>	<b>4200</b>			
<i>L:</i>	<i>Lecture</i>													
<i>S:</i>	<i>Seminar</i>													
<i>T:</i>	<i>Tutorial</i>													

This programme is taught in Turkish language and offers one specialisation track which opens a volunteer path for the students choosing their electives:

### Track 1: Aviation Management

Airport Management

Airport Operations and Equipment

Mass and Balance

Flight Planning and Monitoring

Civil Aviation Accidents

Aviation Security

Crew Planning

Logistics Management

Transportation of Dangerous Goods

## Business Administration (English)

### BUS Curriculum Overview Here: Bachelor's Programme, 8 Semesters



FIBAA

Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
	1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
<b>SEMESTER 1</b>													<b>60%</b>
Microeconomics (C)	6								42	138	L	50 min exam	
Introduction to Business (C)	5								42	108	L	50 min exam	
Introduction to Law (C)	4								42	78	L	50 min exam	
Mathematics I (C)	4								42	78	L	50 min exam	
Turkish Language I (C)	2								56	4	L	50 min exam	
Business Communication I (C)	4								28	92	L	50 min exam	
Information Technology (C)	5								28	122	L	50 min exam	
<b>SEMESTER 2</b>													<b>60%</b>
Macroeconomic (C)		6							42	138	L	50 min exam	
Principles of Accounting (C)		5							42	108	L	50 min exam	
Mathematics II (C)		4							42	78	L	50 min exam	
Turkish Language II (C)		2							28	32	L	50 min exam	
Business Communication II (C)		4							56	64	L	50 min exam	
Management and Organization (C)		5							56	94	L	50 min exam	
Introduction to Finance (C)		5							42	108	L	50 min exam	
<b>SEMESTER 3</b>													<b>60%</b>
Statistics I (C)			5						42	108	L	50 min exam	
Ataturk's Principles and History of Turkish Revolution I (C)			2						28	32	L	50 min exam	
Introduction to Behavioural Science (C)			4						42	78	L	50 min exam	
Principles of Marketing (C)			5						42	108	L	50 min exam	
Financial Management (C)			5						42	108	L	50 min exam	
Total Quality Management (C)			5						42	108	L	50 min exam	
Financial Accounting (C)			5						42	108	L	50 min exam	
E-Commerce (E)			5						28	122	L	51 min exam	

SEMESTER 4												60%		
Quantitative Methods (C)									5		42	108	L	50 min exam
Organizational Behaviour (C)									5		42	108	L	50 min exam
Ataturk's Principles and History of Turkish Revolution II (C)									2		28	32	L	50 min exam
Production Management (C)									5		42	108	L	50 min exam
Cost Management and Accounting (C)									5		42	108	L	50 min exam
International Marketing (C)									5		42	108	L	50 min exam
Business and Social Security Law (C)									4		42	78	L	50 min exam
SEMESTER 5												60%		
Developing Managerial Skills (E)									5		56	94	L	Project Essay / Presentation
Human Resources Management (C)									5		42	108	L	50 min exam
Brand Management (C)									5		42	108	L	50 min exam
Critical Thinking (E)									5		42	108	L	50 min exam
Current Issues in Business (E)									5		42	108	L	50 min exam
Investment Management and Portfolio Analysis (E)									5		42	108	L	50 min exam
Entrepreneurship (E)									5		42	108	L	50 min exam
Digital Marketing (E)									5		42	108	L	50 min exam
Global Economy and Political Analysis ( E)									5		42	108	L	50 min exam
Emerging Markets and Bussiness Trends ( E)									5		42	108	L	50 min exam
Modern Finance Applications ( E)									5		42	108	L	50 min exam
SEMESTER 6												60%		
Strategic Management (C)									5		42	108	L	50 min exam
Business Simulations (C)									5		56	94	L	50 min exam
Consumer Behaviour (C)									5		42	108	L	50 min exam
Corporate Governance and Social Responsibility (E)									5		42	108	L	50 min exam
Global Business (E)									5		42	108	L	50 min exam
Organizational Design (E)									5		42	108	L	50 min exam
Sales Management ( E)									5		42	108	L	50 min exam
Supply Chain Management (E)									5		42	108	L	50 min exam
New Product Development (E)									5		42	108	L	50 min exam
Canhge Management									5		42	108	L	50 min exam
International Economic Organizations (E)									5		42	108	L	50 min exam



## Human Resources Management

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study			
<b>S1</b>	<b>SEMESTER 1</b>	<b>30</b>												<b>5 / 210</b>
İKY1124220	Introduction to Business (C)	5								42	108	L	50 min exam	60%
İKY1141250	Basic Principles of Accounting (C)	5								42	108	L	50 min exam	60%
İKY1124240	Fundamentals of Law (C)	4								42	78	L	50 min exam	60%
İKY1152870	Principles of Economics (C)	5								42	108	L	50 min exam	60%
İKY1152880	Mathematics (C)	5								42	108	L	50 min exam	60%
TDL1110200	Turkish Language I (C)	2								28	32	L	50 min exam	60%
İNG1111200	English I (C)	4								56	64	L	50 min exam	60%
<b>S2</b>	<b>SEMESTER 2</b>		<b>30</b>											<b>5 / 210</b>
İKY1224280	Behavioral Sciences (C)		4							42	78	L	50 min exam	60%
İKY1252910	Civilization and Culture (C)		5							28	122	L	50 min exam	60%
İNG1211300	English II (C)		4							56	64	L	50 min exam	60%
İKY1224310	Human Resources Management (C)		5							28	122	L	50 min exam	60%
İKY1224290	Information Technology (C)		5							28	122	L	50 min exam	60%
İKY1210848	Introduction to Philosophy (C)		5							28	122	L	50 min exam	60%
TDL1220000	Turkish Language II (C)		2							28	32	L	50 min exam	60%
<b>S3</b>	<b>SEMESTER 3</b>			<b>31</b>										<b>5 / 210</b>
İKY2134490	Labor Economics and Industrial Relations (C)			6						42	138	L	50 min exam	60%
İKY2112639	Critical Thinking (C)			3						42	48	L	50 min exam	60%
İKY2184460	Social Psychology (C)			6						56	124	L	50 min exam	60%
İKY2134530	Business Analysis and Business Evaluation (C)			5						42	108	L	50 min exam	60%
İKY2152920	Statistics (C)			5						42	108	L	50 min exam	60%
İKY2190050	Professional English I (C)			4						56	64	L	50 min exam	60%
ATA2110800	History of the Turkish Republic I (C)			2						28	32	L	50 min exam	60%

<b>S4</b>		<b>SEMESTER 4</b>				<b>30</b>						<b>5 / 210</b>	
İKY2234520	Occupational Health and Safety (C)			5				42	108	L	50 min exam	60%	
İKY2234540	Occupational and Professional Ethics (C)			2				28	32	L	50 min exam	60%	
İKY2257300	Recruitment and Interviewing Technics (C)			5				42	108	L	50 min exam	60%	
İKY2290070	Professional English II (C)			4				56	64	L	50 min exam	60%	
İKY2265230	Organizational Behavior (C)			5				42	108	L	50 min exam	60%	
İKY2252730	Applications of Community Service (C)			2				56	4	L	Project Essay / Presentation	60%	
İKY2234150	Management and Organization (C)			5				42	108	L	50 min exam	60%	
ATA2210000	History of the Turkish Republic II (C)			2				28	32	L	50 min exam	60%	
<b>S5</b>		<b>SEMESTER 5</b>				<b>35</b>						<b>10 / 210</b>	
İKY3156440	Education, Improvement and Career Management (C)			3				42	48	L	50 min exam	60%	
İKY3157230	Employee Affairs and Payroll (C)			4				42	78	L	50 min exam	60%	
İKY3157210	Performance Management (C)			4				42	78	L	50 min exam	60%	
İKY3157220	Wagi and Reward Management (C)			4				42	78	L	50 min exam	60%	
İKY3157240	Team and Team Dynamics (E)			5				42	108	L	50 min exam	60%	
İKY3112143	Pozitive Psychological Capital (E)			5				42	108	L	50 min exam	60%	
İKY3171180	Presentation Technics (E)			5				42	108	L	Presentation	60%	
İKY3156360	Total Quality Management (E)			5				42	108	L	50 min exam	60%	
<b>S6</b>		<b>SEMESTER 6</b>				<b>45</b>						<b>10 / 210</b>	
İKY3257260	Strategic Management (C)			5				42	108	L	50 min exam	60%	
İKY3257270	Organizational Development (C)			5				42	108	L	50 min exam	60%	
İKY3213622	Asessment Center Methods (E)			5				42	108	L	50 min exam	60%	
İKY3210849	Digital Human Resources (E)			5				42	108	L	50 min exam	60%	
İKY3210851	Diversity Management (E)			5				42	108	L	50 min exam	60%	
İKY3270750	Labour and Social Security Law (E)			5				42	108	L	50 min exam	60%	
İKY3257470	Analysis (E)			5				42	108	L	50 min exam	60%	
İKY3252930	Social Structure of Turkey (E)			5				42	108	L	50 min exam	60%	
İKY3257290	Culture and Business (E)			5				42	108	L	50 min exam	60%	



S7		SEMESTER 7																		10 / 210	
iKY4171130	Strategic Human Resources Management (C)								5		42	108	L	50 min exam	60%						
iKY4154060	Entrepreneurship (E)								5		42	108	L	50 min exam	60%						
iKY4171140	Corporate Reputation and Social Responsibility (E)								5		42	108	L	50 min exam	60%						
iKY4111488	Research Methods in Social Sciences (E)								5		28	122	L	Seminar Paper	60%						
iKY4110853	Professional and Technical Correspondence (E)								5		42	108	L	50 min exam	60%						
iKY4113621	Social Media Strategy (E)								5		42	108	L	50 min exam	60%						
iKY4171190	Talent Management and Employer Brand (E)								5		42	108	L	50 min exam	60%						
S8		SEMESTER 8																10 / 210			
iKY4213613	Bachelors Dissertation (C)								20	42	558	S	Dissertation	60%							
iKY4213614	Internship (E)								10	56	244	S	Intern	60%							
iKY4257540	Enterprise Resource Planning (E)								5	42	108	L	50 min exam	60%							
<b>total</b>		<b>30</b>	<b>30</b>	<b>31</b>	<b>30</b>	<b>35</b>	<b>45</b>	<b>35</b>	<b>35</b>	<b>2310</b>	<b>5820</b>										
L:	Lecture																				
S:	Seminar																				
T:	Tutorial																				

The programme is taught in Turkish language and offers one specialisation area Human Resources Management.

### Management Information Systems (Turkish and English), they have the same courses

		1 <sup>st</sup> Semester															
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade			
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours Self-Study						
MIS1155460	Fundamentals of Law (C)	4								42	78	L	50 Min	60%			
MIS1134320	Business Communication I (C)	4								56	64	L	50 Min	60%			
MIS1134480	Principles of Accounting (C)	5								42	108	L	50 Min	60%			
MIS1154260	Management Information Systems (C)	5								28	122	L	50 Min	60%			
MIS1171280	Principles of Economics (C)	6								42	138	L	50 Min	60%			
MIS1124480	Mathematics I (C)	4								42	78	L	50 Min	60%			
TDL1110400	Turkish Language I (C)	2								28	32	L	50 Min	60%			

<b>2<sup>nd</sup> Semester</b>														
MIS1224520	Information Technology (C)									28	122	L	50 Min	60%
MIS1271290	Introduction to Programming And Algorithms (C)									42	138	L	50 Min	60%
MIS1212174	Presentation and Writing Techniques (C)									42	78	L	50 Min	60%
MIS1224550	Mathematics II (C)									42	78	L	50 Min	60%
MIS1241260	Business Communication II (C)									56	64	L	50 Min	60%
MIS1265260	Introduction to Business (C)									42	108	L	50 Min	60%
TDL1210600	Turkish Language II (C)									28	32	L	50 Min	60%
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<b>3<sup>rd</sup> Semester</b>														
MIS2110872	Fundamentals of Web Design (C)									42	138	L	50 Min	60%
MIS2152740	Statistics I (C)									42	108	L	50 Min	60%
MIS2171320	E-Commmerce (C)									28	122	L	50 Min	60%
MIS2110873	Programming Languages I (C)									42	168	L	50 Min	60%
MIS2111008	Management and Organization (C)									42	108	L	50 Min	60%
ATA2110300	History of the Turkish Republic I (C)									28	32	L	50 Min	60%
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<b>4<sup>th</sup> Semester</b>														
MIS2210874	Behavioral Sciences (C)									42	78	L	50 Min	60%
MIS2252810	Statistics II (C)									42	108	L	50 Min	60%
MIS2210875	Programming Languages II (C)									42	168	L	50 Min	60%
MIS2210877	Operations Research (C)									28	152	L	50 Min	60%
MIS2210876	Algorithms and Data Structures (C)									28	92	L	50 Min	60%
ATA2210500	History of the Turkish Republic II (C)									28	32	L	50 Min	60%
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<b>5<sup>th</sup> Semester</b>														
MIS3112178	Information Systems and E-Business (E)									42	108	L	50 Min	60%
MIS3171440	Entrepreneurship (E)									42	108	L	50 Min	60%
MIS3112176	Quantitative Methods for Business Decision Making (C)									42	108	L	50 Min	60%
MIS3112154	Corporate Governance and Social Responsibility (E)									42	108	L	50 Min	60%
MIS3110854	Leadership and Managerial Skills (E)									42	108	L	50 Min	60%
MIS3110863	Logistics Management (E)									42	108	L	50 Min	60%
MIS3153260	Principles of Marketing (E)									42	108	L	50 Min	60%
MIS3112175	Systems Analysis and Desing (C)									42	78	L	50 Min	60%
MIS3113615	Sustainable Development Practices (E)									42	108	L	50 Min	60%
MIS3112177	Data Base and Data Base Management Systems (C)									42	78	L	50 Min	60%



### **Rationale for degree and programme name**

As to the programme names, they are regulated by the CoHE<sup>8</sup>. 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.

**Aviation Management:** The term “aviation” broadly refers to everything related to air vehicles and the activities performed with them from private to commercial, civil to military. Although the industry itself uses the term and it is common in the field, an airline-specific business and management-oriented training program could easily and completely be named after it. perfect and like identical shows all over the world. The programme is based on the essentials of management and aviation. And graduates of the programme are destined for employment in the aviation industry.

The **Business Administration** programme covers all aspects of overseeing strategic/tactical/daily activities to compete and succeed in business. The program aims to conduct theoretical and empirical research in management as well as in interdisciplinary fields that combine management practice with contemporary issues in related fields. The program’s curriculum includes courses that focus on the changing needs of the business and social environment. We aim to equip our students with the latest knowledge, skills and abilities that help them create value and take on their responsibilities at various levels in several companies, public institutions and universities around the world. The BA program follows and implements new methods and approaches in technology, education, research and management, and develops unique programs, and structures that will serve as models according to the needs of society and business. This program establishes close ties with the business world and considers it one of the key values that guide the ministry's mission-related activities. Academic staff stay in touch with the business environment through a number of activities, including practice-oriented research, project work and consulting services for private and public companies.

The name of the program '**Human Resources Management**' highlights the management of human resources in a business, starting from recruitment processes. The main objective of the Human Resources Department is to educate our students on business administration topics and to improve them with HR issues, regulations and laws. Our goal is to turn them into successful HR professionals who can work in any industry. Our graduates will be good communicators, negotiators, social individuals and team workers.

**Management Information Systems (MIS)** refers to the processing of information through computers and other intelligent devices to manage and support managerial decisions within an organization. This concept includes systems such as transaction processing systems, decision support systems, expert systems or executive information systems. The term is often used in the concept of business and has connections to other fields such as information systems, information technology, computing, e-commerce, and computing. The term is therefore used interchangeably with some of these neonatal areas. GIS specialists help

---

<sup>8</sup> CoHE stands for Turkey’s Council of Higher Education. The Turkish acronym is YOK.

organizations maximize the benefits of their investments in people, equipment, and business processes.

### **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.

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 courses. 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.

## **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. Only in the Aviation management programme, the course "Research Methods in Social Sciences" is an elective and not a compulsory course. 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 TUBİTAK's Undergraduate Projects Calls<sup>9</sup>. 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" rules<sup>10</sup> 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"<sup>11</sup>. 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 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

<sup>9</sup> TUBİTAK is an acronym of the Scientific and Technological Research Council of Turkey (STRCT-TUBİTAK).

<sup>10</sup> As of April 21, 2015.

<sup>11</sup> See MBS SER, p. 69.

	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 the programmes adequately reflect all in all 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. Beside that given balance, the panel encourages the university to broaden their electives in order to shape the student's profile:

In **Aviation Management**, more individual options could be opened. The relatively young study programme could profit from courses as for example "maintenance and flight operations" or ground operations".

**Business Administration** could be further developed by courses as for example "business process management", "project management" or "IT management".

**Human Resources Management** could strengthen its internationalisation which would fit well into the university's strategy.

In **Management Information Systems**, the university could enbetter the balance between management and IT related courses in rethinking the compulsory/ elective setting and, if necessary, switching them.

Within its statement on the report, the HEI disagrees with that recommendation stating that the curriculum is meticulously crafted to maintain a harmonious equilibrium between information technology and managerial aspects. This is evident through various mandatory management courses, encompassing subjects such as Principles of Economics, Principles of Accounting, Fundamentals of Law, Business Communication I and II, E-Commerce, Management and Organization, Introduction to Business, Behavioral Science, Operations Research, Quantitative Methods and Business Decision Making, and Business Ethics. The panel confirms that the current curriculum is well-balanced, and their recommendation merely emphasises how important it is to maintain the described balance in the curriculum if, for example, electives change.

The degree titles (Bachelor of Arts) and the programme names correspond basically to the contents of the curriculum and the programme objectives. The definition of **Aviation Management**, given by the Turkish authorities, is very broad considering that the demand of the market, the curriculum and the target group address also strongly the operational side of the aviation field. This should be reflected in the description of the study programme (compare Chapter 5.3.1). 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, it welcomes that IMU offers internships in all programmes and experienced during the interviews that 12 of 13 students chose it. As they are offered as elective courses, the panel recommends making the internships obligatory for all programmes. In its statement, the HEI states that internships were initially mandatory for all programmes. However, in response to the challenges posed by the pandemic and the recent earthquakes in Turkey the requirement for internships was made optional. This decision was implemented to accommodate students who were adversely affected by the aforementioned crises. The faculty members actively endorse and encourage students to undertake internships, offering assistance in identifying suitable internship opportunities. Presently, a significant majority of Management Information Systems (MIS) students are actively engaged in internship experiences. The experts were aware of that background. However, since so many students choose the internship, this situation might have changed and could be organised the other way round: In case students have difficulties to do the compulsory internship they are offered a possibility to do courses instead. The experts are confident that the university will take the appropriate measures for the overall situation and for the further development of the degree programmes, where necessary. The recommendations can be implemented as specialist input or discarded with good reason.

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.

In the programmes to be reaccredited, 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. In Aviation Management, the panel sees a lack in the fact that "Research methods in Social Sciences" is only an elective course in a late semester, when students already had a lot of written exams and scientific work to master. Checking some of the written papers they formed the view that this course would be necessary at an earlier stage. Respecting the idea of a practice-oriented study programme with needs of the labour market in middle operational management positions and that methods are included also in other courses, this course is still a need. Thus, the panel recommends the following condition:

The HEI ensures that students acquire methodological and scientific competencies not only as accompanying course content but explicitly and taught in a compulsory course in the beginning of their studies.

The HEI ensured in its statement that in the next academic year the "Research Methods in Social Sciences" course, which is currently positioned in the semester before the last semester's graduation project studies, will be positioned in one of the earlier semesters by making it a compulsory course. In addition, the content, methods and evaluation of the course will be revised.

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 the possibility of a wide variety of test formats. The panel experienced during the interviews and assessing the examinations that in the last three years, due to the pandemic and the earthquake, courses and examinations were conducted online, often through a multiple-choice test format. The panel recommends therefore and in order to strengthen the student's competencies to rebuild the variety of examinations as assessed five years ago.

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. The internship is optional in terms of an elective course when chosen, 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, considering the above-mentioned recommendations.

	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	Condition AV	
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

## 3.2 Structure

Projected study time	4 years
Number of credits (national credits and ECTS credits)	240 credits
Workload per credit	30

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 - 35 ECTS credits per semester. In

all programmes, the internship is offered in the eighth semester as an elective course<sup>12</sup>. 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 IMU<sup>13</sup>, 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:

- 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.

---

<sup>12</sup> MBS has edited an Internship Guide for supervising the internships.

<sup>13</sup> Additional information in a preparatory document.

- 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 Equality<sup>14</sup> 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 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.

---

<sup>14</sup> <https://www.medipol.edu.tr/en/academics/units-affiliated-to-the-rectorate/ombudsman-for-anti-discrimination-and-equality>, (last seen on December 18, 2023).

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

<b>As of the end of 2022</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
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)<sup>15</sup>. 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 programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload. The module/course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study pro-

---

<sup>15</sup> See above, chapter 2 Admission.

programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated. 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.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements 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.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements 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.<sup>16</sup>

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

<sup>16</sup> See SER of MBS, p. 71.

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:

**AV** programme offers courses specific to the areas of aviation which require timely solutions for daily operational problems. Courses such as "Flight Planning and Monitoring", "Crew Planning", "Passenger Services and Ground Handling", "Mass and Balance", "Air Traffic Control Services", "Aviation Security" give a solution-oriented perspective about the daily operations of commercial aviation and prepare students for their future work environment.

**HRM** programme offers "Business Communications I" course to acquaint and familiarize students with global business whereas the "Civilization and Culture" and "The Structure of Turkish Society" courses aim to make students aware of regional dynamics of society culture including history, religion, art, and architecture. "Critical Thinking", "Analytical Philosophy", "Social Psychology", and "Organizational Behavior" are among the courses that are unique to the program in terms of their practical hours in which students are required to conduct field research and experiments that they design but are supervised by lecturers. These provide students with increased research and intervention skills related to the psychology and business fields.

**MIS** offers "Presentation and Writing Skills", "Quantitative Methods for Business Decision Making", "Research Methods in Social Science" and "Behavioral Sciences" to 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. Assessing the materials, the panel found some literature outdated. Thus, they recommend to refresh the literature recommendations.

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.

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 students<sup>17</sup>. 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 increased in each study programme, especially in the English taught ones.

According to IMU<sup>18</sup>, 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 the Turkish programme, but students take four basic English courses and two professional

---

<sup>17</sup> See also above "Statistics".

<sup>18</sup> See MBS SER, p. 74.

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 (Business Administration, Management Information Systems) 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* 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	X (HRM; (BUS; MIS English)	X (HRM; AM, MIS Turkish)	

### 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.

#### Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module/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		

### 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 promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules/courses.

		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	%
<b>Prof.</b>	7	10	7	21	12	15
<b>Assoc.Prof.</b>	11	29	5	15	19	24
<b>Asst.Prof.</b>	19	37	20	62	38	48
<b>Teach.Asst.</b>	0	-	0	-	0	-
<b>Res.Asst.</b>	10	22	0	-	10	13
<b>TOTAL</b>	47	100	32	100	79	100
<b>Female</b>	25	52	8	25	33	41
<b>Male</b>	22	48	24	75	47	59

Specifically for the study programmes to be accredited, the composition is as follows:

**Table 4.1.1 MBS Faculty – Cluster 3 Only**

	A.M	HRM	BUS (ENG)	MIS	MIS (Eng)	Total

<b>Prof.</b>		1	1	1		3
<b>Assoc.Prof</b>		2	2	2		6
<b>Asst.Prof.</b>	2	2	2	7	1	14
<b>Teach.Asst.</b>	4		1	2		7
<b>Res.Asst.</b>	1	1	3	1		6
<b>Total</b>						36
<b>Female</b>	2	4	5	9		20
<b>Male</b>	5	2	4	4	1	16

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 CoHe<sup>19</sup>, 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 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 YDS<sup>20</sup> (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

<sup>19</sup> See Law No. 2547 of November 1981.

<sup>20</sup> Proficiency of foreign language exam.

For associate professorship:

- Having an associate professor title, which is granted by Inter-University Presidency Board<sup>21</sup>. 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.

According to IMU<sup>22</sup>, 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.

---

<sup>21</sup> See Law No. 2547.

<sup>22</sup> SEE SER Health Management, p 51.

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.

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:

In the programmes to be re-accredited, the structure and number of the faculty correspond to the programme requirements 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.

In **Aviation Management**, the professor left the university in the last semester. The new programme manager took over one month before the onsite visit took place. Aware of the situation, the Dean credibly communicated to the panel that they are already in the search for an adequate vacancy. Considering the fact that in 2022, 40 students were enrolled in the study programme, the panel recommends the following condition:

The HEI ensures a professorial full-time position with corresponding expertise in Aviation Management.

The HEI states in its statement on the report that already a new faculty member joined the aviation management department staff. Additionally, an announcement has been made to recruit a new faculty member whose area of expertise is aviation management.

The academic qualification of the faculty corresponds to the requirements and objectives of the 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.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. 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 panel appreciates and recognizes the efforts of the university in giving space for scientific research and encourages the university in building up their academic paths. 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	Condition (AV)	
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 graduates<sup>23</sup>.

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 UTIKAD<sup>24</sup>).

## 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.

---

<sup>23</sup> See MBS SER, p. 85.

<sup>24</sup> UTIKAD is the Association of International Forwarding and Logistics Service Providers.

	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:

<b>No</b>	<b>Database</b>
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

<b>30</b>	ScienceDirect
<b>31</b>	SciFinder^n
<b>32</b>	Scopus
<b>33</b>	Sobiad
<b>34</b>	Springer
<b>35</b>	Springer Author Academy
<b>36</b>	Taylor & Francis
<b>37</b>	Turnitin
<b>38</b>	Turkiye Atif Dizini
<b>39</b>	UpToDate
<b>40</b>	Web of Science
<b>41</b>	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, but university-wide. The panel would like to encourage the university in its close contact to the companies and recommend to use them for a business school specific placement in order to shape their vision of students placement.

An university- wide 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. The panel recommends to organise it for the business school and, moreover, developing it in the proven way for Aviation Management.

	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.

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		



## 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 %<sup>25</sup>.

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 process<sup>26</sup>, 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:

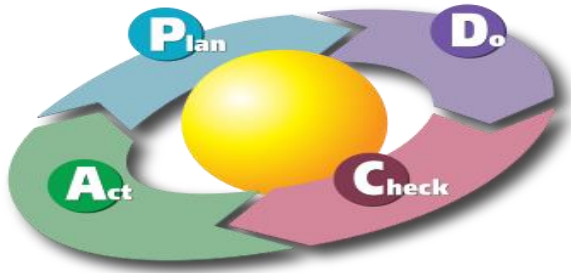
- Internal Evaluation,
- Action Plans,
- Measurement and Monitoring System,
- Corrective-Preventive Actions,
- Change Management,
- External Evaluation.

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.

---

<sup>25</sup> See the status report of the Turkish Higher Education Quality Council: [https://yokak.gov.tr/Common/Docs/Site\\_Activity\\_Reports/StatusReport2021.pdf](https://yokak.gov.tr/Common/Docs/Site_Activity_Reports/StatusReport2021.pdf) (last seen on December 18, 2023).

<sup>26</sup> 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 instruments<sup>27</sup>. 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

---

<sup>27</sup> 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 assurance<sup>28</sup>. 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 Commission<sup>29</sup> 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. Assessing the English taught study programmes, the website was not complete. Moreover, Aviation Management is not described in detail. 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 campus<sup>30</sup>.

---

<sup>28</sup> See MBS SER, p. 83.

<sup>29</sup> See Art. 10 (1) h), i) and l) IMU “Quality Commission Instruction” as of January 16, 2019.

<sup>30</sup> <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**<sup>31</sup> includes general information about the Schools, academic policies, and gives detailed information on admission.
- **Student Information Folders**<sup>32</sup> 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.

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

---

<sup>31</sup> <https://www.medipol.edu.tr/en/active-students/course-guide> (last seen December 20, 2023).

<sup>32</sup> <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).

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 programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations), also for the English speaking students and the English taught programmes. Only the description of Aviation Management should show that the university is oriented on the operational side of aviation studies.

Thus, the panel recommends the following **condition for Aviation management**:

- The vision and mission of the programme is transparently presented to prospective students by addressing the operational orientation of the programme (compare chapter 1.1, 1.3.2).

The HEI states in its statement on the report that promotional documents and online content will be planned to express more clearly the vision, mission and operational orientation of the Aviation Management programme.

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)				Condition AV	
5.3.2 Information on activities during the academic year			x		

# Quality profile

HEI: Medipol University, Istanbul

**Bachelor programmes:** Aviation Management, Business Administration (English), Human Resources Management, Management Information Systems (Turkish), Management Information Systems (English)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
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		
<b>2</b>	<b>Admission</b>					
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		
<b>3</b>	<b>Contents, structure and didactical concept</b>					
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	Condition AV	
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		



		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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			
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6*	Skills for employment / Employability (Asterisk Criterion)			x		
<b>4.</b>	<b>Academic environment and framework conditions</b>					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x	Condition AV	
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					
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			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	(Asterisk Criterion for cooperation programmes)					
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		
<b>5</b>	<b>Quality assurance and documentation</b>					
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)				Condition AV	
5.3.2	Information on activities during the academic year			x		