

Akkreditierungsagentur
im Bereich Gesundheit und Soziales
Accreditation Agency in Health and Social Sciences



Assessment Report

**for the Application of
Istanbul Gelisim University, Türkiye
for the Accreditation of the Study Program “Nutrition and Dietetics”,
Bachelor of Science (English and Turkish track)**

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Decision

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1 Introduction

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

The AHPGS is listed in the European Quality Assurance Register (EQAR) since 2009. Since 2004, the AHPGS has been a member of the European Consortium for Accreditation (ECA). In 2006, the AHPGS joined the European Association for Quality Assurance in Higher Education (ENQA). In 2009, the AHPGS also became a member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and since 2012 a member of the Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEENQA). In 2023, the World Federation of Medical Education (WFME) recognized the AHPGS as an agency with recognition status for 10 years.

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

1. Program aims and their implementation
2. Structure of the study program
3. Admission and Feasibility
4. Examination System and Transparency
5. Teaching Staff and Material Equipment
6. Quality Assurance
7. Gender equality and equal opportunities

I. The University's application

The AHPGS verifies the sufficiency of the documents submitted by the University, namely the Self-Evaluation Report and its corresponding annexes. These are to fulfil the assessment spheres as well as the AHPGS standards. With this information, the AHPGS produces a summary, which is to be approved by the University and subsequently made available for the expert group, together with all other documentation.

II. Written review

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

III. On-site visit (peer-review)

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

Following the site visit, the expert group evaluates the fulfillment of the criteria based on the results of the visit and the documents submitted by the HEI. This Assessment Report is based on the results of the visit, the written review of the study programs, and the documents submitted by the University. Finally, the Assessment Report is made available to the University for the opportunity to issue a response opinion.

The Assessment Report as well as the University's response opinion – together with the provided documents – is submitted to the Accreditation Commission of the AHPGS.

IV. The AHPGS accreditation decision

The Accreditation Commission of the AHPGS examines the documentation made available in the process of application, namely the University's self-evaluation report, its annexes, the Assessment Report, as well as the University's response opinion. These documents lay basis for the decision of the Accreditation Commission of the AHPGS regarding the accreditation of the study program.

2 Overview

2.1 Procedure-related documents

The Istanbul Gelisim University delegated the task of accrediting the following study programs to the AHPGS: “Nursing”, “Nutrition and Dietetics” and “Physiotherapy and Rehabilitation”.

The Self-Evaluation Report for the accreditation (without the awarding of the official seal of the Accreditation Council of the Foundation for the Accreditation of Study Programs in Germany) of the above-mentioned study programs (hereinafter the SERs) of the Istanbul Gelisim University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on March 26, 2024. The decision regarding the accreditation of a study program is carried out by the Accreditation Commission of the AHPGS. The contract between the Istanbul Gelisim University and the AHPGS was signed on November 10, 2023.

On August 1, 2024, the AHPGS forwarded the open questions and explanatory notes (hereinafter OQ) pertaining to the application for accreditation for the study programs to the University. On August 12, 2024, the University submitted the answers to the open questions and explanatory notes (hereinafter AOQ) to the AHPGS in electronic format.

The application documentation submitted by the Istanbul Gelisim University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program “Nutrition and Dietetics”, the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the study program “Nutrition and Dietetics”

Annex	Description
Annex 01	Curriculum
Annex 02	Module Descriptions
Annex 03	Diploma Supplement
Annex 04	Instructor CVs
Annex 05	Teaching Matrix
Annex 06	Student Satisfaction Survey

Annex 07	Student Success Ratio Fall 2023-2024 English Track
Annex 08	Student Success Ratio Fall 2023-2024 Turkish Track
Annex 09	Alumni Survey
Annex 10	Student Peer Review Form
Annex 11	Graduation Thesis and Seminar Evaluation Forms
Annex 12	Homework (Diet, Presentation, Laboratory) Evaluation Form
Annex 13	Field Training External Stakeholder Survey
Annex 14	Field Training Instructor Information Form
Annex 15	Field Training Student Evaluation Form
Annex 16	Field Training Student Survey
Annex 17	Summer Internship Student Survey
Annex 18	Clinic-Polyclinic and Athlete Field Training Instructor Information Form
Annex 19	Erasmus + Partner Universities
Annex 20	External Stakeholders
Annex 21	Program Related Figures
Annex 22	Program Related Tables

Alongside the study-program-specific documents, the following documents pertain to all study program submitted for external evaluation:

Annex	Description
Annex A	IGU Rectorate Organization Chart
Annex B	IGU Faculties, Schools, Vocational Schools and Institutes
Annex C	IGU Premises
Annex D	Exam Paper Template
Annex E	Graduation Thesis Evaluation Form
Annex F	Student Peer Review Form
Annex G	Seminar Evaluation Form
Annex H	Compulsory Internship Book
Annex I	Professional Practice Book
Annex J	IGU Library Resources
Annex K	Information of Libraries

Annex L	Faculty of Health Sciences Study Programs
Annex M	Exam and Education Regulation Undergraduate Programs
Annex N	Regulation Transfer
Annex O	Maternity Policy
Annex P	Criteria for Appointment and Promotion to the Academic Staff

The application, the open questions (OQ) and the answers to the open questions (AOQ) as well as the additional documents build the basis for the present summary. The layout bears no significance, as it solely reflects the agreed standard between the AHPGS and the University.

2.2 Information about the University

The Istanbul Gelisim University (IGU) was founded in 2008 as a private university through the founding board of trustees of "Gelişim Education, Culture, Health and Social Service Foundation". IGU has a total of 39,052 students in the academic year of 2023/2024. IGU comprises six faculties:

- Faculty of Engineering and Architecture
- Faculty of Economics, Administrative and Social Sciences
- Faculty of Applied Sciences
- Faculty of Fine Arts
- Faculty of Dentistry
- Faculty of Health Sciences

Additionally, IGU has two undergraduate schools and two vocational schools.

IGU has 144 laboratories, including the newly opened Exercise (Physiotherapy) Laboratory, Clinical Psychology Laboratory, and Brain, Cognitive and Behavioral Sciences Laboratory, and 20 different Application and Research Centers for innovative, technological and sociological studies.

The IGU School of Health Sciences was established in the fall semester 2012/2013 and continues its activities as IGU Faculty of Health Sciences (hereinafter the Faculty) as of the fall semester 2020/2021. The Department of Nutrition and Dietetics (DND) begun admitting students to the Turkish track in the academic year of 2012/2013. The English track of the study program started to admit students in the academic year 2015/2016.

The Faculty of Health Sciences offers the following study programs:

- Nursing (English & Turkish)
- Nutrition and Dietetics (English & Turkish)
- Child Development (English & Turkish)
- Social Work
- Physiotherapy and Rehabilitation (English & Turkish)
- Audiology
- Healthcare Management
- Occupational Therapy
- Perfusion
- Speech and Language Therapy

2.3 Structural data of the study program

University	Istanbul Gelisim University
Faculty/Department	Faculty of Health Sciences Department of Nutrition and Dietetics
Title of the study program	Nutrition and Dietetics (Turkish track) Nutrition and Dietetics (English track)
Degree awarded	Bachelor of Science
Form of studies	Full-time/part-time etc.
Language of Studies	Turkish (Turkish track) English (English track)
Period of education	Four years / eight semesters
Credit Points (CP) according to the European Credit Transfer System (ECTS)	240 CP
Hours/CP	25.5 Hours/CP
Workload	Total: 6,120 hours Contact hours: 1,624 hours Individual work: 3,264 hours Practice: 1,232 hours
CP for the final thesis	2 CP for seminar, 4 CP for thesis
Launch date of the study program	Winter semester 2012/2013 (Turkish track) Winter semester 2015/2016 (English track)
First accreditation	15.02.2018

Time of admission	Fall semester
Number of available places on the program	49 in the Turkish track 64 in the English track
Number of enrolled students by now	345 in the Turkish track 365 in the English track
Tuition fees	Approx. €6,000 per year

Chart 1: Structural data of the study program

3 Expert Report

The site visit was carried out on November 11-12, 2024, according to the previously agreed schedule. Representatives from the head office of AHPGS accompanied the expert group.

The expert group met on November 10, 2024, for preliminary talks prior to the site visit. They discussed the submitted application documents and the results of the written evaluation as well as questions that had been raised prior. Furthermore, they prepared the plan of the site visit at the University.

During the site visit, experts conducted discussions with the University management, representatives of the Faculty Health Sciences, the chair, vice chair and the teaching staff of the program "Nutrition and Dietetics" as well as with students currently studying in the program. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, library, and computer classrooms. Moreover, experts had the opportunity to examine the equipment and the capacity of the laboratories.

The Assessment Report is structured in compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA). The study program will be described and analyzed in a comprehensive manner below. The documents submitted by the University, the experts' feedback to the documents, the observations made during the site visit, the results of discussions with the representatives of the University, Faculty of Health Sciences and the Department of Nutrition serve as the foundation for the statements made in the Assessment Report.

3.1 Program aims and their implementation

Summary

The Nutrition and Dietetics program aims to train professionals with high standards as outlined in national regulations and international guidelines for healthcare workers. The primary goal is to prepare dietitians who can design and implement both individual and collective nutrition programs rooted in nutrition science, and thus supporting healthy development and overall well-being throughout all stages of life. Graduates are expected to be able to conduct in-depth research on nutrition-

related health issues, particularly those caused by improper diet or malnutrition, and develop evidence-based solutions to address these problems.

Additionally, students will be trained to create and oversee medical nutrition therapy plans for individuals with specific conditions, whether congenital or acquired. This includes educating patients, conducting ongoing assessments, and adjusting therapies as needed. The program also emphasizes the importance of promoting health-conscious eating habits at the societal level. Dietitians are expected to play an active role in educating the public about the physiological, psychological, and sociological aspects of nutrition, aiming to foster long-term healthy lifestyle habits. Another key component is ensuring the sustainable and health-oriented use of food resources, promoting practices that balance nutrition, environmental sustainability, and long-term public health goals.

Aligned with the HENCC and the European Qualifications Framework, the program aims to:

- *Scientific Qualification:* Equip students with a solid foundation in nutrition science, evidence-based practices, and scientific literature to improve individual and public health.
- *Qualification for Employment:* Train students to perform thorough nutrition assessments, understand global nutrition strategies, develop effective communication, provide counseling, and respect cultural diversity in nutrition.
- *Social Responsibility:* Prepare students to implement nutrition education across cultures, collaborate internationally and interdisciplinary, engage with communities, and contribute to nutrition policies and public health.
- *Personal Development:* Foster skills such as communication, problem-solving, empathy, professionalism, ethics, adaptability, leadership, and cultural sensitivity (SER 3.1.2).

The program aligns with the National Qualifications Framework for Higher Education in Türkiye, focusing on theoretical and practical knowledge, cognitive and applied skills, independence, responsibility, and specific field competencies. Skills are evaluated on a scale from 0 to 5 for each course, assessing their effectiveness (SER 3.1.3).

Graduates can work as educational, research, therapeutic, executive, community health, product consultant dietitians, or nutrition consultants in various settings

including educational institutions, research organizations, hospitals, food service institutions, community health centers, and private consulting firms (SER 3.2.1).

As of 2023, there is a stable influx of new dietitian students, but a significant demand still exists. Approximately 16,800 dietitians are needed, with specific demands of around 1,600 in hospitals, 2,300 in outpatient clinics, and 4,300 in primary and community health centers. The estimates are based on Ministry of Health data and current trends (SER 3.2.2).

Judgement

The experts ask about the vision and mission of Istanbul Gelisim University. The University states that the vision is to become a research university in the long term. IGU is working towards this goal. The University furthermore aims to create a multi-ethnic, cross-cultural student profile on campus, as well as to create international diversity by increasing the international student body on campus. According to IGU, the University currently has 7,000 students from 103 countries and 57 international lecturers. Due to high numbers of applicants from certain countries, the University limits the number of students from one country to a maximum 10%. Many study programs at IGU are offered in English and Turkish, which the experts appreciate.

The experts inquire about the impact of the previous accreditation in 2018. The University explains that due to the international accreditation, partnerships were created. According to the University, the number of students increased, and the students are aware that their University and study program meet the international standards. The international accreditation is also part of the continuous quality improvement process within the University. The experts are positive about this development.

From the experts' point of view, the Bachelor study program "Nutrition and Dietetics" focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic competences, competences necessary for a qualified employment, skills of social commitment and personal development.

The experts encourage the University to consider implementing a consecutive Master's degree program in English in order to strengthen the research component at the University and to ensure the students' continuing education. In the

interview, the students also emphasized their desire for the possibility of a Master's program.

Decision

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

3.2 Structure of the study program

Summary

The program comprises 51 courses, out of which 41 are obligatory and 10 are electives spread over the 8 semesters. Each semester is worth 30 credit points of modules. Students are required to complete 336 hours of field training and 240 hours of internship.

The list of modules offered:

No.	Title	Sem.	CP
	Semester 1		
1	Career Orientation	1	3
2	Anatomy	1	6
3	Physiology I	1	5
4	Principles and Practices of Nutrition I	1	6
5	General Chemistry	1	5
6	Turkish Language I	1	2
7	Foreign Language I (Eng.) (Turkish Track) Literature review I (English track)	1	3
	Semester 2		
8	Medical Biology and Genetics	2	3
9	Physiology II	2	5
10	Principles and Practices of Nutrition II	2	6
11	Organic Chemistry	2	2
12	Biochemistry	2	3
13	Psychology	2	6
14	Turkish Language II	2	2
15	Foreign Language II (Eng.) (Turkish Track) Literature review II (English track)	2	3
	Semester 3		

16	Principles of Atatürk and History of Turkish Revolution I	3	2
17	Food Chemistry and Analysis I	3	5
18	General Microbiology	3	5
19	Nutritional Biochemistry I	3	4
20	Nutrition Education and Counseling	3	2
21	Departmental Elective I	3	6
22	Departmental Elective II	3	6
	Semester 4		
23	Principles of Atatürk and History of Turkish Revolution II	4	2
24	Nutritional Biochemistry II	4	4
25	Food Chemistry and Analyses II	4	5
26	Maternal and Child Nutrition	4	5
27	Public Health Nutrition	4	3
28	Food Microbiology and Food Safety	4	4
29	Summer Traineeship	4	1
30	Research Methods	4	6
	Semester 5		
31	Institutional Food Services I	5	4
32	Nutritional Therapy and Practices in Childhood Diseases I	5	5
33	Nutritional Therapy and Practices in Adult Diseases I	5	5
34	Community Nutritional Assessment	5	4
35	Departmental Elective III	5	6
36	Non-Department Elective I	5	6
	Semester 6		
37	Institutional Food Services II	6	4
38	Nutritional Therapy and Practices in Childhood Diseases II	6	5
39	Nutritional Therapy and Practices in Adult Diseases II	6	5
40	Nutritional Epidemiology	6	4
41	Departmental Elective IV	6	6
42	Non-Department Elective II	6	6
	Semester 7		
43	Field Training I	7	14
44	Seminar	7	2
45	Food-Related Legislation	7	2

46	Departmental Elective V	7	6
47	Departmental Elective VI	7	6
	Semester 8		
48	Graduation Thesis	8	4
49	Field Training II	8	14
50	Departmental Elective VII	8	6
51	Non-Departmental Electives III	8	6
	Total:	8	240

Table 2: Module Oversight

The list of departmental and non-departmental modules can be found in the module descriptions.

The module description covers the following aspects: general information (language of instruction, type of the course, coordinator and instructor, CP, semester), objectives and contents, key learning outcome of the course unit, weekly course contents and study materials for preliminary and further study, source materials and recommended reading, assessment, workload.

Furthermore, the department collaborates with external stakeholders to implement several hands-on training courses, including Field Training I and II and Summer Traineeship. This process is managed through coordination between the DND, the Faculty Internship Committee, the Dean of the Faculty, and the Directorate of Student Affairs, along with external partners (refer to Appendix 4). For Field Training I and II, teaching staff from the DND are responsible for delivering theoretical instruction and evaluating student assignments, midterm exams, and final exams.

The structure of the study program by years is as follows (SER 4.1.3):

1st academic year: the first and second semester focus on building students' foundational knowledge and skills, which align with the overall goals and objectives of the Nutrition and Dietetics program. During this phase, students are introduced to the fundamentals of nutrition sciences through a combination of coursework and practical exercises.

2nd academic year: the third semester emphasizes practical competencies such as nutrition education and counseling, along with topics like nutrient composition and metabolism, and the physical and chemical changes in foods and their metabolic effects. The fourth semester enhances students' existing knowledge, expands

research capabilities, and provides hands-on experience through a summer internship. Beginning in the third semester, students have the option to select elective courses in specialized areas. Based on feedback received, the University included the following new courses:

- Pathophysiology of Diet-Related Diseases
- Introduction to Human Nutrition
- Nutrition Education and Counseling
- Public Health Nutrition

Furthermore, the Research Methods course has been moved to an earlier semester.

3rd academic year: In the fifth and sixth semester, the focus shifts to dietetics and institutional food services. Key topics include medical nutrition therapy for pediatric and adult diseases, community nutrition assessment, nutrition epidemiology, and institutional food services management. The course Nutritional Epidemiology has been introduced on the basis of received feedback.

4th academic year: During the seventh and eighth semester, students are offered both departmental and non-departmental elective courses that align with their individual interests. In addition, field training courses provide practical experience in patient and client monitoring in clinical settings, exposure to the managerial responsibilities of dietitians in food service institutions, and the development of teamwork skills.

The graduation thesis and seminar courses are supervised by faculty members to help students develop research skills.

Practical experience is covered by the modules Field Training I and II, which take place in the last academic year. The Faculty Internship Committee manages both the field training and summer internships. They hold meetings with faculty members responsible for overseeing these courses and share updated information regarding available quotas and procedures during student orientation meetings. Students can complete their field training or internships at:

- State hospitals affiliated with the Istanbul Provincial Health Directorate (with specific quotas allocated to IGU),
- private hospitals affiliated with IGU,
- other approved institutions that employ dietitians, subject to department approval.

Student performance and attendance during field training and internships are tracked through a Professional Practice Book for field training (Annex H), which includes the Field Training Student Evaluation Form and Attendance List, and a Compulsory Internship Book (Annex I) for the summer traineeship. This documentation ensures that training aligns with program objectives.

Students document their daily activities in their respective books, which are signed daily by the supervising dietitian and submitted to the department at the end of the training or internship. This ensures proper communication between the supervising dietitian and the department. Supervision is conducted by a qualified dietitian working in a workplace with a tax number, and IGU ensures that students are covered by Social Security and insured during the training period. Additionally, students receive free occupational health and safety training before beginning their internships. Successful students are awarded a certificate.

Students may also choose to participate in Erasmus + Traineeship Mobility, which can replace the summer internship if approved by the Erasmus + Coordinator and the Faculty Administrative Board.

To assess the effectiveness of the field training and internship processes, satisfaction surveys are distributed to both groups (SER 4.1.4).

The department employs a wide range of instructional methods, including lectures, seminars, laboratory practices, study groups, project-based learning, and field training. Faculty members are granted the autonomy to select the most appropriate teaching practices and tools for their courses (SER 4.1.5).

The Learning Management System (ALMS) serves as a comprehensive virtual platform for both synchronous and asynchronous classes, particularly providing flexibility during extraordinary situations like the pandemic. It allows teaching staff to share course notes, documents, and videos. Students can upload assignments, participate in short exams, and communicate with the teaching staff. ALMS plays a crucial role in facilitating remote education, especially for courses like Foreign Language and mandatory courses mandated by the Council of Higher Education. Course materials for these classes are accessible electronically through ALMS. The faculty has five smart classrooms designed to promote interactive learning experiences (SER 4.1.6).

The department promotes student involvement in research through events like the 1st National Student Congress and voluntary research projects. Courses such as Research Methods, Seminar, and Graduation Thesis incorporate research into the curriculum (SER 4.1.7).

The curriculum includes full English instruction for the English track, while the Turkish track offers language courses (SER 4.1.8).

Judgement

The Bachelor study program “Nutrition and Dietetics” has a course-based structure and a course-related examination system. The descriptions of the courses contain information on objectives and contents, key learning outcome of the course unit, weekly course contents and study materials for preliminary and further study, source materials and recommended reading, assessment, workload and general information (language of instruction, type of the course, coordinator and instructor, CP, semester).

From the experts’ point of view, the structure of the “Nutrition and Dietetics” program at Istanbul Gelisim University is designed to provide students with a comprehensive understanding of nutrition, integrating theoretical knowledge with practical training. The program’s curriculum reflects a balanced approach, aligning with international standards while addressing local needs.

After the conversation with the teaching staff, it becomes clear that the visibility and implementation of social sciences in nutrition should be enhanced, as they are already integrated into some modules. Additionally, the application of quantitative and qualitative methods in nutrition should be improved, particularly with a focus on research at the university level.

The University states consultancy in nutrition for individuals, groups and athletes as a common career opportunity for graduates. However, the topic of counseling only has a small place in the curriculum. More emphasis should be placed on this, especially for later professional qualification.

The experts note the detailed syllabus, which enables students to prepare adequately for individual lectures as well as scheduled examinations. However, information is not always complete and up-to-date. The defined teaching and assessment methods do not always correspond, and it became clear that teachers are using assessment tools which are not mentioned in the course description in some

modules. Practical exams must be embedded in the course descriptions in a structured way. In order to increase transparency, the course descriptions need to be updated and revised to reflect the actual assessment tools and teaching methods utilized in the course. The course descriptions of the English track should only contain information in English.

The combination and succession of the courses of the study program are consistent with the specified qualification objectives (described earlier). The study program contains a graduation thesis and an accompanying seminar. The experts welcome the fact that a written thesis related to research is completed at the end of the program. However, the experts recommend involving students in more research projects and the writing of research papers to prepare students for the thesis. It is assured that students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general.

Courses are designed to address cultural differences, with materials provided in both English and Turkish, fostering a culturally sensitive learning environment. English is primarily spoken in the English-language track, and graduates typically return to their home countries upon completion of their studies.

The arrangement of the internship in the study program allows acquisition of credits. The study program contains practical phases: Field Training I-II are conducted in the 7th and 8th semester.

The internationalization of the University and the study program is also discussed. The International Office is already working to expand the internationalization efforts through a range of different ways. Furthermore, the University as a whole has already established connections to a number of other universities. The experts support the measures that are already in place and encourage the University to further expand the efforts. The University offers flexible ways of gaining international experience to their students instead of a fixed mobility window.

Another way to improve the internationalization of teaching is through joint international research collaboration. The motivated teaching staff should be encouraged and supported by financing conference trips, rewarding internationally visible research or inviting foreign researchers to visit. Furthermore, the experts recommend setting a research focus within the department.

Currently, e-learning constitutes 30% of the program, in line with the higher education council's regulations, allowing some flexibility without compromising face-to-face instruction.

In the experts' opinion, the structure of the curriculum seems to make the workload manageable. Nevertheless, the curriculum appears very detailed, consisting of many isolated courses and therefore, numerous examinations. Thus, the experts suggest combining some modules to reduce the number of examinations.

Decision

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

The course descriptions need to be updated and revised to reflect the actual assessment tools and teaching methods utilized in the course. The course descriptions must be written fully in English.

3.3 Admission and Feasibility

Summary

The procedure pertaining to the admission procedure is centrally regulated and executed by the Turkish Student Selection and Placement Center (OSYM). Students are admitted to institutions of higher education by means of an examination prepared in accordance with provisions specified by the Turkish Council of Higher Education (YOK). In the evaluation of examination results, the performance of students during their secondary education is considered.

There is a mandatory English preparatory class required for the admission to the English track of the study program. Students who successfully pass the English proficiency exam or complete the English preparatory class are eligible to start the English track. Foreign students enrolled in the Turkish track are required to provide a Turkish language proficiency certificate. Students without a proficiency certificate are required to take a Turkish proficiency exam.

According to the University, the Council of Higher Education does not provide a separate quota for individuals with disabilities and/or chronic illnesses. The students declare their condition during the application at the OSYM. If they are admitted, their disability status is reported to the University.

Credits and course content from other institutions are evaluated according to the IGU Associate and Undergraduate Education-Training and Examination Regulation and (Annex M) the Directive On Exemption-Adjustment Procedures And Lateral Transfer Principles (Annex N). According to Article 10 of the Directive on Exemption-Adjustment Procedures And Lateral Transfer Principles, grade conversion is made to recognize the credits of students who will transfer credits.

In grade conversion, the IGU grade conversion table in Article 22 is used. In successful and conditionally successful courses, the letter grade obtained as a result of the conversion should not be lower than the previous grade and if it is higher, the higher grade should be taken as the basis (AoQ 5).

IGU provides several structures to facilitate students' adaptation to university life and ensure quick responses to their requests and feedback. The Dean of Students organizes orientation programs, events, a student bulletin, and operates IGU Communication Center (IGUMER). IGUMER serves as an electronic communication tool facilitating the quick and easy delivery and response of requests, suggestions, and complaints to University management and other relevant units.

Additionally, IGU houses a Psychological Counseling and Guidance Office for students and staff. To ensure faster and more effective communication with IGU students, there is a WhatsApp Support Line available. Within the IGU Directorate of Health, Culture and Sports, student clubs operate to promote social activities and support initiatives. The IGU Career Guidance Application and Research Center supports students' academic and career development through events, resume preparation assistance, and sharing job and internship opportunities. Additionally, the center fosters interaction through its Peer Mentor Project and Alumni Platform.

The department assigns academic advisors to assist students with course selection, registration renewal, and general information about courses. An advisor is assigned for each class. Teaching staff have the freedom to choose their office hours, which are then announced to students on the office doors of the department. Additionally, supervisors for graduation theses are determined at the beginning of the related semester.

Judgement

The admission policies and procedures along with the requirements are properly documented and made publicly available. The experts determine the admission

procedures and requirements to be appropriate, as they correspond to the standards of the study program.

The experts draw attention to the relatively high number of exams to be passed during the study program. The University states that the system of midterm and final exams is determined by the government. To prepare students for the level of difficulty and volume of exams, the type as well as the time of the different examinations are defined and communicated to the students. The experts confirm that the University takes good measures to guarantee the feasibility of the study programs despite the high workload. The organization of the education process ensures the successful implementation of the study programs. The experts appreciate the fact that students with disabilities or chronic illness are offered compensatory measures when writing exams, such as extra time or writing the exam in another room.

The University offers several measures of student support. The department assigns academic advisors to assist students with course selection, registration renewal, and general information about courses. An advisor is assigned for each class. On site, it became obvious that the teaching staff follows an “open-door-policy”. If the students have problems besides academic issue, a social support unit is installed at the University. Furthermore, psychological support through counseling is available.

The International Office of Istanbul Gelisim University plays a key role in facilitating international activities, fostering global connections and student support. The International Office supports international students with applications, admissions, and enrollment, assists with visas and residence permits, and provides orientation programs to help them adapt to university life and Turkish culture. The International Office staff speak many languages and can offer advice partly in the students' mother tongue. The experts find the support services at the University to be exemplary and conducive to the health and success of the student body.

Decision

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

3.4 Examination system and transparency

Summary

Among the 51 courses offered by the program, 48 courses require midterm and final examination. Courses such as the traineeship and seminars that consist of entirely practical applications do not require exams.

IGU study programs span 17 weeks, with 14 weeks allocated for study period, 1 week for midterm exams, and 2 weeks for final exams. Students can track their exam schedules via OBIS.

Students who are unable to attend midterm exams due to valid and justifiable reasons accepted by the relevant administrative board are granted the right to take a midterm make-up exam. Students with valid excuses must apply with a petition to the Deanery of the Faculty with documented evidence. Those whose excuses are accepted by the Faculty Administrative Board are granted the right to take the midterm make-up exam. For the final exam, students who meet the attendance requirement for the course are directly eligible to take the final make-up exam without requiring any excuse. These exams are conducted during the second week following the completion of the final exams for students who were unable to take the final exam, failed, or were conditionally successful.

Information concerning the study program, process of education, admission requirements and the compensation regulations for students with disabilities are documented and published either on the website of the University or in the internal IGU Information System (GBS).

Judgement

The University uses a continuous assessment process to ensure the quality of education for its students. The study programs have a course-related examination system. Its implementation, including the grading system, course load regulations, repetition of courses and exams is regulated and transparent for the students. From the experts' point of view, the examination serves to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences.

The experts inquire about the types of examinations conducted in the study programs. According to the University, most exams are written exams, but there are practical exams like laboratory applications as well. As mentioned in chapter 3.2,

the assessment methods are partially not defined in the course descriptions. According to the students and the University, practical exams take place, but the teacher is responsible for the assessment tool and practical exams are not part of the course descriptions. This is not transparent for both students and teachers. To increase transparency, the course descriptions need to be updated and revised to reflect the actual assessment tools and teaching methods utilized in the courses.

There is no difference in the quality of the examinations between the English and Turkish tracks.

The experts further discuss the low pass rates in some modules. Some modules have pass rates lower than 20%. According to the University and the students, the affected modules take place in the early semesters of the study program. Nevertheless, the experts highly recommend monitoring the pass rates of the modules and, if needed, change the mode of assessment or the preparation of students.

In the experts' opinion, the study program includes a very high number of exams, which causes a high workload not only for students but also for the teaching staff. The transparent information of the examination schedule at the beginning of each term makes the high number of assessments during and at the end of each semester manageable. An examination can be repeated once. Students who cannot attend the test due to health issues or other unforeseen circumstances are allowed to take the test on another agreed day. If the examination is failed twice, students must redo the course in the following semester. Thus, the experts conclude that the examinations, although numerous, serve to determine whether the envisaged qualification objectives have been achieved or not and are focused on students' knowledge.

The requirements to students' performance in examinations are regulated and published in the academic calendar. The frequency of examinations, as well as their organizations, is appropriate. The University guarantees that students with disabilities or chronic illnesses receive compensation regarding time limits and formal requirements of the study process, as well as all final and course-related performance records.

The University ensures that information about its activities, particularly the programs it offers, is easily accessible to prospective and current students, graduates, other stakeholders and the public. The published information includes detailed insights into the selection criteria for programs, intended learning outcomes,

qualifications awarded, and the procedures employed for teaching, learning, and assessment. Furthermore, pass rates and available learning opportunities to students, as well as graduate employment information, are shared. However, the department's website contains an excessive amount of information and is not well organized, making it difficult to find the specific data required. This should be improved.

Upon graduation, students are awarded a Bachelor graduation diploma, as well as a Diploma Supplement, composed in both Turkish and English.

Decision

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

3.5 Teaching staff and material equipment

Summary

In the study program "Nutrition and Dietetics (Turkish track)" a total of 9 academic staff are employed, including 2 professors, 5 faculty PhD holders and 2 lecturers. Additionally, there are 3 research assistants. In the academic year 2024/2025 9% of the study program is taught by professors, 59% by faculty PhD holders and 32% by lecturers.

In the study program "Nutrition and Dietetics (English track)" a total of 6 academic staff are employed, including 1 professor, 3 faculty PhD holders and 2 lecturers. Additionally, there are 2 research assistants. In the academic year 2024/2025 61% of the study program is taught by faculty PhD holders and 39% by lecturers.

Teacher's qualifications and CVs are available in Annex 04.

The teacher to student ration is 1:21 in the Turkish track and 1:39 in the English track. The maximum teaching hours for professors are 12, for associate professors 15, for Faculty PhD holders 18, and for lecturers 24, spread over 5 working days.

All faculty appointment procedures are conducted in accordance with Law No. 657 on Civil Servants and Higher Education Law No. 2547, as well as the provisions of the Promotion and Appointment to the Faculty Member Regulation and the IGU's Criteria for Appointment and Promotion to the Academic Staff. Additionally, academic staff in the English Track must obtain a minimum of 85 points

from foreign language exams recognized as equivalent to the CoHE central exam, as stipulated by the Regulation on Foreign Language Teaching in Higher Education Institutions and the Principles to be Followed in Teaching in Foreign Languages.

IGU's Human Resources Policy embraces mutual respect, internalization of corporate culture, and a success-oriented approach. IGU offers various activities to its staff for the purpose of continuous development. Among these activities are training for trainers, design of distance learning materials, basic statistics training, plagiarism detection program training, seminars on processes related to national and international projects such as Horizon European Research Executive Agency Application Basics, TUBITAK or the Health Institute of Türkiye. IGU's Directorate of Library and Documentation also regularly organizes training sessions on the use of academic databases and applications.

The IGU furthermore provides support for academic staff to attend symposiums, conferences, certificate/course programs, as well as incentives for publications. IGU and the department also support the participation of academic staff in Erasmus+ mobility for career development (SER 7.1.3).

IGU conducts the education process in 8 buildings on its campus. There are 22 classrooms in the FoHS block. IGU has a total of 10 conference/meeting rooms, one of which is located in the FoHS. Additionally, there are a total of 144 laboratories in the University.

IGU has a total of 5 libraries across its five buildings with a combined seating capacity of 1,360 and these libraries collectively have access to nearly 5 million resources, including printed materials, electronic books, journals, theses, visual, and audiovisual materials. IGU staff and students can submit their requests for new publications to IGU Directorate of Library and Documentation through the Material Request Form for the library.

IGU Library Catalog is available for use 24/7, providing databases and services to every member of the University. Through ULAKBIM, the university has access to 43,030 health-related e-journals, and there are 16 databases featuring health-related journals. The number of subscribed additional databases and research tools is 13 (SER 7.3.2).

IGU provides individual laptop computers to each academic staff and there are 6 computer laboratories at IGU, each with a capacity of 60 students. In addition to having one of these computer laboratories in Block A, which is adjacent to FoHS,

there are 2 mobile cameras and 5 smart boards at FoHS. Also, the central library has 16 computers available for general use.

Judgement

New teaching staff are thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Students evaluate the performance of all teaching staff periodically. Overall, the teaching and academic staff at the Istanbul Gelisim University shows a very high level of commitment and potential for the execution as well as further development of the study program they are responsible for. The experts conclude that there is a strong corporate identity and positive group dynamics among the University and the faculty administration. As a motivation to work at IGU, the faculty cites the good reputation, the working atmosphere as well as support mechanisms related to research and academic development.

On-site, the experts and the University discuss the challenges of hiring new staff, especially English-speaking staff. The requirements for English-speaking staff (described above) are set by the ministry and difficult to fulfill. The experts encourage the University to continue to advertise positions and find suitable candidates to improve the student-teacher ratio in the English track. The experts note, that currently no modules are taught by professors. It is highly recommended to increase the percentage of teaching by professors and associate professors in the long term.

The experts inquire about the personnel structure of the two study tracks. Only one head of program is named for both tracks. The experts recommend appointing a head of program per track.

On site, the University also reports that regular roundtables take place between the teams of the English and Turkish track. English as a spoken language should be included in the staff development plans.

The experts find the amount of human resources allocated to the program to be sufficient to carry out its functions. The teaching staff is well qualified and in possession of academic and technical credentials and experience adequate to their tasks.

Research within the program is supported by a structured process: applications for research approval are submitted to the ethics committee and subsequently to

the Head of Department. Publication is encouraged through a one-year contract, with an expectation of one international publication and 2-3 additional publications over four years. PhD candidates have an 18-hour teaching load, while Master's students have a 24-hour load. To achieve professorship, candidates must consult on theses, accumulate points through teaching and research, and meet specific publication requirements.

The University informs its employees about opportunities for personal and professional development transparently, and actively encourages their participation in workshops, training courses and conferences intended to improve their abilities, which is confirmed during the talks with the staff on site.

The experts visited the premises of the Faculty of Health Sciences, where the skills labs of the Bachelor study program "Nutrition and Dietetics" are located. The skills labs are equipped with all relevant devices. From the experts' point of view, the quality of the laboratories used to train students in the program are sufficient.

As a whole, it was ascertained by the experts that the Bachelor's study program "Nutrition and Dietetics" has ample teaching facilities at its disposals.

Decision

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

3.6 Quality assurance

Summary

The Turkish Higher Education Council (CoHE, YOK) has founded a semi-independent quality board. The board has issued its own directives. Each university has founded its own quality office and commissions which are handled by directives. The CoHE quality board orients to the European Higher Education System and standards for quality assurance. Quality assurance at the University is based on the target of maintaining a structure in line with international standards in education, research and administration. The University states that ensuring the participation of all internal and external stakeholders is a priority.

The University maintains an Office of Strategic Planning and Quality Assurance, which is responsible for measuring, evaluating and continuously improving the performance at the University. Additionally, there exists a University Quality Committee, the duties of which include establishment of internal and external quality

assurance systems, conducting internal evaluation studies, preparing an annual institutional evaluation report and to make necessary preparations in the external evaluation process.

As of 2022, IGU Quality Commission has intensified its activities and started meeting every 15 days. During this process, the IGU Quality Assurance Directive was updated by the IGU Senate. According to the directive, the number of IGU Quality Commission members has been increased to include representatives of all academic (including FoHS) and administrative units, and the meeting agendas have been determined so that the units can express their working mechanisms and areas they see open to improvement.

In 2022, IGU Dean of Students received the ISO 10002 Customer Satisfaction Management System Certificate from the Turkish Standards Institution in order to effectively and efficiently resolve the demands, complaints and expectations of students and to make these evaluations systematically (SER 8.1.1).

The Unit Quality Board manages processes to ensure the continuity of the internal and external quality systems in evaluating and improving the quality of educational, teaching, research activities, and administrative services in line with the University's strategic plan and objectives. The Department of Nutrition and Dietetics (DND) members include representatives of the FoHS Unit Quality Board. Annually, the department prepares a "Departmental Internal Evaluation Report" and an "Activity Report," which are submitted to the Deanery. The Deanery and Unit Quality Board submit the Academic Unit Internal Evaluation Report to IGU Quality Commission and the Activity Report to the Rectorate.

To integrate various components of the Quality Assurance System such as document management, corrective activities, satisfaction surveys, and process management, the Quality Document Management System (QDMS) program was incorporated into the University by the end of 2020. With QDMS Quality Assurance System activities, Document Procedures, Internal and External Stakeholder Complaints, Corrective Activities, Audit Activities, Action Management, Process Management, and Device Management System modules have begun to be carried out through a single system.

IGU Quality Commission conducts teaching staff and course evaluation surveys for each course at the end of every semester. The results and analyzes of the surveys are sent to the Deanery. Corrective actions are carried out by the Deanery

for courses and faculty members who fall below the score determined for the relevant year.

Starting from the 2018-2019 academic year, a new curriculum has been implemented for the “Nutrition and Dietetics” program. The design and development processes of the new curriculum, as well as the determination and implementation of program objectives, took into consideration the requirements of the HENCC and the recommendations of AHPGS. Opinions gathered from meetings with the Department Board, Faculty Administrative Board, Senate, and internal and external stakeholders were collectively evaluated.

Furthermore, the DND receives feedback from students and external stakeholders and conducts peer assessments as part of evaluating the practical compatibility of the educational program (SER 8.1.4).

In determining ECTS credits, the standards in the ECTS User Guide published by the European Commission were followed. At the end of each semester, course success rates of the students are calculated and shared with the Head of Departments. This information is utilized for evaluating the appropriateness of the student workload.

The statistics on enrollment and withdrawal, course success rates, graduation numbers and satisfaction surveys can be found in Annex 7, 8, 17.

Judgement

From the experts’ point of view, the University has a well-structured system of quality assurance spread across all of its unit. The University has developed and documented a concept of quality assurance in the education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program “Nutrition and Dietetics”.

The University consistently monitors and periodically reviews its programs to ensure alignment with established objectives, responsiveness to the evolving needs of students and society, and the facilitation of continuous program improvement. These systematic reviews are integral to the University's commitment to maintaining the relevance of study programs and fostering a supportive and effective learning environment for students. The evaluation process encompasses various aspects, including the regular examination of program content in light of the latest research in the discipline, consideration of changing societal needs, assessment

of student workload, progression, and completion rates, evaluation of the effectiveness of procedures for student assessment, collection of feedback on student expectations, needs, and satisfaction regarding the program, and examination of the suitability of the learning environment and support services for the program's objectives.

The University possess a robust data collection system and gathers comprehensive data on its study programs and other activities. The information gathered depends, to some extent, on the type and mission of the University. Various Key Performance Indicators (KPIs) are captured by the University. A range of information regarding study programs and activities is consistently captured by the University. Student progression, success rates, and dropout rates are inherent considerations in the University's analytical processes. With an established feedback mechanism, the University regularly measures student satisfaction with their programs, the learning resources and the available student support. The University also actively tracks and analyzes the career paths of its graduates. The University seamlessly integrates the collected information into its existing internal quality assurance system. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes. In particular, in retrospect of the last accreditation, measures should be derived from the data collected and the accreditation panel's recommendations and then implemented in a timely manner.

Regular program reviews and revisions are conducted, actively involving students and other stakeholders in the process. The information collected from these reviews undergoes analysis, and program adaptations are made to ensure the program is up-to-date. Any actions planned or taken as a result of these reviews are communicated to all relevant stakeholders. Furthermore, the University ensures the publication of revised program specifications, fostering transparency and keeping stakeholders informed of changes resulting from the systematic review process.

Decision

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

3.7 Gender equality and equal opportunities

Summary

Istanbul Gelisim University follows neither an explicit gender equality concept nor a concept for promotion of equal opportunities for students with particular living circumstances.

The University is not responsible for the admission of the students. Turkish citizens are placed in university programs through the YKS organized by OSYM without any gender discrimination.

Istanbul Gelisim University is committed to supporting the best practice of maternity, which recognizes the value of reaching to workforce with gender diversity and of retaining and promoting women's talent. The purpose of the Maternity Policy is to provide the employees with the opportunity to integrate career development with family responsibilities. This policy sets out the maternity provisions in which the employees are entitled before and after the birth of their children (Annex O).

IGU and the FoHS have established the Consulting and Coordination Office for Disabled, adhering to CoHE regulations. The unit aims to identify and address the needs of disabled students during the registration process, facilitating communication by allowing issues and requests to be conveyed through the website.

IGU provides physical facilities for disabled students, including elevators equipped with Braille alphabet, entrance areas, wheelchair ramps, turnstiles, and visual signaling emergency alarm systems. Additionally, IGU organizes various events to increase awareness and sensitivity, such as the Hearing Aids Symposium, Bulgurlu Inclusive Life Center Visit, Inclusive Empathy Dance Show, Inclusive Art Designs, Countless Chromosomes Friends and 2 April World Autism Awareness Day Celebration Visit.

To ensure fair and accurate assessment of all students, provide equal opportunities, and make the education process meaningful for disabled students, the unit is tasked with facilitating relevant time, space, materials, and reader assistance in the exams of disabled students. IGU also takes necessary precautions and makes arrangements based on the nature of the disability to address differences arising from the nature of the disability.

Judgement

The experts note that although the University has no explicit gender equality concept nor a concept for promotion of equal opportunities for students with particular living circumstances, it still offers a range of support services. The University demonstrates its commitment to the provision of equal opportunities for all students and shows openness for diversity and social development. The experts recommend developing a concept on gender equality and equal opportunities within the next period of accreditation.

Nevertheless, the experts note that gender equity should extend to the university's leadership in order to set a positive example for students. Women in leadership empower other women and underrepresented groups to pursue academic and professional goals.

Decision

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

4 Conclusion

The experts see the positive development of the University over the last five years since the last accreditation. The Istanbul Gelisim University has a strong international profile with many study programs in English and students from all over the world. The study program “Nutrition and Dietetics” has an English and Turkish track.

The University employs a highly motivated teaching staff in both the English and Turkish track. From the experts’ point of view, the curriculum in the Bachelor study program “Nutrition and Dietetics” is well-structured and aligned, providing a solid foundation for the program.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program “Nutrition and Dietetics” offered at the Istanbul Gelisim University partially fulfills the above-described criteria. Hence, the experts recommended that the Accreditation Commission of AHPGS make a positive decision regarding the accreditation of the study program.

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

- The course descriptions need to be updated and revised to reflect the actual assessment tools and teaching methods utilized in the course. The course descriptions must be written fully in English for the English track of the program.

From the perspective of the experts, these conditions can be fulfilled within twelve months after the announcement of the accreditation decision.

For the continuous development of the study program, the experts have outlined the following recommendations:

- To achieve internationalization of teaching, the University should strengthen joint international research collaboration. The motivated teaching staff should be encouraged and supported by rewarding internationally visible research, funding conference participations or inviting foreign researchers to visit.
- Students should be involved in more research projects and the writing of research papers to prepare them for the thesis.

- The social sciences have been underrepresented in the curriculum so far and should be strengthened. The application of quantitative methods in nutrition should be improved, particularly with a focus on research at the university level.
- More emphasis should be placed on the topic of nutrition counseling, especially since many graduates work in this field.
- The pass rates of the modules should be monitored and, if necessary, measures should be derived from it.
- The University should continue to advertise positions and find suitable candidates to improve the student-teacher ratio in the English track.
- The percentage of teaching by professors and associate professors should be increased in the long term.
- English as a spoken language should be included in the staff development plans.
- A head of program should be appointed per track.

5 Decision of the accreditation commission

Decision of the accreditation commission February 13, 2025

This resolution of the Accreditation Commission of the AHPGS is based on the University's application, as well as the expert review and the site visit covered in the Assessment Report. The Accreditation Commission has also taken the response opinion of the University regarding the study program into account.

The site visit of the University took place on November 11-12, 2024, according to the previously agreed-upon schedule.

The accreditation procedure is structured according to the Accreditation Criteria developed by the AHPGS. The Accreditation Criteria are developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), established by the European Association for Quality Assurance in Higher Education (ENQA).

The Accreditation Commission of the AHPGS discussed the procedural documents, the vote of the expert group and the response opinion of the University regarding the Assessment Report.

In the response opinion, the University presents the mechanisms that are already in place to display the assessment methods and describes the steps that have already been taken. The Accreditation Commission appreciates the explanation and notes that the exams are not embedded in the course descriptions in a structured way and transparent for students.

The Bachelor's study program requires the obtainment of 240 credit points according to the European Credit Transfer System (ECTS). The regulated study period in the program "Nutrition and Dietetics" is four years. The study program comprises 51 modules, out of which 41 modules are obligatory, and 10 modules are elective. The study program is offered in Turkish and English. The Bachelor's study program "Nutrition and Dietetics" is completed with awarding of the academic degree "Bachelor of Science". Admission takes place every winter semester. The first cohort of students was admitted to the Turkish track in the academic year 2012/2013. The first cohort of students was admitted to the English track in the academic year 2015/2016.

The Accreditation Commission of the AHPGS considers that the Accreditation Criteria are partially fulfilled and adopts the following decision:

The Bachelor study program “Nutrition and Dietetics” is accredited for the duration of five years until September 30, 2030.

Based on the Assessment Report, the Accreditation Commission outlines the following condition:

1. The course descriptions need to be updated and revised to reflect the actual assessment tools and teaching methods utilized in the course. The course descriptions must be written fully in English.

The evidence that the formulated condition has been fulfilled by the study program “Nutrition and Dietetics” must be provided by February 13, 2026. According to the Accreditation Criteria developed by the AHPGS, in case of non-fulfillment of the condition, the accreditation of the study program will be revoked.

For further development and enhancement of the study program, as well as of the University as a whole, the Accreditation Commission of the AHPGS supports the recommendation articulated in the Assessment Report.

The Accreditation Commission particularly emphasizes the importance of research orientation and also recommends updating the literature in the course descriptions.