

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 “Physiotherapy and
Rehabilitation”,
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 AHPGS: “Nursing”, “Nutrition and Dietetics” and “Physiotherapy and Rehabilitation”.

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) 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 “Physiotherapy and Rehabilitation”, the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the study program “Physiotherapy and Rehabilitation”

Annex	Description
Annex 01	Turkish and English Curriculum and Module Overview
Annex 02	Course Descriptions
Annex 03	Curriculum Changes
Annex 04	Staff List
Annex 05	Staff CVs
Annex 06	Teaching Matrix Fall 2023-2024
Annex 07	Office Hours

Annex 08	Enrollment and Withdrawal Numbers
Annex 09	Courses Success Rates
Annex 10	Diploma and Diploma Supplements
Annex 11	Graduation Numbers
Annex 12	Alumni Survey Form and Results
Annex 13	Satisfaction Surveys
Annex 14	Gender Distribution
Annex 15	Erasmus + Agreements
Annex 16	Erasmus Participation
Annex 17	Program Laboratories
Annex 18	Student Publication Example
Annex 19	External Stakeholders

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 within 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 (SoHS) was established in the fall semester 2012/2013 and continues its activities as IGU Faculty of Health Sciences (FoHS) as of the fall semester 2020/2021. The Department of Physiotherapy and Rehabilitation (DPTR) started to admit 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 Physiotherapy and Rehabilitation
Title of the study program	Physiotherapy and Rehabilitation (Turkish track) Physiotherapy and Rehabilitation (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: 1,666 hours Individual work: 2,926 hours Practice: 1,528 hours
CP for the final thesis	2 CP for seminar, 2 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	Beginning of fall semester

Number of available places on the program	31 in the Turkish track 41 in the English track
Number of enrolled students by now	241 in the Turkish track 717 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 “Physiotherapy and Rehabilitation” 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 Physiotherapy and Rehabilitation serve as the foundation for the statements made in the Assessment Report.

3.1 Program aims and their implementation

Summary

The general objective of the study program “Physiotherapy and Rehabilitation” is to train graduates who have the necessary knowledge and skills to apply preventive and therapeutic approaches for movement and function disorders, adopt ethical principles, plan teamwork with different professional groups, utilize

information technologies or scientific research methods effectively, and implement evidence-based practices.

The DPTR (Department of Physiotherapy and Rehabilitation) aims to equip students with a solid foundation in medical sciences, enabling them to engage in evidence-based practices, master scientific literature, and contribute to it. The program focuses on training physiotherapists who adhere to professional ethics, possess comprehensive assessment and treatment planning skills, effective communication abilities, and can promote healthy lifestyles. Additionally, the DPTR emphasizes social responsibility by encouraging students to improve public health through education and collaboration, with an emphasis on equality and sustainability. It also supports the development of personal qualities such as communication, empathy, professionalism, adaptability, and cultural competence.

According to the Republic of Türkiye Ministry of Health report “Human Resources for Health” it was initially anticipated that the need for physiotherapists would be around 7,000 in 2023, but due to new developments in the field, the need has been revised to 10,000. As of 2023, the number of physiotherapists working in public hospitals was around 5,300. Therefore, the need for physiotherapists continues in Türkiye.

The study program offers a Turkish and an English class.

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 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 "Physiotherapy and Rehabilitation" 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. Overall, this would align well and support the University's overarching strategy of a research university.

Decision

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

3.2 Structure of the study program

Summary

The program (both tracks) consists of 55 modules, out of which 45 modules are obligatory, and 10 modules are elective. Students take 30 credit points in each semester, and they complete a total of 336 hours of clinical study in the semesters and 240 hours of internship during the summer. The courses in the English and Turkish tracks vary slightly.

The list of courses offered:

No.	Title	Sem.	CP
	Semester 1		
1	Physiology I	1	5
2	Literature Review I	1	3
3	Anatomy I	1	5
4	Physics	1	2

5	Normal Motor Development	1	5
6	Introduction to Physiotherapy and Rehabilitation and Ethics	1	4
7	Pathology	1	4
8	Turkish Language I	1	2
	Semester 2		
9	Medical Biology and Genetics	2	3
10	Physiology II	2	5
11	Biochemistry	2	3
12	Literature Review II	2	3
13	Psychosocial Rehabilitation	2	3
14	Anatomy II	2	5
15	Heat-light and Hydrotherapy	2	6
16	Turkish Language II	2	2
	Semester 3		
17	Principles of Atatürk and History of Revolutions I	3	2
18	Radiology	3	3
19	Basic Measurement and Assessment in Physiotherapy	3	4
20	Electrotherapy I	3	4
21	Biomechanics and Kinesiology I	3	3
22	Massage and Palpation Techniques	3	4
23	Neuroanatomy	3	4
24	Statistics	3	6
	Semester 4		
25	Principles of Atatürk and History of Revolutions II	4	2
26	Research Methods	4	6
27	Principles of Therapeutic Exercises	4	6
28	Exercise Physiology	4	4
29	Electrotherapy II	4	4
30	Biomechanics and Kinesiology II	4	3
31	Manipulation and Mobilization Techniques	4	4
32	Summer Traineeship	4	1
	Semester 5		
33	Departmental Elective I	5	6

34	Departmental Elective II	5	6
35	Teaching Pedagogical Formation Training courses	5	4
36	Neurophysiological Approaches I	5	2
37	Orthopedic Rehabilitation	5	4
38	Pediatric Rehabilitation	5	3
39	Sports Physiotherapy and Rehabilitation	5	3
40	Non-departmental Elective I	5	6
	Semester 6		
41	Departmental Elective III	6	6
42	Departmental Elective IV	6	6
43	Teaching Pedagogical Formation Training courses	6	4
44	Neurophysiological Approaches II	6	5
45	Neurologic Rehabilitation	6	4
46	Prosthesis, Orthotic and Rehabilitation	6	3
47	Non-departmental Elective II	6	6
	Semester 7		
48	Departmental Elective V	7	6
49	Departmental Elective VI	7	6
50	Teaching Pedagogical Formation Training courses	7	4
51	Clinical Study I	7	12
52	Clinical Problem Solving I	7	4
53	Seminar	7	2
	Semester 8		
54	Departmental Elective VII	8	6
55	Teaching Pedagogical Formation Training courses	8	4
56	Clinical Study II	8	12
57	Clinical Problem Solving II	8	4
58	Graduation Thesis	8	2
59	Non-departmental Elective III	8	6
	Total:		240

table 2: course overview

The list of departmental and non-departmental courses can be found in the “Curriculum and Module Overview” in Annex 01.

The course description covers the following aspects: general information (like 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.

The course Anatomy, Physiology I-II, Medical Biology and Genetics, Biochemistry and Literature Review I-II are given collectively to different departments within the Faculty of Health Sciences. The objectives of these modules are designed to establish a common foundation within the faculty and are not specific to the study program.

The "Teaching Pedagogical Formation Training courses" is not part of the regular program but is provided as separate training courses by the University.

The structure of the study program by years is as follows:

1st academic year: The curriculum includes introductory courses covering basic sciences, professional definitions, the evolution of the profession, physiotherapist responsibilities, and professional ethics. These courses aim to develop students' fundamental knowledge and skills in line with the objectives of physiotherapy and rehabilitation education.

2nd academic year: Clinical practice skills are acquired through measurement, assessment, and treatment-focused courses, along with the foundation of summer internship and clinical training. The curriculum has been expanded to include Research Methods and Statistics courses. These changes aim to further enhance students' research abilities in the field.

3rd academic year: Education is provided on neurophysiological approaches and application methods in the 5th and 6th semesters. Methods for orthopedic, pediatric, neurological, and sports rehabilitation are taught. Additionally, to ensure interdisciplinary and multidisciplinary approaches in the department and provide students with a different perspective, Occupational Therapy and Hearing and Speech Disorders courses related to physiotherapy and rehabilitation have been included in the curriculum as departmental elective courses.

4th academic year: The courses include Exercise and Physical Activity for Health, Preventive Physiotherapy and Rehabilitation, Geriatric Rehabilitation, Rehabilitation

Technologies, and Physiotherapy and Rehabilitation in the Industry. Additionally, comprehensive education is aimed to be provided with the addition of Graduation Thesis and Seminar courses, which are conducted under the guidance of the graduation thesis' supervisors and aim to develop research skills in the field of physiotherapy and rehabilitation. The graduation thesis is worth two credit points, the accompanying seminar is worth two credit points as well.

The departments teaching and instructional practices encompass various teaching methodologies including lectures, seminars, laboratory exercises, and clinical training. Teaching staff have the freedom to choose learning tools and methods, which may include computers, slides, projectors, videos, classroom boards, interactive whiteboards, and multimedia resources (such as slides, videos, etc.) (SER 4.1.5).

The study program contains two practical phases: Clinical Practice I-II are conducted in the 7th and 8th semester, and Summer Traineeship is carried out uninterrupted for 30 working days during the summer following the earliest 4th semester. The Faculty Internship Committee holds information meetings with the academic staff responsible for clinical study and summer internships. After these meetings, the head of department shares updated information about quotas and the process with students through orientation meetings. The suitability of internship placements is monitored by the head of department and the Faculty Internship Committee (SER 4.1.4). Additionally, students are also provided with the opportunity to do internships abroad under the Erasmus + Traineeship Mobility Programs.

Clinical training and summer internships are conducted in state hospitals, private hospitals, and private clinics. In order to document daily practices, students are required to fill out the Professional Practice Book (See Appendix H) and the Compulsory Internship Book (See Appendix I). The documents are reviewed by the responsible teaching staff and when deemed appropriate, the student passes or fails the summer internship based on evaluation. It is a requirement for students to have a physiotherapist present at the workplace where they will conduct their clinical training or summer internships.

The vice head of the department also serves as clinical training and internship advisors. Advisors maintain regular communication with students to assist in problem-solving and share information with the Faculty Internship Committee.

During their clinical training, students' practices are supervised by physiotherapists at the institution, and their grades are determined by 50% of their performance. The remaining 50% is assessed by the responsible teaching staff based on participation in clinical training and overall performance of students. Summer internships and the student's attendance status are evaluated and approved according to the Compulsory Internship Book, by the teaching staff.

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, enables students to 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 5 smart classrooms designed to promote interactive learning experiences.

Research activities are mainly conducted by the teaching staff. The department organized activities like the Occupational Therapy and Physiotherapy Academic Farewell Day, when students presented posters derived from their graduation projects.

Research skills can be acquired in modules like Statistics, Research Methods, Graduation Thesis or Clinical Problem Solving I-II. These modules aim to encourage students to understand and apply evidence-based approaches.

The DPTR collaborates with external stakeholders under the Erasmus+ Learning and Traineeship Mobility Programs. IGU provides a diploma and diploma supplement to promote international transparency and mobility (SER 4.1.8). Students have the opportunity to participate in exchange programs at international educational institutions through the Erasmus+ agreements provided by the DPTR. The processes related to Erasmus+ are conducted in accordance with the IGU International Exchange and Cooperation Directive. The number of students and staff participating in Erasmus+ mobility is given in detail in Annex 16.

Judgement

The Bachelor study program “Physiotherapy and Rehabilitation” 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, general information (like language of instruction, type of the course, coordinator and instructor, CP, semester), source materials and recommended reading, assessment, workload.

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

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. This approach would further clarify the integration of theoretical and practical components, as well as strengthen the alignment between examinations and learning outcomes through a constructive framework. 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. 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.

The arrangement of the internship in the study program allows acquisition of credits. The study program contains two practical phases: Clinical Practice I-II are conducted in the 7th and 8th semester and Summer Traineeship is carried out uninterrupted for 30 working days during the summer following the earliest 4th semester. The Internship Book gives a structured overview for the practical phases and provides guidance to the students. According to the University and the students, around 50% of the students in the English track complete their summer traineeship in their home countries. The University explains that the study program is in contact with every practice partner to check if the practice partner is able to offer the contents of the module. The experts appreciate the flexibility but recommend creating a set of standards to be fulfilled by practice partners. The supervisor of the summer traineeship should be organized transparently.

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 establishing a dedicated research focus within physiotherapy to enhance the visibility of ongoing research activities. This approach would also strengthen collaboration by effectively uniting resources and expertise at the departmental, university, and (inter)national levels.

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. According to the University, to comply with national standards, the structure of the curriculum can't be changed.

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 of 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 DPTR. Additionally, supervisors for graduation thesis 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

According to the IGU Associate and Undergraduate Education-Training and Examination Regulation, there are two main exams: midterm exams and final exams that are conducted in each semester. There are 55 modules in the curriculum. A total of 100 exams are conducted, consisting of 50 midterm exams and 50 final exams.

Exams are conducted in written or multiple-choice formats. The final grade for a module is calculated by combining 50% of the grade obtained from semester studies (midterm exam, short exams, laboratory practice, homework, etc.), provided that midterm exam's grade should not be less than 30%; and 50% of

the grade obtained from the end-of-semester exams (final or final make-up exam), with the condition of obtaining at least 40 points in the final exam. For those who score below 40 points in the final exam, the letter grade "FF" (Failed) is assigned.

Additionally, for courses consisting entirely of practical applications without theoretical class hours, there are no exams. Clinical Study I-II and Summer Traineeship courses are evaluated based on the criteria in the Professional Practice Book and Compulsory Internship Book (SER 6.1.1).

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 FoHS 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 oral and practical exams 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 track.

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. It became apparent that prior knowledge varies significantly in some areas. It might be necessary to offer additional supplementary courses.

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.

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 partially fulfilled.

The course descriptions need to be updated and revised to reflect the actual assessment tools utilized in the courses.

3.5 Teaching staff and material equipment

Summary

In the study program "Physiotherapy and Rehabilitation (Turkish track)" a total of 9 academic staff are employed, including 1 professor, 5 faculty PhD holders and 2 lecturers. Additionally, there are 3 research assistants. 13% of the study program is taught by professors, 30% by faculty PhD holders and 57% by lecturers.

In the study program "Physiotherapy and Rehabilitation (English track)" a total of 5 academic staff are employed, including 2 faculty PhD holders and 3 hourly paid lecturers. Additionally, there are 3 research assistants. 1% of the study program is taught by professors, 43% by the faculty PhD holders and 54% by lecturers.

The teacher to student ratio is 1:6 in the Turkish track and 1:32 in the English track. The maximum teaching hours for professors are 12, for associate professors 15, for Faculty Member PhD 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. Among these, 4 laboratories are allocated for relevant physiotherapy courses in both Turkish and English tracks.

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. It is also recommended to increase the percentage of teaching by professors and associate professors in the long term.

On site, the University also reports that regular roundtables take place between the teams of the English and Turkish track. Since not all teachers speak Turkish, nor do all teachers speak English, it is advisable to find a common basis. 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.

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 “Physiotherapy and Rehabilitation” are located. The skills labs are equipped with all relevant devices. However, the experts recommend introducing digital anatomy models. From the experts’ point of view, the quality of the laboratories and clinical areas used to train students in the program are sufficient.

As a whole, it was ascertained by the experts that the Bachelor study program “Physiotherapy and Rehabilitation” 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 of 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 DPTR (Department of Physiotherapy and Rehabilitation) members include representatives of the FoHS Unit Quality Board. Annually, the DPTR 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 DPTR. The design and development processes of the new curriculum, as well as the determination and implementation of program objectives, considered 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 DPTR 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 8, 9, 11 and 13.

Judgement

From the experts' point of view, the University has a well-structured system of quality assurance spread across all of its units. 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 "Physiotherapy and Rehabilitation".

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 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's study program "Physiotherapy and Rehabilitation" is well-structured and aligned, providing a solid foundation for the program. Students are provided with a comprehensive understanding of physiotherapy, integrating theoretical knowledge with practical training.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program "Physiotherapy and Rehabilitation" 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.

- A dedicated research focus within physiotherapy to enhance the visibility of ongoing research should be set by the department.
- A set of standards for possible practice partners should be created. The supervision of the summer traineeship should be organized transparently.
- 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.
- Digital anatomy models should be introduced as an addition to the existing laboratories and equipment.

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 study program requires the obtainment of 240 credit points according to the European Credit Transfer System (ECTS). The regulated study period in the program "Physiotherapy and Rehabilitation" is four years. The study program comprises 55 modules, out of which 45 modules are obligatory, and 10 modules are elective. The study program is offered in Turkish and English. The Bachelor study program "Physiotherapy and Rehabilitation" 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 “Physiotherapy and Rehabilitation” 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 “Physiotherapy and Rehabilitation” 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.