

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



Assessment Report

**for the Application of
Istanbul Gedik University, Türkiye
for the Accreditation of the Study Program “Child Development”,
Bachelor of Science**

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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 University delegated the task of accrediting the following Bachelor study programs to AHPGS: “Nursing”, “Nutrition and Dietetics”, “Law”, “Child Development”, “Physiotherapy and Rehabilitation”, “Sports Coaching”, “Physical Education and Sports Teaching” and “Sports Management”.

The Self-Evaluation Report for accreditation of the above-mentioned study programs (hereinafter the SER) of the Istanbul Gedik University (hereinafter the University) was submitted to the Accreditation Agency in Health and Social Science (AHPGS) in electronic format on August 8, 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 Gedik University and the AHPGS was signed on March 21, 2024.

On January 31, 2025, 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 February 5, 2025, 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 Gedik University follows the outline recommended by the AHPGS. Along with the application request towards accreditation of the Bachelor study program “Child Development”, 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 “Child Development”

Annex	Description
1	Module Descriptions
1.1	Study Plan
2	CVs
3	Teaching Matrix
4	National Core Curriculum
5	Practice File
6	Field Application Directive

7	Early Childhood Practice Guide
8	Special Education Practice Guide
9	Graduate Satisfactory Survey
10	Supervisor Satisfaction Survey

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

Annex	Description
A	Education in Health, Health-Related or Related Programs and Minimum Conditions for the Start and Continuation of Teaching General Principles
B	Promotion and Appointment Directive
C	Scientific Publication Incentive Principles
D	Continuous Education Application and Research Center Regulation
E	Scientific Research Projects and Scientific Activities Application Directive
F	Library Directive
G	Quality Assurance Guidelines
H	Disabled Student Unit Structure and Working Principles Directive
I	Academic Counseling Directive
J	Academic Recognition Directive Exchange-Mobility Programs
K	Bologna Process Handbook
L	Double Program Directive
M	Exemption and Adjustment Directive
N	Extracurricular Activities Application Principles
O	Extracurricular Activities Principles
P	Foreign Students Admission Directive
Q	Gender Equality Plan
R	Registration Guide
S	Scholarship Directive
T	Associate and Undergraduate Programs Horizontal Transfer Directive
U	ECTS System
V	Strategic Plan
W	Credit Transfer
X	Policy against gender-biased violence

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

Istanbul Gedik University (IGUN) was founded in 2010 under the leadership of Gedik Education Foundation (GEV) in order to strengthen the cooperation between universities and the industry as well as to support the training of qualified experts in their fields.

The University consists of six faculties, an Institute of Graduate Studies and two colleges (Gedik Vocational School and School of Foreign Languages). IGUN currently has a total of 8,511 students: 569 students in the Faculty of Health Sciences, 662 students in the Faculty of Engineering, 435 students in the Faculty of Sports Sciences, 813 students in the Faculty of Architecture and Design, 3,346 students in the Vocational School, 338 students in the Faculty of Law, 757 students in the Faculty of Economics, Administrative and Social Sciences, and 1,591 graduate students.

IGUN has a total of four campuses and 21 research centers.

The Faculty of Health Sciences, where the Bachelor study program “Child Development” is located, was established in 2017 with the Departments of Occupational Sciences and Child Development. The Department of Physiotherapy and Rehabilitation, Nursing and Nutrition and Dietetics started their activities in 2018. The Department of Occupational Sciences is currently not active.

The Department of Child Development currently has 102 active students.

2.3 Structural data of the study program

University	Istanbul Gedik University
Faculty/Department	Faculty of Health Sciences Department of Child Development
Title of the study program	Child Development
Degree awarded	Bachelor of Science (B.Sc.)
Form of studies	Full-time
Organizational structure	On-campus program, 30% of the modules are organized as distant learning

Language of Studies	Turkish
Period of education	Eight semesters
Credit Points (CP) according to the European Credit Transfer System (ECTS)	240 CP
Hours/CP	25.23 Hours/CP
Workload	Total: 6,056 hours Contact hours: 1,862 hours Individual work: 3,568 hours Practice: 626 hours
CP for the final paper	4 CP
Launch date of the study program	Winter semester 2017/2018
First accreditation	Not available
Time of admission	Winter semester
Number of available places on the program	./.
Number of enrolled students by now	106
Tuition fees	€3,800 per academic year

Chart 1: Structural data of the study program

3 Expert Report

The site visit was carried out on February 24-25, 2025, according to the previously agreed schedule. Representatives from the head office of the AHPGS accompanied the expert group.

The expert group met on February 23, 2025, 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 of Health Sciences, the chair, vice chair and the teaching staff of the program "Child Development" 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.

Following the site visit, the University submitted the following additional documents at the request of the experts:

- Sample Bachelor Thesis
- Sample Master Thesis
- Clinical Practice Guidelines Nursing
- Example Diploma

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 on 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 Child Development serve as the foundation for the statements made in the Assessment Report.

3.1 Program aims and their implementation

The study program focuses on specific qualification objectives. These objectives cover professional and interdisciplinary aspects and particularly refer to the domain of academic or artistic competences, competences necessary for a qualified employment, skills of social commitment and personal development.

Summary

The program “Child Development” aims to provide both theoretical knowledge and practical skills to foster children's physical, cognitive, emotional, and social growth. The purpose is to train professionals who think critically, respect human rights, are open to lifelong learning, have a multidisciplinary working approach, professional competence, ethical and universal values.

According to the University, the program provides students with the ability to evaluate all developmental areas (mental, language, motor, social, emotional and self-care) of normally developing children, gifted children, disabled children, children in need of protection, working children, refugees, children pushed into crime and hospitalized children between the ages of 0-18 (SER 3.1.2).

Graduates of the program can work in various public and private sectors related to child development, including:

- Government institutions, such as the Ministry of Family, Labor, and Social Services, the Ministry of Health (hospitals, hospital schools, social health units), the Ministry of Justice (child monitoring services, juvenile courts), and the Ministry of Education (departments for basic education, special education, and guidance services).
- Educational and research institutions, including kindergartens, special education and equalization centers, public education centers, guidance and research centers, and educational boards.
- Media and creative industries, such as children's television and radio programs, children's theaters, films, books, magazines, newspapers, and educational toy production.
- Non-governmental and international organizations, including UNICEF, the International Labor Organization (ILO), and various NGOs.

According to data from the Turkish Statistical Institute, child development is one of the professions with medium-high employment opportunities in Türkiye.

Bachelor graduates find their first job within 9.1 months. The employment rate is 75% (SER 3.2.2).

Judgment

The experts ask about the vision and mission of Istanbul Gedik University. The University explains that its roots lie in technical sciences, and that its strong ties to industry is its distinguishing feature. This close collaboration not only shapes its academic programs but also ensures that students gain practical, real-world experience, making the institution a bridge between education and the professional world. According to the University, the establishment of new study programs depends mainly on the demand of their students. In conclusion, the third mission of the University, which relates to engaging with society to contribute to social, cultural and economic development, remains unclear.

According to the University, there are currently around 9,000 students enrolled, out of which 1,800 are international students. One of the University's key strategic goals is to enhance its international presence by expanding the number of programs offered in English. This initiative aims to attract a diverse student body, foster global academic collaboration, and strengthen the institution's position on the international stage. The experts welcome the internationalization strategy. However, the overall strategy of the University and that of the individual study programs should be defined more clearly. The University's orientation is currently not reflected in its range of study programs.

From the experts' point of view, the Bachelor study program "Child Development" 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 order to shape the continuous education of their students. 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

The study program aims to provide students with specialized and interdisciplinary knowledge as well as professional, methodological and general competences. The study program has a modular structure that is closely linked to the European Credit Transfer System (ECTS)¹ and a course-related examination system. Descriptions of the modules contain all necessary information, as required in the ECTS User's Guide (particularly with regard to the details about learning content and outcomes, methods of learning, prerequisites for the allocation of ECTS credits, workload).

The combination and succession of the modules of the study program are consistent with the specified qualification objectives (described earlier).

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 internships in the study program allows acquisition of ECTS credits. Provided that the program offers exchange mobility gaps, they will be integrated into students' curriculum.

Study programs with special profile requirements (e.g. dual, part-time, occupational or distance learning study programs) comply with particular aspects that are considered as appropriate and proportionate. These particular aspects are continuously observed in the study program.

Summary

The program comprises 46 modules, out of which 29 are obligatory and 17 are obligatory elective modules. There are between three and nine modules in total provided for each semester. All modules have to be completed within one semester.

The list of modules offered:

No.	Title	Sem.	CP
1	Atatürk's Principles and History of Turkish Revolution I	1	2
2	Introduction to Child Development	1	4
3	Psychology	1	4

¹ http://ec.europa.eu/education/tools/docs/ects-guide_en.pdf

4	Anatomy	1	5
5	Physiology	1	4
6	Child Rights and Child Law	1	4
7	Effective Communication in Childhood	1	3
8	English I	1	2
9	Career Planning	1	1
10	Introduction to University Life	1	1
11	Atatürk's Principles and History of Turkish Revolution II	2	2
12	Family Life Cycle and Family Relationships	2	3
13	Sociology	2	4
14	Developmental Psychology	2	4
15	Psychology of Learning	2	4
16	Medical Biology and Genetics	2	5
17	First and Emergency Help	2	4
18	English II	2	2
19	Turkish Language II	2	2
20	Brain Development and Child Neurology	3	4
21	Theories of Development	3	4
22	Development in Infancy	3	2
23	Development in Early Childhood	3	4
24	Special Education	3	4
25	Department Elective Course	3	4
26	Department Elective Course	3	4
27	Interdisciplinary Elective Course	3	4
28	Mother Child Nutrition	4	3
29	Child Health and Diseases	4	4
30	Early Childhood Education Approaches	4	3
31	Children and Play	4	4
32	Psychology of Adolescence	4	4
33	Department Elective Course	4	4
34	Department Elective Course	4	4

35	Interdisciplinary Elective Course	4	4
36	Developmental Psychopathology	5	4
37	Sexual Development and Education	5	3
38	Program Development in Early Childhood Education	5	4
39	Developmental Diagnosis and Evaluation	5	4
40	Family Education and Participation	5	3
41	Department Elective Course	5	4
42	Department Elective Course	5	4
43	Interdisciplinary Elective Course	5	4
44	Early Childhood Applications	6	7
45	Research Methods and Biostatistics	6	3
46	Early Intervention and Developmental Support Programs	6	4
47	Community Service Application	6	4
48	Department Elective Course	6	4
49	Department Elective Course	6	4
50	Interdisciplinary Elective Course	6	4
51	Children in Hospitals and Health Institutions	7	3
52	Family Counseling	7	4
53	Child Neglect and Abuse	7	5
54	Department Elective Course	7	4
55	Department Elective Course	7	4
56	Department Elective Course	7	4
57	University Elective Course	7	6
58	Special Education Applications	8	10
59	Graduation Project	8	4
60	Field Work in Health Institutions	8	10
61	University Elective Course	8	6
	Total:		240

Table 2: module overview

The list of elective modules can be found in Annex 01.1 Study Plan. The module descriptions cover the following aspects: module number and title, level/semester,

credit hours (lecture hours, practical hours and self-study hours), language, learning outcomes, content and examination.

The program consists of required courses determined by the National Core Educational Program (70% in total) and elective courses, which are determined and designed by Istanbul Gedik University.

The courses follow a consistent and plausible structure, starting with introductory courses and basic sciences, and progressively building specialized knowledge and applied competencies through advanced courses in the later semesters. After acquiring fundamental knowledge in the first four semesters, students can shape their individual qualification path. By selecting ten electives from a wide range of elective courses (4 ECTS each) in semesters 5 to 8, students can focus on management skills, legal expertise, or specialization in subject-related topics. This way, the study program equips students with both specialized and interdisciplinary knowledge, as well as professional, methodological, and general competencies. The program requires the completion of 240 credit points according to the European Credit Transfer System (ECTS). Of the 240 ECTS required for graduation, 44 ECTS must be departmental elective courses, 16 ECTS must be interdisciplinary elective courses and 12 ECTS must be university elective courses.

A total of four courses from the departments of Physiotherapy and Rehabilitation and Nutrition and Dietetics can be taken as interdisciplinary elective courses.

Practical skills will be acquired in the 6th semester through field training for planning, preparation and implementation of educational applying in pre-school programs in pre-school education institutions, and in the 8th semester through field training for child development at hospitals and special education centers etc. The scope of practice and internship includes normally developing, disabled, criminal, orphan and/or street, refugee and working children under the age of 18.

Course Name	Semester	ECTS	Total Days
CGE324 Community Service Practices	6 th	4	14
CGE306 Early Childhood Practices	6 th	7	12
CGE410 Special Education Practices	8 th	10	24
CGE414 Field Study in Health Institutions	8 th	10	24

In the sixth semester, the students take the “CGE306 Early Childhood Practices” course, in which students participate in practice as observers and applications 1

day a week (12 weeks - 12 working days) in institutions approved by the Department of Child Development (private kindergartens, nursing homes, nursery classes, nurseries, etc.).

In the sixth semester, the students also take the "CGE324 Community Services Practices" course, in which students participate in practice as observers 2 hours a week (14 weeks – 28 hours) in institutions approved by the Department of Child Development (Mother and Child Centers, public education centers etc.).

In the eighth semester, the curriculum has the "CGE410 Special Education Practices" course, in which students participate in practice as interns 2 days a week (for 12 weeks - 24 working days) in institutions approved by the Department of Child Development (Private education centers, rehabilitation centers, etc.).

In the eighth semester, the curriculum has the "CGE414 Field Study in Health Institutions" course, in which students participate in practice as interns 2 days a week (for 12 weeks - 24 working days) in institutions approved by the Department of Child Development (hospital, medical center, private clinic, etc.).

Students are visited by faculty members at the institutions where they attend the practice throughout the semester, and their developments regarding the clinical practice process are followed (SER 4.1.4).

Institutions where the knowledge of the entire curriculum, especially the courses that have application in the curriculum, can be applied, are determined as internship sites. For clinical practices carried out in state hospitals, a renewed protocol is signed every year between the University and the Istanbul Provincial Health Directorate. The state hospitals where the students participate in the practice change every year. There is currently no agreement with any preschool education institution (SER 4.1.4).

There is a designated lecturer and a practice manager responsible for overseeing student internships. The application manager is based at the institution where the internship and field applications take place. This individual represents the faculty member who mentors, guides, and supervises the student while working to enhance their knowledge and skills. The responsible faculty member, on the other hand, is defined as the one who evaluates the competence of the institution where the student carries out their field practice. Further information can be found in the practice guides (Annex 07 and 08).

The knowledge gained over seven semesters with the CGE412 Graduation Project module turns into the skills of conducting in-depth research, creating a research design and analyzing a subject related to the field of Child Development.

Standard methods of didacticism and assessment (lectures, group work, laboratory work, midterm exams, and practical as well as written finals) constitute the general framework of the study program, though the University states that the Department of Child Development emphasizes interactive, exploratory teaching techniques (SER 4.1.5).

A distance education system is fully integrated with the university's student information system (OBS) (SER 4.1.6). It enables the realization of education with the use of various synchronous and asynchronous activity types and content and evaluation modules such as homework, E-courses, exams, documents, surveys, virtual classrooms or video.

Research skills are gained in modules like CGE320 Research Methods and Biostatistics or the CGE412 Graduation Project. These modules improve the students' analysis and research competencies.

Istanbul Gedik University participates in the Erasmus + program. Students can apply for the exchange program between the 3rd and 5th semester. A sufficient language score in English and a minimum GPA of 2.20/4 is a requirement. The Child Development study program has one partner university in Greece (SER 4.1.8.).

Judgment

The Bachelor study program "Child Development" has a course-based structure. The descriptions of the courses contain information on module number and title, level/semester, credit hours (lecture hours, practical hours and self-study hours), language, learning outcomes, content and examination.

From the experts' point of view, the structure of the "Child Development" program at Istanbul Gedik University is designed to provide students with a comprehensive understanding of child development through integrating theoretical knowledge with practical training. The program's curriculum reflects a balanced approach, aligning with international standards while also addressing local needs.

The study program is based on the National Core Curriculum for child development, which leaves the University relatively little flexibility in designing the study

program. Graduates are prepared for employment in diverse settings, including government institutions, such as the Ministry of Family, Labor and Social Services, educational institutions, such as kindergartens, special education and equalization centers, public education centers, or non-governmental institutions like UNICEF. The experts note that the program is based at the Faculty of Health Sciences, which is rather unusual. The University explains that the program has a strong connection to health sciences, which is also reflected in the fields of work of the graduates. The field of employment is often in hospitals rather than schools and kindergartens. The experts recommend reflecting on the future job market for graduates and conducting a job market analysis if necessary.

During discussions on site, the University explained that there are no shared modules with other study programs but an exchange of lecturers between some study programs. The experts see, for example, an interconnectivity between child development and law in the subject of child welfare. The experts recommend exploiting the synergies between the different study programs and engaging in interdisciplinary exchange. Both, teachers and students, would benefit from the cooperation.

During discussions on site, the experts observed that the program, while comprehensive, appears overly broad and lacks a clear thematic or disciplinary focus. This is evident, among other things, in the very broad age range of children between 0 and 18. The experts recommend adopting a more structured approach to enhance coherence and depth. Specifically, they suggest introducing a focused specialization track or concentration area in the second half of the program. This would allow students to build on foundational knowledge while developing expertise in a defined subject area.

The experts note the detailed syllabus, which enables students to prepare adequately for individual lectures as well as scheduled examinations. However, the information is not always complete and up-to-date. The defined teaching and assessment methods do not always correspond. In practical modules, the examination is defined as "assignment", which should be further elaborated. 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.

The experts inquire about the international students in the study program. According to the University, international students are accepted to the program but study in Turkish. Nevertheless, the University offers language courses in advance of the Bachelor study programs.

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 project in the 8th semester. 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 “Child Development” program is structured with a clear separation between theoretical and practical components, ensuring students receive both academic knowledge and hands-on experience. The arrangement of the internship in the study program allows acquisition of credits. Practical training in the “Child Development” program is placed in the sixth and eighth semesters. The students complete their internships in different stations during the program. The University explains that they changed the curriculum a few years ago together with its practical internships. The experts note that the internships are restricted to two semesters instead of an instead of ongoing professional development during the study program. The experts recommend reconsidering the distribution of internships when the curriculum is next revised.

The experts inquire about the qualifications for practical instructors during the internships. According to the University, there are no particular qualifications set for the practical instructors by the University, yet there is a constant exchange with the practical supervisors. In order to ensure that the learning objectives are achieved during the internships, the experts highly recommend developing a catalog of qualifications for the practical instructors.

The internationalization of the University and the study program is also discussed. The experts acknowledge the internationalization measures already in place. The University as a whole has already established connections to a number of other universities. The program encourages international exposure through Erasmus mobility opportunities, and students do take part in study-abroad experiences.

The experts recommend expanding the possibilities of going abroad through short-term stays as well. Shorter periods abroad, for example within the scope of an internship or summer school, could be more attractive and easier to finance for students. Furthermore, the experts recommend finding creative ways of internationalization, for example, online conferences or guest lectures, to include their students in the international scientific community. In an effort to attract

international students, the experts recommend updating the information on the English website.

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 substantially fulfilled.

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.

3.3 Admission and Feasibility

The admission requirements and, if applied, student selection procedures are specified. They correspond to the standards of the study program.

Feasibility of the study program is guaranteed. The amount of student workload is appropriate.

Student support services, as well as specialized and general consultations, are provided by the University in a sufficient and appropriate manner.

As a whole, the organization of the education process ensures the successful implementation of the study program.

Summary

The right to enroll in the study program "Child Development" is gained according to the exam score and percentile in the exam organized by the Turkish Student Selection and Placement Center (ÖSYM). The procedure is centrally organized.

Registration of students who are entitled to enroll in IGUN programs is carried out by the Registrar's Office / Directorate of Advice Affairs.

The University offers direct admission to international students without the obligation to participate in the Turkish Student Selection and Placement Center (ÖSYM) exams. International applicants must have successfully completed their

secondary education (high school) and possess a diploma equivalent to the Turkish high school diploma. Additionally, for programs taught in Turkish, a minimum B1 level Turkish proficiency certificate from a recognized institution is required, or a language proficiency exam must be taken at IGUN.

The IGUN has allocated 10% of the quota for disabled students for each study program. In addition to this, Gedik University Disabled Student Unit was established in 2012. The Unit, for example, provides the following services: registration priority and assistance, regulations regarding homework, exams and lab work or support in reading, note-taking etc.

The Exemption and Adjustment Directive (Annex M) provides further information regarding the procedures. A course is considered equivalent if at least 80% of its content and 65% of its ECTS credits match the corresponding course at Istanbul Gedik University. Grades for equivalent courses are accepted if they align with the University's grading system. If not, grades are converted using the Higher Education Council's conversion table to fit Istanbul Gedik University's grading system.

In accordance with the regulations set forth by the Council of Higher Education (YÖK) in Turkey, the transfer of a student from one university or program of study to another is permitted. A list of programs, that allow vertical transfer to the program, can be found in SER 5.1.3.

Recognition of credits transferred from other universities (domestic and abroad) in accordance with the requirements of the Lisbon Recognition Convention is regulated by the Horizontal Transfers Directive (Annex W).

Counselling of students is carried out within the scope of the Counselling Directive of Gedik University. Counselling days and hours are announced on the department website at the beginning of each academic year (SER 5.2.1). In addition, there is an advisor assigned to each student to provide academic consultancy. These advisor faculty members mentor students during the 2-hour per week counseling hours announced on the website. Students can convey all their questions and problems regarding administrative matters to the University under the coordination of the student affairs secretariat. In addition, each student is in close communication with his or her advisor, the instructor. Faculty members aim to contribute to the academic and social development of the students they advise.

Judgment

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 program despite the high workload. The organization of the education process ensures the successful implementation of the study program. 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 dedicated advisors to assist students with course selection, registration renewal, and general information about courses. On site, it became obvious that the teaching staff follows an “open-door-policy”.

Decision

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

3.4 Examination system and transparency

Examinations serve to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students’ knowledge and competences. The requirements to students’ performance in examinations are regulated and published. The frequency of examinations, as well as their organization, is appropriate.

The University guarantees that students with disabilities or chronic illnesses receive compensation with regard to time limits and formal requirements of the study process, as well as all final and course-related performance records.

Information concerning the study program, process of education, admission requirements and the compensation regulations for students with disabilities are documented and published.

Summary

All modules have a midterm and final exam. Exams are scheduled for certain weeks at the beginning of the semester. If students can't participate in the exam, a valid excuse as a signed petition to the faculty secretariat within 5 business days must be submitted. Relevant petitions are forwarded to the department. If approved by the department, students can take the make-up exam.

Students who cannot meet the course passing requirements can take the make-up exam, which replaces the final exam, without giving an excuse. Such requests are evaluated by the faculty board and exams are scheduled at appropriate times.

The entire curriculum is planned for 15 weeks. Midterm exams are held after the 7th week of classes, and final exams are held after the 14th week. This calendar is determined at the beginning of the semester. At least one midterm exam is given for each course. If deemed appropriate by the relevant instructor, assignments, laboratory work, projects, quizzes, presentations, and similar activities may be evaluated as midterm exams.

Grades are awarded by the University on a scale from AA (4.00 GPA, 90-100%) to FF (0.00 GPA, 0-39%). DD (GPA 1.00, 45-49%) is the lowest passing score; Students who receive this or higher score from a course are prohibited from repeating that course to increase their grades.

Students can access information regarding the study plan, process of education, admission requirements, and examination regulations on the department's website. The Disabled Students Unit provides further information on their department's website.

Judgment

The University uses a continuous assessment process to ensure the quality of education for its students. The study program has 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. As mentioned above, practical modules contain the examination "assignment", which is not further clarified. 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. Also, the experts recommend using a wider range of assessment methods.

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. 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 fulfilled.

3.5 Teaching staff and material equipment

Professionalism and a sufficient number of human resources assure the successful implementation of the study program. Qualifications of the teaching personnel correspond to the requirements of the study program. Recruitment and appointment of teaching positions are appropriate. Interdisciplinary links to other study programs are taken into consideration.

Measures for the professional and personal development of the teaching personnel are provided.

Qualitative and quantitative sufficiency of the equipment and space resources assures the successful implementation of the study program.

Summary

The "Child Development" program is carried out by six full-time teaching staff with the following qualification: three assistant professors, one lecturer and two research assistants. 34% of the courses given in the Department of Child Development in the academic year 2023-2024 were taught by lecturers, 55% by doctoral faculty members and 10% by adjunct faculty members (AoQ 7).

There are currently 106 students in the program, and therefore the student teacher ratio is 17:1.

The recruitment process at Istanbul Gedik University evaluates faculty members' qualifications and experience based on Higher Education Law No. 2547. Recruitment is overseen by the Rectorate and follows the university's academic promotion and appointment directive. Key points include:

- **Assistant Professors:** Candidates must have at least one research article in international indexed journals and 20 points from the evaluation table.
- **Associate Professors:** Candidates need 120 points, with at least 20 points from post-application work, and must comply with associate professorship examination regulations.

- **Professors:** Candidates must achieve 150 points, including 50 points from post-associate professorship work.
- **Research Assistants and Lecturers:** Research assistant applicants must be under 35 and enrolled in a master's or doctoral program with a thesis. Lecturer candidates must hold at least a master's degree with a thesis.

The University encourages its employees to participate in various training courses and conferences. New faculty members are comprehensively informed about their operational, academic and teaching responsibilities before they start working. Support is provided to the scientific studies of faculty members within the scope of IGUN Scientific Publication Incentive Principles. In-service trainings organized by the Personnel Department are also carried out at IGUN.

Open positions are advertised on the University's website and other career platforms when necessary. In the advertisements, the qualifications required by the position, job description and application process are specified in detail.

The Faculty of Health Sciences building has a total of nine classrooms, one seminar hall, four laboratories and one student study station (SER 7.3.1).

There are 3 libraries/1513 m² within the University. The library offers field-specific workbooks for students and plenty of printed and internet resources for academic research and studies. Library working hours are: 08.00 – 22.30 on weekdays and 08.00 – 17.00 on weekends. Besides, the Central Library is open 24 hours during midterm exams and final exams. Academic, administrative staff and students can access all resources available in the libraries with the Yordam Automation System (<https://katalog.gedik.edu.tr/yordam/?dil=3>). The library subscribes to the databases needed in line with the study areas of the University and makes them available to the users 24/7. Gedik University acts in accordance with the library directive.

There are 416 books registered in the Department of Child Development in the central library of Istanbul Gedik University.

The University's libraries offer room for individual studies and provides the most basic literature as printed books. Information about the resources available in the libraries, access to databases, operating hours, and related details can be found on the University's website. Twice a year, the heads of departments may request the purchase of new publications.

The current list of databases can be found in SER 7.3.2.

Every year, the number of computers and laboratories is increased and renewed in parallel with the increase in the number of students and faculty members. There are desktop computers as well as Apple computer classrooms.

Judgment

New teaching staff is thoroughly briefed about the programs and their teaching responsibilities before they start teaching. Students evaluate the performance of all teaching staff periodically.

The experts find the amount of human resources allocated to the program to be sufficient to carry out its functions for the current number of students. The teaching staff is well qualified and in possession of academic and technical credentials and experience adequate to their tasks. As the University reports an increasing number of students, the experts recommend the number of teachers should also be increased in the future.

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. This is confirmed during the talks with the staff on site. According to the University, there is a system of incentives. Incentives are based on academic performance like research or citations.

The experts visited the premises of the Faculty of Health Sciences, where the skills labs of the Bachelor study program “Child Development” are located. The skills labs are mostly play rooms for the work with children. The experts highly recommend investing in the department’s infrastructure.

As a whole, it was ascertained by the experts that the Bachelor study program “Child Development” 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

The University has developed and documented a concept of quality assurance in education process, teaching and research, which serves as the basis for the quality-oriented development and implementation of the study program.

The results of the internal quality assurance management are applied for the continuous development of the study program. In doing so, the University takes into close consideration the quality evaluation results as well as the analyses of students' workload, their academic accomplishments and feedback from graduates.

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 a 'Strategy Development Department', which is responsible for measuring, evaluating and continuously improving the performance at the University. Additionally, there is a University Quality Committee, the duties of which include the 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.

The University states that student-centered, effective communication lies at the core of its strategy. For module evaluation, students must fill out questionnaires about their satisfaction with the quality of the study program, its individual modules, the teaching staff and their course workload. The University possesses the ISO 9001:2015 Quality Management System certificate. The University has to submit self-assessment reports to the Higher Education Council of Higher Education Quality Board every year. These reports must be publicly available.

Internal and external quality assurance procedures, including course evaluations and student and faculty surveys, are conducted cyclically. Quality Commission meetings are held regularly and faculty/school representative faculty members attend the meetings. The University Quality Committee then evaluates the reports

and uses them to set targets and corrective/proactive action where necessary. The Rectorate is directly responsible for all quality improvement tasks and processes.

Assessment results are continuously reviewed and implemented to improve the academic quality and enhance the student experience through changes in course content, teaching methods and assessment methods. Student feedback and academic staff participation play an important role in this process. According to the data obtained, the curriculum was changed in 2023.

The University uses the “PUKO cycle” which refers to the cycle of “Planning, Implementation, Control and Organization”. This cycle represents an approach to management and governance processes and consists of the following steps

- Planning: In this step, the university sets its goals and develops strategies to achieve these goals. Educational programs, academic and administrative processes are planned in this step.
- Implementation: This is the stage where the strategies and goals set in the planning phase are put into practice. In this step, policies and programs are implemented in practice.
- Control: The process of evaluating and monitoring the effectiveness of implementation. At this stage, it is assessed how close the set objectives have been approached or achieved. Performance measurement, feedback collection and evaluation play an important role in this step.
- Organization: This is the stage where corrective or remedial measures are taken, if necessary, based on the results obtained. Making the necessary changes and optimizing processes are carried out in this step

The PUKO cycle is used as an important tool for continuous improvement and quality assurance. This cyclical approach is used in areas such as the management of academic programs, student services and administrative processes. In this way, IGUN evaluate their own performance and continuously strive to become more effective and efficient.

Statistics:

Academic year	Applicants	Accepted	Female	Male
2021/2022	30	11	11	0
2022/2023	33	33	33	0
2023/2024	40	39	38	1

Judgment

From the experts' point of view, the University has a well-structured system of quality assurance spread across all 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 "Child Development".

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 depend, 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 to 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 undergo 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

The University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

Summary

According to the University, a gender equality plan for Gedik University is currently being developed.

The University has already established a "Support Unit Against Gender-Based Violence" with the objective of enhancing the awareness of its various components, including faculty members and staff, administrative and contracted personnel, and students, about gender equality.

The Department of Child Development accepts students from all genders and provides equal admission opportunities, education, examination and participation conditions for all students. The University states its commitment to achieving gender equality and strives to manage its students solely academically.

The University has a Disabled Students Unit, which is tasked with taking the necessary measures to ensure maximum equality of opportunity for students with disabilities. Such measures include meeting the needs of students with disabilities to help them overcome personal barriers; designing or rearranging curricula in a way that does not disadvantage or disrupt students with disabilities; informing faculty members and guidance counselors about the needs of disabled students and acting as a proxy or liaison on this matter; organizing conferences and similar events for the benefit of disabled people; and to carry out the University's affirmative action.

Judgment

The experts note that a gender equality plan is not yet in place and encourage the University to finalize it soon. The University 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.

Decision

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

4 Conclusion

The experts have conducted discussions with the University and gained an impression of the structures and portfolio of the Istanbul Gedik University as well as the Bachelor study program “Child Development”. The curriculum, which is based on the National Core Curriculum, aims to prepare professionals who can support the cognitive, emotional, social, and physical development of children from infancy through adolescence. The curriculum includes foundational courses in developmental psychology, early childhood education, special needs, family studies, and assessment methods.

The experts consider the practical phases to be an essential part of the program. In order to ensure the quality of practical training, the qualifications of practical instructors should be defined by the University.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program “Child Development” offered at the Istanbul Gedik University substantially fulfils 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:

- 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.

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

- The strategy of the University and that of the individual study programs should be defined more clearly. The University's orientation is currently not reflected in its range of study programs.
- The future job market for graduates should be reflected and a job market analysis conducted, if necessary.

- The synergies between the different study programs should be exploited and interdisciplinary exchange should be expanded. Both, teachers and students, would benefit from the cooperation.
- A more structured approach to enhance coherence and depth should be adapted. Introducing a focused specialization track or concentration area in the second half of the program is recommended. This would allow students to build on foundational knowledge while developing expertise in a defined subject area.
- The internships are restricted to two semesters instead of an ongoing professional development during the study program. The distribution of internships should be reconsidered.
- In order to ensure that the learning objectives are achieved during the internships, a catalog of qualifications for the practical instructors should be developed.
- The possibilities of going abroad should be expanded. Shorter periods abroad, for example within the scope of an internship or summer school, could be more attractive and easier to finance for students.
- Creative ways of internationalization, for example, online conferences or guest lectures, to include their students in the international scientific community should be sought.
- The English website should be updated.
- A wider range of assessment methods should be used.
- The number of teaching staff should be increased as student numbers rise.
- The University should invest in the department's infrastructure to expand the laboratories in size and equipment.
- A concept on gender equality and equal opportunities should be developed.

5 Decision of the accreditation commission

Decision of the accreditation commission July 22, 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 February 24-25, 2025, 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 and the vote of the expert group regarding the Assessment Report.

The Bachelor study program requires the obtainment of 240 credit points according to the European Credit Transfer System. The regulated study period in the program "Child Development" is four years. The study program comprises 46 courses, of which 29 are mandatory and 17 are mandatory elective. The language of instruction is Turkish. The Bachelor study program "Child Development" 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 study program in the academic year 2017/2018.

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

The Bachelor study program "Child Development" is accredited for the duration of five years until September 30, 2030.

Based on the Assessment Report the Accreditation Commission outlines the following conditions:

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

The evidence that the formulated conditions have been fulfilled by the study program "Child Development" must be provided by July 22, 2026. According to the Accreditation Criteria developed by the AHPGS, in case of non-fulfillment of the conditions 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.

An appeal against this decision may be filed within two weeks of its notification. The appeal must be submitted in writing or recorded at the office of AHPGS Akkreditierung gGmbH, Sedanstraße 22, 79098 Freiburg, and must include a statement of reasons.