

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 Bachelor Study Program "Nutrition and
Dietetics",
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 AOO) 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 “Nutrition and Dietetics”, the following additional documents can be found in the application package (the documents submitted by the University are numbered in the following order for easier referencing):

Specific documents for the study program “Nutrition and Dietetics”

Annex	Description
1	Module Descriptions
1.1	Study Plan
2	CVs
3	Teaching Matrix
4	Foodservice Workbook
5	Practice Notebook

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 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 Health and Safety is currently not active.

The Department of Nutrition and Dietetics has 49 first year students, 48 second year students, 35 third year students, and 35 fourth year students.

2.3 Structural data of the study program

University	Istanbul Gedik University
Faculty/Department	Faculty of Health Sciences Department of Nutrition and Dietetics
Title of the study program	Nutrition and Dietetics
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	25.75 Hours/CP
Workload	Total: 6.180 hours Contact hours: 1.722 hours Individual work: 3.170 hours Practice: 1.288 hours
CP for the final paper	6 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	41
Number of enrolled students by now	168
Tuition fees	€ 4,100 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 "Nutrition and Dietetics" as well as with students currently studying in the program. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, library, and computer classrooms. Moreover, experts had the opportunity to examine the equipment and the capacity of the laboratories.

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 to the documents, the observations made during the site visit, the results of discussions with the representatives of the University, Faculty of Health Sciences and the Department of Nutrition and Dietetics 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 Bachelor program in “Nutrition and Dietetics” is designed to train professionals capable of creating, enhancing, and maintaining essential systems in the field of nutrition, which plays a crucial role in personal and public health. The program focuses on teaching concepts and theories related to nutrition and dietetics, preparing students to apply their knowledge effectively in healthcare, education, and business settings.

The main purpose of the program is to equip students with the ability to apply both theoretical knowledge and practical, evidence-based skills. Students learn to assess the nutritional status of individuals across different health spectrums and societal contexts.

The program focuses on developing skills for creating personalized nutrition recommendations and formulating comprehensive food and nutrition policies that consider diverse sociodemographic characteristics across all life stages. Training covers areas such as Nutrition Sciences, Dietetics, Mass Nutrition Systems, and Community Nutrition, providing a broad foundation in the scientific aspects of the field.

The University states that graduates of the program can be employed in healthcare institutions, catering systems (e.g. in food factories, hotels, etc.), public health institutions, research institutions and educational institutions (SER 3.2).

According to the University, there is a significant need for nutritionists in Türkiye, primarily due to the rising rates of obesity, chronic diseases and the importance of public health initiatives in preventing these conditions.

Many of these conditions are directly linked to dietary habits, sedentary lifestyles, and metabolic health. Nutritionists are essential in guiding individuals toward healthier eating patterns that reduce these risks.

With Türkiye's growing healthcare challenges and the need for widespread nutritional awareness, nutritionists play a vital role in both individual and community health.

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

The experts encourage the University to consider implementing a consecutive Master's degree program in order to shape the continuous education of their students and to strengthen the research component at the University. 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 60 modules, out of which 46 are compulsory and 14 are elective modules. There are between seven 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

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

2	Professional Orientation	1	2
3	Nutrition Principles I	1	5
4	General Chemistry	1	4
5	Anatomy I	1	4
6	Physiology I	1	4
7	English I	1	2
8	Basic Mathematics	1	3
9	Turkish Language I	1	2
10	Atatürk's Principles and History of Turkish Revolution II	2	2
11	Medical Biology and Genetics	2	5
12	Nutrition Principles II	2	5
13	Organic Chemistry	2	3
14	Anatomy II	2	4
15	Physiology II	2	4
16	Demographic Structure and Health	2	3
17	English II	2	2
18	Turkish Language II	2	2
19	Food Chemistry and Analysis I	3	4
20	Nutrition Problems and Epidemiology in Society	3	3
21	General Microbiology	3	3
22	Food Control and Legislation	3	3
23	Biochemistry	3	3
24	General Economics	3	2
25	Department Elective Course	3	8
26	Department Elective Course	3	4
27	Interdisciplinary Elective Course	3	4
28	Nutritional Biochemistry	4	4
29	Food Chemistry and Analysis II	4	4
30	Mother And Child Nutrition	4	4
31	Food Microbiology	4	2
32	Professional English	4	2
33	Nutrition Education and Counseling	4	2
34	Department Elective Course	4	8
35	Department Elective Course	4	4

36	Interdisciplinary Elective Course	4	4
37	Nutrition And Dietetic Applications in Pediatric Diseases I	5	5
38	Nutrition And Dietetic Applications in Adult Diseases I	5	5
39	Mass Feeding Systems I	5	5
40	Cancer And Nutrition	5	3
41	Department Elective Course	5	8
42	Department Elective Course	5	4
43	Interdisciplinary Elective Course	5	4
44	Nutrition And Dietetic Applications in Pediatric Diseases II	6	5
45	Nutrition And Dietetic Applications in Adult Diseases II	6	5
46	Mass Feeding Systems II	6	5
47	Research Methods and Biostatistics	6	3
48	Department Elective Course	6	8
49	Department Elective Course	6	4
50	Interdisciplinary Elective Course	6	4
51	Graduation Thesis I	7	3
52	Clinical Practice I	7	9
53	Seminar Preparation	7	3
54	Clinical Practice II	7	9
55	University Elective Course	7	6
56	Clinical Practice III	8	9
57	Clinical Practice IV	8	9
58	Offering Seminars	8	3
59	Graduation Thesis II	8	3
60	University Elective Course	8	6
	Total:		254

Table 2: module overview

The list of elective modules can be found in Annex 1.1 (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 modules determined by the National Core Educational Program (70% in total) and elective modules, which are determined and designed by Istanbul Gedik University. 60 CP must be completed from

interdisciplinary modules. Interdisciplinary modules are provided by other study programs from the same faculty.

In the first year, students take basic language courses, as well for example Anatomy and Physiology courses. These courses aim to provide students with a strong scientific foundation and familiarity with the basic principles and practices.

In the second year, Department Elective Courses and Interdisciplinary Elective Courses are introduced, as well as skills in Food Chemistry and Analysis are gained.

In the third year, the focus of education is in the field of Nutrition and Dietetics Applications in Pediatric and Adult Diseases, where students learn about the importance of medical nutrition therapy and clinical and laboratory findings, complications and medical treatments of acute and chronic diseases of children and adults.

In the fourth year, practical skills are gained through Clinical Practice I-IV (36 CP each). Each internship period spans 28 days in total.

Students carry out their internship studies in state hospitals, private hospitals, catering services and other public health service institutions under the supervision of department supervisors. Responsible specialists are required to supervise and sign the internship books of the students on a daily basis. The same conditions apply to students who do part of their internship in private practices and clinics. The department monitors the working performance of the students in consultation with the responsible specialists. At the end of the term, the internship notebooks are examined and graded (AoQ 5).

According to the University, the criteria for practice partner are the following: The site must be accredited and licensed, ensuring it meets industry standards. Practices at the site should align with the program's educational goals. Experienced and qualified professionals should be available to supervise and mentor students. The site should have adequate staff, space, and equipment to support students without disrupting operations. The site must adhere to safety and compliance regulations. The site should be actively involved in educational planning and consistently accept students (AoQ 3).

Students finish their studies with a thesis. The University gives thesis topics to students in writing at the beginning of the year. The scientific review should be

published as an article in a scientific journal at the end of their work. In the first part of their work, the University gives students an oral presentation on how they will do the preparations. The work program for both semesters is outlined. At the end of the semester, the study documents are evaluated and graded. As soon as students finish their thesis, the University supports them to publish the work in academic journals. Published thesis receive full points as grades.

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 Nutrition and Dietetics 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.

At Istanbul Gedik University, the Nutrition and Dietetics Department places a strong emphasis on research and development to equip students with the necessary skills and knowledge to excel in their field. The curriculum is designed to provide comprehensive training in various aspects of research, including biostatistics, thesis preparation, seminar preparation, and conducting academic research. Biostatistics is an integral part of the curriculum, providing students with the tools to analyze and interpret data effectively.

Also, thesis preparation is a critical component of the research training. Students are guided through the process of developing a research proposal, conducting a literature review, designing a study, collecting and analyzing data, and writing their thesis. Faculty advisors provide continuous support and feedback to ensure that students produce high-quality research work.

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 Nutrition and Dietetics study program has six partner universities in the following countries: Lithuania, Poland and Romania (SER 4.1.8.)

Judgment

The Bachelor study program “Nutrition and Dietetics” has a course-based structure and a course-related examination system. The descriptions of the courses contain information on 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 “Nutrition and Dietetics” program at Istanbul Gedik University is designed to provide students with a comprehensive understanding of nutrition 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 nutrition, which leaves the University relatively little flexibility in designing the study program. Students carry out their internship studies in various private hospitals, clinics, catering services, and medical centers under the supervision of department supervisors. From the experts’ point of view, graduates are well-prepared for employment in diverse settings. Partnerships are in place, with the University providing a designated supervisor to support student placements.

After the conversation with the teaching staff, it becomes clear that the visibility and implementation of social sciences in nutrition should be enhanced, as they are already integrated into some modules. Additionally, the application of quantitative and qualitative research methods in nutrition should be improved. In particular, with regard to the preparation of the final thesis in the 8th semester. Counselling should play a greater role in the curriculum as this specific competence is very important to change nutritional habits of individuals as well as of the population.

The study program offers a high number of optional modules. During discussions on site, it became clear that not all optional modules are offered on a permanent basis. The experts continue to encourage the University to exploit synergies between the different study programs and to engage in interdisciplinary exchange. For example, both, teachers and students, would benefit from shared modules.

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. According to the teaching staff of

Istanbul Gedik University, practical exams are held. Yet, they are not mentioned in the course descriptions. Practical exams must be embedded in the course descriptions in a structured way. Additionally, the learning outcomes of the modules should be revised. 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 thesis in the 8th semester. According to the University, students are guided through the process of developing a research proposal, conducting a literature review, designing a study, collecting and analyzing data, and writing their thesis. 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 “Nutrition and Dietetics” 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. 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 clinical 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. To increase the quality and transparency of the practical training, the experts also recommend elaborating a program-specific internship directive that defines the number of hours to be spent in different relevant fields, the competences to be gained and the requirements that an institution has to fulfill in order to be approved by the University.

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.

Practical exams must be embedded in the course descriptions in a structured way. In order to increase transparency, the course descriptions need to be updated and revised to reflect the actual assessment tools and teaching methods utilized in the course.

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 “Nutrition and Dietetics” 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 the University.

The University has allocated 10% of the quota for disabled students for each study program. In addition to this, the Disabled Student Unit was established in 2012. The Unit provides, for example, 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 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. 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.

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 partially defined and communicated to the students (see criterion 3.2.). 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 cannot take 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.

Students who practice in private institutions and students who do their internships in a state-affiliated institution have the right to be absent for 20% of the relevant course at the practice or internship institution for any reason.

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. According to the students and the University, the teacher is responsible for the assessment tool and some modules have practical exams. Yet, the 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. 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 organization of examinations 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 "Nutrition and Dietetics" program is carried out by seven full-time teaching staff with the following qualifications: one professor, three assistant professors, one lecturer and two research assistants.

According to the University, the rest of the teaching load is covered by one part-time associate professor, one part-time assistant professor, two PhD lecturers and one specialist dietician.

Considering the total of 168 students currently enrolled, the teacher to student ratio is 1:10 (SER 7.1.1.).

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 years of age 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.

Academic members are evaluated with the points they have obtained from their scientific studies such as articles, books/book chapters, patents/competitions, citations, congresses/symposiums, postgraduate thesis consultancy, scientific research projects, scientific meetings, education-training activities in the relevant fields.

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.

There are three libraries with a total of 1,513 sqm within the University. The library offers field-specific workbooks for students, as well as printed and online resources for academic research and studies. Library working hours are: 08.00 – 22.30 on weekdays and 08.00 – 17.00 on weekends. Additionally, the Central Library is open 24 hours during midterm exam and final exam weeks. Academic, administrative staff and students can access all resources available in the libraries with the Yordam Automation System. 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 nearly 400 books registered in the Department of Nutrition and Dietetics 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.

There are nine classrooms, one seminar hall, four laboratories, one student work station and one practice kitchen in the Faculty of Health Sciences building.

In Halil Kaya Gedik Campus, in order to teach food preparation, cooking, processing and storage methods in the application kitchen, which is used as the Nutrition Principles Laboratory. It consists of units including kitchen utensils such as sink, stove, oven, cold storage, kitchen scale, food processor, electric mixer and various pots, pans, etc. in an order that will enable students to work independently.

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 kitchen used for the Bachelor study program “Nutrition and Dietetics” is located. The equipment for determining nutritional status was kept in a sports laboratory, which makes working with students difficult. The experts highly recommend to build a separate laboratory for the nutritional status. Due to the increasing number of students, the experts highly recommend investing in the department’s infrastructure in general.

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

Decision

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

3.6 Quality assurance

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 of 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.

Academic year	Applicants	Accepted	Female	Male
2021/2022	36	36	34	2
2022/2023	48	48	2	46
2023/2024	60	60	56	4

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 “Nutrition and Dietetics”.

The University consistently monitors and periodically reviews its programs to ensure alignment with established objectives, responsiveness to the evolving needs of students and society, and the facilitation of continuous program improvement. These systematic reviews are integral to the University's commitment to maintaining the relevance of study programs and fostering a supportive and effective learning environment for students. The evaluation process encompasses various aspects, including the regular examination of program content in light of the latest research in the discipline, consideration of changing societal needs, assessment of student workload, progression, and completion rates, evaluation of the effectiveness of procedures for student assessment, collection of feedback on student expectations, needs, and satisfaction regarding the program, and examination of the suitability of the learning environment and support services for the program's objectives.

The University possess a robust data collection system and gathers comprehensive data on its study programs and other activities. The information gathered depends, to some extent, on the type and mission of the University. Various Key Performance Indicators (KPIs) are captured by the University. A range of information regarding study programs and activities is consistently captured by the University. Student progression, success rates, and dropout rates are inherent considerations in the University's analytical processes. With an established feedback mechanism, the University regularly measures student satisfaction with their programs, the learning resources and the available student support. The University also actively tracks and analyzes the career paths of its graduates. The University seamlessly integrates the collected information into its existing internal quality assurance system. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes. In particular, in retrospect 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 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 Nutrition and Dietetics 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 “Nutrition and Dietetics”. The curriculum, which is based on the National Core Curriculum, combines a foundation in biomedical sciences—such as anatomy, physiology, and biochemistry—with applied courses in clinical nutrition, food science, community nutrition, and diet planning.

Students gain hands-on experience through laboratory work, nutritional assessments, and supervised internships in hospitals, public health institutions, and food service settings.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program “Nutrition and Dietetics” offered at the Istanbul 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:

- Practical exams must be embedded in the course descriptions in a structured way. In order to increase transparency, the course descriptions need to be updated and revised to reflect the actual assessment tools and teaching methods utilized in the course.

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:

- 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 visibility and implementation of social sciences in nutrition should be enhanced, as they are already integrated into some modules.
- The application of quantitative and qualitative research methods in nutrition should be improved. In particular, with regard to the preparation of the final thesis in the 8th semester.
- Counselling should play a greater role in the curriculum
- 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.
- In order to ensure that the learning objectives are achieved during the internships, a catalog of qualifications for the practical instructors should be developed.
- A wider range of methods and more precise methods assessing the nutritional status should be implemented in the study program.
- To increase the quality and transparency of the practical training, a program-specific internship directive that defines the number of hours to be spent in different relevant fields, the competences to be gained and the requirements that an institution should be elaborated.
- 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 "Nutrition and Dietetics" is four years. The study program comprises 60 courses, of which 46 are mandatory and 14 are elective courses. The language of instruction is Turkish. The Bachelor study program "Nutrition and Dietetics" is completed with awarding of the academic degree "Bachelor of Science". Admission takes place every winter semester. The first cohort of students was admitted to the 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 "Nutrition and Dietetics" is accredited for the duration of five years until September 30, 2030.

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

1. Practical exams must be embedded in the course descriptions in a structured way. In order to increase transparency, the course descriptions need to be

updated and revised to reflect the actual assessment tools and teaching methods utilized in the course.

The evidence that the formulated conditions have been fulfilled by the study program "Nutrition and Dietetics" 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.