

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 “Sports Coaching”,
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 the 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 “Sports Coaching”, 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 “Sports Coaching”

Annex	Description
1	Module Descriptions
1.1	Study Plan
2	CVs
3	Teaching Matrix

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.

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

The Faculty of Sports Sciences was established in 2011. There are four academic departments in the Faculty of Sports Sciences: Sports Coaching, Physical Education and Sports Teaching, Sports Management, and Exercise and Sport Sciences.

The Department of Sports Coaching began admitting students in 2012. The first students graduated in 2016 (SER 1.2).

The Department of Sports Coaching has a current total number of 295 students (43 first year students, 58 second year students, 58 third year students, 65 fourth year students and 71 fifth year students). There are 258 graduates so far.

2.3 Structural data of the study program

University	Istanbul Gedik University
Faculty/Department	Faculty of Sports Sciences / Department of Sports Coaching
Title of the study program	Sports Coaching
Degree awarded	Bachelor of Science
Form of studies	Full-time
Organizational structure	On-campus program
Language of Studies	Turkish
Period of education	Eight semesters (four academic years)
Credit Points (CP) according to the European Credit Transfer System (ECTS)	240 ECTS
Hours/CP	25.5 Hours/Credit

Workload	Total: 6,120 hours Practice: 2,537 hours Theory: 3,582 hours
CP for the final paper	4 ECTS
Launch date of the study program	2012
First accreditation	Not available
Time of admission	Summer semester
Number of available places on the program	70 (2024-2025 Academic Year)
Number of enrolled students by now	currently enrolled students: 295
Particular enrollment conditions	Students are admitted to the Sports Coaching Undergraduate Program with a special aptitude test. In order to take the special aptitude exam, it is necessary to have received education from high school or an equivalent institution abroad and to obtain the valid score specified in the national university exam guide. To be successful in applied activities within the special aptitude test held by the faculty of sports sciences. Taking part in the quota determined by the Council of Higher Education. They are required to submit a health report that can fulfil the requirements of physical education and sports teaching activities.
Tuition fees	Annual fee for 2023-2024 is 65,000 TL (€1700)

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 Sports Sciences, the chair, vice chair and the teaching staff of the program "Sports Coaching" as well as with students currently studying in the program. Furthermore, they inspected the learning premises, such as lecture halls, seminar classrooms, library, and sport facilities. 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 Sports Sciences and the Department of Sports Coaching 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 “Sports Coaching” program objectives are the following:

- Acquire sufficient knowledge and practical skills in subjects specific to the science of coaching.
- Gain the ability to identify, define, and solve problems in a coaching career.
- Develop the ability to select and use traditional and modern tools necessary for analyzing and solving problems encountered in coaching practices.
- Understand the safety and reliability of technologies used in the coaching process.
- Develop the ability to work effectively and disciplined, both individually and as a team.
- Possess the ability to communicate effectively in Turkish, both orally and in writing, write reports, understand written reports, make effective presentations, and give and receive clear instructions.
- Develop awareness of the necessity of lifelong learning, access to information, monitor developments in science and technology.
- Behave according to ethical principles in coaching practices and have a sense of professional and ethical responsibility.
- Stay updated with current information and innovations in field-specific applications in the coaching profession.
- Develop the ability to use techniques specific to a certain sport.
- Analyze the tests applied to individuals and teams of different age groups, genders, and training levels. Plan and periodize training based on test results.
- Use a foreign language at least at the B1 General Level of the European Language Portfolio to discuss different articles in the field, prepare projects on various topics related to the field, develop vocabulary related to the field, and communicate with colleagues by developing four language skills (Reading, Listening, Speaking, Writing).

- Recognize information technologies, use the Windows operating system, access the required information and resources on the internet, and send and receive emails.
- Develop the ability to communicate in writing and verbally in the field of coaching. Communicate effectively among colleagues and athletes.
- Plan a coaching career, learn the requirements of the profession, and explain views on the practices of coaches in different sports.
- Possess the capacity to theoretically explain and practically apply fundamental sports movements.

“Sports Coaching” students have the right to pursue a double major. Students from other departments doing a double major in the “Sports Management” and “Physical Education and Sports Teaching” department are subject to the same learning outcomes (SER 3.1.1).

According to the University, graduates of “Sports Coaching” have mastered scientific methods and technology use related to sports sciences. They work in planning, implementing, developing, conveying, and reporting in the field of coaching education and technologies.

The University indicates that graduates will have the opportunity to work in various fields, including educational institutions, central and provincial organizations of the General Directorate of Youth and Sports, sports federations and clubs, various public and private organizations, athlete training centers, sports units of municipalities, tourism, and health services. Those graduates who meet the necessary conditions and succeed in postgraduate programs have the opportunity to work as academics in sports sciences faculties (SER 3.2.1).

The coaching profession is a continuously evolving and dynamic career field. Coaches play a crucial role in developing potential and enhancing performance in athletes. Therefore, the opportunities for advancement and career prospects in this field are quite diverse. There are also opportunities for coaches to work and build careers internationally. Particularly, they may have the chance to work in globally recognized sports branches and teams (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's study program "Sports Coaching" 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 University offers one postgraduate program in the field of Sport Sciences, namely the Master study program "Physical Education and Sport Sciences". The experts appreciate the possibility of a continuous training of their students beyond the Bachelor level.

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

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

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 57 modules, out of which 40 are obligatory and 17 are elective courses. 56.9% of the courses are theoretical and 43.1% are practical (SER 4.1.1). All modules have to be completed within one semester.

In addition to the department courses, there are common courses such as "ATA101 Atatürk's Principles and Revolution History 1", "ENG101 English 1", "TUR101 Turkish Language 1", "ATA102 Atatürk's Principles and Revolution History 2", "ENG102 English 2", "TUR102 Turkish Language 2", which all students must take (SER 4.1.2).

The University states that there are currently two separate curriculums in the Sports Coaching department. Students enrolled in the 2018 curriculum will continue their education within the framework of the curriculum they are affiliated with until graduation. However, as of 2023, the National Core Curriculum offered by the Higher Education Council (YÖK) has been adopted. In this case, the implementation phase of the curriculum has not yet started in the 2023 curriculum (SER 4.1.1).

The list of modules offered:

No.	Title	Sem.	CP
TUR101	Turkish Language I	1	2
ING101	Foreign Language I	1	3
ATA101	Atatürk's Principles and History of Reforms I	1	2
ANE101	Introduction to Sports Science	1	4
ANE103	Movement Education	1	4
ANE105	Human Anatomy	1	4
ANE107	Basic Gymnastics	1	4
IK101	Career Planning	1	1
UNIV101	Introduction to University Life	1	1
SUR101	Sustainability and Climate Change	1	1
	Elective Sports I	1	4
TUR102	Turkish Language II	2	2
ING102	Foreign Language II	2	3
ATA102	Atatürk's Principles and History of Reforms II	2	2
ANE102	Kinesiology	2	5
ANE104	Exercise Physiology I	2	5
ANE106	Athlete Health and First Aid	2	5
ANE108	Athletics	2	4
	Elective Sports II	2	4
ANE201	Training Science I	3	4
ANE203	Fundamentals of Information Technology	3	3
ANE205	Exercise Physiology II	3	4
ANE207	Coaching Ethics and Principles	3	3
ANE209	Motor Skills Development	3	3
ANE211	Sports Nutrition	3	4
	Specialization in Coaching I	3	6
	Elective Theoretical Courses I	3	3
ANE202	Training Science II	4	4
ANE204	Leadership and Competency Skills in Coaching	4	3
ANE206	Skill Acquisition in Sport	4	3

Ane208	Sports Psychology	4	3
ANE210	Methods of Athletic Performance Development I	4	3
ANE212	Swimming	4	4
IGP202	Innovation, Entrepreneurship, and IPR	4	1
	Specialization in Coaching II	4	6
	Elective Theoretical Courses II	4	3
ANE301	Competition / Match Analysis	5	4
ANE303	Training for Children and Adolescents	5	4
ANE305	Physical Fitness	5	4
ANE307	Sociology of Sports	5	3
ANE309	Sports Injuries and Corrective Exercises	5	3
ANE311	Methods of Athletic Performance Development	5	3
	University Core Elective Courses I	5	3
	Specialization in Coaching III	5	6
ANE302	Sports Management and Organization	6	3
ANE304	Child Protection in Sports	6	3
ANE306	Sports Biomechanics	6	4
ANE308	Long Term Athletic Development	6	4
ANE310	Performance Measurement, Testing, and Evaluation	6	4
ANE312	Scientific Research Methods	6	3
	University Core Elective Courses II	6	3
	Specialization in Coaching IV	6	6
ANE401	Research Project in Sports Sciences I	7	4
ANE403	Internship Evaluation I	7	6
ANE405	Practical Internship I	7	20
ANE402	Research Project in Sports Sciences II	8	4
ANE404	Internship Evaluation I	8	6
ANE406	Practical Internship II	8	20
	Total		240

Table 2: module overview

The list of elective and specialization modules can be found in Annex 1.1.

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 structure of the study program aims to provide students with theoretical and practical skills. The program lays the departmental and methodological foundations through specific modules and is supported by advanced modules that build on these foundations.

The “basic” modules should enable students to gain basic knowledge and skills in coaching. “Methodological foundation” modules should provide the necessary methodological skills in conducting research, collecting and analyzing data (SER 4.1.3).

During the 7th and 8th semester, students participate in coaching practices one or two days a week within the framework of a suitable program. In clubs where morning and evening training is organized, the student can choose morning or evening sessions. However, the student must be present at the practice clubs for at least four hours a week to fulfill the duties such as observation, training, receiving information from the managers and similar tasks that require practice. The student should be present at the training ground before the start of the team's training and staying until the end of the training. The student must attend at least 80% of the two semesters (28 weeks) of Coaching Practice. In accordance with the relevant law, the student who is considered to be on leave of absence for national meetings or representing the University must also complete the practice period (by making up by attending at most twice a week). Fourth year students can participate in practice activities within the framework of the program to be organized in the relevant department within the scope of the facilities of the faculty and sports clubs for the practical part of the specialty courses they study (SER 4.1.2).

In order to achieve the learning outcomes in the courses of the department, various teaching methods and assessment and evaluation methods are used, although varying according to the course structure.

Instructors utilize different teaching methods and techniques (lecture, problem solving, drill and practice, question-answer, project-homework, case study, laboratory-experiment, demonstration, show-and-tell, role playing, peer supported teaching, cooperative teaching, independent study, brainstorming, group work,

etc.) in order to achieve the educational objectives of the course. In coaching education courses, written exams such as midterm and final exams are an important measurement method. In addition, various measurement methods (exams, homework, project/design, performance task, practice, laboratory, seminar, field work, etc.) are used in order for students to reach the learning outcomes of the course.

The midterm exam is given in the middle of the semester, while the final exam is given at the end of the semester. Both exams are designed to measure students' level of understanding of what they have learned in the course (SER 4.1.5).

The University states that all units at the University are able to conduct their courses through LMS-based distance education platform. Furthermore, the University uses the information system for the departmental exam calendar, academic calendar, course schedule and many subjects. Students make all transactions related to their studentship, such as course selections and curriculum status, on the student information system (SER 4.1.6).

International aspects of the study program include the foreign language - modules. The relevant activities in order for students to also study abroad are carried out by the External Relations and Erasmus Coordination. In this context, periodic information meetings are organized for students and staff; the selection and evaluation processes are carried out by the University Erasmus Commission in a transparent way. The results are made available to all stakeholders on the University website (SER 4.1.8).

Judgment

The Bachelor study program “Sports Coaching” 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 “Sports Coaching” program at Istanbul Gedik University is designed to provide students with a comprehensive understanding of coaching 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 coaching, which leaves the University relatively little flexibility in designing the study program. Students carry out their internships in suitable sport clubs. 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.

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 Departments for Physiotherapy and Sport already work together, since a double major program is offered. Cooperation is organized in research and projects, which the experts commend.

The experts note the detailed syllabus, which enables students to prepare 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. Practical exams, for example, are not mentioned in the course descriptions and must be embedded in the course descriptions in a structured way. Additionally, the contents of the modules should be revised. 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 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's 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 final project in the 7th and 8th semester, where students learn the concepts of research, design, planning, coordination and evaluation and how these concepts are applied to event design. 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 "Sports Coaching" 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. It remained unclear which particular qualifications the practical instructors have. 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.

Decision

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

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 University states that registration requirements and application processes are announced on the Faculty of Sports Sciences web page at the beginning of each academic year before the Special Talent Exam. There have not been any updates in the last five years and the changes made are included in the Special Talent Exam application system and exam content.

To take the Physical Aptitude Test, it is necessary to graduate from high school or an equivalent school. The first requirement for all applicants is to get at least 100 points from the "Basic Proficiency Test" (TYT) exam. All candidates who meet this requirement have the right to apply. In addition to the TYT score, candidates who want to have additional points in the placement score can submit a CV document. In order for the CV score to be valid, the ranks of the candidates in Türkiye, Europe, World Championships; the number of caps in Olympic sports branches is taken as basis (CAP is a player's appearance in a game at international level). Candidates who do not have a CV score are entered as "0" in the CV score (ÖYSP). The quotas allocated to departments are distributed equally to male and female students. If no female or male quota is filled during the enrollment period, the vacant quota is transferred to the respective other gender.

As of 2024, talent exams will be held as "centralized exams" by the Council of Higher Education (YÖK), and students will take the sports talent exams only in the centers to be determined by YÖK. Score calculations and exam explanations will not be made by the universities. The University explains that no guidelines have yet been published about the common centralized exam system that all universities will adopt starting from this year (SER 5.1.1).

Additionally, students can be admitted through transfers ("horizontal transfers") from other programs/institutions. Transfer applications are examined according to „Istanbul Gedik University Associate and Undergraduate Programs Transfer Directive" (s. Annex T) (SER 5.1.3).

International students (i.e. foreign students and students who completed their entire secondary education abroad) are also admitted according to the relevant regulations and quotas. The procedures and principles for admission to higher education institutions for international students who completed their entire secondary education abroad are determined by the Council of Higher Education (YÖK).

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 T).

All registrations are carried out by the Student Affairs Office with the organization of the General Secretariat of Istanbul Gedik University.

According to the University, disabled candidates are entitled to take the exam if they submit a document stating their disability status. For disabled candidates to be admitted to the Departments of Sports Management and Coaching Education, a quota of 10% of the department quota is allocated. The exam results of disabled candidates are calculated within themselves and announced within this quota. (SER 5.1.2).

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 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

Students are subjected to the following exams: one midterm exam is held seven weeks after the start of the semester, and one final exam is held seven weeks after the midterm exam. In addition to this, midterm make-up exams are held two or three weeks after the midterm exam for students who cannot take the midterm exam with an excuse. A make-up exam is held for students who cannot take the final exam or who cannot obtain a passing grade and want to increase their grade. The make-up exam is also held one week after the final exam.

All exams are announced to the students on the "GEBİS" system and the exam calendar announcement is announced to the students on the web page (SER 6.1.1).

All exams held at the Faculty of Sports Sciences are subject to the regulations in the "Istanbul Gedik University Associate Degree, Undergraduate Degree Education-Teaching and Exam Regulation" (s. Annex Y).

Grades are awarded by the University on a scale from AA (4.00 GPA, 88-100%), BA (3.50 GPA, 81-87%), BB (3.00 GPA, 76-80%), CB (2.50 GPA, 65-75%), CC

(2.0 GPA, 55-64%), DC (1.50 GPA, 45-54%), DD (1.0 GPA, 40-44%), FD (0.5 GPA, 30-39%), to FF (0.00 GPA, 0-29%). DD (GPA 1.00, 45-49%) is the lowest passing score.

In order to graduate from “Sports Coaching”, students are required to have a GPA of at least 2.00 out of 4.00 and 240 ECTS credits from all courses in the curriculum. Students must have completed the Teaching Practice I & II courses and practical camp training (summer or winter) within the specified period and specifications.

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 (SER 6.2.1).

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. According to the module descriptions, the written exams are mostly multiple-choice tests. The experts highly recommend introducing student-centered examination methods and a wider range of assessment methods. The experts recommend introducing practical exams into the curriculum.

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

There are seven full-time teaching staff members (one professor, three assistant professors, one lecturer, and two research assistants). Additionally, there are 13 adjunct teaching staff members.

The University specifies that the weekly teaching load for faculty members in Turkey is determined by YÖK. Instructors must teach 18 hours, assistant professors 16 hours, associate professors 14 hours, and full professors twelve hours. If a faculty member holds an administrative position (such as dean, associate dean, or department head), their required teaching hours are halved.

There are currently 235 students in the program, and therefore the student to full-time teacher ratio is 33:1 (SER 7.1.1).

The recruitment process at Istanbul Gedik University evaluates the qualifications and experience of faculty members before making appointment decisions. This process follows the Higher Education Law No. 2547 and involves the Rectorate. The recruitment includes exams and various documents demonstrating qualifications (SER 7.1.2).

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 University's human resources department organizes in-service training for the personal development of employees, focusing on aspects such as motivation and teamwork. The University states that it encourages staff members to participate in training courses, conferences, and scientific research projects. Staff members have opportunities to engage in advanced training programs, international symposiums, and educational programs organized by the University (SER 7.1.3).

The Istanbul Halil Kaya Gedik Campus features a variety of facilities for academic and athletic activities. The campus includes:

- Twelve classrooms: 12, with a total capacity of 526 students, all equipped with projectors. Two classrooms have interactive teaching technologies.
- Sports Performance Laboratory: Equipped for collecting data and supporting teaching and research, including master's/PhD thesis projects.
- Multi-Purpose Sports Hall: Suitable for various sports and activities.
- Athletics and Soccer Field: Outdoor field for athletics and soccer.
- Outdoor Tennis Courts: Two courts for tennis.
- Conference Hall: Space for conferences and large gatherings (SER 7.3.1).

According to the University, there are two libraries at the University which students of "Sports Coaching" can use.

According to the University, there are 318 printed books and 3 printed periodical subscription. Electronic access is provided to three databases and online access to the library catalogue is available 24/7.

Central Library opening hours are: Weekdays: 08.00 – 22.30; Weekend: 08.00 – 17.00

Faculty of Law Library working hours are: Weekdays: 08.00 – 17.30; Weekend: Closed

Vocational School Library working hours are: Weekdays: 08.00 – 17.30; Weekend: Closed

Additionally, the libraries are open 24 hours a day during exam weeks (SER 7.3.2).

According to the University, seminar rooms are fully equipped with tools needed for teaching, such as whiteboards, desks, chairs, and projectors. Some seminar rooms also have special camera systems that can be used in hybrid class formats.

The University houses a Technology Transfer Office (TTO). The primary aim of the TTO is to commercialize the knowledge and technology produced within the university, foster collaboration between the University and the industry, enhance existing partnerships, and support the development of new project ideas and funding opportunities. The TTO also handles patent and utility model applications, monitors and maintains these applications, and contributes to the development of the entrepreneurial ecosystem. The TTO aims to bridge the gap between industry and academia, providing the scientific knowledge necessary for production and facilitating the realization of new scientific discoveries required by the industry. Additionally, the University has a Scientific Research Projects (BAP) and Scientific Activities Coordination Office. The BAP and Scientific Activities Directive was approved by the University Senate on August 14, 2018 (Decision No. 7, BAP and Scientific Activities Coordination Office). This office supports scientific research projects and activities, helping to secure funding and manage projects effectively (SER 7.3.4).

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.

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 Sport Sciences, where the sport facilities of the Bachelor study program “Sports Coaching” are located. The facilities are equipped with all relevant devices. Nevertheless, the experts highly recommend investing in the department’s infrastructure. The gradual development of additional equipment for (movement research) laboratories should be continued.

As a whole, it was ascertained by the experts that the Bachelor study program “Sports Coaching” 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 adheres 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.

The Department of Sports Coaching states that its academic and administrative staff adhere to the University's Quality Policy and Quality Commission processes. These processes and practices are effectively implemented in the Department of Sports Coaching. The Department of Sports Coaching's webpage includes information about the school's goals and objectives, vision, mission, ethical values, student admission conditions, and Erasmus agreements. Additionally, the webpage shares up-to-date announcements of ongoing events, publications of academic staff, scientific events they attend, papers they present, activities of student clubs, etc., in the News & Announcements section. As part of the quality audits conducted by the Higher Education Quality Board each year, an "Institutional Internal Evaluation Report" (KIDR) is prepared for the entire University. In preparing this report, a "Unit Internal Evaluation Report" (BIDR) has been prepared for the Department of Sports Coaching (SER 8.1.2).

The University conducts internal and external quality assurance procedures, including course evaluations and student surveys through the GEBİS (Gedik University Information System) automation system, as directed by the Strategy Development Department. Based on the evaluation results, changes can be made to the

course specifications. Faculty members and research assistants at Istanbul Gedik University maintain constant and direct contact with students through their academic advisory roles. These surveys provide access to student feedback on academic and administrative activities, and student requests, suggestions, and complaints are addressed through meetings, ensuring that student opinions are considered in the University's management processes (SER 8.1.3).

At the end of each semester, a student satisfaction survey is conducted for the courses offered. The weight of the course load is monitored through the feedback in these surveys.

The University also utilizes the Istanbul Gedik University Alumni Information System, which facilitates the alumni feedback process. Information on graduates is obtained through a web portal belonging to this system, where students can view their curriculum vitae (SER 8.1.5).

Academic year	Applicants	Accepted	Female	Male
2021/2022	577	58	21	37
2022/2023	761	67	28	39
2023/2024	548	75	25	50

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 "Sports Coaching".

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 for Gedik University is currently being developed.

Nevertheless, 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 Sports Coaching 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 (SER 9.1.2).

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 “Sports Coaching”. The curriculum, which is based on the National Core Curriculum, combines theoretical instruction in areas such as exercise physiology, biomechanics, sports psychology, and nutrition with practical training in coaching techniques, performance analysis, and athlete development. The program is designed to prepare students for professional careers in the field of athletic performance, training methodology, and sport-specific instruction.

The University support their students in hands-on coaching experiences, and partnerships with sports clubs and organizations. Nonetheless, there is potential to strengthen the program’s international perspective and expand opportunities for interdisciplinary collaboration. Additionally, the assessment methods should be more diverse.

Based on the information from written documents and the results of the site visit, the experts came to the conclusion that the study program “Sports Coaching” offered at the Istanbul Gedik University 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.

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.
- In order to ensure that the learning objectives are achieved during the internships, a catalog of qualifications for the practical instructors should be developed.
- 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.
- Student-centered examination methods and a wider range of assessment methods should be applied.
- Practical exams should be introduced into the curriculum.
- The University should invest in the department's infrastructure to expand the laboratories in size and update the 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 "Sports Coaching" is four years. The study program comprises 57 courses, of which 40 are mandatory and 17 are elective courses. The language of instruction is Turkish. The Bachelor study program "Sports Coaching" is completed with awarding of the academic degree "Bachelor of Science". Admission takes place every summer semester. The first cohort of students was admitted to the study program in the academic year 2012/2013.

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

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

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.