



ISTANBUL AYDIN UNIVERSITY

**QUALITY
ASSURANCE
HANDBOOK**

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ISTANBUL AYDIN UNIVERSITY

QUALITY ASSURANCE HANDBOOK

1. Purpose

The purpose of this Quality Assurance Handbook is to ensure that the education and training, research and development, social contribution, governance, institutional development, quality assurance, and accreditation processes carried out at Istanbul Aydın University are conducted in a holistic, systematic, evidence-based, and continuous improvement-oriented manner.

This handbook serves as an institutional reference document that explains the fundamental principles, governance structure, processes, distribution of responsibilities, monitoring and evaluation mechanisms, the relationship between decision-making processes and the quality cycle, and internal and external stakeholder engagement within the University's quality assurance system.

Istanbul Aydın University operates its quality assurance system not merely as preparation for external evaluation and accreditation processes, but also as a means of institutional learning, data-driven governance, improvement of academic and administrative performance, enhancement of the student experience, and strengthening of national and international competitiveness.

Within this framework, the Quality Assurance Handbook aims to establish a shared understanding of quality across all academic and administrative units of the University, standardize processes, disseminate good practices, and make improvement activities traceable.

2. Scope

This handbook covers all academic and administrative units of Istanbul Aydın University. Associate degree, undergraduate, and graduate programs, research centers, application and research centers, coordinatorships, departments, institutes, faculties, schools, vocational schools, and support service units are included within the scope of the quality assurance system.

The principles and processes set out in this handbook cover the following areas:

1. Education and training processes
2. Program design, approval, monitoring, and updating
3. Student-centered learning, teaching, and assessment
4. Student admission, progression, recognition, and certification
5. Academic staff competence and development
6. Learning resources and student support services
7. Information management, data monitoring, and performance indicators
8. Public information and transparency
9. Continuous monitoring, evaluation, and improvement
10. External quality assurance, national and international accreditation processes
11. Research and development processes
12. Social contribution processes
13. Governance system and institutional decision-making mechanisms
14. Stakeholder engagement and feedback mechanisms
15. Risk management, ethical principles, and institutional accountability

3. Basis

This handbook has been prepared by taking into consideration fundamental principles and approaches that are widely accepted at national and international levels in higher education quality assurance, institutional accreditation, and program accreditation processes.

The preparation of this handbook is based on the following frameworks:

1. The quality assurance approach of the Turkish Higher Education Quality Council
2. Standards and Guidelines for Quality Assurance in the European Higher Education Area
3. European Qualifications Framework
4. Turkish Higher Education Qualifications Framework
5. Istanbul Aydın University Strategic Plan
6. Istanbul Aydın University Quality Policy
7. Istanbul Aydın University Education and Training Policy
8. Istanbul Aydın University Research and Development Policy
9. Istanbul Aydın University Social Contribution Policy
10. Istanbul Aydın University Internationalization Policy
11. Istanbul Aydın University Information Management Policy
12. Istanbul Aydın University Continuous Improvement Policy
13. Relevant legislation, regulations, directives, Senate decisions, and board decisions

4. Definitions

The key concepts used in this handbook are defined as follows.

Quality Assurance: The systematic set of activities that enables the University to achieve, sustain, and continuously improve

the standards it has determined in line with its mission, vision, strategic objectives, and stakeholder expectations.

Quality Assurance System: The institutional management system that covers the University's processes of planning, implementing, monitoring, evaluating, improving, and reporting quality.

Continuous Improvement: The regular monitoring and evaluation of processes and their outputs and outcomes, and their enhancement based on the findings obtained.

PDCA Cycle: The continuous improvement cycle consisting of the stages of Plan, Do, Check, and Act.

Internal Quality Assurance: The quality processes, evaluation mechanisms, reporting system, and improvement activities established by the University within its own institutional structure.

External Quality Assurance: The process by which the University or its programs are subject to external evaluation, institutional accreditation, program accreditation, or international evaluation.

Program Accreditation: The process through which an academic program is evaluated and approved by an accreditation body within the framework of predetermined standards.

Institutional Accreditation: The holistic evaluation of the University's quality assurance system, governance structure, education and training, research and development, social contribution, and institutional governance processes.

Stakeholder: Individuals, groups, institutions, and organizations that are affected by or have an effect on the activities of the University.

Evidence: Documents, data, reports, minutes, decisions, analyses, survey results, or digital records demonstrating that a process has

been implemented, monitored, evaluated, and improved.

Performance Indicator: A quantitative or qualitative measure used to assess the extent to which the University achieves its objectives.

5. Fundamental Principles of the Quality Assurance System

The quality assurance system of Istanbul Aydın University is based on the following fundamental principles.

5.1. Student-Centeredness

One of the University's fundamental priorities is to provide a holistic learning experience that supports students' academic, professional, social, cultural, and personal development. The student-centered approach covers not only in-class teaching methods but also academic advising, assessment and evaluation processes, learning resources, digital infrastructure, career support, social integration, and post-graduation monitoring.

5.2. Evidence-Based Governance

The quality assurance system at the University is based not on assumptions, but on regularly collected data, analyses, indicators, stakeholder opinions, and measurable outputs. Decision-making processes make use of data such as student achievement, graduation rates, course evaluation results, student satisfaction, research performance, accreditation outcomes, and feedback from graduates and employers.

5.3. Continuous Improvement

The quality assurance system is not a static control mechanism, but a dynamic improvement system that supports institutional development. The University regularly reviews its processes, identifies areas that require improvement,

prepares improvement plans, monitors the implementation status of these plans, and evaluates their results.

5.4. Participation

The quality assurance system is not solely the responsibility of senior management or quality units. Academic staff, administrative staff, students, graduates, employers, advisory boards, and external stakeholders participate in quality processes through appropriate mechanisms.

5.5. Transparency and Accountability

The University shares key information on education and training, research, social contribution, and quality processes with the public in an open, accurate, accessible, and up-to-date manner. Institutional reports, program information, course information packages, academic staff information, and quality activities are published in accordance with defined standards.

5.6. Institutional Alignment

For the quality assurance system to function effectively, faculties, institutes, schools, vocational schools, departments, programs, and administrative units must work in alignment around shared objectives. Therefore, the quality system is implemented in an integrated manner with the strategic plan, performance indicators, annual activity reports, internal evaluation reports, program self-assessment reports, and accreditation processes.

5.7. National and International Alignment

Istanbul Aydın University develops its quality assurance system in alignment with national higher education legislation, the expectations of the Turkish Higher Education Quality Council, the quality principles of the European Higher Education Area, and the standards of international accreditation bodies.

6. Quality Policy

The quality policy of Istanbul Aydın University is based on the operation of a student-centered, innovative, participatory, accountable, and internationally aligned quality assurance system that prioritizes continuous improvement in education and training, research and development, social contribution, and institutional governance.

Within the framework of its quality policy, the University undertakes the following commitments:

1. To conduct education and training processes in a student-centered, outcome-based, and competency-oriented manner
2. To support program design and updating processes through internal and external stakeholder input
3. To regularly monitor student achievement, satisfaction, development, and post-graduation outcomes
4. To increase research capacity and support scientific productivity
5. To conduct social contribution activities with an institutional responsibility approach
6. To strengthen the culture of data-driven decision-making in academic and administrative processes
7. To use national and international accreditation processes as instruments of institutional development
8. To disseminate the internal quality assurance system across all units
9. To institutionalize a culture of continuous improvement
10. To adhere to the principles of institutional transparency, ethical values, and accountability

7. Quality Assurance Governance Structure

The quality assurance system of Istanbul Aydın University is

implemented through the leadership of senior management, the participation of academic and administrative units, the guidance of quality coordination structures, and the engagement of stakeholders.

7.1. Rectorate

The Rectorate is responsible at the highest level for the ownership of the University's quality assurance system, the alignment of quality processes with strategic objectives, the coordination among units, and the institutionalization of a quality culture.

The Rectorate carries out the following duties:

1. Ensuring that the quality assurance system is adopted as an institutional priority
2. Monitoring the implementation of the quality policy and strategic objectives
3. Supporting the quality activities of academic and administrative units
4. Ensuring that internal and external evaluation processes are conducted at the institutional level
5. Taking institutional decisions regarding accreditation processes
6. Following up the implementation of continuous improvement plans
7. Evaluating the allocation of necessary resources for quality processes

7.2. Quality Commission

The Quality Commission is the main institutional body responsible for developing, implementing, monitoring, and improving the University's internal quality assurance system.

The duties of the Quality Commission are as follows:

1. Developing policies, processes, and methods related to the quality assurance system
2. Conducting institutional internal evaluation activities
3. Coordinating unit-level quality activities
4. Monitoring performance indicators
5. Evaluating quality reports
6. Identifying areas for improvement
7. Coordinating preparation activities for external evaluation and accreditation processes
8. Conducting training, information, and awareness activities to disseminate the quality culture

7.3. Vice Rectorates

Vice Rectorates ensure the implementation and monitoring of the quality assurance system within their respective areas of responsibility. Education and training, quality, and accreditation processes are conducted in an integrated manner under the coordination of the relevant Vice Rectorate.

Within this scope, the Vice Rectorate responsible for education, training, and quality coordinates the following areas:

1. Quality assurance of education and training processes
2. Program accreditations
3. Institutional quality assurance mechanisms
4. Continuous improvement action plans
5. Program self-assessment processes
6. Monitoring of educational performance indicators
7. Preparation for internal and external evaluation processes
8. Coordination of quality activities at faculty and program levels

7.4. Quality Coordinatorship

The Quality Coordinatorship is the unit that supports the operational implementation of the quality assurance system. It follows up the implementation of Quality Commission decisions, coordinates data collection and reporting processes, guides units, and ensures that quality documents are regularly updated.

The duties of the Quality Coordinatorship are as follows:

1. Preparing and updating documentation related to quality processes
2. Coordinating with unit quality representatives
3. Supporting the preparation of institutional internal evaluation reports
4. Providing guidance in the preparation of accreditation files
5. Coordinating the collection and monitoring of quality indicators
6. Ensuring the monitoring of continuous improvement plans
7. Organizing quality training and information meetings
8. Coordinating internal evaluation and site visit preparations

7.5. Faculty, Institute, School, and Vocational School Administrations

Academic unit administrations are directly responsible for implementing the quality assurance system within their own units. Deans' offices, directorates, and relevant boards monitor the quality processes of programs, evaluate reports received from departments and programs, and ensure the implementation of improvement decisions.

The duties of academic unit administrations are as follows:

1. Conducting unit-level quality activities
2. Following up program self-assessment processes
3. Checking the currency of course information packages
4. Ensuring the monitoring of program outcomes and learning outcomes
5. Evaluating feedback from students, graduates, and employers
6. Monitoring academic staff competence and development
7. Coordinating preparations for accreditation processes
8. Reporting continuous improvement activities at unit level

7.6. Department and Program Chairs

Department and program chairs constitute the most critical implementation level of the quality assurance system. The determination of program outcomes, alignment of courses with learning outcomes, review of assessment and evaluation methods, monitoring of student achievement, and implementation of program improvements are carried out at department and program level.

The duties of department and program chairs are as follows:

1. Keeping program objectives and program outcomes up to date
2. Ensuring that course information forms are prepared completely and accurately
3. Monitoring the relationship between course learning outcomes and program outcomes
4. Evaluating student achievement data
5. Analyzing course evaluation results

6. Reflecting advisory board and external stakeholder opinions in the program
7. Preparing program self-assessment reports
8. Documenting improvement activities
9. Providing the necessary evidence in accreditation processes

7.7. Unit Quality Representatives

Unit quality representatives coordinate quality processes at academic and administrative unit levels. They establish communication between the Quality Coordinatorship and the unit, and support data collection and reporting activities.

The duties of unit quality representatives are as follows:

1. Following up unit-level quality activities
2. Participating in quality meetings
3. Coordinating the preparation of data and documents requested from the unit
4. Supporting the recording of improvement activities
5. Contributing to the dissemination of the quality culture within the unit

8. Quality Assurance Cycle

The quality assurance system of Istanbul Aydın University is operated on the basis of the PDCA cycle.

8.1. Planning

In the planning phase, the University's strategic objectives, policy documents, program objectives, performance indicators, stakeholder expectations, and previous evaluation results are taken into consideration. At this stage, objectives are determined, responsibilities are defined, resource needs are assessed, and an implementation calendar is prepared.

The main tools used in the planning phase are as follows:

1. Strategic plan
2. Academic unit objectives
3. Program objectives and learning outcomes
4. Performance indicators
5. Annual activity plans
6. Accreditation preparation plans
7. Continuous improvement action plans
8. Risk analyses
9. Stakeholder opinions

8.2. Implementation

In the implementation phase, planned activities are carried out by the relevant academic and administrative units. Education and training activities, research projects, social contribution activities, student support services, accreditation preparations, and administrative processes are conducted according to the defined procedures and timetable.

8.3. Monitoring and Evaluation

In the monitoring and evaluation phase, whether processes are being carried out in line with the objectives is regularly checked. Quantitative and qualitative data are collected, analyzed, and evaluated by the relevant boards.

Monitoring tools include the following:

1. Student achievement analyses
2. Course evaluation surveys
3. Student satisfaction surveys
4. Graduate surveys
5. Employer feedback
6. Advisory board minutes
7. Program self-assessment reports

8. Unit activity reports
9. Academic performance indicators
10. Accreditation evaluation reports
11. Internal evaluation reports
12. Continuous improvement monitoring forms

8.4. Improvement

In the improvement phase, actions are planned and implemented for development areas identified as a result of monitoring and evaluation. Improvement activities are recorded together with the responsible unit, target date, expected output, and evidence.

For improvement activities to be considered effective, the following elements are expected:

1. Clear definition of the problem or development area
2. Identification of the data or evidence on which the problem is based
3. Clear statement of the action to be taken
4. Identification of the responsible person or unit
5. Preparation of an implementation timetable
6. Definition of the expected output
7. Monitoring of the result
8. Filing of evidence
9. Initiation of a new improvement cycle when necessary
9. Quality Assurance of Education and Training

9.1. Program Design and Approval

At Istanbul Aydın University, program design is carried out by taking into account the institutional mission, strategic objectives, national qualifications framework, sectoral expectations, professional standards, student needs, academic

developments, and international trends.

Before a new program is opened, the following issues are evaluated:

1. Alignment of the program with the institutional mission and strategic objectives
2. Capacity of the program to respond to national and international needs
3. Employment opportunities for graduates
4. Adequacy of academic staff
5. Adequacy of physical and technological infrastructure
6. Alignment of the curriculum with the qualifications framework
7. Measurability of learning outcomes
8. Sustainability of the program
9. Internal and external stakeholder opinions
10. Comparative positioning with similar programs

In the program design process, program objectives, program outcomes, curriculum, course learning outcomes, assessment and evaluation methods, workload, ECTS credits, and graduate competencies are addressed in a holistic manner.

9.2. Program Objectives and Program Outcomes

Each program clearly defines the knowledge, skills, and competencies expected of its graduates. Program outcomes are formulated in a measurable and monitorable manner and in accordance with the level of the program.

When preparing program outcomes, the following principles are taken into consideration:

1. Alignment with the Turkish Higher Education Qualifications Framework
2. Alignment with the professional and academic objectives of the program

3. Capacity to be associated with course learning outcomes
4. Measurability
5. Appropriateness to the graduate profile
6. Capacity to respond to sectoral and stakeholder expectations
7. Comparability with international qualifications

9.3. Curriculum Design

The curriculum is structured in line with program objectives and program outcomes. The sequencing of courses, prerequisites, theoretical and practical components, balance of elective courses, workplace practices, internships, projects, and graduation studies are organized in a way that ensures program coherence.

The following elements are taken into consideration in curriculum design:

1. Foundational field knowledge
2. Professional specialization knowledge
3. Applied learning opportunities
4. Research and project experience
5. Digital competencies
6. Artificial intelligence and data literacy
7. Ethics, sustainability, and social responsibility
8. Internationalization and intercultural competencies
9. Entrepreneurship and innovation
10. Communication, teamwork, and leadership skills

9.4. Course Information Packages

Course information packages enable students, academic staff, external evaluators, and the public to access clear and accurate information about the program. For each course,

the course objective, learning outcomes, content, teaching methods, assessment and evaluation methods, workload, ECTS credit, resources, and relationship with program outcomes are clearly stated.

It is essential that course information packages are updated at the beginning of each academic year and checked by department and program chairs.

9.5. Student-Centered Learning

The student-centered learning approach at the University supports students' active participation, critical thinking, research skills, problem-solving abilities, and acquisition of professional competencies.

The following methods are encouraged within the scope of student-centered learning:

1. Interactive lecturing
2. Case analysis
3. Project-based learning
4. Problem-based learning
5. Laboratory and workshop activities
6. Simulation practices
7. Fieldwork
8. Internships and workplace practices
9. Student presentations
10. Digital learning tools
11. Flipped learning
12. Research-based learning

9.6. Assessment and Evaluation

Assessment and evaluation processes are carried out to determine the extent to which course learning outcomes and

program outcomes have been achieved. Assessment methods must be transparent, fair, consistent, aligned with learning outcomes, and announced in advance.

Assessment and evaluation tools may include the following:

1. Written examinations
2. Practical examinations
3. Oral examinations
4. Assignments
5. Projects
6. Portfolios
7. Laboratory reports
8. Presentations
9. Case analyses
10. Internship reports
11. Clinical or professional practice evaluations
12. Graduation projects

For each course, assessment components are clearly indicated in the course information package. Students are informed about assessment criteria at the beginning of the semester.

9.7. Monitoring and Updating of Programs

Monitoring and updating of programs are among the fundamental components of the quality assurance system. Programs are periodically reviewed from academic, sectoral, professional, and pedagogical perspectives.

The following data are used in program monitoring:

1. Student achievement rates
2. Graduation rates
3. Course pass rates
4. Course evaluation surveys

5. Student satisfaction surveys
 6. Graduate opinions
 7. Employer opinions
 8. Advisory board recommendations
 9. Academic staff opinions
 10. Internship and workplace practice feedback
 11. Accreditation evaluation reports
 12. National and international developments in the field
- Program updates are evaluated by the department board, faculty/institute/school board, and relevant higher boards. Curriculum changes are recorded through justified decisions.

10. Student Admission, Progression, Recognition, and Certification

Student admission processes are carried out in accordance with relevant legislation, University regulations, and announced application requirements. The University manages all academic progression processes from admission to graduation in an open, fair, traceable, and recordable manner.

10.1. Student Admission

Student admission is based on national legislation, regulations of the Council of Higher Education, University regulations, and program-specific requirements. Students are provided with clear information on admission requirements, registration processes, tuition fees, scholarship opportunities, program structure, language of instruction, and graduation requirements.

10.2. Monitoring Student Progression

Students' academic progression is monitored through the academic advising system, course achievement data, semes-

ter grade point averages, cumulative grade point averages, attendance status, graduation requirements, and, where applicable, internship or practice obligations.

Academic advisors play an active role in guiding students regarding course selection, academic achievement, graduation planning, and referral to appropriate support mechanisms when necessary.

10.3. Recognition of Prior Learning

Processes related to horizontal transfer, vertical transfer, double major, minor, exchange programs, course exemption, and recognition of prior learning are carried out in accordance with relevant legislation and University regulations. Transparency, equality, and academic appropriateness are essential in these processes.

10.4. Graduation and Certification

Graduation procedures are carried out based on whether students have fulfilled the graduation requirements of their program. Diplomas, transcripts, diploma supplements, and other documents are issued in accordance with relevant legislation.

At the graduation stage, whether the student has reached a sufficient level in terms of program outcomes is evaluated through course achievements, practice obligations, internships, projects, and other academic requirements.

11. Quality Assurance of Academic Staff

The quality of academic staff is one of the main determinants of the quality of education, training, and research. Istanbul Aydın University considers academic staff expertise, teaching competence, research capacity, sectoral experience, and openness to international developments as important components of the quality assurance system.

11.1. Academic Staff Planning

Academic staff planning takes into account program needs, student numbers, teaching loads, areas of expertise, research objectives, accreditation expectations, and strategic priorities.

11.2. Academic Competence and Development

The University supports the professional and pedagogical development of academic staff. Within this scope, in-service training, training-of-trainers programs, academic development seminars, research methods training, digital teaching tools training, and quality-accreditation information sessions are organized.

11.3. Monitoring Teaching Performance

The teaching performance of academic staff is monitored within the framework of course evaluation results, student feedback, department/program evaluations, course materials, assessment and evaluation practices, and academic advising activities.

Monitoring processes are carried out with a developmental, not punitive, approach. The aim is to improve teaching quality and disseminate good practices.

12. Learning Resources and Student Support Services

Istanbul Aydın University provides appropriate learning resources, physical facilities, digital infrastructure, advising services, and social support mechanisms to support students' academic and personal development.

12.1. Library and Information Resources

The University library supports students' and academic staff's access to printed and digital resources. Databases, e-books, academic journals, research guides, and information literacy training are key elements that support learning and research processes.

12.2. Laboratories, Workshops, and Practice Areas

Laboratories, workshops, simulation environments, practice areas, studios, and technological infrastructure are provided according to the needs of programs. The use, adequacy, currency, and safety of these resources are regularly monitored.

12.3. Digital Learning Infrastructure

The University supports learning processes through digital learning systems, the student information system, online course materials, distance education tools, and digital communication channels. Digital infrastructure must be accessible, secure, user-friendly, and sustainable.

12.4. Academic Advising

The academic advising system is operated to support students' academic progression, provide guidance in course selection, identify academic difficulties at an early stage, and direct students to appropriate support mechanisms.

12.5. Career and Alumni Support Services

Career services support students' professional development, internship and workplace connections, job search skills, post-graduation employment opportunities, and relations with the sector. Graduate monitoring studies are among the important data sources of the quality assurance system.

12.6. International Student Support

The University provides services that support the academic, social, and cultural integration of international students. Turkish language support, academic guidance, social integration activities, administrative information, and intercultural communication activities are evaluated within this scope.

13. Information Management and Use of Data

The quality assurance system of Istanbul Aydın University is based on reliable and regular data production. Data related to education and training, research, social contribution, internationalization, student experience, and administrative processes are used in institutional decision-making processes.

13.1. Data Sources

The main data sources used in the quality assurance system are as follows:

1. Student information system data
2. Course achievement data
3. Graduation and dropout rates
4. Student satisfaction surveys
5. Course evaluation surveys
6. Graduate surveys
7. Employer surveys
8. Academic performance data
9. Research outputs
10. Project and publication data
11. Social contribution activity records
12. Internationalization indicators
13. Accreditation reports
14. Internal evaluation reports
15. Unit activity reports

13.2. Data Quality

Data must be accurate, up to date, comparable, reliable, and usable in decision-making processes. Units responsible for data entry are obliged to ensure that information is entered into the system in a timely and complete manner.

13.3. Data Analysis and Reporting

Collected data are analyzed periodically and reported to the relevant boards. Reporting results are used in strategic decisions, program improvements, resource planning, and quality development activities.

14. Public Information

Istanbul Aydın University conducts public information processes in line with the principles of transparency and accountability. Up-to-date and accurate information regarding programs, academic staff, curricula, admission requirements, graduation requirements, learning opportunities, and quality processes is published on the University website.

14.1. Program Information

The following information is expected to be available on the webpage of each program:

1. Program objective
2. Program outcomes
3. Curriculum
4. Course information packages
5. Language of instruction
6. Graduation requirements
7. Academic staff
8. Internship and practice information
9. Career opportunities
10. Contact information

14.2. Academic Staff Information

Academic staff pages include title, area of expertise, educational background, academic publications, projects, courses, and contact information. The accuracy of academic staff information is

important for program accreditation and public information.

15. External Quality Assurance and Accreditation

Istanbul Aydın University regards external quality assurance and accreditation processes as important instruments of institutional development. Accreditation processes are carried out not merely for the purpose of obtaining a certificate, but to align programs and institutional processes with international standards.

15.1. Accreditation Approach

The following principles are observed in accreditation processes:

1. Evaluation of programs within their own distinctive structure
2. Alignment with ESG and the standards of the relevant accreditation body
3. Evidence-based reporting
4. Making program outcomes and learning outcomes visible
5. Documenting stakeholder engagement
6. Clearly demonstrating the continuous improvement cycle
7. Establishing links among education and training, research, and social contribution
8. Keeping public information processes up to date

15.2. Program Accreditation Process

The program accreditation process generally consists of the following stages:

1. Determination of the accreditation body
2. Review of standards and criteria

3. Establishment of the program self-assessment team
4. Collection of data and evidence
5. Preparation of the self-assessment report
6. Internal review and institutional evaluation
7. Completion of the application file
8. Preparation for external evaluation and site visit
9. Site visit process
10. Receipt of the evaluation report
11. Preparation of the improvement plan
12. Monitoring and reporting

15.3. Self-Assessment Reports

Self-assessment reports are key documents that present the current status, strengths, areas for improvement, and improvement activities of a program together with evidence.

The following qualities are expected in self-assessment reports:

1. Clear and consistent narration
2. Reflection of the distinctive structure of the program
3. Inclusion of measurable outputs and indicators
4. Explanations supported by evidence
5. Demonstration of the use of stakeholder opinions
6. Concrete presentation of the continuous improvement cycle
7. Explanation of the relationship between courses and program outcomes
8. Demonstration of student-centered learning practices
9. Evaluation of graduate and employer feedback
10. Realistic presentation of future development areas of the program

16. Quality Assurance of Research and Development

Istanbul Aydın University conducts research and development activities in line with the principles of scientific productivity, social benefit, interdisciplinary cooperation, national and international visibility, and sustainable academic development.

The following elements are monitored in research and development processes:

1. Number and quality of scientific publications
2. National and international projects
3. Patents, utility models, and commercialization outputs
4. Activities of research centers
5. Graduate thesis and project outputs
6. Student participation in research
7. International collaborations
8. Research infrastructure and resource use
9. Ethics committee processes
10. Monitoring of research performance at unit level

Research outputs are evaluated regularly, and improvement activities are planned to develop the research capacities of units.

17. Quality Assurance of Social Contribution

Social contribution refers to the University's use of its knowledge, academic capacity, and institutional resources for the benefit of society. Istanbul Aydın University conducts its social contribution activities within the framework of social responsibility, sustainability, sensitivity to local and global issues, lifelong learning, and stakeholder cooperation.

Social contribution activities are monitored in the following areas:

1. Social responsibility projects
2. Collaborations with local governments
3. Joint activities with non-governmental organizations
4. Activities for disadvantaged groups
5. Continuing education activities
6. Health, environment, culture, arts, and sports activities
7. Sustainability and green campus practices
8. Social contribution activities of student clubs
9. Expertise-based contributions of academic units to society
10. Measurement and reporting of social contribution outputs

18. Quality Assurance of the Governance System

The governance system at Istanbul Aydın University is based on the principles of transparency, accountability, participation, effectiveness, efficiency, and institutional sustainability. Quality assurance of the governance system requires that decision-making processes be supported by data, responsibilities be clearly defined, and processes be traceable.

18.1. Decision-Making Processes

Decision-making processes are carried out in line with relevant legislation, institutional policies, strategic objectives, board decisions, data analyses, and stakeholder opinions. The Senate, University Executive Board, faculty/institute/school boards, department boards, and commissions are included in the decision-making mechanisms of the quality assurance system.

18.2. Process Management

University processes are defined, responsible parties are identified, workflows are established, and processes are reviewed regularly. Through process management, the Univer-

sity aims to prevent operations from becoming dependent on individuals, strengthen institutional memory, and improve service quality.

18.3. Risk Management

Risk management in the quality assurance system involves identifying academic, administrative, financial, technological, reputational, and operational risks that may hinder the achievement of objectives and taking necessary measures in advance.

The following steps are followed in the risk management process:

1. Identification of risks
2. Evaluation of risks according to probability and impact level
3. Determination of priority risks
4. Planning of preventive activities
5. Assignment of responsible parties
6. Monitoring of risks
7. Reporting of results

19. Stakeholder Engagement

In the quality assurance system of Istanbul Aydın University, the opinions of internal and external stakeholders are regularly collected, analyzed, and reflected in improvement processes.

19.1. Internal Stakeholders

Internal stakeholders are as follows:

1. Students
2. Academic staff
3. Administrative staff
4. University management
5. Student representatives
6. Student clubs

19.2. External Stakeholders

External stakeholders are as follows:

1. Graduates
2. Employers
3. Sector representatives
4. Professional organizations
5. Public institutions
6. Non-governmental organizations
7. International partners
8. Accreditation bodies
9. Local governments
10. Representatives of society

19.3. Use of Stakeholder Opinions

Stakeholder opinions are not merely collected; they are evaluated by the relevant boards and reflected in decision-making processes. How stakeholder feedback is transformed into improvement activities is recorded.

Evidence of stakeholder engagement includes the following:

1. Survey results
2. Advisory board minutes
3. Focus group meetings
4. Student representative meetings
5. Graduate interviews
6. Employer meetings
7. Board decisions
8. Improvement plans
9. Implementation result reports
20. Continuous Improvement System

At Istanbul Aydın University, the continuous improvement system is at the center of the quality assurance structure. The aim is to produce concrete improvement activities based on data, feedback, evaluation reports, and stakeholder opinions.

20.1. Identification of Improvement Areas

Improvement areas are identified through the following sources:

1. Internal evaluation reports
2. Program self-assessment reports
3. Accreditation reports
4. Student satisfaction surveys
5. Course evaluation results
6. Graduate and employer feedback
7. Academic performance analyses
8. Administrative process evaluations
9. Strategic plan monitoring results
10. Management meetings
11. Risk analyses
12. Stakeholder recommendations

20.2. Preparation of Improvement Plans

Improvement plans include the following information:

1. Improvement topic
2. Current situation
3. Data or evidence source
4. Activity to be carried out
5. Responsible unit
6. Units to cooperate with
7. Start date

8. Target completion date
9. Expected output
10. Monitoring indicator
11. Implementation status
12. Evidence documents

20.3. Monitoring Improvement Activities

Improvement activities are monitored periodically. The impact of completed activities is evaluated. For activities that have not been completed, a justification and a new timetable are determined. Ineffective activities are redesigned.

21. Quality Assurance Calendar

The quality assurance system is operated according to an annual calendar. The calendar is planned in alignment with the natural flow of the academic year.

21.1. Beginning of the Fall Semester

At the beginning of the fall semester, the following activities are carried out:

1. Updating course information packages
2. Checking academic advisor assignments
3. Completing course assignments
4. Conducting student information activities
5. Reviewing program objectives
6. Evaluating improvement activities from the previous year

21.2. End of the Fall Semester

At the end of the fall semester, the following activities are carried out:

1. Administering course evaluation surveys
2. Analyzing student achievement data

3. Evaluating academic advising activities
4. Holding department/program meetings
5. Identifying improvement recommendations for the fall semester

21.3. Beginning of the Spring Semester

At the beginning of the spring semester, the following activities are carried out:

1. Checking course planning
2. Evaluating students' progression status
3. Identifying at-risk students
4. Reviewing accreditation preparations
5. Planning stakeholder meetings

21.4. End of the Spring Semester

At the end of the spring semester, the following activities are carried out:

1. Administering course evaluation surveys
2. Analyzing program achievement data
3. Checking graduation requirements
4. Administering graduate surveys
5. Preparing program self-assessment reports
6. Preparing annual improvement plans

21.5. Summer Term

During the summer term, the following activities are carried out:

1. Preparing annual quality reports
2. Evaluating strategic plan indicators
3. Completing program update activities
4. Preparing accreditation files

5. Updating webpages and public information areas
6. Determining quality objectives for the new academic year

22. Quality Indicators

Performance indicators are used in the quality assurance system of Istanbul Aydın University to monitor the extent to which institutional objectives are achieved.

22.1. Education and Training Indicators

1. Student achievement rates
2. Graduation rates
3. Course pass rates
4. Program occupancy rates
5. Student satisfaction level
6. Course evaluation results
7. Number of academic advising meetings
8. Internship and practice completion rates
9. Graduate employment rates
10. Number of program accreditations
11. Number of curriculum updates
12. Academic advising capacity per student

22.2. Research and Development Indicators

1. Number of publications
2. Number of qualified publications
3. Number of citations
4. Number of project applications
5. Number of accepted projects
6. Externally funded project budget

7. Number of patents and utility models
8. Number of graduate theses
9. Number of international co-authored publications
10. Number of research center activities

22.3. Social Contribution Indicators

1. Number of social responsibility projects
2. Number of students participating in social contribution activities
3. Number of projects carried out with external stakeholders
4. Number of collaborations with local governments and NGOs
5. Number of continuing education activities
6. Number of sustainability activities
7. Number of seminars, conferences, and training activities for society

22.4. Governance System Indicators

1. Number of process improvement activities
2. Rate of completed improvement plans
3. Completion rate of internal evaluation reports
4. Completion rate of unit activity reports
5. Rate of timely data entry completion
6. Webpage currency rate
7. Participation rate in quality training
8. Number of stakeholder meetings

23. Evidence Management

Evidence management is of great importance in the quality assurance system. Activities conducted at the University

must not only be implemented, but also regularly documented and made traceable.

23.1. Types of Evidence

The main types of evidence that may be used in quality processes are as follows:

1. Board decisions
2. Commission minutes
3. Meeting minutes
4. Survey results
5. Analysis reports
6. Course information packages
7. Curriculum tables
8. Program outcome matrices
9. Course evaluation reports
10. Student achievement analyses
11. Graduate surveys
12. Employer opinions
13. Advisory board reports
14. Accreditation reports
15. Improvement plans
16. Implementation result reports
17. Webpage screenshots
18. Training attendance lists
19. Activity photographs
20. Official correspondence

23.2. Quality of Evidence

For evidence to be considered valid, it is expected to have the following qualities:

1. Directly supporting the relevant process
2. Being up to date
3. Including date and responsibility information
4. Having an official or verifiable nature
5. Being clearly associated with the relevant criterion
6. Being understandable by external evaluators when necessary

24. Documentation System

Policy documents, directives, workflows, forms, reports, board decisions, and evidence documents within the scope of the quality assurance system are stored in an orderly documentation system.

The following principles are applied in the documentation system:

1. Documents are kept up to date
2. Previous versions are archived in a controlled manner
3. Document ownership is clearly defined
4. Access authorizations are determined
5. Documents are stored using a standard naming method
6. Documents to be used in accreditation and evaluation processes are made easily accessible

25. Internal Evaluation System

Internal evaluation is a fundamental quality tool that enables the University to regularly review its own performance. The internal evaluation process is carried out at institutional and unit levels.

25.1. Institutional Internal Evaluation

Institutional internal evaluation analyzes the current status of the University in the areas of the quality assurance sys-

tem, education and training, research and development, social contribution, and governance system.

25.2. Unit-Level Internal Evaluation

Academic and administrative units evaluate their own activities annually. Unit-level internal evaluation reports include strengths, areas for improvement, performance indicators, stakeholder opinions, and improvement activities.

25.3. Program Self-Assessment

Program self-assessment enables each program to evaluate its own education and training quality, outcomes, student achievement, stakeholder engagement, and improvement activities.

Program self-assessment reports include the following headings:

1. General introduction of the program
2. Program objectives and outcomes
3. Curriculum structure
4. Teaching methods
5. Assessment and evaluation approach
6. Student achievement data
7. Adequacy of academic staff
8. Learning resources
9. Stakeholder engagement
10. Graduate and employer opinions
11. Continuous improvement activities
12. Strengths
13. Areas for improvement
14. Action plan

26. Ethics, Academic Integrity, and Quality Assurance

The quality assurance system of Istanbul Aydın University is built on ethical values. Academic integrity, scientific ethics, research ethics, assessment security, student rights, protection of personal data, and institutional reliability are integral parts of the quality system.

The University observes ethical sensitivity in the following areas:

1. Academic publication ethics
2. Examination security
3. Prevention of plagiarism and academic misconduct
4. Research ethics
5. Student rights
6. Protection of personal data
7. Prevention of conflicts of interest
8. Transparency in institutional decision-making processes
9. Integrity in stakeholder relations
10. Accurate and evidence-based declarations in accreditation processes

27. Dissemination of Quality Culture

Quality culture is not limited to document production or preparation for external evaluation. Quality culture means regularly asking the question: “How can this be done better?” in all academic and administrative processes.

Istanbul Aydın University carries out the following activities to disseminate the quality culture:

1. Quality information meetings
2. Accreditation training sessions

3. Program self-assessment training
4. Course information package preparation training
5. Assessment and evaluation seminars
6. Academic advising training
7. Data literacy activities
8. Good practice sharing meetings
9. Unit quality representative meetings
10. Internal evaluation workshops

28. Responsibility Matrix

For the effective functioning of the quality assurance system, responsibilities must be clearly defined.

The Rectorate is responsible for the institutional ownership of the quality assurance system.

The Quality Commission is responsible for developing quality policies, conducting internal evaluation processes, and identifying areas for improvement.

The Quality Coordinatorship is responsible for the operational coordination of quality processes, documentation, follow-up of data collection processes, and guidance to units.

Deans' offices and directorates are responsible for conducting quality processes in their own academic units and monitoring programs.

Department and program chairs are responsible for monitoring program outcomes, updating course information packages, preparing program self-assessment reports, and implementing improvement activities.

Academic staff are responsible for conducting their courses in line with learning outcomes, applying assessment and evaluation processes transparently, taking student feedback

into account, and contributing to quality processes.

Administrative units are responsible for conducting processes within their own service areas in an effective, efficient, student-oriented, and traceable manner.

Students contribute to the quality assurance system by participating in feedback mechanisms.

External stakeholders support the development of programs and institutional processes through advisory boards, collaborations, surveys, and interviews.

29. Review of the Quality Assurance System

This handbook and the quality assurance system are reviewed periodically. Changes in national and international quality assurance standards, legislative updates, strategic plan objectives, external evaluation results, accreditation feedback, and internal stakeholder opinions are taken into consideration during the review process.

Amendments to this handbook are evaluated by the relevant units and enter into force upon the approval of the authorized boards.

30. Conclusion

The Istanbul Aydın University Quality Assurance Handbook is the fundamental institutional document that presents the University's quality approach, processes, responsibilities, and continuous improvement approach in a holistic manner.

The purpose of this handbook is to position the quality assurance system not merely as an external evaluation requirement, but as a strategic management instrument that supports the University's institutional development, strengthens academic and administrative processes, improves the student experience, and increases research and social contri-

bution capacity.

Istanbul Aydın University continues to develop its quality assurance system in line with the principles of institutional learning, shared responsibility, data-driven decision-making, stakeholder engagement, and continuous improvement. This approach is one of the fundamental elements that strengthens the University's reputation, competitiveness, and social contribution in the national and international higher education area.



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