

# INSTITUTIONAL EXTERNAL EVALUATION AND ACCREDITATION CRITERIA (VERSION 3.0)

These criteria have been prepared considering the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015, to be used in Institutional External Evaluation and Accreditation Programs that are carried out by THEQC. Table 1 shows the relation between ESG and the Institutional External Evaluation and Accreditation Criteria of THEQC.

## **A. LEADERSHIP, GOVERNANCE AND QUALITY**

### **A1. Leadership and Quality**

The institution should have the governance model to enable institutional transformation, apply leadership approaches, create internal quality assurance mechanisms and internalize the quality assurance culture.

### **A2. Mission and Strategic Objectives**

The institution should plan and implement its strategic goals and objectives created in accordance with its policies to achieve its vision, mission and objective, monitor and evaluate its results in scope of performance management, and disclose these to the public.

### **A3. Governance Systems**

The institution should have a system to manage its processes as well as financial, human and information resources to guarantee the achievement of its strategic objectives in qualitative and quantitative manners.

### **A4. Stakeholder Involvement**

The institution should establish and manage the required systems to use them for having feedback from the internal and external stakeholders to involve them in strategic decisions and processes, and answering and using them in its decisions.

### **A5. Internationalization**

The institution should manage its processes, form the organizational structure and monitor and evaluate periodically its results in accordance with its internationalization strategy and objectives.

## **B. LEARNING AND TEACHING**

### **B1. Program Design, Evaluation and Update**

The institution should design its teaching programs in line with the Turkish Higher Education Qualifications Framework, the teaching objectives, and learning outcomes and evaluate and update them periodically to ensure that they meet the needs of students and society.

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### **B2. Implementation of Programs (Student-Centered Learning, Teaching and Assessment)**

The institution should implement the student-centered and competence-based teaching, measurement and evaluation methods to achieve the aimed qualified alumni competencies. The institution should set out explicit criteria for student admissions, the recognition and certification of degrees, diplomas and other qualifications and consistently implement the predefined and announced rules.

### **B3. Learning Resources and Academic Support Services**

The institution should have the necessary resources, infrastructure and environment to implement its learning and teaching activities and achieve its aim of qualified alumni competencies and should ensure that the learning opportunities are sufficient and accessible for all students. The institution should provide assistance services for the academic development and career planning of students.

### **B4. Teaching Staff**

The institution should be fair and transparent in all the processes pertaining to the recruitment, appointment, promotion and teaching assignments of the teaching staff. It should provide opportunities to continuously develop the learning and teaching competencies of teaching staff to achieve the aim of qualified alumni competencies.

## **C. RESEARCH AND DEVELOPMENT**

### **C1. Management of Research Processes and the Research Resources**

The institution should manage its research activities in a way that is aligned with its academic priorities determined within the framework of its strategic plan as well as the local, regional and national development objectives; adds value; and can be transformed into social benefit. The institution should provide the required physical infrastructure and financial resources for these activities and enable their effective use.

### **C2. Research Competence, Collaborations, and Supports**

The institution should give opportunities (training, collaborations, supports, etc.) to teaching staff and researchers to maintain and improve their scientific research competence.

### **C3. Research Performance**

The institution should periodically measure and evaluate its research activities on the basis of data and publish their results. The obtained data should be employed for the periodic review and continuous improvement of the institution's research and development performance.

## D. SERVICE TO SOCIETY

### D1. Management of Service to Society Processes and the Service to Society Resources

The institution should manage its service to society activities in accordance with its strategic objectives and goals. The institution should provide the required physical infrastructure and financial resources for these activities and enable their effective use.

### D2. Service to Society Performance

The institution should periodically review and continuously improve the activities it maintains in line with its service to society strategy and objectives.

Table 1. The relation between ESG and the Institutional External Evaluation and Accreditation Criteria of THEQC

Institutional External Evaluation and Accreditation Standards in Part 1 of ESG Criteria of THEQC		
<b>A. LEADERSHIP, GOVERNANCE AND QUALITY</b>	A1. Leadership and Quality A2. Mission and Strategic Objectives A3. Governance Systems A4. Stakeholder Involvement A5. Internationalization	1.1. Policy for Quality Assurance 1.7. Information Management 1.8. Public Information 1.10. Cyclical External Quality Assurance
<b>B. LEARNING AND TEACHING</b>	B1. Program Design, Evaluation and Update B2. Implementation of Programs (Student-Centered Learning, Teaching and Assessment) B3. Learning Resources and Academic Support Services B4. Teaching Staff	1.2. Design and Approval of Programmes 1.3. Student-centred Learning, Teaching and Assessment 1.4. Student Admission, Progression, Recognition and Certification 1.5. Teaching Staff 1.6. Learning Resources and Student Support 1.9. On-going Monitoring and Periodic Review of Programmes
<b>C. RESEARCH AND DEVELOPMENT</b> <b>D. SERVICE TO SOCIETY</b>	C1. Management of Research Processes and the Research Resources C2. Research Competence, Collaborations and Supports C3. Research Performance D1. Management of Service to Society Processes and the Service to Society Resources D2. Service to Society Performance	