



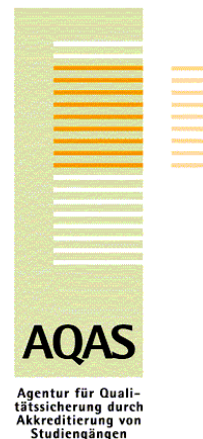
Decision of the Standing Commission of AQAS

on the Bachelor programme

“Television Reporting and Programming” (Bachelor)

offered by Istanbul Gelişim University,

Istanbul (Turkey)



Based on the report of the expert panel and the discussions of the Standing Commission in its 6th meeting on 11 May 2020, the Standing Commission decides:

1. The Bachelor programme “Television Reporting and Programming” (Bachelor) offered by Istanbul Gelişim University, Turkey is accredited according to the AQAS criteria for Programme Accreditation.

The accreditation is conditional.

The study programme essentially complies with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of nine months.

2. The conditions have to be fulfilled. The fulfilment of the condition has to be documented and reported to AQAS no later than **30 June 2021**.
3. The accreditation is given for the period of **six years** and is valid until **30 September 2026**.

Conditions:

1. To allow for a final decision in the adequacy of the Learning Resources, a list of acquired field-specific literature has to be provided.

Recommendations:

1. The department should integrate field-specific international expertise into the study programme.
2. The department should provide data that focus on quantitative aspects of how many students have failed the individual courses.
3. The department should integrate specific time windows into the curriculum to study abroad without losing a term.
4. A reasonable amount of interactive engagement with the teaching staff should be ensured in the blended learning English courses.

With regard to the reasons for this decision the Standing Commission refers to the attached assessment report.

Summary of Findings (based on the decision by the AQAS Standing Commission on the 14th/15th of May 2018):

Findings:

1. An effective checking mechanism should be implemented within the internal data/information management to ensure completeness and consistency of relevant documents, particularly course descriptions.
2. The documentation of the curriculum of the programme has to be completed, and the different sources of information (course plans, course descriptions etc.) need to be consistent in order to allow a proper assessment of the quality of the curriculum.
3. The intended learning outcomes on programme level have to be defined. These outcomes have to be applied transversally on course level and consequently documented in matching and well-sorted course descriptions.
4. The extent of practical work should be listed more transparently in the course descriptions.
5. Courses which are linked to transmedia strategies and which reflect contemporary challenges of the field should be included in the curriculum
6. Face-to-face English learning offers should be extended to provide a solid basis of language learning.
7. A “mobility window” for outgoing and/or incoming international students (preferably in the third year) should be included to foster the internationalization of the programme and thus the university.
8. The department should ensure that students in group-works cover different roles/positions within the different group works over the times of studies.
9. IGU should collect data regarding failed examinations, which can be used for internal evaluation and to improve the programme on a long-term perspective.
10. Additional qualified staff for the programme should be hired in order to take care of the upcoming needs and challenges of the sector.
11. International external lecturers should be invited into the programme to foster the internationalization of the education.
12. The number of studios and the equipment of the studios have to be extended in order to reflect the prospective growth of student numbers.
13. Considering the currently defined learning outcomes particularly in the field of digital media the availability of international and national media should be improved (books, e-journals).

AQAS

Agentur für Qualitätssicherung durch
Akkreditierung von
Studiengängen



Experts' Report

on the bachelor degree programme:

“Television Reporting and Programming”

offered by Istanbul Gelişim University

Visit to the university: January, 15th to 17th 2018

Panel of Experts:

Prof. Martin Hagemann

Professor for film and TV production, Vice President of International Affairs, Filmuniversity Konrad Wolf, Potsdam, Germany

Eric Karstens

Journalist, Consultant, Krefeld (Germany)
(representative of the labour market)

Coordination:

Patrick Heinzer, Ronny Heintze

AQAS, Cologne, Germany



Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by more than 85 member institutions, both higher education institutions (HEIs) and academic associations. Since 2002, the agency has been accredited by the German Accreditation Council (GAC). It is, therefore, a notified body for accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), which all Bologna countries agreed upon as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of both academic studies and teaching in higher education institutions. The activities of AQAS in accreditation are neither restrained to specific academic disciplines or degrees nor a particular type of higher education institution.

I. Accreditation procedure

This report results from the external review of the bachelor programme in “Television Reporting and Programming” offered by Istanbul Gelişim University (IGU).

1. Criteria

The assessment of the programme is in accordance with a set of criteria for programme accreditation developed by AQAS. The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015 and feature a set of indicators used to demonstrate the fulfilment of each criterion. However, criteria are met even if single indicators are not fulfilled. The indicators need to be discussed in the context of the programme as not all indicators are necessarily applicable to a programme.

2. Approach and methodology

Initialisation

Istanbul Gelişim University mandated AQAS to perform the accreditation procedure in June 2017.

The University prepared a Self Evaluation Report (SER). In November 2017, IGU handed in a draft of the SER together with the relevant documentation of the study programme and an appendix.

The appendix included, e.g.:

- Overview of statistical data of the student body
- CVs of the teaching staff
- Information on student services
- Core information on the main library
- Undergraduate academic regulations

AQAS checked the SER draft for completeness, comprehensibility and transparency. The final version of the SER was handed in in December 2017.

The accreditation procedure has been officially initialised by a decision of the AQAS Accreditation Commission on December 4th/5th, 2017.

Nomination of the expert panel

Representatives from the respective discipline/s, the labour market as well as students are involved. Furthermore, AQAS follows the principles for the selection of experts by the European Consortium for Accreditation (ECA).

The Accreditation Commission nominated the expert panel in December 2017. AQAS informed the University thereafter about the members of the expert panel, and IGU did not raise any concerns against the composition of the panel.

Preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement, including open questions and potential points in need of additional information. AQAS forwarded these preliminary statements to the University as well as the panel members to increase transparency in the process and upcoming discussions during the site visit. As the panel was already familiar with the structures of IGU, the site visit preparations focussed on the programme specific aspects of the criteria.

Site visit

After review of the Self Evaluation Report, the site visit to the University took place from January, 14th to 17th. On-site, the experts interviewed in separate discussions different stakeholders, such as the management of the University, the programme management, teaching and other staff as well as students, and consulted additional documentation as well as examples of graded work from students' achievements. The visit concluded by presenting preliminary findings by the experts to the University's representatives.

Report writing

Following the site visit, the expert group drafted the following report assessing the fulfilment of the AQAS criteria for programme accreditation. The report included a recommendation to the Accreditation Commission. The report was sent to IGU for comments.

Decision

The experts' report together with the comments by IGU forms the basis for the AQAS Accreditation Commission to make a decision regarding the accreditation of the programme. Based on these documents, the Accreditation Commission decided on the accreditation on May 14th/15th, 2018. AQAS forwarded the decision to IGU. The University had the right to appeal against the decision or any of the imposed conditions.

In May 2018, AQAS published the report and the accreditation result of the accreditation along with the names of the panel of experts.

The accreditation decision for the study programme "Television Reporting and Programming" was postponed. The study programme did not fulfil all Standards for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version.

The postponement period lasted for a maximum of 18 months and ended on 30 November 2019. The University had the opportunity to revise the study programme during this period.

Resumption

The University handed in the revised documentation in February 2020. The revised documentation was reviewed by the expert panel in a written procedure.

This report is the result of this written procedure, and it includes the new overall assessment of the programme. The structure of this report includes for each chapter a descriptive part, changes made by the University and based on the original report and a final evaluation by the experts. The chapters that did not need to be changed are indicated.

II. General Information on the University

Istanbul Gelişim University (IGU) was founded in 2008 as a private vocational school by the Gelişim Foundation for Education, Culture, Health and Social Development. In 2011, the institution acquired university status and had since expanded its programmes and number of students. Today, the University is characterized by a student population of ca. 22.000 and teaching staff of ca. 500.

The University is divided into three faculties, three institutes, four graduate schools and 2 vocational schools, which offer a wide range of graduate and postgraduate programmes in the fields of economics and social sciences, fine arts, engineering and health sciences:

- Faculty of Economics, Administrative and Social Sciences,
- Faculty of Fine Arts,
- Faculty of Engineering and Architecture,
- Institute of Social Sciences,
- Institute of Natural and Applied Sciences,
- Institute of Health Sciences,
- School of Applied Science,
- School of Foreign Languages,
- School of Physical Education and Sports,
- School of Health Sciences,
- 2 vocational schools, including Health Services.

The University pursues the goal of becoming an international education and learning institution by running joint projects with internationally recognized schools, by setting up a global research network and by providing high-quality professional education in Turkish and English. A strategic plan 2016-2020 defines these objectives together with those of further developing and implementing graduate education and improving service processes as the main targets to be achieved by the University shortly.

According to the University, its educational approach follows the principle of creative teaching and participatory learning. The University aims at educating civically engaged, self-reliant individuals by providing excellence and highest quality in its study programmes and by fostering critical intellectual development.

Istanbul Gelişim University offers continuous scholarships, free courses, internships and job opportunities to students. It supports international student exchange programmes. At the same time, it aims to support students' individual, social and academic development during university life. Students can receive a consultation and help for their needs at the Psychological Counseling Guidance Unit. As outlined by the University, it supports its students in extra-curricular activities such as student clubs and student councils, summer schools and conferences.

IGU participates in the Erasmus+ programme and encourages student and staff mobility. As outlined by the University, the number of European partner institutions is currently 73. The International Relations Office holds responsible for the organization of mobility.

The study programme to be accredited is part of the School of Applied Science.

Quality Assurance

The establishment of the quality assurance system of the University is based on the ISO 9000 Quality Management System, TS EN ISO-9001: 2015, Higher Education Law No. 2547 and "Higher Education Quality Assurance Regulation". The aims, mission and vision of the University are determined according to these criteria, and their appropriateness is measured.

A University Quality Commission has been established in order to facilitate quality assurance of the University; additionally, an Office of Strategic Planning and Quality Assurance has been implemented which is working in coordination with the commission. The leading performance indicators set at Istanbul Gelişim University are a) Number of Programmes, b) Number of Students, c) Number of Academic Personnel, d) Rate of fullness, e) Number of Programmes teaching in English, f) Erasmus Mobility, g) Student Activities, h) Number of Research Sources, and i) Scientific Publication Numbers of Staff.

At the beginning and end of each semester, valuable feedback on the current structure is collected in meetings held with academic staff, via course and teaching staff assessment surveys, as well as via student evaluation and internship evaluation surveys. The views of all internal and external stakeholders are evaluated by the University Quality Commission.

Istanbul Gelişim University Graduates and Members Association (IGU-MEZDER) was established in May 2017 to continue the University's relation with its graduates, to increase information sharing, to foster the graduates' solidarity and to follow-up on their career developments.

III. Assessment of the study programme

1. Policy and Procedures for Quality Assurance

The programme is subject to the Higher Education Institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.

A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.

The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.

[ESG 1.1]

As outlined Gelişim University, its main objectives in quality assurance lie in the active participation of internal and external stakeholders in all activities following international quality standards.

An Advisory Committee has been appointed by the Rector and approved by the Senate to venture opinions on learning and scientific activities. Members stem from other study programmes within the University and the private sector; graduates of Gelişim are represented as well.

Feedback of internal and external stakeholders shall furthermore be collected within the framework of the University Quality Commission. It consists of the Rector, Vice-rector and members from various faculties, institutes, vocational schools and colleges. The commission is supposed to define, implement and further develop factors necessary for the improvement of quality standards. It thus evaluates reports, surveys and suggestions by students and external stakeholders.

A student council creates further opportunities for students to participate in the supervision of programmes, as presented by the University.

The incorporation of feedback from internal and external stakeholders forms the basis for further development of study programmes. Evaluation reports have to be approved by the Rector, reviewed by Deans and Heads and acknowledged by the Senate.

The Office of Strategic Planning and Quality Assurance monitors quality standards via performance indicators, which are evaluated and presented.

Furthermore, several measures are supposed to be in place to monitor the programme's quality: regular course and teaching staff assessment questionnaires as well as student assessment and

internship evaluation questionnaires. As mentioned above, the University obtains data covering various activities of its programme. At the end of the term, student's evaluations are taken into account in an analysis of success.

Improvements

IGU handed in the internal evaluation report which the quality coordinators prepare once a year. The quality management system for internal audit procedures defines the steps for internal audit in a good and detailed manner. The document describes the objectives of the internal audit activity as, e.g. a tool for the verification of the content of the study programme, the assessment of the adequacy of the documentation, or the guarantee of the participation of employees during this activity. The document outlines that the responsibility for starting the procedure lies with the management representative for the respective study programme. The approval of the rectorate marks the starting point of the audit. On the other side, it is defined that internal evaluators should have obtained an internal auditing training according to ISO standards, which is provided by the University.

Moreover, an internal evaluator has to be independent of the department. The University's internal mechanisms foresee a preparation and planning phase that obliges the internal auditors to create a questionnaire for the respective department. As a result of the actual audit, a report will be created by the internal auditors which includes observations and conclusions regarding the study programmes. The document describes that an internal follow-up is integrated into the procedure at IGU. After being evaluated internally, the internal audit officer forwards a report with a detailed corrective/preventive activity plan. Two weeks are given to the department of the study programme to address possible non-conformities identified during the evaluation.

This report aims to check whether the intended learning outcomes on course level are in line with the syllabus of the programme and the intended learning outcomes on programme level. It is stated that it is checked by contacting students of the respective courses. IGU states that the University uses the Bloom taxonomy to check the adequacy of the exam questions. A Department Board meeting, which student representatives attend, is held twice a year within the scope of academic success improvement activities. The University uses different customized software for daily business, like an electronic document management system, quality management software, student evaluation survey systems, alumni system, personnel system, financial system, data security system.

Multiple public agencies, including the Turkish Higher Education Council and Turkish Higher Education Quality Council, conduct regular audits and inspections.

Experts' Evaluation

Based on the evidence handed in by the University, the panel of experts concludes that a well-established quality system has been put into practice. The handbook for the internal audit procedure appears to be precisely formulated with a detailed description of each step to be taken by all persons in charge. Using this handbook adequately will allow IGU to follow the development of each study programme in a more detailed way.

On course level, the University contacts students who took the respective course to check whether the content described in the course description is implemented accordingly. Possible changes are discussed with student representatives twice a year during the departmental board, and the student representatives inform students of the study programme about possible changes.

Conclusion

The criterion is fulfilled.

2. Quality of the Curricula

The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.

The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.

The curriculum's design is readily available and transparently formulated.

[ESG1.2]

Description

According to the self-evaluation report, the study programme “Television Reporting and programming” has an interdisciplinary approach and makes use of courses from different departments such as Public Relations and Advertising. As stated by the University, the main reason for these kinds of interlinkages is to broaden the students’ perspective for the career field.

The study programme is structured along eight semesters and 30 CP each, and a total of 240 CP. The curriculum contains departmental, elective and complementary courses as well as compulsory courses as nationally prescribed by the Turkish Council of Higher Education YÖK (Turkish courses and classes on the “History of Atatürk’s Principles and Reforms”).

At the moment, the study programme has two different curricula, which originates from the fact that the University recently adjusted the old curriculum. Thus, depending on the year, students will study as follows:

Semester 1: Introduction to Economics I; Introduction to Political Science; Introduction to Sociology; Communication, Culture and Ideology; Critical Media Literacy, Turkish Language I, Foreign Language I (Engl.)

Semester 2: Introduction to Law; Scientific Research Methods; Introduction to Philosophy; Introduction to TV Programming and Journalism; History of Communication Theories; Turkish Language II; Foreign Language II (Engl.)

Semester 3: Principles of Atatürk and History of Turkish Revolution I; Academic Achievements and Social Life Skills; Television Broadcasting; Editing Techniques on TV; News Gathering and Writing Techniques; TV Criticism and Analysis; Professional English I

Semester 4: Principles of Atatürk and History of Turkish Revolution II; Introduction to Sustainability; Audio and Visual Production Techniques; Television Scriptwriting; Viewer Research; News Language, Diction and Interview Techniques; Professional English II

Semester 5: Elective Courses I–III; Camera and Shooting Techniques, Summer Internship

Semester 6: Elective Courses IV–VI; Critical Approaches in Television Journalism; Digital Broadcasting Applications

Semester 7: Elective Courses VII–IX; Television Programme Production and Directing; Communication Law and Intellectual Rights

Semester 8: Elective Courses X–XII; Graduation Project; Transmedia Narratives

Improvements

Following the recommendations, the Department Board has organised a meeting where it was decided to change the existing current curriculum (the current curriculum is shown in the descriptive part of this chapter). The programme and course intended learning outcomes, course con-

tents and other segments that constitute the programme profile were described to be updated within the framework of the training received and the ECTS Users Guide 2015. The contents of the courses are published online.

Academic personnel participated in a workshop on intended learning outcomes with an external expert and also internal training. The learning outcomes of the programme and the contents of the lessons were updated after the control of the Turkish Education Commission and the Education Support Office, using the skills acquired in this training. The updated learning outcomes and contents have been published on the University's website.

With the aim to describe the extent of practical work more transparently, the extent of practical work is listed more transparently in the updated course descriptions.

As a compulsory course for the eighth semester, "Transmedia Narratives" was added as a decision of the Department Board. It shall reflect contemporary challenges of the field and aims to provide students with the necessary knowledge and skills to discuss the transmedia narrative strategies used for different purposes, ranging from various advertising applications to social responsibility projects within the framework of the opportunities provided by new media technology.

A Department Board decision was taken to add "Professional English I" and "Professional English II" as compulsory courses for the third and fourth semester to extend face-to-face English learning offers to provide a solid basis of language learning.

The Erasmus Coordination Centre for the internationalization of the University prepared a "mobility window program" for outgoing and/or incoming international students.

According to the report, the Television and Programming Department expects and supports students' group work in practice classes in which they experience different roles. Students are encouraged to gain different skills during the course.

Experts' Evaluation

As outlined in the documentation, the department used the time given to develop a new curriculum for the study programme. This development has been discussed during a meeting which included several stakeholders such as the top-level management, the department and teaching staff. Additionally, IGU is now using a nationally-wide used online tool. This system outlines the intended learning outcomes on programme level and course level. A matrix indicates which specific intended learning outcomes are taught in which course within the curriculum. Thus, the intended learning outcomes are clearly outlined, and the panel of experts concludes that the intended learning outcomes are fit for purpose. The documentation of all module descriptions indicating its contents is now readily available for students and externals. The documentation is complete and covers all relevant points. Additionally, it became evident that the workshop carried out at IGU concerning the drafting process of intended learning outcomes has been used beneficially for the study programme. A transversal and systematic application of intended learning outcomes on programme level were carried out for each course of the study programme. In consequence, the content of each course is transparently outlined and carefully described.

The rebuilding process of the new curriculum also focussed on the previous lack of practical work within the curricula. Whereas practical work only played a minor role in the old curriculum, the department decided to put more weight on practical aspects in the new curriculum. In fact, the curriculum now includes nine compulsory courses and three electives in which practical aspects of television programming and reporting are relevant. Furthermore, it is outlined that the graduation project also is partially practical. Based on this evidence, it can be concluded that the department has increased the practical components of the curriculum visibly. Additionally, a multiplier effect can be seen by the implementation of group work in the courses. A good example could be the course "Television Programme Production and Directing". Within this course, students will

be enabled to participate in different roles as outlined in the intended learning outcomes on course level. The panel of experts believes that this way of conducting such courses can only be described as beneficial for the students because a more general overview is given, and students can gain crucial empathetic experiences.

The discipline as such lives from its changeability, and current trends should be monitored carefully in order to be able to detect and follow up on these trends accordingly. The curriculum includes contemporary challenges such as the changes from traditional media towards transmedia approaches in the course “Transmedia narratives”. The course itself appears coherent by its content and structure. Notwithstanding, it would be beneficial for the study programme if a stricter approach towards, and focus on, transmedia were applied. In the future, such a course could be amplified content-wise by embracing transmedia in the context of social media. Due to its increasing importance, it would be helpful for students to take this course at an earlier stage in the programme.

Internationalization and English as a language of media are essential factors for study programmes in the discipline. The efforts on university level to get more visible internationally are remarkable and give an impression on how the University tries to stand out in a highly competitive market. On study programme level, the new curriculum does not explicitly foresee a “mobility window” as such. “Mobility windows” are often used as a placeholder for international exchange. Possibly, the curriculum could offer two routes within one semester, one for students who decide to stay at IGU and another for those who want to study abroad at a partner institution. The benefit of a “mobility window” designed in such a way is that students can either study highly or loosely prescribed courses at the partner institution (depending on the institution), which can be recognised easily by IGU afterwards. In conclusion, the experts highly recommend integrating possibilities which enable students to study abroad without losing time (**Finding 1**).

English as a medium of communication in the discipline is important. The department has decided to embed several courses focusing on the English language. The department uses a mix of face-to-face and blended learning to vary between different learning methods. The panel of experts believes that using different ways of learning is beneficial for the learner’s progression. Nonetheless, interactive person-to-person aspects (between students and teachers, as well as amongst students with different levels of language proficiency) should be considered to increase the proportion of active communication in blended learning courses (**Finding 2**).

Conclusion

The criterion is fulfilled.

3. Learning, Teaching and Assessment of Students

The delivery of material encourages students to take an active role in the learning process.

Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.

Assessment procedures are designed to measure the achievement of the intended learning outcomes.

[ESG 1.3]

Description

Learning, Teaching

At Istanbul Gelişim University, one academic year consists of two periods. It is based on the workload corresponding to 30 CP per semester, including a total of 60 CP in one academic year (1530 hours of student workload).

The curriculum is conveyed mostly via seminars, according to the University. Instructors are supposed to encourage mutual interaction and assign presentations for oral practice. Students receive readings and assignments for self-study. Teaching is supposed to be student-centred and proactive.

Distance education complements regular class hours. As outlined in the self-evaluation report, several courses are delivered face-to-face as well as digitally, among those Turkish, English and “Principles of Atatürk”.

Assessment

Instructors decide on the examination type and evaluation tool. The “Associate Degree and Undergraduate Education-Training and Examination Regulations” allow for exam, homework, application, quiz, report, presentation, verbal assessment, thesis presentation, document presentation, expert appraisal and computer-assisted presentation. Exams are supposed to be made with a mixed system consisting of open-ended and close-ended questions. In addition, assignments, presentations and active participation in class are graded and form part of the overall student assessment. The ratio to be considered in evaluating student’s success is provided by the instructor at the beginning of the semester. Special examinations for students with disabilities are offered.

Examinations take place mid-term and end-of-term. A Planning Unit bears responsibility for the organization of the examinations. Times and locations are published on the student information system OBIS. Make-up exams for excused students are offered.

Improvements

The University describes that within the internal evaluation report that will be drafted every year (see Chapter 1), the annual departmental self-evaluation reports consider student grades and student’s course evaluation results. Furthermore, the departmental board meeting, which is held twice a year, includes student representatives to discuss activities for the development of the academic success of students.

Experts’ Evaluation

The University outlines that on departmental level, analyses of student grades and the results of students’ course evaluations will be part of the internal evaluation report. Based on the evidence of documents, the panel concludes that the systematic data collection on failed exams is not (yet) part of the internal quality management system. However, especially for newly implemented curricula, it is crucial to monitor examination failure rates carefully. Therefore, the department should provide quantitative data at the course level (i.e., not only at graduation level) on how many students have failed each course (**Finding 3**). Any noticeable issues such as exceptionally high failure rates should then trigger a qualitative reassessment and possible realignment of the affected courses.

Conclusion

The criterion is fulfilled.

4. Student Admission, Progression, Recognition and Certification

Consistently applied, pre-defined, published regulations are in place which cover student admission, progression, recognition, and certification.

[ESG 1.4]

Description

Admittance to the study programme

Admission to the programme is based on a central examination system regulated by the national Council of Higher Education. The requirement for admission to Gelişim University is a pre-defined score in the Transition to Higher Education Examination and the Undergraduate Placement Examination. Furthermore, students must pass a foreign language proficiency test if a programme is offered in English. Opportunities for a transition to IGU from vocational high schools or other higher education institutions are subject to the “Regulations on Transfer among Associate and Undergraduate Degree Programs, Double Major, and Subspecialty and the Principles of Credit Transfer among Institutions in Higher Education Institutions”.

IGU charges tuition fees but provides financial support such as scholarships and discounts.

Progression

According to the University, the programme’s structure takes the level of readiness of the students, occupational requirements as well as age requirements of the students into account. As the programme is taught in English, IGU offers free English language courses on Saturdays.

Creditation and recognition

Istanbul Gelişim University is part of the European Higher Education Area and applies ECTS credits (CP) to all its study programmes. CP and workload are assigned based on the weekly course hours, midterm and final exams as well as other assignments, laboratory work, seminars and other learning components. In addition, IGU uses local credits.

According to the SER, outgoing students sign a learning agreement and receive full academic recognition of their courses taken abroad. According to the University, ECTS transfer is guaranteed. Likewise, incoming students receive a Transcript of Records with ECTS credits and grades for recognition at their home institution.

The “IGU Course Directive” provides further transitional conditions on equivalence and adaptation guidelines.

Certification

Students receive a Diploma Supplement on completion of their studies in English and Turkish. The Diploma is described as being based on the model developed by the European Commission, the Council of Europe and UNESCO, and provides a standardized description of the nature, level, context and status of the studies completed by its holder.

Experts’ Evaluation

All admissions to Gelişim University follow the Turkish higher education law. According to this law, the selection for all kind of study programmes follows defined criteria and procedures that are publicly available. Universities are not allowed to hand-pick or choose their students, but are assigned a number of them according to their capacity.

Students who are interested in studying at Gelişim University must pass a standardized national test and can submit a list of their preferred subjects and universities in a second step. Consequently, based on the preferences of the students and their score in the national entrance exam, the students are assigned to the different universities.

Any admission at Gelişim University is based solely on this procedure which means that there can be no emphasis on exceptional talent. By law, the University is not allowed to have any additional admission requirements even though it would be beneficial for the selection of students for media-related programmes.

The experts carefully reviewed statistics on the number of students admitted to Gelişim University and have noted that these numbers fluctuate from year to year. Without a detailed analysis, the panel assumes and concludes that this may be due to the selection procedure and student pref-

erences. In general, the panel considers the number of students admitted to this specific programme slightly higher than ideal, while the number meets the capacity that the University offers. Considering the didactic approach of the programme, and the availability of equipment, the expert panel believes that a further increase in student numbers does not seem recommendable unless there is a parallel increase in resources.

The exams the students take and the grades the students receive follow a strict and thorough procedure to assure that they cannot be tampered with. After they are sorted and documented, every paper is filed and the students can look up their grades in their personalized accounts online.

Graduates receive a Bachelor degree with a diploma supplement, including context, level, and status of the studies, which gave no reason for concern to the experts.

Conclusion

The criterion is fulfilled.

5. Teaching Staff

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of the staff.

[ESG 1.5]

Description

As outlined by the University, human resource management is supported by the “Strategic Planning and Quality Assurance Office” with the aim of a consistent distribution and equal workload of members among the School. Currently, IGU employs overall 466 full-time academic staff, according to the numbers given in the SER. Among those are 43 professors, ten associate professors, 180 assistant professors, 148 teaching assistants, 70 research assistants as well as 15 lecturers. IGU outlines that it adheres to a defined process for hiring new staff. Within the scope of the Turkish Higher Education Law, appointment and promotion conditions for higher education institutions are taken as the basis for recruitment and appointment of teaching staff.

The academic staff in both departments comprises four associated professors, eight assistant professors, one lecturer and one research assistant. External lecturers provide teaching as well.

IGU provides an orientation programme for newly hired professors under the guidance of the Head of the study programme and supported by research assistants. Regular training programmes shall be offered to staff as well as English courses, especially for administrative staff.

The University encourages staff to conduct research by offering a financial incentive for the publication of articles. Didactic training and further education are supposed to be fostered by the participation in training, conferences and seminars, both at national and international level.

Improvements

Answering the recommendation that additional qualified staff should be hired in order to take care of the upcoming needs and challenges of the sector, a research assistant and a lecturer were hired. The University points out the experience of the lecturer as an experienced director in the television sector. Further positions are currently advertised. In addition to that, the department cooperates with other departments' academics.

Currently, 86 international lecturers work at IGU. Some of these academics work in the department. International lecturers are invited to the University as guest speakers in academic activities such as symposiums and congresses organized by the University.

Experts' Evaluation

The department demonstrated that additional staff such as a lecturer and a research assistant who are coming from the field have been hired recently. In addition, it has been outlined that further positions are currently being advertised. The experts believe that in consequence, the department has already taken first steps towards an extension of teaching staff in the department and encourages it to follow this way in the future.

As part of the internationalization of the University, the University continually plans international conferences with a great variety of topics. These efforts to internationalize the teaching internally are essential in order to give a more international view of the respective disciplines. Nonetheless, it could be demonstrated how the department for "Television Programming and Reporting" is integrated into this broader internationalization process. Therefore, it has to be clarified how international expertise will be integrated into the study programme (**Finding 4**). One way could be to carry out symposia with international and national experts in the field of TV reporting and programming. Another option could be to invite international experts for short term periods.

Conclusion

The criterion is fulfilled.

6. Learning Resources and Student Support

Appropriate facilities and resources are available for learning and teaching activities.

Guidance and support is available for students to advise on achieving successful completion of their studies.

[ESG 1.6]

Description

Facilities and resources

IGU is distributed over three campuses in the neighbourhood of Avcilar, Istanbul. Overall, facilities shall comprise 24.400 m² of indoor areas with classrooms, conference rooms, reading rooms and exhibition rooms. According to the SER, the students can use 13 fully equipped computer laboratories and several libraries. Besides, the campuses host cafeterias, health centres, a fitness club and a radio and television studio.

Students can access learning material and online courses via a Learning Management System provided by IGU. A Student Information System and a Student Mail System facilitate registration and the information exchange. The Department of Information Technology monitors all soft- and hardware systems and IT areas for students and staff.

The IGU Library and Documentation Centre contained ca. 115.000 items of learning material, including electronic sources such as E-Books and online journals by the time the SER was handed in. The seating capacity amounts to 200.

The study programme is financed mainly by tuition fees. According to IGU, the financial resources of the University are determined and distributed in the budget period every year considering the physical and technical requirements for the sustainability of programmes as well as student and teaching staff numbers.

Information, consultation and guidance

Information to interested students is distributed in so-called Promotion Days, in which the university presents its programmes and schools. During registration, students receive guidance and support by the Directorate of Public Affairs as well as by the Head and research assistants.

According to the self-evaluation report, IGU aims to support students' individual, social and academic development during university life. The University applies an academic advisor support system in which advisors are supposed to help students with all academic as well as administrative issues during their studies. Instructors offer regular consultation hours. The University highlights the Psychological Guidance, Counselling and Research Centre, the Centre for Continuing Education as well as the Office of Career Development as further support units which offer guidance in personal as well as professional development and growth of students.

Among the services offered by the Office of Career Development are consultation, seminars and conferences, the invitation of experts and specialists as well as the allocation of internships. The Psychological Guidance, Counselling and Research Centre holds meetings, seminars and organizes social activities to help students adapt.

Students who wish to do a semester or internship abroad may apply for Erasmus+ or Mevlana, an international student and teaching staff exchange programme established by the initiative of Turkey. Support is provided by the International Relations Office and by research assistants. According to the University, the budget allocated by the National Agency to IGU is used in its entirety for financial support to students.

The University aims at offering assistance to a diverse student body: Working students shall benefit from courses carried out via distance education. International students receive support by the International Relations Office, which organizes an orientation programme and offers guidance concerning visa and other administrative issues. Students with disabilities are supported by a Disabled Student Unit within the framework of the "IGU Regulation on the Advisory and Coordination of Higher Education Institutions". The unit provides guidance and tries to make arrangements to facilitate the student life of disabled students. For example, special examinations are offered which address the individual need of the student. According to the University, the campus and its facilities are suitable for disabled students.

IGU actively supports students in their effort to found student clubs and student councils. Moreover, it organizes summer schools and conferences. According to the SER, these bodies invite various experts and specialists from private and public sectors to the University and they also organize technical visits.

Improvements

In the new faculty building (Development Tower), the Board of Trustees has set up a studio which the students of the department can use. The number of technical equipment for the Television Studio has been improved. An additional list of requested technical equipment prepared in the Department Board was presented to the Directorate of the School for purchase.

The faculty claims that it has considered current developments of national and international media for the study programme. According to the SER, a special focus has been put on the field of digital media. In consequence, the University states that it has aligned these topics with the intended learning outcomes of the programme. In addition, the faculty has created a list of literature which is described as beneficial for the programme. Within the new documentation which has been handed in by the University, the University included a list of books, e-books and journals which were ordered.

Experts' Evaluation

The department provided a list of additional equipment that was acquired (such as video cameras, camera, green screens, audio equipment or microphones). In the meantime, the department has

moved to the new building, which is beneficial for the programme. Furthermore, the equipment allows the department to provide students with the necessary practical knowledge for the study programme. The new situation enables the department to impart teaching on an adequate level.

Academic work for theoretical courses requires availability of literature, either virtually or in the library. During the accreditation process, the University has demonstrated its efforts regarding the acquirement of international literature in the field of digital media. It has been outlined that the department has created a demand list. Notwithstanding the acknowledgement of these efforts, the panel of experts points out that international literature is essential for the student's progression. In consequence, the department has to demonstrate which of the demanded books were, in fact, acquired and are available to students (**Finding 5**).

Conclusion

The criterion is substantially fulfilled.

7. Information

Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme. [ESG 1.7]

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders. [ESG 1.8]

Description

According to the University, IGU gathers information from internal and external stakeholders and holds regular meetings with academic staff, students and local, regional and national stakeholders. Questionnaires among students are regularly distributed and analysed. Deans, the Heads of Programmes and lecturers are supposed to monitor the scope of programmes concerning changes in the business world.

The University publishes information on the study programme on its website. Students and staff receive information via the Student Information System, the Student Mail System and the Personnel Information System. The University confirms that it collects data on students' profiles and progression, their satisfaction as well as on the effectiveness of teachers with the help of an information system.

Experts' Evaluation

Overall, IGU's media-related study programmes are very well connected with the business sector. Teaching and support staff consists in part of experts with a long-term professional background in the trade, who bring their practical knowledge to the table. The programme also maintains close relations with outside experts, businesspeople, entrepreneurs, and professional associations on various levels: External professionals get invited regularly to appear as guest lecturers, advisers, or interviewees in courses and workshops; staff members maintain their industry connections and leverage them to connect students with internship or job opportunities; the University has a formal circle of business representatives consulting on curricula and study contents, and IGU organises job fairs.

Students confirmed during the site visit that all of the above said is, indeed, the case, and the expert panel had the opportunity to meet a selection of labour market representatives who were familiar with IGU and its media programmes. Accordingly, the University, as well as the students, do have a clear idea of the sector's demands and graduates' career opportunities. However, information appears to be shared mostly informally and inside the University; the expert panel sug-

gests that it also (selectively) should be combined and published in a more formal way, e.g. on IGU's website and through internal newsletters or announcement boards.

Information on the careers taken by graduates as well as completion and dropout rates is as yet scarce, which is primarily because the programme has been established so recently that they do not have graduates yet. The departments, however, showed evidence that several of their students already work part-time in the sector.

However, formal and standardised information sharing could be improved; unless a person directly talks to the relevant experts, it is difficult to come by facts and figures on careers, study and examination processes, student body demographics, etc.

The public is informed about the programme, intended learning outcomes and other framework conditions are published on the University's website and in the annual handbook of the Turkish Council of Higher Education (YÖK). Admissions are made directly through YÖK regulations; hence there is no need for IGU to publish specific guidelines or conditions. Particularly with regard to the transparency for outsiders, the expert panel believes that IGU could increase its efforts to create consistency and completeness regarding the information that is relevant for the interested public and potential cooperation partners and incoming students abroad.

Conclusion

There are formal as well as informal information and data collection processes in place, and the expert panel's experience on location in Istanbul indicated that knowledge sharing with relevant stakeholders certainly does work in practice, but the accurate visibility of the study programme and its objectives and achievements for all stakeholders should be increased. The criterion is fulfilled.

IV. Recommendation of the panel of experts

The panel of experts recommends

- to accredit with conditions

the study programme “**TV Reporting and Programming**” (Bachelor) offered by **Istanbul Gelişim University**.

Findings:

1. The department should integrate specific time windows into the curriculum to study abroad without losing a term.
2. A reasonable amount of interactive engagement with teaching staff should be ensured in the blended learning English courses.
3. The department should provide data that focus on quantitative aspects of how many students have failed the individual courses.
4. The department has to demonstrate how field-specific international expertise is integrated into the study programme.
5. A list of acquired field-specific literature has to be provided.