Decision of the Accreditation Commission of AQAS

on the study programmes:

- **"Radio, Television and Cinema" (Bachelor), Faculty of Economics, Administrative and Social Sciences (Turkish programme)**

- **"Cinema and Television" (Bachelor), Faculty of Fine Arts (Turkish programme)**

- **"New Media" (Bachelor), Faculty of Economics, Administrative and Social Sciences (Turkish programme)**

offered by Istanbul Gelişim University

Based on the report of the expert panel, the comment of the university and the discussions of the Accreditation Commission in its 70th meeting on 19./20. February 2018, the Accreditation Commission decides:

1. The study programmes **"Radio, Television and Cinema" (Bachelor), "Cinema and Television" (Bachelor), and "New Media" (Bachelor)** offered by **Istanbul Gelişim University** are accredited according to the AQAS criteria for Programme Accreditation.

   The accreditation is **conditional**.

   The study programmes essentially comply 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 conditions has to be documented and reported to AQAS no later than **30 November 2018.**

3. The accreditation is given for the period of **six years** and is valid until **30 September 2024**.

I. Conditions for all three programmes:

1. Complete and up to date course descriptions matching the latest course plans need to be published.

2. The intended learning outcomes at programme level need to be defined in a clear, measurable and achievable way. The relation between individual courses and the intended learning outcomes on programme level has to be clarified, e. g. in a matrix.

3. The availability of specific equipment like cameras and equipment required for production and editing has to be improved.

4. Adequate diploma supplements have to be presented explaining the specific qualification of the students and reflecting the achieved learning outcomes.

II. Condition for the "Radio, Television and Cinema" programme:

1. The nature of the graduation project has to be defined more clearly with the explained emphasis on the management part. The course description needs to reflect this.

III. Condition for the "Cinema and Television" programme:

1. Courses about financing and distribution practices within the film industry have to be integrated, as well as courses addressing the future of cinema.

> The conditions were fulfilled on time.
> The Accreditation Commission confirms this with its decision of 25./26.02.2019.

The following **recommendations** are given for further improvement of the programmes:

1. All three programmes should define their unique value proposition within the area of the respective programmes to develop clearly separable and visible profiles.

2. In all three programmes internships should be promoted more or even made mandatory.

3. In the "Radio, Television and Cinema" programme courses with transmedia content and courses regarding production techniques should be included.

4. In the "Cinema and Television" programme some of the practical courses from the elective section should be redesigned as compulsory courses.

5. In the "New Media" programme workshops that are currently voluntary extracurricular activities should be included as elective or even compulsory courses in the curriculum.

6. In the "New Media" programme courses regarding business skills and entrepreneurship should be included in the curriculum.

7. Considering the currently defined learning outcomes particularly in the field of digital media the availability of different media should be improved (library of movies, TV productions, etc.).

8. IGU should increase its efforts to create consistency and completeness regarding the programme related information that is relevant for the interested public and potential cooperation partners and incoming students.

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

Experts' Report

on the bachelor degree programmes:

- **"Radio, Television and Cinema" (Bachelor)**
- **"Cinema and Television" (Bachelor)**
- **"New Media" (Bachelor)**

offered by Istanbul Gelişim University

Visit to the University: October 16–19, 2017

Panel of Experts:

Prof. Martin Hagemann	Professor for Film- and TV-production, Vice President of International Affairs, Filmuniversity Konrad Wolf, Potsdam, Germany
Prof. Dr. Ralf Hohlfeld	Chair for Communication Sciences, University of Passau, Germany (participation in writing)
Prof. Dr. Halil İbrahim Gürcan	Faculty of Communication Science, Journalism and Media Studies, Anadolu University Eskişehir, Turkey
Eric Karstens	Journalist, consultant (representative of the labour market)
Teresa Renn	Student at University of Television and Film, Munich, Germany (student representative)

Coordination:

Ronny Heintze, Kevin Kuhne	AQAS, Cologne, Germany

I. 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 to a certain type of higher education institution

II. Accreditation procedure

This report results from the external review of the bachelor programmes in "Radio, Television and Cinema" ,"Cinema and Television" and "New Media" offered by Istanbul Gelişim University (IGU).

1. Criteria

The assessment of the programmes 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 can be 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 and the university prepared a Self Evaluation Report (SER). In July 2017, IGU handed in a draft of the SER together with the relevant documentation of the study programmes and an appendix.

The appendix included e.g.:

- Overview over 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 September 2017.

The accreditation procedure was officially initialised by a decision of the AQAS Accreditation Commission on August 28/29, 2017.

Nomination of the expert panel

Composing the expert panel follows the stakeholder principle. Consequently representatives from the respective discipline/s, the labour market and 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 September 2017. Thereafter AQAS informed the university 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 to the panel members to increase transparency in the process and upcoming discussions during the site visit.

Site visit

After reviewing the Self Evaluation Report, the site visit to the university took place from 16–19 October 2017. In separate discussions on site, the experts interviewed 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 with 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

Together with the comments of IGU the experts' report forms the basis for the AQAS Accreditation Commission to make a decision regarding the accreditation of the programmes. Based on these documents, the Accreditation Commission decided on the accreditation on 19/20 February, 2018. AQAS forwarded the decision to IGU. The university had the right to appeal against the decision or any of the imposed conditions.

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

III. 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 has since expanded its programmes and number of students. Today, the university is characterized by a student population of approximately 22.000 and a number of teaching staff of approximately 500.

The university is divided into 3 faculties, 3 institutes, 4 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 in the near future.

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 consultation and help for their needs at the Psychological Counselling 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 programmes to be accredited are part of the Faculty of Economics, Administrative and Social Sciences, the largest organizational body at IGU with regard to student numbers. It currently comprises 21 study programmes; students have the opportunity for a double major degree. Graduate and PhD programmes complement the undergraduate education. A Dean governs the faculty.

Quality Assurance

The establishment of the quality assurance system of the university is based on 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 main 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,) 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, 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 University Quality Commission evaluates the views of all internal and external stakeholders.

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.

IV. Assessment of the study programmes

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]*

Description

As outlined by the university, one of Gelişim University's main objectives in quality assurance lies in the effective participation of internal and external stakeholders in all activities in accordance with 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 from 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 14 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 of internal and external stakeholders forms the basis for the 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 monitor 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 each term, student's evaluations are taken into account in a success analysis.

Experts' Evaluation

In all three programmes, the formal structure of responsibilities is clearly defined and the persons in charge – heads of department, specialised teaching staff (with some of the latter in double roles as lecturers and, for instance, student relations coordinators) – were available for discussions with the expert panel. While all staff involved contributes to the course plan and course descriptions, and collect feedback from students as well as external stakeholders, the heads of department coordinate the development of, and amendments to, the curriculum. Relevant new elements or changes are then escalated upwards to the faculty, the rectorate, and eventually the senate, for approval. Both students and faculty are fully aware of this process and the related responsibilities. The experts found reliable evidence that the process is practiced as designed. In fact, even the topmost leadership level of the university stated that students with improvement suggestions or other feedback could approach them; the student body confirmed this.

However, despite the transparent and unambiguous definition of roles, data management in the area of curriculum documentation is not entirely stringent and consistent – to varying degrees in the three programmes. For instance, a number of course descriptions (in particular of elective subjects) were missing entirely, even though the related courses appeared on the course plan; in some other cases, course descriptions were incomplete, or did not appear fully to match the course title (**Finding 1**). Some of these issues are owed to the very dynamic development of the university as a whole as well as of the individual programmes as they strive to keep up with the latest developments in their respective sectors ("New Media" is a point in case). Nonetheless, the expert team strongly recommends IGU to review the existing mechanisms and, if required, to implement a strict and permanent checking mechanism within the internal data/information management to ensure completeness, consistency, up-to-dateness, and distribution of relevant documents, particularly course descriptions.

IGU does have an appropriate overall quality management process in place. Students as well as representatives from media business (i. e. potential employers of graduates) confirmed that their feedback was regularly heard and incorporated in the curriculum. It is particularly laudable that stakeholder feedback is collected in an institutionalised form, namely in regular formal meetings. Students have several options to comment and submit suggestions (including their participation in thematic clubs), and teaching staff is involved in the evaluation process on a regular basis anyway. In this respect, staff of the New Media department stood out by their exceptional commitment to improving the curriculum and to keeping it current with the latest developments in the sector, while at the same time the experts recognize the highly engaged members of the other two departments.

Seeing that all three programmes are still very new, dropout and completion rates were unavailable yet, or are not meaningful at this stage. Students seemed to feel that workloads are challenging while doable (as they should be) but not overwhelming. Some expressed that they found it hard to make time for the many extra-curricular activities on offer, such as thematic clubs, workshops, guest lectures, or additional language courses, though.

Conclusion

The criterion is substantively fulfilled.

In particular the close and trusted student-teacher relations stand out as a key aspect that facilitates ongoing quality management. In terms of recommendations, it is most important that the consistency and dependability of course plans and course descriptions have to be improved.

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]

2.1 Radio, Television and Cinema

Description

The purpose of the "Radio, Television and Cinema" programme is to educate communicators who can analyse, evaluate, and interpret documents and current affairs events related with communication and on the framework of communication theories. Also graduates should be able to apply communication technologies, research methods and techniques as well as statistical techniques in their future work. Beyond this, they are supposed to have improved their stature to take responsibility in a team or be able to act independently. The department also describes the ability to act based on scientific knowledge and thought as a specific learning outcome. Graduates should be able to successfully solve field-specific problems and should be experienced in time management. They are supposed to posses relevant skills in communication and cost-efficient management, and pursue a cosmopolitan, flexible and holistic view.

The programme follows an interdisciplinary approach and includes courses from other departments in the curriculum. In this context, courses in Sociology and Political Science and International Relations are included. The main purpose of this approach is to ensure that the graduates have a broader perspective on their field of study.

Experts' Evaluation

The intended learning outcomes and framework conditions (ECTS points, workload, etc.) are generally well defined, plausible, and appropriate (while missing in some course descriptions) at course level. They are generally up-to-date, and the course plan was already revised twice in the five years of its existence in order to accommodate lessons learned and to cover the latest developments in the sector. The expert panel expressly welcomes that the teaching staff proactively invites external experts as informal guest lecturers and workshop leaders; their input helps keeping the contents of individual courses current.

However, it is not entirely obvious how the programme-level learning outcomes relate to the course plan. The overall learning outcome descriptions have to be more specific and more easily understandable in their relation to the curriculum, especially for prospective students considering an application. The overall learning outcomes as described in the report should derive directly from the courses offered and also reflect the qualifications demanded from graduates by the labour market. The current version is too abstract and not specific enough; the expert panel needed to ask many questions in order to understand them. This can be easily fixed as the underlying substance is in clear evidence in the course plan. This holds true for all three programmes under review but in particular for "Radio, Television and Cinema", and "Cinema and Television". The expert panel had to inquire rather diligently in order to fully understand the actual intentions. Consequently, an appropriate re-definition of the intended learning outcomes is required and the relation between individual courses and the ILO on programme level should be clarified, e. g. in a matrix (**Finding 2**).

Moreover, the general orientation of the programme comes across as slightly ambiguous. As presented in Istanbul, it is primarily intended to equip graduates with knowledge and skills necessary to succeed in management and business administration of media organisations. However, the balance of the course plan appears to contain strong practical elements which are associated with creative content production in the narrower sense, such as scriptwriting, editing, diction phonetics, or journalism. On top of this come background courses on subjects of broader relevance, such as sociology, law, media history, and political communication.

The panel appreciates the scope of the study programme. In the current media landscape, one-track specialists are less and less in demand; to the contrary, professional roles are becoming increasingly holistic and varied throughout a career. A typical example is the job of a television producer: In the past, this person would only be concerned with the management of the financial and practical aspects of a production, dispatching teams and equipment, etc. Today, a TV producer is a journalist or editor who takes care of the creative parts of production as well as of the practical considerations. Similarly, a media professional might start out as, for instance, a production assistant, then be promoted to running a TV show, and later move into journalism. Accordingly, the breadth of subjects and the multiple competences mirrored in the course plan are certainly essential for the graduates' futures. Consequently this programme reality has to be reflected in the description of the programme and its ILO's (**compare Finding 2**). To complete this approach of the programme, the expert panel would highly endorse and strongly recommend integrating courses with transmedial content and courses regarding production techniques in order to strengthen the cross-linkage between the three main subjects of the study programme (**Finding 3**). That said, the expert panel recommends that "Radio, Television and Cinema" further improve the programme's distinction from "Cinema and Television", without sacrificing its excellent career preparation qualities in the process. The key recommendation to the programme is that it has to be even more precise in defining its unique value proposition within the area of the three programmes discussed in this report, and more pronouncedly reflect this in its course plan composition and intended learning outcomes at programme level. Namely, this means that the main focus should be on management and business administration in media (including basic knowledge about technical production, creative processes and distribution), with practical and creative skills relegated to elective courses that can be taken based on students' individual talents and personal goals. The experts are fully aware that this is partly intra-programme and partly on the strategic level when creating a clearer profile in comparison to the other programmes (**Finding 4**).

This could be achieved in several ways: One option is to review the equilibrium between compulsory and elective courses in such a way that the mandatory courses cover business administration, management, and all-round education, whereas the elective courses allow students to go deeper into practical and creative subjects they are particularly interested in, or talented for.

Another option would be to leverage synergies within IGU: For example, "Radio, Television and Cinema" students could be producers of films created by students in "Cinema and Television", or could work on distribution and marketing attempts for those productions. In such a way, both programmes would benefit from mutual learning and increased specialisation at the same time.

Additionally, and compared with "New Media", the programme "Radio, Television and Cinema" should put an even stronger emphasis on future-proofing the curriculum so that its graduates are prepared for a convergent media economy in which the distinction between television, radio, cinema, and internet-based channels and technologies becomes increasingly obsolete (**compare Finding 3**).

Currently, graduation projects can be either theoretical or practical, and according to the department's staff, the distribution of students between those two is currently roughly equal. Once again, with respect to career preparation and to the programme's distinction from "Cinema and Television", the panel believes it is necessary to define the desired nature of the graduation project

more clearly and also to put an emphasis on the management rather than the creative aspect (while still retaining opportunities for some students to go creative) (**Finding 5**).

In addition to it, internships are crucial to create a stronger relationship with the labour market and are essential for the students for the transition in jobs in the Turkish film and television industry after graduating. Thus, the expert panel advocates that internships should be promoted more or even made mandatory (**Finding 6**).

Conclusion

The criterion is substantively fulfilled.

The study programme provides its graduates with a skillset that is appropriate to the current and near-future demands in the audiovisual media industry and puts them into a position to assume a range of relevant professional roles. Cross-subject and background knowledge are well integrated into the curriculum, enabling graduates for life-long learning and giving them the resources to adapt both to challenges on the job, and to changes in their business environment.

2.2 Cinema and Television

Description

The programme follows an interdisciplinary approach and includes courses from other departments. In this context, courses in Sociology and Political Science and International Relations are included in the curriculum. The main purpose of this approach is to ensure that our graduates have a broader perspective on their field of study.

The intended learning outcomes are described as follows: Graduates are supposed to

- define the terms that are based upon advanced theoretical and/or factual knowledge about the field;

- recognize advanced theoretical and/or factual knowledge about cinema and television fields;

- analyse the productions created in his/her field in the light of theoretical and factual knowledge;

- direct and produce a movie (fictional or documentary);

- organize the knowledge in various disciplines (such as politics, economy, history, etc.) so as to use it in his/her own professional field;

- take responsibility as a team member or individually to carry out unpredicted complex activities faced during the practices in his/her field.

Students are also included in the projects carried out by the instructors. In particular, final projects are given to senior students and they are supported to work with consultants. Students may be involved in research projects using the units in which the research activities in the university are located.

Experts' Evaluation

Although the academic degree awarded corresponds to the learning outcomes and the requirements of the appropriate level of the European Qualifications Framework, it was not easy to judge for the expert panel if the objectives of the programme are appropriate. The programme structure itself can be assessed as reasonable, the programme seems to be rather an overall-course in the field of cinema and TV with a strong focus on media-science related subjects. As mentioned in the section above, also for this programme the university therefore has to define more precisely the intended learning outcomes on programme level (**compare Finding 2**).

Despite the fact that the curricular structure of the programme has a theoretical approach and the study programme imparts many specialized skills, the experts point out that the study programme misses basic competencies and a breadth and holistic foundation within its structure. In fact and as stated in the discussions, students learn the process of film-making but more immersive and necessary courses regarding "production management" are missing. To address this shortcoming, the expert panel strongly recommends integrating more courses about financing and distribution practices within the film industry (**Finding 7**).

The theoretical approach with a more generalist study programme was confirmed to be in accordance with the Turkish labour market of film and television. Insofar it can be underlined that the programme is designed towards the general requirements of the market. Nevertheless, the panel suggests strengthening the connections between IGU and the labour market, having in mind that IGU students do not have much opportunity to enhance the practical lessons (production, distribution, etc.), since there are only six practical hours offered within the elective block. Due to this weakness within the study programme structure, there should be more courses n practical and on-set-learning on the art of film-making. A possible solution could be that some of the practical courses from the elective section are redesigned as compulsory courses (**Finding 8**).

Within this generally well established programme, as a result of these above mentioned smaller shortcomings, in the future the gap between the university's approach and the requirements of the labour market will be growing. This fact was confirmed also during the discussion with the labour market representatives, who stated that graduates start to learn the real job when they start to work in the industry.

The expert panel recommends counteracting this issue, and thus approximating the study programme to current developments in the academic field and the labour market by re-drafting the learning outcomes at programme level with a closer relation to the respective course plans, and with less abstract descriptions that also invoke demands of the labour market (**compare Finding 2**).

Currently the graduation projects show that the intended level of qualification is achieved at the end of the programme. The expert panel is yet of the opinion that, due to the number of students in the programme and the fact that every student has his/her own graduation project, the workload for the teaching staff – particularly in connection with the graduation project – will grow and be extraordinarily intense. A possible solution to diminish these peaks could be to form graduation projects groups and each student of the group focusses a special aspect of the project.

Additionally, the experts strongly suggest the inclusion of courses which deal with contents about the future of cinema in the curricular structure (**Finding 9**). This seems unavoidable not only to better prepare the future graduates for their working field, but much more to demonstrate the academically reflexive side of the curriculum addressing the needs of the future.

As already described in section 2.1, internships are crucial for the study programme and should be promoted more or even made mandatory (**compare Finding 6**).

Conclusion

The criterion is partly fulfilled.

The study-plan and the programme show that the study programme "Cinema and Television" offers a general-purpose course on the respective field. Especially regarding the learning outcome "Direct and produce a movie", the programme accomplishes the important areas of directing, especially: script writing, story-boarding, photography, directing, art-direction and editing. Nevertheless, it is important to point out synoptically that the expert panel comes to the conclusion that the study programme does not match completely with the current developments in the academic field and the labour market. In conclusion the study programme should be updated to a more holistic approach that allows prospective graduates an easier and better start in the labour market.

2.3 New Media

Description

The intended learning outcomes are described as follows: Graduates are supposed to

- gain analytical thinking skills in the New Media field,

- gain the ability to use Data,

- create, enforce and supervise organizations' New Media strategy,

- use information communication technologies at the level required by the field,

- use advanced theoretical and practical knowledge in the field.

The programme follows an interdisciplinary approach and includes courses from other departments. In this context, courses in Sociology and Political Science and International Relations are included in the curriculum. According to IGU, the main purpose of this approach is to ensure that graduates have a broader perspective on their field of study.

Experts' Evaluation

The overall impression of the study programme is good. By offering the "New Media" study programme, the university takes into account new developments in the field, and the scope of the programme meets labour market expectations quite well. The continuous education of the teaching staff is good and adequate. However, the programme should intensify the interlinkage of the three study programmes under review and enhance its own profile since the interdisciplinary approach of this programme stands out favourably. While the curriculum represents a valuable and good combination of courses following an interdisciplinary approach, the defined learning outcomes on the level of the programme and the curriculum hardly seem to match. For this reason it is required to re-draft the intended learning outcomes of the programme according to its specifics and its uniqueness. The overall learning outcomes need to be based on the learning outcomes described on course level; this needs to be clearly visible from the documentation of the study programme (**compare Finding 2**). Adding a table that outlines how each course facilitates the achievement of the overall learning outcomes on programme level would also help the department managing this process.

In addition to this and as already mentioned before, on the strategic level it is recommended that the university works out more clearly how the three interrelated programmes differ from each other **(compare Finding 4)**. This, in fact, cannot be addressed at the level of each individual department, because this would mean missing the chance for the university to develop clearly profiled programmes that become visible also from the outside and thus more attractive. It can be positively recognized that the "New Media" programme (as well as the "Radio, Television and Cinema" programme) prepares graduates for management positions in media organisations, yet rightly takes into account that professional roles of managers and makers are increasingly merging (across the board in digital media, and in many areas of television and radio as well). By contrast, "Cinema and Television" focuses on enabling media content creators while at the same time furnishing them with the requisite interdisciplinary background knowledge and skills.

Although labour market demands are generally met appropriately, the expert panel suggests including the currently voluntary workshops as elective courses in the curriculum. Some of the workshops could even be included also as compulsory due to their value for the study programme and to strengthen the programme (**Finding 10**). Following the discussed (and yet partly documented) intended learning outcomes of the programme, it is also advisable to integrate more compulsory courses regarding business skills and entrepreneurship into the curriculum (**Finding 11**).

As explained in sections 2.1 and 2.2, internships are crucial for the study programme and should be promoted more or even made mandatory (**compare Finding 6**).

Conclusion

The criterion is substantively 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 ECTS credits per semester, including a total of 60 ECTS credits in one academic year (1530 hours of student workload).

The curriculum is conveyed most often 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-centered 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 taken into account 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.

Experts' Evaluation

Following the impression and statements during the site visit and based on the presented evidence in the Self Evaluation Report as well as during the visit, the expert panel believes that the didactic methods applied at courses facilitate the respective intended learning outcomes of the study programmes in an adequate manner. Students are involved in the learning process and skills are also trained beyond the sole teaching of knowledge. The assignment of Credit Points to individual courses seems reasonable

The Assessment and grading regulations are defined in a general way and follow a centralized manner which is applied throughout the whole university. However, while practice seems to meet the requirements, the examination type of each course should be clarified in a more detailed and explanatory way within the module descriptions.

Since the programmes are relatively new, the university should systematically collect data regarding failed examinations, which can be used for internal evaluation and to improve the programmes on a long-term perspective.

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 programmes 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 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 into account the level of readiness of the students, occupational requirements as well as age requirements of the students. 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 to all its study programmes. ECTS credits and workload are assigned on the basis of 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.

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.

Further transitional conditions are provided by the "IGU Course Directive on Equivalence and Adaptation Guidelines".

Certification

Students receive a Diploma Supplement on completion of their studies in English and Turkish. The Diploma is based on the model developed by the European Commission, the Council of Eu-

rope 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 kinds of study programmes follows defined criteria and procedures that are publicly available. Universities are not allowed to handpick 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 standardised national test and can submit in a second step a list of their preferred subjects and universities. Consequently, based on the preferences of the students and their score in the national entry 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. Nonetheless and taking into account the exceptional artistic talent requirement of the study programme "Cinema and Television", from the experts' point of view it is recommendable to establish an additional admission test for potential candidates. Even if it is beyond the scope of Gelişim University this clearly seems to be a point for a system wide consideration.

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 preferences. In general, we consider the number of students admitted to these specific programmes 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.

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 the formal aspects like context, level, and status of the studies which gave no reason for concern to the experts. However, a supplement explaining the specific qualification of the students – reflecting the intended/achieved learning outcomes – was not available **(Finding 14)**.

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, 10 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.

According to the university, teaching staff for the three programmes under review includes 1 full professor, 1 associate professor and 7 assistant professors with various teaching hours ranging from 18–27 hours. Positions are defined as continuous by the university.

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

Experts' Evaluation

During the site visit at IGU the panel of experts met qualified teaching staff that allows the achievement of the intended outcomes in all three programmes. There is a process in place to verify staff resources with regard to the capacity of the institution and there is a documentation of human resources involved in teaching within the programmes. The number of staff at the moment is sufficient for the delivery of the programmes and the panel of experts was convinced that students feel well taken care of by their professors and instructors. IGU also offers courses to support an appropriate didactic qualification of its teaching staff. There is a wide range of courses offered for teaching staff which includes training on teaching qualification as well as language courses.

The university encourages its academic staff to engage in research by offering financial incentives. Researchers receive a bonus for the publication of articles in national and international academic journals. Furthermore, patent applications are awarded by the university, even to students. Overall the experts gained the impression that staff feels well supported by the university in their academic work and research.

Nonetheless looking forward and focusing on the future development of the study programmes, the university should develop a strategic approach towards staff hiring and development in order to keep pace with the developments of the field.

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 3 campuses in the neighbourhood of Avcilar, Istanbul. Overall, facilities shall comprise 24.400 m^2 of indoor areas with classrooms, conference rooms, reading rooms and exhibition rooms. Students can benefit from 13 fully equipped computer laboratories and several libraries, as defined by the university. In addition, 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.

IGU Library and Documentation Centre currently contains about 115.000 items of learning material, including electronic sources such as e-books and online journals. The seating capacity amounts to 200. According to the university, the library and documentation centre is designed to meet all kinds of information and documentation requirements of its students, academic and administrative staff.

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 during 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 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 at 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 offers assistance to a diverse student body: Working students 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 makes 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. These bodies invite various experts and specialists from private and public sectors to the university and they also organize technical visits.

Experts' Evaluation

While it became obvious that generally Istanbul Gelişim University has quite impressive facilities, specifically for the equipment required for the programmes under review, the expert panel believes that when looking at the total number of students in the study programmes the availability of specific equipment like cameras and equipment required for production and editing could be improved. While currently the equipment can be seen as covering the minimum needs, recognizing the overlap with other programmes using the same equipment, additional resources will be required (**Finding 12**). Otherwise compromises and inequalities regarding the quality of student works will result from the need to arrange and manage resources, particularly for graduation projects. In this context the experts positively recognize that a first important step was the investment in new laboratories.

Apart from IGU's facilities, the resources and materials in the library for study programmes of the field of radio, television and cinema cover only the most basic essentials and are not quite sufficient particularly with regards to important national and international literature and films. Considering the currently defined learning outcomes particularly in the field of digital media the availability of different media (movies, TV productions etc.) should be improved (**Finding 13**).

Considering the fact that "Radio, Television and Cinema" and "Cinema and Television" are both film-producing study programmes, it stands to question if there will be enough equipment and space for all scheduled projects to be realised. A possible addition to IGU's facilities could be an expansion of the existing editing room or the installation of a second editing room. Following this, the experts encourages the staff to increase intrinsically all fundamental film and electronic equipment (such as photo cameras and lenses or a variety of video and film cameras and accessories) for the study programmes and not via suggestions made by students, otherwise it will be difficult to realise all planned projects within the curricula due to a shortage of equipment, particularly when it comes to an accumulation of final projects (**compare Finding 12**).

To the expert group the student support system at Gelişim University seems exemplary. During the discussions the experts received confirmation that students have no problems completing their studies and are given sufficient time for exams as well as (to a limited extent) take part in any extra curricular activities. IGU offers several support possibilities that students can address with any kind of trouble or in need of assistance. All students are also offered individual counselling to address their specific talents and needs, which is highly valued by the students. Another point to be commended is the extended extra curriculum with its vast variety of clubs. The expert panel sees furthermore a good interlinkage-potential of some of these clubs in combination with the three media programmes. Important institutions such as a student council with representatives from each programme are in place and accepted by the students and university.

IGU makes available necessary data beforehand to interested students online. These data comprises course information and descriptions of each study programme and contain intended learning outcomes, assessment methods, and the expected workload (self-study and in-class hours). Students confirmed that they receive required data on time and feel well informed.

The Erasmus exchange programme is in place, but according to the documentation and the statements, student exchanges aren't extensively popular at the moment for the student body of

IGU. As international experience is quite important in the media field the experts would appreciate it if exchange programmes would be promoted more to students.

Conclusion

The criterion is substantively fulfilled.

While there have already been made some essential plans to upgrade the facilities, there are some improvements the experts deem essential. The university could deal more proactively with equipment and audiovisual library needs in order to encourage that students always easily collect hands-on experience.

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 analyzed. Deans, the Heads and lecturers are supposed to monitor the scope of programmes with regard to changes in the labour market. The Office of Career Development regularly examines the potential employment opportunities of graduates.

The university publishes information on study programmes 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 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 respective fields who bring their practical knowledge to the table. All three programmes also maintain close relations with outside experts, business people, entrepreneurs, and professional associations on various levels: External people get invited on a regular basis to appear as guest lecturers, advisers, or interviewees in courses and workshops; staff members maintain their own industry connections and leverage them to tap into the latest developments or 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 confirm that all of the above is, indeed, the case, and the expert panel had the opportunity to meet a selection of labour market representatives who were clearly familiar with IGU and its media programmes. Accordingly, the university as well as the students do have a well-defined 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 suggests that it should also (selectively) be collated and published in a more formal way, e. g., on IGU's website and through internal newsletters or announcement boards.

Information on the careers actually taken by graduates as well as completion and dropout rates is as yet scarce which is primarily due to the fact that two out of the three programmes have been

established so recently that they do not have graduates yet. The department of "Radio, Television and Cinema" indicated that many of their initial graduates went on to found their own production companies.

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 programmes, intended learning outcomes, and other framework conditions through the university's website (albeit primarily in Turkish which renders visibility low for potential foreign exchange students), and through the annual handbook of the Turkish Council of Higher Education (YÖK). To strengthen its transparency for outsiders, it is highly recommended that the learning outcomes for the study programmes have to be made clearer to increase the visibility of the programmes (**compare Finding 1**). Admissions are made directly through YÖK regulations; hence there is no need for IGU to publish specific guidelines or conditions. Particularly with regards to the transparency for outsiders, the expert panel believes that IGU could increase its efforts to create consistency and completeness regarding the information that are relevant for the interested public and potential cooperation partners and incoming students abroad (**Finding 15**). While there is no doubt that IGU follows the relevant rules and regulations resulting from the Turkish system, international partners are less interested in learning which regulations are followed but much more what the substance is, what the courses offer and what graduates and students learn and what skills they acquire through the programmes. The expert panel believes that this (yet existing) shortcoming is not an issue of PR but much more of transparency for outsiders.

Conclusion

The criterion is substantively fulfilled.

There is formal as well as informal information and data collection processes are 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 for all stakeholders should to be increased.

Recommendation of the panel of experts

The panel of experts recommends to accredit **with conditions** the study programmes

- **"Radio, Television and Cinema"**

- **"Cinema and Television"**

while the panel recommends to accredit the study programme

- **"New Media"**

offered by **Gelişim University Istanbul.**

Findings:

1. For all three programmes complete and up to date course descriptions matching the latest course plans need to be delivered.

2. For all three programmes the intended learning outcomes at programme level need to be defined in a clear, measurable and achievable way. A matrix outlining how individual courses of the curriculum contribute to the achievement of these outcomes is required to demonstrate the alignment.

3. In the "Radio, Television and Cinema" programme courses with transmedia content and courses regarding production techniques should be included.

4. All three programmes should define their unique value proposition within the area of the respective programmes to develop clearly separable and visible profiles.

5. In light of the described profile of the "Radio, Television and Cinema" programme, the nature of the graduation project has to be defined more clearly with the explained emphasis on the management part. The course description needs to reflect this.

6. In all three programmes internships should be promoted more or even made mandatory.

7. In the "Cinema and Television" programme courses about financing and distribution practices within the film industry have to be integrated.

8. In the "Cinema and Television" programme some of the practical courses from the elective section should be redesigned as compulsory courses.

9. In the "Cinema and Television" programme courses addressing the future of cinema have to be included in the curriculum.

10. In the "New Media" programme, workshops that are currently voluntary extracurricular activities should be included as elective or even compulsory courses in the curriculum.

11. In the "New Media" programme courses regarding business skills and entrepreneurship should be included in the curriculum.

12. For all three programmes the availability of specific equipment like cameras and equipment required for production and editing has to be improved.

13. Considering the currently defined learning outcomes particularly in the field of digital media the availability of different media should be improved (Library of movies, TV productions, etc).

14. For all three programmes adequate diploma supplements have to be presented.

15. IGU should increase its efforts to create consistency and completeness regarding the programme related information that are relevant for the interested public and potential cooperation partners and incoming students abroad.