

Decision of the Accreditation Commission of AQAS

on the bachelor degree programmes:

“Television Reporting and Programming”

“Media and Communication Systems”

offered by Istanbul Gelişim University, Turkey

Based on the report of the expert panel, the comments of the university, and the discussions of the Accreditation Commission in its 71st meeting on 14/15 May, 2018, the Accreditation Commission decides:

I. “Television Reporting and Programming”

1. The accreditation decision for the study programme **“Television Reporting and Programming” (Bachelor; Turkish programme)** offered by the School of Applied Science of Istanbul Gelişim University is postponed.

The study programme does not yet fulfil all Standards for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. However, it is likely that the shortcomings can be remedied within 18 months.

2. The postponement period lasts for a maximum of 18 months and ends on **30 November, 2019**. The university has the opportunity to revise the study programmes during this period.
3. The revised documentation will be reviewed by the expert panel. If considered necessary by the expert panel, a second site visit has to be organised. The accreditation commission then takes a final decision based on the expert panel's updated report.
4. The accreditation commission points out that the university must request to continue the accreditation procedure in written form within the given period. The revised documentation must be submitted in writing no later than **30 November, 2019**. If the university does not request the continuation of the accreditation procedure or does not hand in the revised documentation within the given period, AQAS will automatically reopen the procedure and deny the accreditation.

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 programmes 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).

II. “Media and Communication Systems”

1. The study programme “**Media and Communication Systems**” (**Bachelor**) offered by **Istanbul Gelişim University** 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 conditions has to be documented and reported to AQAS no later than **28 February, 2019**.
3. The accreditation is given for the period of six years and is valid until **30 September, 2024**.

Conditions:

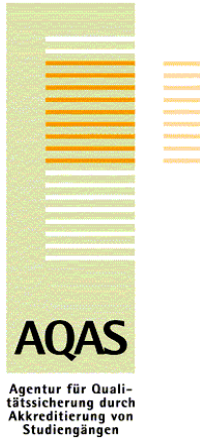
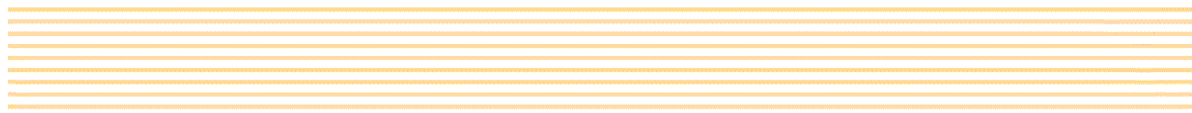
1. The documentation of the curriculum of the programme has to be completed as well as updated, and the different sources of information (course plans, course descriptions etc.) need to be consistent.
2. The intended learning outcomes on programme level have to be redefined. These outcomes have to be applied transversally on course level and consequently documented in matching and well-sorted course descriptions.
3. The number of studios and the equipment of the studios have to be extended in order to reflect the prospective growth of student numbers.

<p>The conditions were fulfilled on time. The Accreditation Commission confirms this with its decision of 27./28.05.2019.</p>

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

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. Courses which are linked to transmedia strategies and which reflect contemporary challenges of the field should be included in the curriculum.
3. Face-to-face English learning offers should be extended to provide a solid basis of language learning.
4. 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.
5. The theoretical basis in the curriculum should be strengthened in order to further increase the academic character of the education.
6. The department should ensure that students in group-works cover different roles/positions within the different group works over the times of studies.
7. IGU should collect data regarding failed examinations, which can be used for internal evaluation and to improve the programmes on a long-term perspective.
8. Additional qualified staff for the programme should be hired in order to cater for the upcoming needs and challenges of the sector.
9. International external lecturers should be invited into the programme to foster the internationalization of the education.
10. 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).

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



Experts' Report

on the bachelor degree programmes:

“Television Reporting and Programming”

“Media and Communication Systems”

offered by Istanbul Gelişim University

Visit to the University: January, 15th to 17th

Panel of Experts:

Prof. Martin Hagemann

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

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, Patrick Heinzer

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 to a certain type of higher education institution

I. Accreditation procedure

This report results from the external review of the bachelor programmes in “Television Reporting and Programming” and “Media and Communication Systems” offered by Istanbul Gelişim University (IGU). All of the expert panel members have already reviewed Istanbul Gelişim University (IGU) in the procedure for the study programmes “Radio, Television and Cinema”, “Cinema and Television” and “New Media” with a separate site visit that happened two month prior to this procedure.

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 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 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 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. The panel is identical with a prior panel that assessed the study programmes “Radio, Television and Cinema”, “Cinema and Television” and “New Media”.

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 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

The experts’ report together with the comments by IGU form 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 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 [month/year], AQAS published the report and the accreditation result of the accreditation along with the names of the panel of experts.

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 has since expanded its programmes and number of students. Today, the university is characterized by a student population of ca. 22.000 and a number of teaching staff of ca. 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 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 programmes to be accredited are part of the School of Applied Science.

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, important 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 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]

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 term, student's evaluations are taken into account in a success analysis.

Experts' Evaluation

In both programmes, the formal structure of responsibilities is clearly defined and the persons in charge – heads of department, specialised teaching staff – were available for discussions with the expert panel. While all staff involved contribute 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 moved 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. 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, for both programmes despite the transparent and unambiguous definition of roles, data management in the area of curriculum documentation is not entirely stringent and consistent. For instance, and particularly for the "TV Reporting and Programming" programme 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 to fully match the course title. Moreover, there was some uncertainty about which course plan versions were current, and reasons for recent changes made were not transparently tracked. Hence, neither students nor the panel of evaluators were able to rely on written documentation. That said, changes were clearly for the better, namely rounding out blind spots of the curriculum and adding a greater variety of elective courses. Some of this is owed to the very dynamic development of the university as a whole as well as of the individual programmes. Nonetheless, the expert team strongly recommends that IGU implement a strict and permanent checking mechanism within the internal data/information management to ensure completeness, consistency, relevance, and distribution of relevant documents, particularly course descriptions (**Finding 1**).

The documentation of the curriculum is available, but particularly for the "TV Reporting and Programming" programme incomplete. A great number of course descriptions were wrong, doubled or missing. While trying to match the course descriptions with the new course plan for "TV reporting and programming" it turned out that out of 61 courses, the description of only 14 courses was sufficient, whereas 13 descriptions were labelled with a wrong course number and the rest could not be found in the annexes. In order to get a clear overview of the programmes' structures, the university has to revise the curriculum documentation to provide a transparent and complete documentation of all curricular elements for both study programmes (**Finding 2**). In addition, it has to be mentioned that the existing course description were formulated in a rather general way instead of giving a clear view on how the intended learning outcomes on programme level are broken down into intended learning outcomes on course level.

On a more general level, IGU does have an appropriate overall quality management process in place. Representatives from the 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 regular formal meetings. Students have several options to comment and submit suggestions (including their participation in thematic clubs), but are generally limited to evaluating teaching staff and to making improvement suggestions related to general student life at the university; judging from their statements, students are not usually engaged with the contents of the curriculum, but are rather in a position to perform *ex post* evaluations. Teaching staff is involved in the evaluation process on a regular basis. The recent improvements to the course plans of both programmes prove that the process is working.

Seeing that both programmes are still very new, dropout and completion rates were either unavailable yet or are not meaningful at this stage. Students seemed to feel that workload is challenging while doable (as it 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

In particular the close and trusted student-teacher relations stand out as a key aspect that facilitates ongoing quality management. In terms of recommendations and modifications, it is most important that the consistency and reliability of course plans and course descriptions have to be improved. The curriculum documentation needs revision in order to clarify the interlinkage between learning outcomes on programme level and its application on course level. The criterion is partly 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]

2.1 Television Reporting and Programming

Description

According to the self-evaluation report the study programme “Television Reporting and programming” has an interdisciplinary approach and makes usage 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 8 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 Ataturk’s Principles and Reforms”).

At the moment the study programme has two different curricula, which originates from the fact that the university has recently made an adjustment to the old curriculum. Thus depending on the year students will study the study programme as followed:

Semester 1: Turkish Language I, English I, Introduction to Communication, Basic Principles of Photography, Introduction to Business Administration, General Economy.

Semester 2: Turkish Language II, English II, Introduction to TV Programming and News, Mass Communication Theories, Sound and Video Techniques, Media Economy.

Semester 3: History of Ataturk's Principles and Reforms I, News Gathering and Writing Techniques, Television Broadcasting, Television Production and Management I, Television Programme Authority, Principles of Law.

Semester 4: History of Ataturk's Principles and Reforms II, Creative Graphic Design, Television News, Television Production and Management II, Social Psychology, Camera and Shooting Techniques.

Semester 5: Communication Ethic, Editing Techniques I, News Research and Practice, Department Elective Courses I – III.

Semester 6: Light and Lighting Techniques, Editing Techniques II, Political Communication, Department Elective Courses I – III.

Semester 7: Research Methods in Social Sciences, Analysis of Television Programmes, Digital Broadcasting Practices, Department Elective Courses I – III.

Semester 8: Graduation Project, Communication Law, Social of News, Department Elective Courses I – III.

The updates of the curriculum comprise mostly courses such as “Film Production and Management”, “Television Programme Writing”, “Genres in Cinema” or “Documentary Film”. A graduation project will be integrated as well to create a more balanced mixture between the applied approach and the academic side of the study programme. Additionally, the selection of departmental and non-departmental electives has been extended in the new curriculum.

Experts' Evaluation

The university representatives have explained that it implemented the study programme to satisfy the needs of the labour market, which is constantly growing since the early 1980s. The panel of experts came to the understanding that “Television, Reporting and Programming” is a programme which mainly deals with the production and creation of television programmes (including theory and advertising and financing aspects). There is a clear focus on the applied aspects of the field following requests by the students, and reflecting the good feedback culture in the programme as well as the motivation of students.

Although it has been stated that the “Television, Reporting and Programming” study programme strives for a more applied character than the “Media and Communication Systems” study programme, based on the documentation the difference between the two programmes is not identifiable and the intended learning outcomes on programme level could not be outlined in a transparent and consistent manner. It seems the programme focuses on covering a broad spectrum of areas connected to the field of media and television production, which can be deduced from the documentation as well as the different discussion rounds. The presented self-evaluation report indicated a curriculum with course descriptions for some courses, but in fact the courses were a mixture of courses from both study programmes to be revised. Due to a lack of conformity between the documentation of the programme structure and the course descriptions (see Chapter IV.1) it is, however, not possible to positively assess a defined plan of the intended learning curve in relation to the programme structure and accompanying projects. This is aggravated by the fact that the general presentation of material was partly insufficient, partially wrong or missing. In fact, during the discussion rounds it turned out that the curriculum which has been labelled by the university as the new curriculum is the old curriculum and vice versa, which made it nearly impossi-

ble for the panel of experts to evaluate the study programme due to changed circumstances. Nonetheless, it has to be pointed out that while on site the department provided some additional material actually healing some points of criticism, but after carefully reviewing and putting together the provided documents there is still a way to go before reaching a comprehensive picture. Therefore, the panel of experts comes to the conclusion that the university has to define a clear overall intended learning outcome on programme level for the study programme, which has to be applied transversally on course level and consequently documented in matching and well sorted course descriptions (**Finding 3**). The experts emphasize that solving this problem will be of utmost importance for the programme due to the simple fact that the differentiation between the two study programmes under consideration is yet missing when looking at the documentation.

Striving to be an applied study programme, the curriculum should clearly demonstrate where and to what extent practical work is carried out in the courses. Although the panel understands that the allocation of practical work is restricted to a maximum of 18% by the Higher Education Council, the extent of practical work should be listed transparently in the course descriptions (**Finding 4**). Regarding the practical work it also has to be pointed out that it is mainly carried out in groups. Considering the documentation and discussions held during the site visit the assessment of individual students' performances requires extra attention (see Chapter IV.3). In fact, it was stated in the discussions that currently there is no process assuring that every student has to cover at least once every role in the TV production process. The university should be aware that the individual input into the group work is often very different and the assessment is challenging. In group work students will choose what suits them best. This practice contradicts the claimed holistic approach of the study programme. Therefore, IGU should establish a practice to assure that students will cover different positions/roles (in the TV production team) within group works at least once (**see Finding 9**).

In general, the demands of the industry seem to match with the intended holistic approach of the study programme. It has been stated in the discussions that companies tend to work with less staff due to economic conditions – a perception that is shared by the panel of experts. Still, the compliance with the industry demand should be verified again when all course descriptions are available (see Chapter IV.1). Furthermore, the study programme has to take into account that the specific field has been changing rapidly in the last few years (and still is) and the temporary challenges to the TV industry will affect the study programme in the future. In conclusion, the experts suggest implementing courses which are linked to transmedia strategies and reflect those contemporary challenges of the field (**Finding 5**). By bracing the programme for those changes, the experts believe that it will be beneficial for the programme having in mind that there will be a growing importance of exporting Turkish media products (moving images, etc.) in the future.

The panel of experts agrees jointly to the fact that IGU's internationalization efforts fit perfectly to the global TV making market. Nonetheless, it has to be noted that the English courses offered are carried out as distance learning courses, which has been criticized by the students to be not fully sufficient. The experts agree with that argumentation and see this as a field of development that could also lead to an increase in outgoing Erasmus activities. Taking seriously the high motivation of students to go abroad for one semester, face-to-face offers to learn English should be increased (**Finding 6**). Additionally, the experts recommend implementing advanced English courses to continue the English learning process.

The expert panel also suggests including a “mobility window” for outgoing and/or incoming international students (preferably in the third year) to foster the internationalization of the programme and the university (**Finding 7**). This should ideally be integrated into the module structure. Faculty members should actively support their students to study abroad in one of the many international programmes of Gelişim University.

Conclusion

It is hard for the experts to come to a clear conclusion about the “TV Reporting and Programming” programme due to the many discrepancies and the lack of transparency in documentation plus the missing clarity regarding the intended learning outcomes. The experts were given a variety of documents, none of which matched or verified the content of the different discussions. At the same time, the experts recognize the teaching capacity and expertise of staff involved and based on the content of the discussions the experts are convinced that behind all the non matching documentation there is a solid programme. Due to this, an assessment on the fulfilment of the criterion should be postponed until the documentation reflects what was discussed on site.

2.2 Media and Communication Systems

Description

The Department of Media and Communication Systems aims to equip its students with theoretical knowledge in order to meet the needs of today and to prepare them for practice in their professional life. In doing so, it aims to educate its students as individuals who follow all innovations in the field of technology, are not far from the agenda, open to self-development, look at events with an impartial and critical eye, and in no case leave ethical principles.

At the moment, the study programme has two different curricula which originates from the fact that the university has recently made an adjustment to the old curriculum. Thus depending on the year students will study the study programme as followed:

Semester 1: Turkish Language I, English I, Introduction to Communication, Basic Journalism, Introduction to Public Relations, Media and Public Opinion.

Semester 2: Turkish Language II, English II, Mass Communication Theories, Communication Sociology, Media Literacy, Introduction to Advertising.

Semester 3: History of Ataturk’s Principles and Reforms I, Communication and Psychology, Basic Principles of Photography, Internet Journalism, Body Language, Television Broadcasting.

Semester 4: History of Ataturk’s Principles and Reforms II, Media Analysis, Sound and Image Techniques, Diction and Phonetics, Media and Social Responsibility, Media Economy, Summer Internship.

Semester 5: Presentation Techniques, Corporate Communication, Camera and Shooting Techniques, Department Elective Courses I – III.

Semester 6: Social Media, Media and Photography, News, Radio and TV Reporting, Department Elective Courses I – III.

Semester 7: Research Methods, Crisis Communication and Management, Brand Management Strategies, Department Elective Courses VII-VIII, Out of Departmental Elective I.

Semester 8: Graduation Project, Media and Human Resources, Media History, Department Elective Courses IX, Out of Departmental Elective II-III.

The updates of the curriculum comprise mostly courses such as “Desktop Publishing”, “Creative Graphic Design”, “Radio TV Publishing” or “Political Communication”. Additionally, the selection of departmental and non-departmental electives has been extended in the new curriculum and some of the former departmental elective courses have been integrated in the curriculum.

Experts’ Evaluation

It emerged from the expert panel’s site visit in Istanbul that the “Media and Communication Systems” study programme intends to educate what the international media sector now commonly describes as “producers” – i.e. content creators who are able to cope independently with the

technical, editorial, and creative requirements of a broad range of media categories and formats. This qualification thus goes beyond the traditional roles of, for instance, a classical producer who is primarily in charge of the organisational and economic aspects of a production or a conventional journalist, who only specialises in processing and presenting news.

Indeed, the programme's orientation reflects the current demands of the industry in Turkey as well as worldwide: On the one hand, economic pressure requires that productions generally cope with fewer staff involved, which entails interdisciplinary qualifications. On the other hand, the labour market in the Turkish media sector – like in many other countries – is characterised by short-term employment relations that frequently only last for the duration of a single production. For professionals to make a sustainable living, it is therefore essential that they can assume multiple different functions on demand. For instance, a dedicated television camera person may well lack sufficient commissions, but if the same person was also qualified as a presenter, journalist, or graphic designer, he/she could accept and fulfil a broad scope of job offers.

With the breadth of the field in mind, however, the programme focuses on journalism in the widest sense: the production of factual content for the purpose of news reporting, public relations, corporate communications, and brand marketing. Judging from students' statements, the cluster of news and PR is predominant, with the other aspects in a supplemental function. At the same time, the programme touches upon all media categories: print and audio-visual media, online as well as offline. Both students and labour market representatives confirmed that this was precisely what they wanted and what they need.

In keeping with the framework conditions of an applied sciences programme, the courses overall show a strong practical leaning as well as a clear labour-market orientation; this holds true for most individual courses as well as for the balance of the entire course plan. Hence, the “Media and Communication Systems” clearly differentiates itself from IGU's academic programmes, such as in particular New Media (without neglecting a basic academic approach). According to statements by Turkish experts, it is also one of only a few such programmes currently available in the country, which should improve the job prospects of graduates from IGU.

A key issue with the “Media and Communication Systems” programme is, as also mentioned in section IV.1 above, documentation and communication. This starts with the programme's name, which suggests a technological or ICT-oriented discipline, whereas its actual purpose is the creation of factual media content based on a combination of journalistic, creative, and technical skills.

The overall intended learning outcomes on programme level are also vague and unspecific and do not sufficiently relate to the contents of the programme and the sectors of the economy its graduates will target. Thus, the university has to define clear overall intended learning outcomes on programme level for the study programme which have to be applied transversally on course level (**Finding 3**). Accordingly, the expert panel recommends that IGU should define the vision and overall purpose of the “Media and Communication Systems” programme as clearly as possible. Second, the university should designate specific high-level qualification objectives based on the sum of the learning outcomes set out in the course descriptions while at the same time calibrating them against the programme's vision. Finally, it should reconsider the composition and sequence of the course plan in the light of the higher-level objectives, with a focus on re-evaluating which courses should be mandatory or elective, respectively. It can positively be assumed that after clearly defining the intended outcome of the programme and creating an alignment-matrix, naturally some reshaping will take place. In this context the expert panel also raises the concern that currently lots of weight is laid on presentation-oriented aspects.

All this should be documented in a stringent fashion. In fact, the underlying substance is already in evidence in the latest existing course plan and merely needs to be worked out and fine-tuned.

Additionally, the panel recommends that the theoretical side be strengthened. This is essential for the independent problem-solving skills of the graduates as well as for their capability to engage in life-long learning in order to stay abreast of future developments in the industry. The programme appears to equate “theory” frequently with “desk work” (as opposed to practical exercises) rather than with the scientific foundation of the individual subjects. In a similar vein, labour market stakeholders told the expert panel that they would appreciate a stronger contribution of the university to research and development (R&D) in the media sector. Once again, this can only be achieved with robust theoretical underpinnings even as application rather than discovery remain front and centre (**Finding 8**).

Moreover, the expert panel is partly missing attention for transmedia aspects of the sector. Most courses focus on a specific media category (e.g., television) or technique (e.g., photo journalism) but do not appear to take into account that media categories are increasingly converging (e.g. web video vs conventional television), and techniques require custom application to the desired channel (e.g. photos in social media tend to work quite different from classical press photos). While the programme currently addresses these issues cumulatively through the spectrum of specific courses it offers, the panel recommends that such aspects be integrated into the individual courses, too. This will also help IGU with keeping the programme future-proof and attractive, and improve graduates’ capacities to succeed in the fast-changing labour market. Being a fast changing field, the university should therefore figure out how to take into account those fast changes in the curriculum (**Finding 5**).

Analogous to the “Television Reporting and Programming” study programme, the expert panel also suggests including a “mobility window” for outgoing and/or incoming international students (preferably in the third year) to foster the internationalization of the programme and the university (**Finding 7**).

Conclusion

The criterion is partly fulfilled

The study programme provides its graduates with a set of skills that is appropriate to the current and near-future demands in the audio-visual media industry and puts them into a position to assume a range of relevant professional roles. The requirements of the European Qualification Framework are clearly fulfilled. The general orientation of the courses and their contents is fully appropriate for an applied sciences programme and alignment with the labour market is clearly achieved.

The key recommendation to the programme is that it has to define more precisely its unique value proposition and overall vision, and more pronouncedly and expressly reflect this in its course plan composition and intended learning outcomes at programme level. Moreover, cross-media competences and knowledge of theoretical backgrounds should be integrated into the curriculum more consistently in order to enable graduates for life-long learning and to give them the resources to adapt both to challenges on the job and to changes in their business environment. With this comes the suggestion to strengthen the programme’s R&D activities in close relations with the industry which would also contribute to a stronger reflection of the academic nature of the programme.

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 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 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 exams, 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 being published on the student information system OBIS. Make-up exams for excused students are being 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. In most instances, the assignment of Credit Points to individual courses seems reasonable, yet for the major parts of the “Television Reporting and Programming” programme a clear opinion cannot be given due to lack of comprehensive documentation.

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 could be clarified in a more detailed and explanatory way within the module descriptions. Moreover, it is unclear how it is decided, which position in practical exercises each student is taking and if these positions are switched in other practical works. This applies mainly to the practical aspects of the studies as these are done

mainly in groups. It was only comprehensible to a limited level how individual achievements and grades can be identified. Thus, IGU has to establish a practice to make sure that students will cover different positions/roles within the group works at least once (**Finding 9**).

Since the programmes are relatively new, the university should collect data regarding failed examinations, which can be used for internal evaluation and to improve the programmes on a long-term perspective (**Finding 10**).

Conclusion

The overall learning environment at the university is good and the didactic methods used in the courses are up-to-date and fit for purpose. Nonetheless, the discrepancy of documentation runs like a common thread through the study programmes under review (particularly “TV reporting and programming”), which causes uncertainties about credit point assignments or assessment methods of practical work. The criterion is thus partly 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 component. 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 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 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.

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, the panel considers 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 unless there is a parallel increase in resources (**compare Finding 13**).

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

Students are satisfied with the departments, procedures are in place that are well practiced. 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.

The academic staff in both departments comprises 4 associated professors, 8 assistant professors, 1 lecturers and 1 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 is supposed to be fostered by the participation in trainings, conferences and seminars, both at national and international level.

Experts' Evaluation

The programmes are currently taught by 4 associated professors, 8 assistant professors, 1 lecturer and 1 research assistant, who have a teaching load between 6 and 24 teaching hours for the programmes. During the site visit the panel of experts met qualified teaching staff with experience in the specific sector. It is definitely a considerable benefit that teaching staff has worked in the media sector. As a result of this the students gain a competitive advantage due to the proximity to the labour market. This proximity is further supported by the number of external lecturers who carry out courses as well, ensuring the variety and richness of the courses. Nonetheless, it has to be said that for a limited number of teaching staff the documentation regarding their qualification profile was lacking, leading the experts to conclude that internal data management system should be improved (**compare Finding 1**).

Recognizing that the quantity of staff available to cover the teaching load is appropriate at a minimum level, the university stated that they are constantly making efforts to increase and enrich the teaching staff. Having in mind the constant growth of the university and in conclusion of the departments, the experts strongly recommend intensifying the effort to employ qualified staff for the programmes in order to cater for the upcoming needs and challenges of the sector (**Finding 11**).

Faculty members are supported in their academic work. They have the possibility to participate in symposiums and financial support for publishing articles is given. In addition, international symposiums are held in related fields each term. In general, the staff seems to be chosen properly for the programmes and the relation between students and teaching staff seems to be very good and supportive. As discussed during the site visit, the university could intensify its efforts to invite international external lecturers to foster the internationalization (**Finding 12**). By doing this, the study programmes will get good side benefits in terms of improving English language skills and strengthening the network of IGU.

Conclusion

The panel of experts gained a positive impression of the teaching staff for the two programmes under review. But yet it has to be noted that the university will have to consider extending the teaching staff in the future in order to reflect the challenges the sectors of TV production and Media are facing. To foster the internationalization process it would be beneficial to invite interna-

tional external lecturers, adding some additional English language skills to the portfolio of teaching staff. 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 m² 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 centers, 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 ca. 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 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 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 Center, 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 Center 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

Students confirmed that the overall learning environment at IGU is very good. While it became obvious that generally Istanbul Gelişim University has quite impressive facilities, specifically regarding 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 could be improved. In this context the experts positively recognize that a first important step was the investment in new laboratories (**Finding 13**).

However, - and that was already discussed in the prior procedure - in terms of equipment for media production as well as with respect to the university's library of audio-visual products (movies, TV shows, online contents), the expert panel would encourage a much more proactive needs-assessment by teaching staff. This is particularly relevant because several IGU study programmes share the same audio-visual equipment and studios (in IGU parlance: labs). This forces students to book equipment and rooms long in advance and to use it mostly in groups, thus potentially curtailing the options for each student to gain hands-on experience with all types of equipment and activities. In fact, students may not even be aware of what opportunities they are missing because of a lack of equipment, or because they cannot review existing contents on their own. It was obvious that staff make huge efforts to make materials available to students on demand, but the university as an institution should also offer more consistent and sufficient services in proportion to the size of the student body. Therefore and being crucial for an adequate education for the students of the programmes, the university has to extend the number of studios and the equipment of the studio (**Finding 13**).

As already outlined in the prior procedure, 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 the media should be improved (**Finding 14**).

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) for taking part in any extra curricular activities. IGU offers several support possibilities that students can address with any kind of trouble or when 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 two programmes. Important institutions such as a student council with representatives from each programme are in place and accepted by the students and university.

IGU uses online presence to make provide necessary information to interested students. These data comprise course information and descriptions of the 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. With an update of the presented data the respective information will become even more relevant to the interested public (**compare Findings 2 and 3**)

The Erasmus exchange programme is in place, but according to the documentation and the interviews, student exchanges are not yet extensively popular with the student body of IGU. As international experience is quite important in the media field, the experts would appreciate if exchange programmes will be promoted more prominently to students (**compare Finding 7**).

Conclusion

While some essential plans to upgrade the facilities have already been made, there are some improvements the experts deem essential. The university could deal more proactively with equipment and audio-visual library needs in order to encourage that students always easily collect hands-on experience. The criterion is partly 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 analyzed. Deans, the Heads of Programmes and lecturers are supposed to monitor the scope of programmes with regard to changes in the business world.

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 trade, who bring their practical knowledge to the table. Both programmes also maintain close relations with outside experts, businesspeople, entrepreneurs, and professional associations on various levels: External professionals 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 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 also (selectively) 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 actually taken by graduates as well as completion and dropout rates is as yet scarce, which is primarily due to the fact that both programmes have 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 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. 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 (compare Finding 1). 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 as well as the student body.

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 for all stakeholders should to be increased. The criterion is partly fulfilled.

IV. Recommendations of the panel of experts

The panel of experts recommends

- to accredit with conditions

the study programmes “**Media and Communication Systems**” offered by **Istanbul Gelişim University**.

The panel of experts recommends

- to postpone the decision

the study programmes “**TV reporting and programming**” offered by **Istanbul Gelişim University**.

Findings:

1. The expert team recommends that IGU implements 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.
2. In order to get a clear overview of the programmes structures, the university has to revise and update the documentation of the curricula to provide a transparent and complete picture of all curricular elements for both study programmes (complete documentation).
3. For both programmes, the university has to define clear intended learning outcomes on programme level for each study programme individually. These programme outcomes have to be applied transversally on course level and consequently documented in matching and well sorted course descriptions.
4. For “Television reporting and programming” the extent of practical work should be listed more transparently in the course descriptions.
5. For both programmes the experts suggest implementing courses which are linked to trans-media strategies and which reflect contemporary challenges of the field.
6. IGU should strengthen their face-to-face English learning offers to provide a solid basis of language learning.
7. The expert panel suggests including a “mobility window” for outgoing and/or incoming international students (preferably in the third year) to foster the internationalization of the programme and the university.
8. In order to reinforce the contribution of the university to research and development in the media sector and to strengthen the academic character of the education, the university should strengthen the theoretical basis of the curriculum in the “Media and Communication Systems” programme.
9. IGU should implement a strategy to make sure that students in group works cover different positions within the different group works over the times of studies.
10. IGU should collect data regarding failed examinations, which can be used for internal evaluation and to improve the programmes on a long-term perspective.
11. The experts recommend intensifying the effort to employ additional qualified staff for the programmes in order to cater for the upcoming needs and challenges of the sector.

12. To foster the internationalization of the university, international external lecturers should be invited by the university.
13. For both programmes the university has to extend the number of studios and the equipment of the studio.
14. 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).