

Accreditation Report

Accreditation of

BAU International Berlin
University of Applied Sciences

**“Communication Design” (B.A. – re-named “Graphic Design and Visual Communication”),
“Product Design” (B.A.), and “Interior Design” (B.A.)**

I Procedure

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| Date of Contract: | 12 th December 2014 |
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| Standing Expert Committee: | “Art, Music, and Design” and “Architecture” |
| Attendance by the ACQUIN Office: | Clemens Bockmann |
| Decisions of the Accreditation Commission: | 8 th December 2015, 27 th September 2016, 6 th December 2016, 28 th March 2017 |

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The **Evaluation report** of the peer group is based on the self-evaluation report of BAU International Berlin and extensive discussions with the President, the head of the study programme, staff representatives (lecturers), students.

Evaluation Criteria have been the “Rules for the Accreditation of Study Programmes and for System Accreditation” in the actual official version.

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II Introduction

1 Short Profile of the Higher Education Institution

BAU International Berlin – University of Applied Sciences (BAU IB) was founded 2012 as a campus of Bahçesehir University Istanbul and promoted in 2014 as a university in its own right by the state of Berlin. This higher education institution (HEI) is a private university run by the “B.A.U. Higher Education Service gGmbH” as the German legal entity of the Bahçesehir Ugur Educational Institutions, which operate in Turkey – beside the Bahçesehir University Istanbul – 35 Kindergartens, 18 Primary and 47 Secondary Schools as well as 177 Vocational Centers with 5.000 teachers and lecturers.

Bahçesehir University Istanbul was the first HEI of Bahçesehir Ugur Educational Institutions founded in 1998. Today, circa 1.000 lecturers teach 17.000 students in Istanbul and at three international campi in Hongkong, Rom und Silicon Valley. Like BAU IB the Washington D.C. campus was promoted to a university in its own right in 2014.

BAU IB started with four study programmes in the two faculties: The Faculty of Design (FoD) and the Faculty of Business Administration. The study programmes in this evaluation, the bachelor “Communication Design” (B.A.), “Product Design” (B.A.), and “Interior Design” (B.A.) are currently the sole study programmes of the Faculty of Design.

BAU IB has established a research institute to develop and attract future research activities. It is expected that this research institute will create spill over effects for both faculties.

2 Fact Sheet of the Study Programmes

The bachelor study programmes “Communication Design” (B.A.), “Product Design” (B.A.), and “Interior Design”(B.A.) have started on 1st October 2014. Every winter semester 30 students – 25 in the case of “Product Design” (B.A.) – can study for six semesters (180 ECTS-points) to obtain the degree of a Bachelor of Art. The tuition fees per student are 500 Euros per month, i.e. 3,000 Euro per semester or 18,000 Euro in total.

III Evaluation

1 Targets

1.1 Strategy of BAU IB and the FoD

1.1.1 Vision and strategy of BAU IB

The vision of BAU IB is to provide students with a student-centered international and intercultural educational environment to stimulate and develop their intellectual growth, wisdom and creativity. The academic and administrative staff is committed to guide students and prepare them for productive careers and responsible citizenship in a global society.

BAU IB aspires to be one of the leading private universities in Germany in the fields of international, intercultural, and interdisciplinary teaching and applied research. The academic goals include commitment to knowledge-based solutions and to societal problems and contributions to innovation and development in society. In addition, BAU IB will promote cross-cultural and cross-national understanding between Germany and Turkey through academic cooperation and joint projects. In this respect it profits from its close relationship with BAU Global Educational Network organized through the main campus of Bahçesehir University based in Istanbul. All universities in this network share the core values of integrity, respect, excellence, innovation and social responsibility. As an independent institution within this network, BAU IB has its own individual mission statement and academic profile accepted by the Academic Senate.

As an international and intercultural educational institution BAU IB strives to achieve its vision with the following strategies:

- Students, academic and administrative staff of BAU IB are recruited to reflect diversity in cultural background and international composition.
- BAU IB establishes productive exchange programmes within the BAU Global Education Network for students as well as for its staff.
- BAU IB Design and Business Administration faculties organize events such as lecture series, panels, exhibitions focusing on current design and business topics in order to expand students' knowledge and vision.
- BAU IB will develop a foreign language centre offering German, English and Turkish in order to support multilingualism and foreign language competence of its students.
- BAU IB will develop interdisciplinary and comparative projects which will help to carry out cooperation with industry as well as international academic institutions.

The peer group regards this vision and mission statements as ambitious and consistent – in a positive way. The strategies mentioned above fit to this vision. Among the activities designed to fulfil these strategies is the plan for Master-programmes. Considerable research activities are not intended in this initial phase, of course. However, the establishment of a research institute and the formulation of a research strategy for BAU IB are planned. The research strategy should be formulated in the next time, as it does not require additional resources and could complement the mission statement of BAU IB, which is already published.

As a former affiliate to Bahçesehir University, BAU IB can heavily rely on the strategic cooperation of the BAU network and on personal and financial support (q.v. III.3.1) in the initial phase. Especially this support could determine the future direction of the development of BAU IB. Asked about the independence of BAU IB from exercise of influence by Bahçesehir Ugur Educational Institutions the president of BAU IB as well as the lecturers have pointed out the autonomy of their decision-making guaranteed by the German constitution and state legislation. The peer group accepts these arguments.

1.1.2 Strategy of the FoD

According to the statements of BAU IB, the driving force for the creation of the FoD was the exceptionally high demand for places on study programmes in design at Berlin and Potsdam universities. Within the BAU Global Educational Network Berlin was chosen to promote design study programmes due to this exceptional demand on the one hand, on the other hand there is the internationally well-reputed brand of “German Design”, which the BAU Global Educational Network wants to explore. The peer group would like to highlight the fact that this reputation is built up by seven- or eight-semester study programmes.

The design study programmes of the FoD are unique in comparison with other design study programmes offered in Berlin/ Potsdam due to their strong international, intercultural and interdisciplinary orientation in teaching and – in the future – in research:

The internationality of the study programmes is ensured by strong international cooperations, based on the BAU Global Education Network. This network provides students with possibilities at partner campuses in Istanbul, Rome, Toronto, Washington, Silicon Valley and Hong Kong. Whilst still in the planning stages, the network already allows students from Berlin to study and research with students located at the other universities on joint projects. The fourth term is thereby planned as an exchange semester at another university. In addition, there are a number of courses offered at different locations within the BAU Global Education Network in which students of the FoD can also take part. As the student body will consist of international students (q.v. III.1.2) the intercultural competencies are strengthened not only in the fourth semester, but already from the outset of the study programmes. The students are provided with practical experience, while working in teams within an intercultural context.

Finally, the interdisciplinarity is provided by a common structure. The courses are taught parallel and many classes on basics and theory of design are joint classes. Lectures and presentations in the programmes are therefore generally open to all students of the faculty. A characteristic of the interlocking of the three programmes is the common project Interdisciplinary Project Studio in the fifth semester. Against the background of a jointly formulated theme, students work in groups, thereby learning how to plan a development project and resources as well as how to communicate their own concerns and make decisions within a team. The way in which this Interdisciplinary Project Studio is conducted provides the students with an impression of the workings of a design office (shortly before the end of the study) and is therefore an ideal preparation for the internship which follows in the fifth semester.

The FoD plans to introduce a Master programme starting at the winter semester in 2018, which ties in with research priorities as well as with the acquisition of research funds in the medium term. The faculty does not only stipulate issues on public research funding, but in particular on research and development cooperation with domestic and foreign companies and institutions.

The vision, the strategy, and the activities planned to achieve these objectives of BAU IB and the FoD are consistent.

1.2 Objectives of the Study Programmes

1.2.1 General objectives

The objective of the study programmes are defined by the "Study and Testing Regulations" (STR). Common to all three programmes are the following aspects: The students gain the ability to work self-dependently within their profession according to scientific methods and proficiency (§ 2 (2) STR), they are able to work in teams and are experts in certain additional soft skills required by the labour market (§ 2 (3) STR). Finally, graduates shall have the necessary instruments and abilities (e.g. foreign languages) to rise to leading positions especially in intercultural contexts (§2 (4) STR).

With these general objectives the study programmes want to meet the requirements of an increasingly globalized economy and the resulting economic, social and cultural-specific design requirements. On the basis of the course-oriented design principles covered in the first section of the programmes, further studies will provide the students with a profound knowledge of the economic, environmental and cultural influences on design as well as the ability to adapt to global developments and to be able to work with independent design solutions. Especially in the study programmes PD und CD the FoD strongly encourages students' professional development in areas such as marketing, design and project management.

The medium of instruction used at BAU International Berlin is English. This qualifies graduates for positions in globally operating companies and networks. In general, these competencies fit to international study programmes in design. The peer group approves these general objectives. Especially the students' personal development and capability for civic engagement are enhanced by the international outfit of the bachelor study programmes and the team-working learning context in many aspects (q.v. III.2.4). Given the strong international profile both concerning the students and the international content the faculty should extend the study programme's title to "International CD" and "International PD" respectively.

1.2.2 Target group

The peer group sees the clear distinction of the target group of the FoD compared to other design study programmes in Berlin/ Potsdam. The international environment as well as the international composition of the students is a unique feature of the FoD's study programmes. As the only bachelor study programmes completely taught in English there is an additional unique characteristic.

Given the severe circumstances of the starting time the peer group cannot give a thorough evaluation how successfully the target group is addressed. Due to the short launch, based on the Berlin State's recognition of BAU IB, the marketing activities for winter semester 2014 could not be initiated to the extent that the year's target figures were reached on all programmes with the first cohort of students. 19 students were admitted to the FoD in the winter semester 2014/15, of which 13 passed the English exam and were accepted for their design programmes. It is anticipated that 45 places will be taken in the FoD from the incoming cohort in the winter semester 2015/16. On a basis of 85 students per cohort and academic year, there will be a maximum number of 255 places, with three cohorts in the FoD on the three bachelor programmes. This target number will not be reached before the 2019 winter semester. As always in international study programmes there are potential complications about the recognition of foreign schools' final examination and the receipt of student visa in time. In addition, even to the students from Germany the students' fees could be a discouragement for application. Due to the specific admission procedure (q.v. III.2.1) the number of admitted students might be reduced further. However, these concerns are speculative for now. If the numbers of the three study programmes do not fit the expectations, adaptations will be necessary in the future.

1.2.3 Communication Design (CD)

The study programme CD aims to provide students with necessary skills and knowledge in the fields of innovative communication and new media with an emphasis on "international and intercultural advertising design". The curriculum integrates digital technologies in the creative process with a strong focus on professional reality. More than at any other university in Berlin/ Potsdam, students obtain an international approach to advertising.

The study programme CD aims at:

- Disseminating knowledge of the fundamentals in design and a qualification in the basic issues of communication design – typography, editorial and corporate design, photography and “new media”.
- Providing a qualification for different methods of layout for print and online media.
- Conveying the ability to analyse theoretical backgrounds of design, of scientific methods and of general working experiences and to exercise these in development processes.
- Establishing a qualification to work autonomously, systematically, and reflectively at communication tasks either in an international or national context for advertising and public relations.
- Promoting the creative, scientific, and social competences by interdisciplinary project teams.
- Promoting the employability by a three-month internship within the curriculum and general vocational practices.
- Providing a praxis-related, methodically advanced education which is adapted to the market’s needs in design-specific industries.

Graduates of the study programmes CD shall have acquired:

- Analytic and strategic competencies for critical and systematic discussion about all aspects of tasks in design, especially concerning communication target groups and their needs.
- Technical, creative, and digital competencies to develop, visualize and present milestones; in addition, the competence to evaluate different qualities of media categories and to deploy tailored media according to strategic planning.
- Language and communication skills primarily in English.
- Social and intercultural competencies to develop solutions in design and enhance the ability to defend their own positions from critics and work closely in international, interdisciplinary teams.
- Medial competencies to identify gaps of information, to look for information resources and to apply them.
- Organizational competencies as the ability to handle design tasks within the limitations of resources and time.

This education qualifies for all kinds of design-related tasks in either the commercial or non-profit sector. Possible employers could be large and small advertisement agencies or companies, departments of design, public relation or advertisement. Graduates can start with the position as junior

art director or assistant. A broad range of competencies allows the graduate to work in almost all areas of the industry, either “Business to Consumer” or “Business to Business”. For German companies that advertise globally and for international companies addressing the German consumer, graduates of the study programme CD have a good job perspective. It is striking to the peer group that Audio-Media and film industry are explicitly neglected in the summary of potential industries.

The peer group has had certain reservations concerning the labour market perspective due to the myriad of advertising consultants in Berlin. The professors of the FoD could reduce this scepticism by pointing out the very good outlook for internationally experienced students. However, the programme should be even more streamlined towards the goal of “international and intercultural advertising design”. The appointment of the new professor for CD (q.v. III.3.1) should facilitate this task. The FoD has to find a balance between the general aspects of design taught to all students, the more focused aspects of CD to the students of the study programme CD and the in-depth-teachings on international design as a unique selling point of this study programme. Despite the common structure of all three programmes (q.v. III.2.2) that pronounces the first aspect, the main emphasis should lie on the latter.

1.2.4 Product Design (PD)

The main focus of the study programme PD is on concept design and development of industrially manufactured products for consumers or industries. The core elements of PD such as international market and trend watching, needs-assessment design, creative design, functional design, use-design, economic production and customer-oriented marketing will be offered on project-oriented courses. With this technical background, graduates are also qualified in economic issues to be able to work productively and responsibly with company employees, drawing from design techniques as well as technological and economic issues.

The study programme PD aims at:

- Disseminating knowledge of the fundamentals in design and a qualification in the basic issues of product design – product planning, conceptioning, visualizing and documenting of single products and product systems.
- Providing a qualification in the different methods of sketching and 3D computer visualization, CAD and VR presentation.
- Conveying the ability to analyse theoretical backgrounds of design, of scientific methods and of general working experiences and to exercise these in development processes.
- Establishing a qualification to work autonomously, systematically and reflectively at product design tasks either in an international or national context especially in engineering design.

- Promoting the creative, scientific, and social competences by interdisciplinary project teams.
- Promoting the employability by a three-month internship within the curriculum and general vocational practices.
- Providing a praxis-related, methodically advanced education which is adapted to the market's needs in design-specific industries.

Graduates of the study programmes PD shall have acquired:

- Analytic and strategic competencies for critical and systematic discussion about all aspects of tasks in design.
- Technical, creative, and digital competencies to develop, visualize and present milestones.
- Language and communication skills primarily in English.
- Social and intercultural competencies to develop solutions in design and enhance the ability to defend their own positions from critics and work closely in international, interdisciplinary teams.
- Medial competencies to identify gaps of information, to look for information resources and to apply them.
- Organizational competencies as the ability to handle design tasks within the limitations of resources and time.

This education qualifies for all kinds of tasks in product design by a broad foundation education in the first two semesters. Students can select a major specialization in the last semesters to concentrate on certain topics. Consequently, graduates can cover the whole range of consumer or capital goods industries. They will develop for example technical products for transportation and engineering, electronical operatives, products for offices, public and private spaces, for sports etc. It is striking to the peer group that fashion and lifestyle industries are explicitly neglected in the summary of potential industries.

According to the peer group's opinion the special objective of the study programme PD is convincing and is clearer than in the other two study programmes. The profile of the study programme PD can be described as classical with its emphasis on designing products in an international context.

1.2.5 Interior Design (ID)

The bachelor study programme ID has been designed for students that intend to study interior design in English in an internationally-oriented atmosphere. The study programme ID offers a thorough academic education in design, technique and theory as well as presentation. The FoD

describes ID as a practice and application-oriented study programme that aims to equip its graduates with professional skills required for conceptualizing, planning and realizing spaces and the alteration of building-interiors. The study programme ID aims at disseminating skills and knowledge, methodology and historical knowledge as well as contemporary developments in interior design. Based on these competencies the graduates shall autonomously achieve creative and responsible solutions to ambitious tasks in the fields of interior design and interior architecture. So the students learn to (re-)design living spaces, to preserve historic buildings and to fabricate furniture.

The study programme ID intends to nurture the understanding of space, its usage and meaning for different cultures and in varying international contexts in the students' minds. Due to the international target group of the university, ID focuses at the beginning of the study programme on a general basic training so that students acquire professional knowledge and skills to approach projects systematically. ID aims at the following key qualifications:

- To plan and realize spaces and the interior of buildings for all human activities like residing and living, working, education and training, entertainment and exhibitions, health recoveries and commercial purposes as well as those for public services.
- To analyse the needs and requirements of users and implement them into projects in artistic, sociocultural and technical qualities.
- To develop interior concepts for public and private purposes, meanwhile factoring technical, social, economic, ecological and aesthetic aspects.
- To assume responsibility for design tasks for the built environment within interdisciplinary teams.
- To have a broad knowledge of design concepts, material, light and construction, as well as aesthetics and semiotics for spaces.
- To develop competences for interdisciplinary collaboration, awareness and responsibility, as well as competences in recognizing social contexts.

The peer group acknowledges these qualification targets as consistent with comparable study programmes in interior design and interior architecture.

The internationality of the programme is supported by the organisation of BAU IB and the encouragement to stay a semester abroad and/ or participate in courses and workshops in foreign countries. Vice versa, BAU IB integrates foreign students from all continents of the world in Berlin. This international orientation is perceived positively by students and it increases the chances on the international labour market, respectively. Consequently, BAU IB gives prominence to the creating

and maintaining of a network of various partners on local, regional, national, international and internal levels (c. 3.2).

This international experience combined with a concept including aspects of social responsibility will enhance the personal development of the students as well as the ability to engage in socially relevant topics.

BAU IB plans in addition to the bachelor study programme a master study programme. The peer group welcomes this initiative, as the six-semester bachelor programme does not fulfil the requirements to apply for membership in half of the German Chambers of Architects, like it is intended by the FoD. To compensate this deficit, the FoD is planning a master programme that consists of four semesters, bringing the total study time up to ten semesters, which is required according to the criteria of "Akkreditierungsverbund für Studiengänge der Architektur und Planung" (ASAP) analogous to the UNESCO/UIA Charter for architects.

During the on-site visit, the peer group expressed their concern regarding only one Master programme for three bachelor programmes. The peer group advised BAU IB to establish at least one separate master programme concentrating on ID and Interior Architecture. BAU IB clarified that the FoD plans to introduce a Master programme in Interior Design at the Winter Semester 2018, which ties in with the research priorities and with the requirements of all German Chambers of Architects as well as the European Council of Interior Architects. The Master programme in Interior Design is foreseen as the first Master programme to be initiated at the FoD, but not as the exclusive one to be offered. Mid-term planning includes further Master programmes to be offered in design-related fields.

1.2.6 Conclusion

Altogether, the peer group acknowledges the presentation of the study programmes' objectives. The target group is addressed and the employability of the graduates seems to be at hand. The placement of the study programmes within the study system is good; the study programmes meet the requirements of the "Framework of Qualification for German Degrees", the "Common structural guidelines of the Länder for the accreditation of Bachelor's and Master's study courses" and the decisions of the German Accreditation Council.

2 Concept of the Study Programmes

2.1 Admission Criteria

The admission criteria are stipulated in the "Admission Requirements for Design Programs" (ARDP) of the FoD. They require a general or subject-specific university entrance qualification (HZB). As English is the teaching language, English skills are required on level B2 according to the European

Framework. These Criteria are suitable and adequate for an international bachelor study programme. Inter alia, these criteria support the academic feasibility.

Besides these formal preconditions the applicants have to undergo a qualitative examination, the “Feststellung der studienbezogenen künstlerisch-gestalterischen Eignung“. For this suitability test, the applicant has to submit a number of sample works and to make a seven minute presentation of a homework according to a given theme (§ 5 (1) ARDP). The theme is presented by the dean five week prior to the suitability test (§ 6 ARDP). The FoD sets up a commission to evaluate the sample works and the presentation. This commission consists of at least three members of the faculty (§ 4 APRD). The suitability of the applicants’ presentations and works are examined according to the following criteria, each weighting three points, together 18 points: Presentation of own ideas, level of abstraction, creativity, technique, communication skills, design-related talent. Applicants who failed to achieve at least nine points are not admitted to the study programme (§ 7 (2) ARDP). If the number of applicants surpasses the number of available places in the study programme the applicants are selected according to the overall number of points achieved in the suitability test.

The peer group acclaims the admission criteria and the selection procedure as optimal to find the best applicants. Rather than focussing on formal criteria, the FoD puts an immense effort and time consuming procedures in place to guarantee the highest standard possible. Furthermore, there is no discrimination between foreign and German applicants as the presentation of the homework can be arranged via skype-conference (§ 5 (4) ARDP).

The recognition of credit points achieved at other HEIs and outside of HEIs are stipulated in § 25a and § 25b of the “General Study and Examination Regulations“ (GSER) in accordance with the Lisbon Recognition Convention.

2.2 Concept

2.2.1 Structure of the study programmes

The study programmes covers six semesters (180 ECTS points), divided in the first two semesters “Basic Study Period” (60 ECTS points) and the last four semesters “Main Study Period” (120 ECTS points). Opposite to the CD- and PD-Programs the basic study period of ID consists of the modules Design Basics (23 ECTS), Technique 1 (10 ECTS), Visualization 1 (10 ECTS) and Theory (12 ECTS). In addition, there are modules training soft skills (“General Vocational Practice” (GVP)) and departmental and non-departmental elective modules. The fourth semester could be spent abroad; especially the Rome campus of Bahçesehir University Istanbul offers similar courses.

Given the special emphasis of the BAU Global Educational Network on the label “German Design”, the ambitious qualification targets of both study programmes CP and PD that mandate an extensive workload, the peer group’s opinion is to stretch the structure of both study programmes to seven semesters. This seems to be recommendable, because the organisation of the internship could be problematic. It is expected that the students start the internship within the fifth semester and complete it after the semester holidays at the beginning of the sixth semester. But this plan could easily be sabotaged by the demand of the employer on the students to start earlier or later or have a longer internship. A seven semester structure could not only give the students better opportunities for planning their internship, it would give the additional workload for subjects deemed important. Especially for the international labour market the study programme is relatively short. As the internship can easily develop into a later job perspective the internship should be adapted to the standard in Germany, i.e. six month/ one semester. The disadvantages of a six-semester structure outweigh the benefits of a shorter study period. Given the comprehensive qualification targets of both study programmes, the study programmes’ structures has to be changed to six semesters of theory and one practical semester. The study programme ID does not absolutely need this change, as a consecutive master programme is necessary for interior architecture in accordance with the demands of higher education defined by the European Charter of Interior Architecture Training 2007 by the European Council of Interior Architects (E.C.I.A). However, as interdisciplinarity is one of the major assets of the FoD, the study programme ID should be in line with the other two.

2.2.2 Common curricula of the study programmes

Especially in the first two semesters several courses are common to all three study programmes: These are the two modules “Basics Design I & II” and “Development of Art and Design”. While the module “Management and Systematic Thinking for Designers” is added to CD and PD, ID has an “Introduction to Interior Design I & II”. In the fifth semester the interdisciplinary project is also common to all three programmes. At the on-site-visit the peer group expressed concerns about

the amount of interdisciplinary courses that comprised almost half of the workload. The specifics of each subject would be clouded and reduced respectively by so many common courses. The FoD had reacted to these critics and restructured the modules. Now, the interdisciplinary aspects are reduced to less than a third of the study programmes as well as the GVP modules from 30 to 20 ECTS points. This reduction was then compensated by disciplinary modules that highlight the specifics and distinctive characteristics of each study programme.

There are departmental and non-departmental elective modules. Although the peer group welcomes this introduction of flexibility in the progress of the study programmes, the non-departmental electives should be limited to topics of interdisciplinary qualifications (scientific writing, languages etc.) as the amount of disciplinary content is already narrow due to the six-semester structure (c. III.2.2.1).

Although there is a strong international profile, the module titles and descriptions do not reflect this internationality appropriately; there are only few examples – GVP-course „Intercultural Communication“ (PD and CD) and module „Intercultural Design Strategies“ (CD). The peer group would like to advise the FoD to document this unique selling point more transparently.

2.2.3 Content of the study programme CD

The basic study period consists of the modules “Design Basics” (20 ECTS points), “Technique” (5 ECTS points), “Visualization 1” (18 ECTS points) and “Theory” (12 ECTS points). In addition, the curriculum of the basic study period will be completed with a General Vocational Practice (GVP), which includes elective courses of a total amount of 5 ECTS points.

The main study period lasts four semesters and contains the modules “Design Project Studies” (50 ECTS points), “Theory 2” (15 ECTS points), and “Visualization 2” (5 ECTS points). The module “Design Project Studies” expands over three consecutive semesters encompassing the courses “Communication Design Project 1” (15 ECTS points) and “Interaction and Interface Design” (5 ECTS points) in the third semester, “Communication Design Project 2” (15 ECTS points) and “Intercultural Design Strategies” (5 ECTS points) in the fourth semester, and “Interdisciplinary Project Study” (10 ECTS point) in the fifth semester. In addition, there are two pools of electives: departmental elective modules (15 ECTS points) and non-departmental electives (10 ECTS points), an internship (15 ECTS points) and the Bachelor Thesis (10 ECTS points).

By reducing the amount of GVP to 5 ECTS points the modules “Visualisation 2” and “Project Studies” were enlarged by 10 ECTS points to a total of 55 ECTS points.

The main important issues (photography, typography, layout, advertising, interaction- and interface-design, corporate and editorial design) are concentrated in the first semesters with the opportunity to specialise in the later ones. This concept is convincing for the peer group.

2.2.4 Content of the study programme PD

The basic study period consists of the modules “Design Basics” (20 ECTS points), “Visualization 1” (18 ECTS points) and “Theory” (12 ECTS points). In addition, the curriculum of the basic study period will be completed with a General Vocational Practice (GVP), which includes elective courses of a total amount of 5 ECTS points. The module “Technique” (5 ECTS points) of the study programme CP is replaced by a departmental elective module of the same size.

The main study period lasts four semesters and contains the modules “Design Project Studies” (45 ECTS points), “Theory 2” (15 ECTS points), “Visualization 2” (10 ECTS points). The module “Design Project Studies” expands over three consecutive semesters encompassing the courses “Product Design Project 1” (15 ECTS points) and “Material Design” (5 ECTS points) in the third semester, “Product Design Project 2” (15 ECTS points) and “Intercultural Design Strategies” (5 ECTS points) in the fourth semester, and “Interdisciplinary Project Study” (10 ECTS point) in the fifth semester. In addition, there are two pools of departmental elective modules (the first of 5, the second of 10 ECTS points) and one of non-departmental electives (5 ECTS points), an internship (15 ECTS points) and the Bachelor Thesis (10 ECTS points). By reducing the amount of GVP the modules “Visualisation 1 and 2” were enlarged by 10 ECTS points to a total of 28 ECTS points.

The peer group would like to recommend the enhancement of the international profile of – for example – the module “Design Theory”. To FoD has set a high standard in its qualification objectives for both the study programmes CP and PD. Insofar, the peer group urges the faculty to expand the study programmes’ duration to seven semesters (c. 2.2.1). This would present the opportunity to include certain design issues that are left at the moment: International Business, Global Design, Universal Design in international context, Sustainable Design in international context, Intercultural Behaviour etc. This selection is exemplary, other topics could also be chosen. Both theoretical and practical aspects could be amplified by a seven-semester-structure. Optimal would be a situation, in which these additional topics are taught in combination with experts that work internationally.

As the disciplinary courses of the study programmes are now expanded the peer group would like to advise the FoD to put more emphasis in the study programme of PD to cognitive and physical ergonomics, product language, and technical drawing. Supplementary, the students should be introduced to two different CAD programmes used in the design community.

2.2.5 Content of the study programme ID

The basic study period consists of the modules “Design Basics” (23 ECTS points), “Technique 1” (10 ECTS points), “Visualization 1” (10 ECTS points) and “Theory” (12 ECTS points). In addition, the curriculum of the basic study period will be completed with a General Vocational Practice (GVP), which includes elective courses of a total amount of 5 ECTS points.

The main study period lasts four semesters and contains the Design Project Studies, consisting of “Interior Design Project 1” (15 ECTS), “Furniture Design” (5 ECTS), “Interior Design Project 2” (15 ECTS), “Technique 2” (15 ECTS), “Visualization 2” (5 ECTS), “Theory 2” (5 ECTS) and “Technique 3” (10 ECTS) modules as well as three pools of departmental electives (25 ECTS), an internship (15 ECTS) and the Bachelor Thesis (10 ECTS). Within the fifth semester, an interdisciplinary project with 10 ECTS is included.

Since the on-site visit certain changes have been made that the peer group welcomes. For example the former electives “Acoustic” and “Light Installation” have been moved to earlier semesters as compulsory topics within courses, e.g. “Construction and Theory for Interior Design 3” and “Construction and Theory for Interior Design 4”, offered in the third and fourth semester respectively. The credits of technical courses were increased to 35 ECTS points. Also, an additional elective of 5 ECTS points for furniture construction has been added to the curriculum in the fourth semester: “Furniture Design II” covers aspects of both furniture design and furniture construction. That might convince the Chamber of Architecture to accept the graduates of the study programme ID. In addition it must be noted, aspects of these technicalities are also covered by the module “Interior Design Project 1” which was expanded from 10 to 15 ECTS points.

2.3 ECTS & Modularization

All study programmes are modularized. They comprise five modules during the “Basic Study Period” and eight modules (10 in the case of ID) in the “Main Study Period”. The modules’ sizes range from 5 to 50 ECTS points. Except for the GVP, the elective modules, and the Bachelor Thesis module (six modules), all disciplinary modules stretch over two or more semesters. Each ECTS point consists of 30 hours workload, which is fixed in the STR. The workload in each semester is 30 ECTS points. As most of the courses comprise 5 ECTS points the FoD should consider changing the courses to modules and the modules to module clusters. In fact, the courses fulfil all tasks of a module but in name due to the fact that all examinations are course related (c. III.2.5).

The present situation is not problematic concerning formalities, but is in certain points not totally transparent: For example, in the module description it is mentioned in what semester a course will be offered, but the recommendation is missing, in what semester the course should be attended. In consequence, the optimal succession of courses cannot be retrieved from the module description. Either BAU IB changes the nomenclature of modules or courses or the proposed semester

for each course has to be written down in the module description. The mere description “Spring” or “Fall” semester is not qualified enough.

The modules of the study programmes are almost entirely compulsory modules in the first semesters, which is normal for bachelor study programmes. In contrast, in the higher semesters there are several elective modules. In addition, the students can choose other courses according to their interests, e.g. the non-departmental electives. In the opinion of the peer group, the mixture of compulsory and elective modules is satisfying.

The relation between present learning times at the BAU IB and self-learning periods are plausibly balanced. Due to interdisciplinary courses and studio work the present study time remains up to the final semester at some 24 “Semesterwochenstunden” (SWS). According to the peer group there is still the opportunity to expand the amount of teaching load to 30 SWS, especially in a six-semester bachelor programme.

As the modules are drafted according to common standards it is assumed that the feasibility of the study programmes is ensured. A challenge to the feasibility could arise by a student body of heterogeneous English speaking competences. This should be monitored.

2.4 Teaching Methods

The forms of teaching in these study programmes are described in the enclosed STRs and include (§ 8 of each STR): seminar-like lectures, practical exercises/ related exercises, field trips, seminars, tutorials and projects/ assignments.

The teaching concept of ID focuses on project work. Interdisciplinarity in teaching is integrated in specific courses. In almost all courses, the employed didactic tools are selected based on the principle of facilitating independent learning processes in interactive and task-based learning environments. Essential elements of the education are excursions to exhibitions, trade fairs and company visits. These are integrated into the curriculum aiming at adding university external design experiences.

In addition to lecture courses, there are intensive communication channels aided by electronic media, such as video-conferences with BAU Global campuses, E-Mail, Intranet and Cloud-based learning platforms. Online materials for individual modules are also available; other teaching material will be available on a university server that students will have access to.

Laptops and LCD projectors will be provided as teaching media for research, design development, creation of texts and presentations. In addition, handouts can be used, or videos of lectures provided online on demand. All required course-relevant documentation is distributed electronically. A well-equipped library is also currently under construction (q.v. III.3.1).

The FoD workshops will provide all necessary equipment for teaching modelling, photography and printing. BAU IB also cooperates with regional companies, e.g. FABlab, for project-specific support in addition to the university's own workshops in Berlin.

As far as the peer group can see, the nurturing of soft skills such as team work qualifies the students optimally to the needs of the labour market. These competences are communicated by a mix of teaching at BAU IB, virtual teaching via blended learning elements and self-studies. All forms of teaching are given in English. As the number of students is limited an extensive supervision is possible. The variance of the selected teaching forms is fundamentally reasonable. In the opinion of the peer group, all competences and study content are very well presented by the didactical concept.

2.5 Examination System

The examination system is regulated in the General Study and Examination Regulations (GSER) (§ 6ff.). A general differentiation between oral and written examination is made. Both are precisely defined in the GSER as well as in the module description. For example, the range of the written examination is defined in the GSER and specified in the module description. Emphasis is also placed on the student's appropriate oral participation in the course discussions. The study and examination regulations adopted are legally compliant. However, the changes since the on-site-visit have not been approved by the Senate of Berlin's administration which is necessary.

As the modules are overwhelmingly large and the size of a course normally reaches 5 ECTS points (c. III.2.3), it is natural to examine the courses and not the modules. The number and density of the examinations is adequate: The mix of course-related and module-concluding examinations guarantees a constant flow of examinations without any incriminatory examination peeks. The number of examinations does not exceed six examinations per semester on average – for example, the study programme ID starts with seven examinations in the first semester, six in the second, four in the third and three in each of the last three semesters.

In the peer group's opinion, the module examinations are chosen adequately according to the knowledge and competences to be tested. Regulations for disadvantages or handicapped students are in place (§ 2 (10) GSER).

2.6 Interim Conclusion

Overall, the study concepts of the study programmes are well-structured; only the placement of the internship within the fifth semester could limit the feasibility within the standard study time of six semesters. A seven-semester structure should give more flexibility and has certain other advantages. As they are in a launch phase many changes are still possible and under way. With the exception of the internship, the feasibility seems to be ensured by the admission criteria, the workload observations, and the examination system.

3 Implementation

3.1 Resources

A good implementation of the new design study programmes relies heavily on the resources of the programme namely the financial, infrastructural, and personal resources.

The tuition fees per student are 500 Euros per month, i.e. 3,000 Euro per semester or 18,000 Euro in total. With these fees all costs are covered, if the total number of 85 students per year enlists in the study programmes. Therefore, the financial resources are secured as BAU IB can make additional use of funds of the BAU Global Educational Network. Although these funds are not unlimited, the financial plan is not in jeopardy, if the number of students is not as high as anticipated and the point of break-even has to be delayed for some years. To monitor these eventualities BAU IB could design a financial plan for the upcoming years that includes risk scenarios to identify money shortfalls in time.

Equally adequate are the infrastructural resources. The accommodation fits the actual number of students – for the growing number BAU IB will be transferred to a larger campus location at Kleistpark (presumably in 2016). There will be workshop space and studios. The equipment (laptops, chart boards etc.) is new and in very good shape. Several instruments and machines are ordered for the new laboratories at Kleistpark Campus that are all sufficient for the PD study programme. There will be enough space for the other two study programmes as well. For the ID study programme a model workshop would be necessary, a light- and photo-laboratory should be installed. The library is small and has to grow in the future, but this is of minor importance as most of the study material, which the students use, is electronically available. Besides, BAU IB students can use the other libraries of Berlin including the three university libraries and the state library.

The current personnel situation in the three study programs in the FoD is limited which reflects the situation of the first academic year of BAU IB. The current situation enables the FoD to teach at least half the curricula by internal full-time professors. In addition, visiting professors and foreign lecturers are an excellent support of the regular staff in Berlin that fosters the international profile of both BAU IB and the FoD.

However, given the planned number of students the personal resources need to be significantly expanded. BAU IB has prepared plans to sufficiently enlarge the staff of the FoD in accordance with the rising number of students, which includes the nomination of four additional professors to the existing one. This planned number of three professors in the next year for ID– the last professor will be appointed later – is mandatory to cover adequately all issues of interior design as propagated by the qualification targets. It is therefore necessary to monitor carefully the future

developments in this particular aspect. In CP and PD the number of professors seems sufficient according to the planning of BAU IB.

To sum up, the peer group sees the financial and infrastructural resources as secured and adequate. The adequacy of the personal resources depends largely on the future appointment of professors.

3.2 Organization & Cooperation

Despite its young age, all major bodies required by the state law of Berlin have been founded according to the GSER. These are the Academic Senate, the Academic Senate's Research Committee, the Student Council, and the Women Affairs Representative. For the FoD, a student representative out of the Student Council has been nominated as the major spokesperson for all student-related topics. Additionally, an Examination Committee has been founded at the faculty. A second member of the Student Council has been nominated for the Examination Committee. Hence all questions addressing the examinations are discussed together with the students. In the opinion of the peer group, the organisation and decision making process is systematically developed and transparently functioning. The students' involvement in any decision making is ensured.

Given the historical background of BAU IB as an offspring of Bahçesehir University Istanbul the international cooperation are well advanced for the state of such a young university. In addition, BAU IB and Brand Academy University of Applied Sciences have developed a strategic partnership and signed a Memorandum of Understanding which includes cooperation with Beijing Normal University in China to establish joint academic programmes in the fields of Product Design and Interior Design. The peer group is very pleased with this international cooperation due to the fact that BAU IB is based firmly in a HEI network, but the peers are missing the individual definition of the national, local, regional and internal partners within the described "Networks". This cooperation network should be described in more detail and be explained on BAU IB's website.

3.3 Transparency & Documentation

The study programmes, courses of study, examination requirements and the prerequisites for admittance including the regulations for compensating disadvantages or handicapped students are documented and published. These documents, guidelines, handbooks and regulations have been presented to the peer group. Several of this documents and many additional information can be found on the website, although it is still under construction. The peer group recommends a notice of the methodology used by the students to fulfil the tasks given in each module. The module description has been reformulated since the on-side-visit much to the delight of the peer group as now much information has been described more clearly. However, the layout of the module description of the study programmes CP and PD on the one hand and ID on the other differ now considerably. The same is true for the study courses. The FoD should adopt a common design; as

the documents of the study programme ID are now more informative, the other two study programmes should use this design and layout.

According to the discussion with the students, they feel well informed. Especially the “open hour” of the professors and lecturers respectively at eight o’clock each day was positively highlighted. As mentioned before, the assistance at the moment is very good, because the study programmes of BAU IB are not fully implemented yet.

Overall the peer group considers BAU IB to have a considerable level of transparency. The documentation of all information necessary for the students is well done besides a certain lack of clarity in the module descriptions.

3.4 Gender Justice and Compensation Opportunities for Disabled People

BAU IB operates in line with the vision of achieving a broad approach to diversity. All students are treated based on their expressed and individual needs and on the basis of necessary information so that gender equality and equal opportunities are secured. A Women’s Affairs Officer was elected by the female members of the university and appointed by the Academic Senate in April 2015. The appointed Women’s Affairs Officer aims to support women in all matters at the university and thus to secure gender equality and equal opportunities.

The peer group did not find any apparent gender differentiation. The given study programmes are addressed to both sexes and all students are treated equally. Therefore, the system can be depicted as just, providing the same opportunities, no matter the gender. Furthermore, the peer group could attest barrier-free access to all facilities such as seminar rooms, classrooms, and the library.

4 Quality Management

According to the information presented by BAU IB the Quality Management (QM) of the study programmes involves the dean, the professors and the students. Procedures and evaluation instruments are described in general due to the fact that many of these items are not in place, yet. But the FoD wants to develop interdisciplinary projects with industrial companies and other academic bodies, especially in cooperation with other Universities of Applied Sciences to gather information and experiences about quality assurances. So far, starting point for BAU IB’s QM were existing instruments and procedures of BAU Global Education Network.

On the basis of a semi-standardised questionnaire the dean drafted a preliminary QM-report which was then discussed with student representatives. After these comments the report passed to the

professors and lecturers for a SWOT-analysis. Measures for optimisations are finally adopted. The results of a second evaluation are to be compared with the first report and consecutive steps addressed.

BAU IB works continually on improving its QM by adding new quality targets, e. g. the numbers of applicants should be ten times as high as the numbers of actual candidates accepted. Given the volatility of applications and the decreasing number of pupils leaving school the peer group questions this key performance indicator (KPI). But other initiatives are promising such as the establishment of an alumni-network. The FoD hopes to get information about the acceptance of the graduates in the labour market, the first salary, the contract stipulations, the duration of the first/ second employment etc. The peer group supports this idea and advises the FoD to consult the opinion of the employer to check the validity of the alumnis' statements.

To minimize the number of students who drop out the FoD works closely with the Student Affairs Office together to identify potential students at risk of dropping-out at an early stage to give help and support. Assessing the individual circumstances, the FoD wants to find solutions to the student's problems.

Statistical data about research activity within the FoD will be monitored. Important KPIs will be Third-Party-Funding, stipends and prices for research. The amount and quality of these KPIs could indeed provide insights about the research quality.

The peer group wants to support the FoD in development of its QM and suggests the following measures:

- The FoD should place emphasis on creating a pool of internship-partners. This enhances the quality of the programmes and the acceptance on the labour market.
- The FoD should organise meetings with partner-companies, research partners, sponsors, internship-partners, professors, and students. These network-meetings are disseminating platforms for new ideas.
- The in-depth use of blended learning techniques for communication purposes between teacher and students can be used for further analysis.
- The FoD should foster its visibility on national and international conferences.

Overall, results of the quality management of BAU IB and FoD are taken into consideration in the further developments of the study programme. These considerations include evaluation results, studies of the student's workload, and academic accomplishment. Further QM-instruments are planned or under development. The peer group agrees to these attempts.

5 Summary and Evaluation according to the “Rules for the Accreditation of Study Programmes and for System Accreditation” (08.12.2009, in its version of 20.02.2013)

The objectives of the study programmes “Communication Design” (B.A.), “Product Design” (B.A.), and “Interior Design” (B.A.) are coherent, though the qualification targets are not described in detail. The admission criteria are very good. The content misses certain aspects due to the shortness of the study programmes’ structure of six semesters in which a considerable internship is placed and certain interdisciplinary modules are given. The didactical concept is convincing, the examination system appropriate. The facilities are sufficient concerning personal, financial, and infrastructural resources, if the number of students and appointment of staff develops at least as planned. The organisation is well developed, cooperation under way and the transparency and documentation advanced besides certain flaws in the module description. An early stage of the quality management improves the study programmes continuously.

The Criteria 1 “Qualification Objectives of the Study Programme Concept”, 2 “Conceptual Integration of the Study Programme in the System of Studies”, 4 “Academic Feasibility”, 5 “Examination System”, 7 “Facilities”, 8 “Transparency and Documentation”, 9 “Quality Assurance and Further Development”, 11 “Study Programmes with a Special Profile Demand” are fulfilled. The Criterion 3 “Study Programme Concept” is not fully implemented; as the six-semester structure cannot sufficiently reach the given qualification targets and has consequently to be changed to a seven-semester-structure. Otherwise the qualification targets have to be lowered.

The Criteria 6 “Programme-related Co-operations” and 10 “Study Programmes with a Special Profile Demand” do not apply.

6 Accreditation Recommendation of the peers

The peer group recommends the accreditation with **conditions and recommendations**:

Common Conditions

1. The recognition of competencies and awarding credit points has to be changed according to the Lisbon Convention. Rules and regulations for the recognition of competences achieved outside of Higher Education Institutions have to be defined.
2. The concept of the study programmes should be enlarged to seven semesters.
3. The changed General Study and Examination Regulations have to be approved by the Academic Senate and the Administration of the Berlin Senate.
4. The proposed semester for each course has to be included in the module description.

Conditions in ID

1. The faculty has to appoint four additional professors as already planned at least until September 2016 according to the "Academic Staff Denomination Plan – BAU International Berlin, Interior Design".

IV Decisions of the Accreditation Commission of ACQUIN¹

1 Accreditation decision

Based on the peer report, the statement of the university and the statement of the standing expert committees the accreditation commission took on December 8th, 2015 the following decisions:

The study programmes are accredited with the following general and additional conditions:

General Conditions:

- **The changed General Study and Examination Regulations have to be approved by the Administration of the Berlin Senate.**
- **The proposed semester for each course has to be included in the module description.**

General Recommendations:

- A research strategy should be formulated.
- The special internal, local, regional and national partners should be named.

Bachelor Programme Communication Design (B.A.)

The Bachelor programme “Communication Design” (B.A.) is accredited with the additional condition:

- **The structure of the study programme has to be enlarged to seven semesters or the qualification targets have to be lowered to satisfy a six-semester structure.**

The accreditation is of limited duration and valid until March 31st, 2017. After fulfilment of the conditions the study programme is accredited until September 30th, 2021. The documents for the fulfilment of the conditions have to be submitted until September 1st, 2016. In case of insufficient proof of fulfilment of the conditions the accreditation will not be extended.

¹ According to cl. 1.1.3 and cl. 1.1.6 of the “Rules for the Accreditation of Study Programmes and for System Accreditation” of the Accreditation Council only the peer group evaluates the compliance of the study program with the criteria of the Accreditation Council. However, certain defects and critical remarks addressed by the peer group can be revised by the statement of the HEI to the evaluation report. On the other side, the Accreditation Commission can decide on new conditions based on their general perspective and/or reasons of consistency with previous accreditation decisions. Insofar, the decision of the Accreditation Commission can deviate from the accreditation recommendation made by the peer group.

After receiving a statement of the university, the accreditation procedure can be suspended once for a period of not more than 18 months, if it can be expected that the university will remedy the deficits within this period. The statement has to be submitted until January 22nd, 2016.

Additional Recommendations:

- The study programmes' titles should include the word "international."
- The internship should be expanded to one semester (30 ECTS points).
- The module descriptions and Study plan should be formulated like in Interior Design.

Bachelor Programme Product Design (B.A.)

The Bachelor programme "Product Design" (B.A.) is accredited with the additional condition:

- **The structure of the study programme has to be enlarged to seven semesters or the qualification targets have to be lowered to satisfy a six-semester structure.**

The accreditation is of limited duration and valid until March 31st, 2017. After fulfilment of the conditions the study programme is accredited until September 30th, 2021. The documents for the fulfilment of the conditions have to be submitted until September 1st, 2016. In case of insufficient proof of fulfilment of the conditions the accreditation will not be extended.

After receiving a statement of the university, the accreditation procedure can be suspended once for a period of not more than 18 months, if it can be expected that the university will remedy the deficits within this period. The statement has to be submitted until January 22nd, 2016.

Additional Recommendations:

- The study programmes' titles should include the word "international."
- The internship should be expanded to one semester (30 ECTS points).
- The module descriptions and Study plan should be formulated like in Interior Design.

Bachelor Programme Interior Design (B.A.)

The Bachelor programme "Interior Design" (B.A.) is accredited with the additional condition:

- **The faculty has to appoint four additional professors as already planned according to the “Academic Staff Denomination Plan – BAU International Berlin, Interior Design”.**

The accreditation is of limited duration and valid until March 31st, 2017. After fulfilment of the conditions the study programme is accredited until September 30th, 2021. The documents for the fulfilment of the conditions have to be submitted until September 1st, 2016. In case of insufficient proof of fulfilment of the conditions the accreditation will not be extended.

After receiving a statement of the university, the accreditation procedure can be suspended once for a period of not more than 18 months, if it can be expected that the university will remedy the deficits within this period. The statement has to be submitted until January 22nd, 2016.

Additional Recommendations:

- At least one modelling workshop should be installed.
- BAU IB should establish at least one separate master programme concentrating on interior design and interior architecture.

The Accreditation Commission’s decisions deviate in certain aspects from the recommendation of the reviewers

Dropping of condition:

- **The recognition of competencies and awarding credit points has to be changed according to the Lisbon Convention. Rules and regulations for the recognition of competences achieved outside of Higher Education Institutions have to be defined.**

Explanation:

The dropping was proposed by the Standing Expert Committee. The BAU International Berlin has provided an updated version of the General Study and Examination Regulations that includes specifics concerning the acknowledgement of competences achieved at other universities and outside universities.

Reformulation of conditions (here original formulation)

- **The concept of the study programmes has to be enlarged to seven semesters.**

Explanation:

This condition is not a requirement for the study programme of Interior Design (B.A.). As much as an aligned structure of all three study programmes is desirable the specifics of the study programme of interior design/ interior architecture do not require a seven semester structure.

- **The changed General Study and Examination Regulations have to be approved by the Academic Senate and the Administration of the Berlin Senate.**

Explanation:

The updated version of the General Study and Examination Regulations has already passed the Academic Senate of the BAU International Berlin. However, as long as Berlin's administration has not approved the changes proposed in the document, the condition remains.

The Accreditation Commission has made additional editorial changes in the formulation of certain conditions.

2 Fulfilment of conditions

The Higher Education Institution has submitted the documents that proof the fulfilment of the conditions in due time. These documents have been forwarded to the Standing Expert Committees with request for examination. The Standing Expert Committees came to the conclusion that the conditions are fulfilled.

Based on the statement of the Standing Expert Committee, the Accreditation Commission of ACQUIN, at its meetings on September 27th, 2016, and 28th March, 2017, took the following decisions:

The conditions of the study programme "Product Design" (B.A.) are fulfilled. The accreditation period is extended until September 30th, 2021.

The conditions of the study programme "Communication Design" (B.A.) are fulfilled. The accreditation period is extended until September 30th, 2021.

The conditions of the study programme "Interior Design" (B.A.) are fulfilled. The accreditation period is extended until September 30th, 2021.

3 Name change of the B.A. Communication Design programme

With a letter dated August 19th, 2016 the BAU International Berlin – University of Applied Sciences has announced the re-naming of the study programme "Communication Design" (B.A.) into

“Graphic Design and Visual Communication” (B.A.). The documents have been forwarded to the Standing Expert Committee with request for examination. The Standing Expert Committee came to the conclusion that this significant change does not decrease the quality of the study programme. Therefore, a renewed accreditation is not required.

Based on the statement of the Standing Expert Committee, on December 6th, 2016 the Accreditation Commission of ACQUIN took the following decision:

The name change is approved. The accreditation of the study programme „Graphic Design and Visual Communication“ (B.A.) is still valid until September 30th, 2021.