

Accreditation Report

International Bundle Programme Accreditation of
Istanbul Beykent University

Digital Game Design (B.A. in Turkish)

Visual Communication Design (B.A. in Turkish)

Public Relations and Advertising (B.A. in Turkish)

Media and Communication (B.A. in Turkish)

New Media (B.A. in Turkish)

New Media (B.A. in English)

Television Reporting and Programming (B.A. in Turkish)

I Procedure

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Attendance by ACQUIN office: Dr. Jasmine Rudolph & Giorina Maratsi

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study programme(s), lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account.

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II Introduction

The experts would like to thank the representatives of the HEI as well as students that have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, head(s) of the study programme(s), study programme(s) coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. In addition, the respective country-specific criteria and standards are taken into account.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG, and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programme(s).

1 The Higher Education System in Türkiye

Türkiye is a member of the Bologna process participating in the EQF Advisory Group. According to the European Training Foundation report (ETF, 2023), Türkiye adopted its NQF, the Turkish Qualifications Framework (TQF), in 2015. It has eight levels and includes all types and levels of qualifications and certificates.

The TQF is structured as a unified system for categorising qualifications. It encompasses all quality-assured qualifications obtained through various educational and training pathways, such as primary, secondary, and higher education, as well as special needs education and continuing learning. Additionally, it acknowledges skills and knowledge gained through workplace experience or other non-formal and informal settings. The TQF regulation mandates that qualifications included in the framework must be structured around learning outcomes to ensure transparency and comparability. In higher education, all qualifications follow a learning outcomes approach. The Turkish Qualifications Database provides detailed outcome statements specific to programme types, organised by level and academic or professional focus.

The Vocational Qualifications Authority (VQA), the Ministry of National Education (MoNE) and the Council of Higher Education (CoHE), collectively designated the responsible bodies to implement the framework.

According to the Department of International Relations which was established within the Council of Higher Education of Türkiye, current structure of Turkish Higher Education is already compatible with the 3 cycle system (Bachelor's, Master's and Doctoral) provided within Bologna Process. In addition, "short-cycle (Short cycle-QF-EHEA and 5. Level-EQF-LLL (European Qualifications Framework- Life Long Learning)", which was set forth in European Upper Qualifications Framework and is mentioned as interim qualifications are provided as "associate's degree" in Turkish Higher Education System. As a result, it is thought to be appropriate that Türkiye Higher Education Qualifications Framework (NQF-HETR) can be defined with 4 (four) cycles including associate's, bachelor's, master's and doctoral degrees with its current design.

In terms of ECTS, the NQF-HETR aligns with the European credit point system and an academic year is calculated grounded on 60 ECTS and 1500-1800 hours of workload (1 ECTS is 25-30 hours).

2 Short profile of HEI

The university was established in 1994 as the Beylikdüzü Campus of Liverpool John Moores University under the name of Beykent Advanced Education Institution, Türkiye's first foreign university. Beykent University is a foundation university having the public legal entity status which was founded by Adem Çelik - Beykent Educational Foundation on 09.07.1997 under the Law No. 4282. Its vision is to become a global higher education institution.

Beykent University is the first university to receive diploma accreditation with Middlesex University for two diplomas across eight programmes. It has implemented online and distance education in a comprehensive and competent manner starting in 2002 for the first time among foundation universities and has spread vocational education all over Türkiye with the education networks it has established in all provinces. With the Law No. 7437 published in the Official Gazette No. 32099 dated 9 February 2023, the name of Beykent University was changed to Istanbul Beykent University.

Believing that education is the only solution for the unsolved problems of the increasingly growing and developing modern Türkiye, its founder Adem Çelik has taken initiatives in the field of education with the ideal of "serving the community" and created a chain of education from kindergarten to primary and high school followed by Beykent University.

Established in 1995 with a British education infrastructure, it is a university that has implemented all the quality processes implemented by the Council of Higher Education years ago

with its educational structure and validation process. Istanbul Beykent University became the first university in the world outside the UK to be accredited by AdvanceHE, the UK's higher education quality agency, to run HEA programmes in Turkish, with validation processes and academic staff training and development programmes inherited and developed from Liverpool John Moores University.

The university offers education on four highly equipped campuses located in central districts of Istanbul. It has 61 undergraduate, 75 associate degree, 55 graduate programmes; 1 institute (Institute of Graduate Studies), 9 faculties, 1 vocational school, 1 school (School of Foreign Languages), 10 application and research centres.

As of 2023, 21552 students are studying at Istanbul Beykent University. While 129 students pursue PhD and Doctorate in Fine Arts, a total of 2081 students (in 993 thesis and 1148 non-thesis programmes) pursue Master's degree studies. 12618 students are enrolled in undergraduate programmes, and 6724 students are enrolled in associate degree programmes. 1152 of the total students are international students. In 2023, 2923 undergraduate degree students and 2217 associate degree students graduated. There are 103 student clubs where students can engage in social activities, and 8066 students are members of these clubs. In 2023, 49 students travelled to universities under Erasmus agreements, and 21 students studied at Istanbul Beykent University.

As of 2023, there are 520 faculty members, 479 of whom are tenured and 41 of whom are part-time, while there are 874 academicians, 794 of whom are tenured and 80 of whom are part-time. The number of students per tenured faculty member is 44.99.

The number of students per academician is 27.14. The number of publications in Web of Science is 151, and the number of citations is 4776. In 2023, its faculty members published a total of 190 publications in journals scanned in Scopus. The number of scientific research projects carried out by the university is 23. In the 2022-2023 Academic Year, 6 academicians went abroad within the scope of the Erasmus Academic Staff Exchange Programme, while 5 academicians came to Istanbul Beykent University. There are 612 administrative staff members.

Founded in 2014, **Department of New Media** had its first graduates in 2019. As of the 2022-2023 Academic Year, the academic staff of the department consists of a Professor, four Assistant Professors, and 2 Research Assistants. The faculty members working in the department are graduates of leading universities and specialised in their fields. In addition to the department's own academic staff, faculty members from other faculties and departments within the university are also provided to deliver lectures in the department in accordance with their specialties.

The **Department of Digital Game Design** aims to educate prospective professionals with creative thinking skills, and comprehensive knowledge of game design and technologies who can use the language of art and design and build a career in various fields such as writing, gamification, animation, collection and analysis of player data and game production. Students who successfully complete Digital Game Design are granted a Bachelor's Degree Digital Game Design.

The **Department of Television Reporting and Programming**, founded in 2010, began admitting students as of the 2011-2012 Academic Year and had its first graduates at the end of the 2014-2015 Academic Year. Most recently, at the end of 2023, it had 26 graduates. Graduates have the opportunity to work in Television Broadcasting, especially in the media sector. The International Standard Classification of Education (ISCED) is Journalism and Information. At present, the department has 15 first-year students, 21 second-year students, 23 third-year students, and 30 fourth-year students.

The department aims to facilitate students' adaptation to evolving television reporting or programming through technological advancements, enabling them to access information for creating broadcasts, content, and news in digital media. This learning process is supported with internships to be done in the sixth and eighth semesters. It fosters an educational environment that offers both theoretical and practical instruction, along with opportunities for hands-on application.

The mission of the Department of Television Reporting and Programming aligns closely with the university's roadmap, aiming to equip students with analytical thinking skills, as well as age-appropriate technical proficiency and creativity. The vision is to be a higher education programme with sustainable international success, enabling students to adapt to evolving television reporting or programming through technological advancements and to access information for creating broadcasts, content, and news in digital media.

3 General information on the study programme(s)

Digital Game Design (Turkish)

Location	Istanbul Beykent University
Date of introduction	April 2021
Faculty/ department	Faculty of Communication, Department of Digital Game Design
Standard period of study (semesters)	4 years (8 semesters)
Number of ECTS credits	240 ECTS
Number of study places	Capacity / Placed Scholarship: 9 / 9 Normal (%50 Off): 51 / 45
Number of students currently enrolled	143
Average number of graduates per year	The programme has not graduated any students yet
Admission requirements	National and/or international foreign language exams accepted by the university for the relevant language at the level determined by the university. Students having the required score in the Vertical Transfer Examination held by ÖSYM (The National Measuring, Selection and Placement Center) or who have successfully completed Vocational Schools and Open Education Associate Degree Programmes.
Form of study	Full-time
Tuition fee	118,788 TL

Visual Communication Design (Turkish)

Location	Istanbul Beykent University
Date of introduction	2011
Faculty/ department	Department of Visual Communication Design / Faculty of Communication
Standard period of study (semesters)	4 years (8 semesters)

Number of ECTS credits	240 ECTS
Number of study places	Capacity / Placed Scholarship: 7 / 7 Normal (%50 Off): 48 / 24
Number of students currently enrolled	227
Average number of graduates per year	30 (2019-2024)
Admission requirements	National and/or international foreign language exams accepted by the university for the relevant language at the level determined by the university. Students having the required score in the Vertical Transfer Examination held by ÖSYM (The National Measuring, Selection and Placement Center) or who have successfully completed Vocational Schools and Open Education Associate Degree Programmes.
Form of study	Full-time
Tuition fee	115,152 TL

Public Relations and Advertising (Turkish)

Location	Istanbul Beykent University
Date of introduction	2010
Faculty/ department	Department of Public Relations and Advertising
Standard period of study (semesters)	4 years (8 semesters)
Number of ECTS credits	240 ECTS
Number of study places	Capacity / Placed Scholarship: 12 / 12 Normal (%50 Off): 76 / 60
Number of students currently enrolled	437
Average number of graduates per year	62 (2019-2024)
Admission requirements	National and/or international foreign language exams accepted by the university for the relevant language at the level determined by the university. Students having the required score in the Vertical Transfer Examination held by ÖSYM (The

	National Measuring, Selection and Placement Center) or who have successfully completed Vocational Schools and Open Education Associate Degree Programmes.
Form of study	Formal / Face-to-face education
Tuition fee	115.152 TL

Media and Communication (Turkish)

Location	Istanbul Beykent University
Date of introduction	2024
Faculty/ department	Department of Media and Communication
Standard period of study (semesters)	4 years (8 semesters)
Number of ECTS credits	240 ECTS
Number of study places	Capacity / Placed Scholarship: 7 / 7 Normal (%50 Off): 43 / 15
Number of students currently enrolled	223
Average number of graduates per year	34 (2019-2024)
Admission requirements	National and/or international foreign language exams accepted by the university for the relevant language at the level determined by the university. Students having the required score in the Vertical Transfer Examination held by ÖSYM (The National Measuring, Selection and Placement Center) or who have successfully completed Vocational Schools and Open Education Associate Degree Programmes.
Form of study	Full-Time/ Face-to-Face Education
Tuition fee	115.152 TL

New Media (Turkish)

Location	Istanbul Beykent University
Date of introduction	2012
Faculty/ department	Faculty of Communication

Standard period of study (semesters)	4 years (8 semesters)
Number of ECTS credits	240 ECTS
Number of study places	Capacity / Placed Scholarship: 9 / 8 Normal (%50 Off): 67 / 49
Number of students currently enrolled	419
Average number of graduates per year	48 (2019-2024)
Admission requirements	National and/or international foreign language exams accepted by the university for the relevant language at the level determined by the university. Students having the required score in the Vertical Transfer Examination held by ÖSYM (The National Measuring, Selection and Placement Center) or who have successfully completed Vocational Schools and Open Education Associate Degree Programmes.
Form of study	Formal / Face-to-face education
Tuition fee	115.152 TL

New Media (English)

Location	Istanbul Beykent University
Date of introduction	2014
Faculty/ department	Faculty of Communication
Standard period of study (semesters)	4 years (8 semesters)
Number of ECTS credits	240 ECTS
Number of study places	Capacity / Placed Scholarship: 10 / 10 Normal (%50 Off): 73 / 29
Number of students currently enrolled	245
Average number of graduates per year	18 (2019-2024)
Admission requirements	National and/or international foreign language exams accepted by the university for the relevant language at the level determined by the university.

	Students having the required score in the Vertical Transfer Examination held by ÖSYM (The National Measuring, Selection and Placement Center) or who have successfully completed Vocational Schools and Open Education Associate Degree Programmes.
Form of study	Full-time, formal education
Tuition fee	115.152 TL

Television Reporting and Programming (Turkish)

Location	Istanbul Beykent University
Date of introduction	2010
Faculty/ department	Faculty of Communication Television Reporting and Programming
Standard period of study (semesters)	4 years (8 semesters)
Number of ECTS credits	240 ECTS
Number of study places	Capacity / Placed Scholarship: 6 / 6 Normal (%50 Off): 34 / 8
Number of students currently enrolled	150
Average number of graduates per year	30 (2019-2024)
Admission requirements	National and/or international foreign language exams accepted by the university for the relevant language at the level determined by the university. Students having the required score in the Vertical Transfer Examination held by ÖSYM (The National Measuring, Selection and Placement Center) or who have successfully completed Vocational Schools and Open Education Associate Degree Programmes.
Form of study	Formal / Face-to-face education
Tuition fee	115,152 TL

III Implementation and assessment of the criteria

The peer-review experts assess the quality of the study programme(s) and compliance with the ESG standards, as well as with the national standards. The report must document the assessment of each study programme in the cluster, taking into account each criterion. Depending on the criterion, the assessment of criterion may be appropriate at the study programmes cluster level in order to avoid repetition and better describe general context.

1 ESG Standard 1.1: Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.1 Implementation

The University's Quality Assurance System employs the monitoring and improvement processes to evaluate the educational and research activities and administrative services, as well as improve their quality, in accordance with the University's strategic planning and goals. Academic programme-level quality activities are carried out in accordance with the international standards based on the Bologna Process. University's Quality Improvement activities are monitored and periodically inspected for transparency by the Higher Education Quality Council.

Istanbul Beykent University Quality Assurance Directive was announced with the Senate decision dated 10.06.2021 and numbered 2021/14. Beykent University's principal quality policy is aimed at achieving sustainability of the "Quality Assurance System, which is based on regular monitoring, evaluation, and continuous improvement, in all the administrative units. In accordance with this key principle, its quality policy is developed in the following four main areas:

Quality Assurance:

- To improve the culture of corporate quality.
- To ensure the sustainability and improvement of the Quality Assurance System in collaboration with all the stakeholders.
- To focus on continuous improvement and stakeholder satisfaction.

Education and Training:

- To provide national and international requirements for accreditation.
- To create a graduate profile with a critical perspective, the skills of creative and productive thinking, and modern information and communication technologies.

- To continuously revise and improve the education and training programmes in collaboration with all the stakeholders.

Research & Development and Social Contribution:

- To improve the corporate educational and training activities in line with the national priorities.
- To improve the University's scientific, cultural, art, and technological works at both national and international levels.
- To improve the academic staff members' skills and competencies of research and development.
- To make a positive contribution to the business world, local communities, and society with research activities.

Management System:

- To improve human knowledge, skills, and competencies.
- To improve the facilities and competencies in administrative and service processes.
- To facilitate and foster the harmony and coordination between the units.

Istanbul Beykent University Quality Assurance Policy is shaped around the following core values.

Universality: With the belief that knowledge is universal, the core value universality is aimed at creating new knowledge of high quality, facilitating the access to recent knowledge and information, and making this new knowledge useful for humanity by turning it into skill.

Innovativeness: The core value innovativeness is aimed at following the knowledge and the developing technologies closely and integrating these into our students' professional skills through education programmes, as well as enabling the students to keep abreast of the technological developments.

Being Student - and Learning - Oriented: This core value is aimed at increasing our students' motivation to learn by focusing on them as the learners, evoking the need to learn in them, and providing the necessary means and conditions accordingly.

Participation: With the focus on students' interests and tendencies, the core value participation is aimed at offering education taking into account the expectations and needs of the country, the society, and the real economy.

Going Beyond Knowledge: This core value is aimed at enabling students to turn the knowledge they acquire into service and professional skills, and improving the knowledge continuously.

Continuous Development: This core value is aimed at continuously making efforts and searching new ways to improve and go further in the fields of general management, education, research, and academic publication.

Quality: The core value quality is aimed at assuring the business processes of education and corporate management by carrying out them in accordance with the quality standards.

Social Responsibility: This core value is aimed at offering students the opportunities of education, practice, and social responsibility in order for them to do their future jobs taking the society's needs and expectations into account.

Sensitivity: The core value sensitivity is aimed at offering students an educational environment where they can gain insight about, and sensitivity towards, the nature, history, ethical and cultural values, and disadvantaged groups, and incorporate this insight and sensitivity into their professional conduct.

Sustainability: To inherit a livable world for future generations by considering environmental, social and economic impacts in the fields of education, research and social contribution. Istanbul Beykent University acts with a long-term perspective to meet the needs of present and future generations, to find solutions to global problems and to achieve the United Nations Sustainable Development Goals.

Istanbul Beykent University also carries out activities on Energy Management within the scope of Sustainability. In this context, for a livable and sustainable world, it was entitled to receive the ISO 50001 Energy Management System Certificate, which is accepted as an international standard in Energy Management within the framework of the studies within the scope of energy efficiency and saving in all campuses in 2022-2023.

Based on the Regulation on Higher Education Quality Assurance and the Higher Education Quality Council, an Internal Quality Assurance System has been established at the University. In this context, the Quality Commission and the organisational structures affiliated to the commission have been established. The duties of the Quality Commission are defined in Article 17 of the "Regulation on Higher Education Quality Assurance and Higher Education Quality Board" and announced on the institution's quality web page.

Quality Commission Working Subgroups have been established to assist the Quality Commission:

- Educational Development Working Group
- Quality Assurance System Working Group
- Research and Development Working Group

- Management System Working Group
- Assessment and Evaluation Working Group
- Validation and Accreditation Cooperation Working Group

The institution has implementation and control mechanisms for the internal quality assurance system covering all operational processes. All quality processes are supported by Information Management Systems. Digi-bu web portal has been created to enable the integration of Information Management Systems.

1.2 Assessment

Istanbul Beykent University has developed a formal quality assurance policy which is made public. The policy addresses various aspects of quality assurance, including curriculum development, stakeholder engagement, and accreditation processes. The university involves various stakeholders, including faculty members and external experts, for developing and implementing its quality assurance policy. Nonetheless, there are indications that student participation is more consultative rather than integrative, suggesting a need for deeper engagement. This can be achieved by establishing regular forums or committees where students can actively contribute to decision-making processes regarding curricula improvements.

The implementation of the quality assurance policy is managed through multiple working groups focusing on different aspects of quality. Monitoring occurs through evaluations by external stakeholders and internal committees. However, there is a lack of clarity on how feedback is systematically integrated into the revisions of the policy. The university has made efforts to consider diversity, social inclusion, and equality in its curricula and policies.

The expert group appreciates the care for the students' concerns and complaints by individual professors and heads of departments, the low threshold for contacting the teachers and management, the solutions centre, and the solutions-centred approach. Still, the expert group recommends developing a complaints management system, which allows analysing student complaints at a more structural level, and identifying recurring problems, within programmes and departments, within the faculty, and within the university.

The expert group suggests the following recommendations:

- The university should develop structured mechanisms for student participation in quality assurance discussions beyond consultation.

- The university should implement a systematic review process for curricula to ensure they remain relevant to current industry standards and practices, particularly in rapidly evolving fields such as digital media and communication.
- The university should develop a complaints management system, which allows analysing student complaints at a more structural level, and identifying recurring problems, within programmes and departments, within the faculty, and within the university.

1.3 Conclusion

The criterion is **fulfilled**.

2 ESG Standard 1.2: Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

2.1 Implementation

Programmes' implementation methods

Courses at Istanbul Beykent University are offered in three formats: face-to-face classroom instruction, online learning, and hybrid education. Most of the courses of the departments in the Faculty of Fine Arts are delivered face-to-face. In addition, distance education methods are applied in education processes by using the opportunities offered by technology. 70% of the education at Istanbul Beykent University is conducted face-to-face. The remaining 30% of the education is delivered online. Especially after the COVID-19 pandemic and the earthquake disaster in 2023, some of the educational activities started to be carried out online in line with the instructions of the Council of Higher Education (YÖK). These are only theoretical courses.

Pedagogical methods

The pedagogical methods of the University focus on the development and use of various tasks that take into account the different needs and interests of students, their motivation level and self-confidence, their previous knowledge, skills, and competencies. In the theoretical courses taught in the classes, a questioning, critical and participatory functioning is aimed with the methods of explanation, interpretation, identification of problems, search for solutions, comparison of solutions, finding evidence, verification. They are also provided with practical skills to meet the needs of the sector through applied courses that are carried out in laboratories and provide field application experience. Outcomes are ensured by the results of exams or

project assignments at the end of the semesters. Within the framework of the syllabus, which is based on the content of the programme teaching objectives, the plans are continuously updated by taking into account the opinions of stakeholders, sectoral developments and the social aspect of education.

In the departments of the Faculty of Communication, it is aimed not only to educate students in classrooms and laboratories, but also to contribute to both their academic and personal development with extracurricular activities. In this context, student symposiums, student exhibitions, seminars, interviews, webinars and workshops are held.

Digital Game Design (Turkish)

The Department of Digital Game Design offers a curriculum aligned with its teaching objectives, programme outcomes, and the knowledge, skills, and competencies necessary for graduates to excel in their careers. In this regard, the objective is to convey the knowledge necessary for graduates through theoretical courses, and while supporting the development of student's skills through practical courses. Furthermore, through elective courses, students have the opportunity to gain in-depth knowledge in areas of their interest. The curriculum adopts an interdisciplinary approach, aiming for graduates to acquire the ability to generate diverse ideas based on analytical thinking, problem-solving, and critical thinking skills.

In this context, in the first year, students are provided with an interdisciplinary perspective through courses such as Law, Globalisation, Migration and Urban Sociology, and Environmental Literacy. In the second year, practical and theoretical knowledge relating to the field is provided through courses such as 2D Digital Art, Visual Perception, Computer Applications in Design, Media Literacy and Basic Principles, Graphic Design in Digital Games, 3D Digital Art, Probability and Statistics. Courses that constitute the professional foundation are covered more intensively in the third and fourth years, allowing students the opportunity to enhance their skills and knowledge specific to their fields.

The programme outcomes of the Digital Game Design Department are as follows:

1. List the basic concepts and applications related to the field of digital game design.
2. Tell the history of computer and video games and the developments in this field.
3. Explain the basic elements that make up the game genres and narrative forms.
4. Compare design-oriented research methods and creative thinking applications.
5. Differentiate the relationships between game developers and the game industry.
6. Discuss about innovative technologies necessary to develop original and contemporary games.

7. Use the programmes necessary to design games.
8. Create projects related to the field of digital game design with a harmonious and efficient teamwork.
9. Act with the awareness of entrepreneurial approach by having experience in innovative applications in the sector in the field of game design.
10. Recognise the legislation and quality standards related to the field of digital game design and apply them.
11. Describe a sense of responsibility and act in accordance with the principles of ethics and professional ethics in game development processes.
12. Apply digital game design techniques and methods to create engaging, fun and engrossing experiences for players.
13. Use knowledge about innovative game technologies by taking duties and responsibilities in teams.
14. Describe how the basic elements that make up the game genres, interaction and expression forms are used.
15. State the theories of understanding and measuring the player experience and support this information in the game production process.
16. Analyse theoretical and conceptual issues related to the field of digital game design and communication with a scientific approach.
17. Produce scientific content related to game design and relevant communication fields.
18. Use a foreign language at least at ELP B1 General Level to follow the new developments in their field and communicate with their colleagues.
19. Use software, as well as information and communication technologies, at least at Advanced Level of the European Computer Driving Licence required by their field.
20. Develop creative and innovative games by effectively using and interpreting design, art and software language.

The internship is compulsory in the department. Internships are compulsory in order to get to know the sector and to support their corporate education with practice.

Students fulfil their internship obligations as Internship 1 and Internship 2 at the end of the 6th and 8th academic terms for 20 working days each and 40 working days in total. Faculty members also provide counselling services for students to find institutions for internships.

A Diploma Supplement is provided free of charge in English to students enrolled since the 2012-2013 Academic Year.

Visual Communication Design (Turkish)

The programme's objectives and expected learning outcomes are:

1. Use theoretical and academic knowledge and practical skills regarding visual communication design.
2. Analyse the trends, thoughts and approaches that have emerged in the history of art and design and use them in their own projects.
3. Name the interdisciplinary issues in the field of visual communication design and the application areas of these subjects in the field.
4. Use the tools, technologies, methods and techniques required for visual communication design applications.
5. Recall the multidimensional understanding and critical thinking in the field and create and analyse new products based on this perception and thought.
6. Interpret different methods from different fields as a whole in accordance with interdisciplinary working conditions and use other disciplines.
7. Identify an idea arising from the ideas and needs of the target audience and illustrate it.
8. Use the discipline, knowledge, and skills suitable for individual or teamwork in the projects in which they participate as Visual Communication Designer graduates and discover these projects.
9. Use the materials and technological tools in the field of Visual Communication Design.
10. Based on lifelong learning skills, choose the developing technologies and use these technologies in accordance with their ability in the field.
11. Practice the aesthetic and symbolic uses of the design and the symbols used in it.
12. Recall different values from different cultures.
13. Transfer the subjects related to the field to non-specialists.
14. Name the ethical, universal, and local values and legal regulations, and act according to the awareness of social responsibilities in the planning and implementation stages of the works and projects produced in their field.

15. Integrate abstract and concrete concepts used in design into creative thinking, innovative and original works and question the works produced.

16. Compare the developments, trends, technologies, and social and ethical values in the international arena based on the foreign language learnt.

The objectives are also determined to be compatible with and meet the mission of the university. In addition, faculty members review the alignment of the courses with the programme outcomes every year through miscellaneous surveys, employer feedback on internship reports and achievements of alumni.

To determine whether the students, who have reached the graduation stage in the Department of Visual Communication Design, have achieved the programme outcomes, the internships before the 5th and 7th terms and the 'Graduation Projects' and 'Graduation Studies' in the last two terms are taken into consideration. Students who have successfully completed the theoretical and practical courses until the fourth year, work individually or as a group according to their preferences in their internships, graduation studies and projects. These studies are saved in the archive of the department and are shown as an example to the students in the following year.

Public Relations and Advertising (Turkish)

With the successful completion of this programme, students will be able to:

1. Name the basic concepts, theories, methods and applications related to public relations, advertising and marketing communication.
2. Understand strategic planning and management, organisational communication, and crisis management, as public relations are a management function.
3. Recognise the national, international, social, and cultural dimensions of communication.
4. Identify all traditional and digital communication media and tools.
5. Describe the public and advertising campaign preparation process consisting of research, planning, implementation, and evaluation.
6. Explain the knowledge needed to determine and plan the media strategy suitable for public relations and advertising fields.
7. Understand the national, international, and universal codes of professional ethics regarding public relations and advertising.
8. Utilise all traditional and digital communication media and tools competently.

9. Create original ideas in line with the expectations of the target audience and apply them in traditional and digital media.
10. Interpret, analyse, define problems, and offer solutions by transferring the information acquired in the field of communication sciences to the decision-making process, applications, and behaviours.
11. Evaluate the acquired knowledge critically.
12. Demonstrate written and verbal communication skills. Use this skill in the field of public relations and advertising.
13. Prepare public and advertising campaigns consisting of research, planning, implementation and evaluation
14. Develop positive attitudes and behaviours regarding lifelong learning and acquire the competence to follow up-to-date information about public relations and advertising and use it in their applications.
15. Monitor at least one foreign language at level B1 of the European Language Portfolio and communicate with colleagues.
16. Establish effective communication and relationships with the target audience and stakeholders. Develop dialogue-based strategies to maintain the relationship.
17. Use information and communication technologies together with computer software required by the field at least Advanced Level of European Computer Driving License.
18. Assume responsibility in the business processes related to the field and resolve the problems that arise.
19. Act in accordance with the standards and ethical codes of professional organisations operating nationally and internationally in the field of public relations and advertising.
20. Plan and carry out social responsibility projects for sustainable development.

With the evaluation surveys applied to the students at the end of the academic term, it is evaluated whether the common education and programme outcomes are fulfilled, whether the academicians teach the courses in accordance with the syllabus, whether the students allocate sufficient and necessary study time to the courses, and whether the infrastructure such as classrooms, studios, laboratories, equipment, etc. is sufficient to teach the courses. Assessment results are analysed and reported to both our departments and academicians. Changes to be made in the teaching objectives are reviewed before the start of the next academic year, depending on the programme outcomes and their compatibility with the programme teaching

objectives. They are discussed in the department academic board to reflect the stakeholder opinions.

Media and Communication (Turkish)

The programme's learning outcomes of the Department of Media and Communication are given below:

- 1) Name the basic concepts, theories and methods required by the fields of media and communication systems specialisation.
- 2) Tell about the vital relationship between communication and art by analysing the national, international, social and cultural dimensions of media and communication.
- 3) Explain the processes specific to media culture, scientific and technological developments in the discipline and having the ability to develop solutions.
- 4) Identify the structural, managerial and technical characteristics of alternative media organisations as well as traditional/mainstream media.
- 5) Analyse media industries and forms and to evaluate and criticise the social, economic and political structure that shapes them.
- 6) Inspect the point of view of the media on ethical values and the professional ethical values that should be had, and discuss about national/international professional organisations.
- 7) Compare the basic issues of communication, having the ability to apply, interpret and report quantitative and qualitative research methods, techniques and statistical programme's specific to the field of communication.
- 8) Interpret the national and international media agenda, evaluate it critically and analyse the current problems of the media.
- 9) State the theoretical knowledge required by the discipline of communication and media systems with practice.
- 10) Apply the legal regulations in the field of media and communication within the framework of freedom of expression and professional responsibility.
- 11) Compare new developments, new business models, working conditions and professional organisations in the field of media and communication systems.
- 12) Use information technologies, press and broadcasting techniques effectively, write, visualise and publish news using data collected from interactive media, web and social media.

- 13) Tell the knowledge and experience gained from the multidisciplinary education in the field of media and communication and the courses taken in different disciplines with their own discipline by analysing them from historical, economic and social perspectives.
- 14) Translate creative and critical projects into products in national and international fields with the ability of lifelong learning.
- 15) Analyse the news by following the media, synthesising the information learned in the field of journalism in a social context. Access and analyse messages in different communication mediums by knowing the characteristics of media literacy.
- 16) Use a foreign language at least at ELP B2 General Level to follow the new developments in their field and communicate with their colleagues.
- 17) Use necessary tools and equipment in the right place and at the right time and compare the theoretical knowledge with the applications in the sector.
- 18) Choose an active role in team work, schedule media planning by establishing written and oral communication, organise media relations.
- 19) Construct public opinion research by following new developments and debates in the field of media and communication systems.
- 20) Produce solutions to the problems encountered in the communication process and create professional projects and activities for their social environment.
- 21) Practice in Occupational Health and Safety.
- 22) Prepare entrepreneurial and innovative applications with the awareness of public interest and social responsibility.

Internal and external stakeholders have been selected in line with the objectives of ensuring that the students of the Department of Media and Communication obtain the information they will need during their education and after graduation. In order to present different approaches, meetings are organised with internal and external stakeholders selected from different fields, communication is maintained via e-mail and telephone, agency visits are made, and stakeholders are hosted at the university for experience sharing. The opinions and suggestions received from stakeholders are discussed and evaluated in the department academic boards.

New Media (Turkish)

The Programme Teaching Objectives (PTO), which are determined in line with the core mission of the Department of New Media, are grouped under six headings as follows:

PTO1. In line with the universal and common basic values, in accordance with the needs of the age, to raise the awareness of students to benefit from all kinds of information sources and to prepare them to continue their personal development.

PTO2. To ensure that students have a command of the relevant ethical principles, cultural and environmental awareness in the field of communication, and to train them as individuals who have critical thinking skills, open to communication, and can make sense of the relationship between changes and changes in society.

PTO3. To provide students with theoretical knowledge and lifelong learning awareness about the new media field, and also to provide discipline-appropriate education for individuals who are adapted with communication tools.

PTO4. To teach students electronic, digital and software applications in order to reveal the developer aspects of digital platforms and to enrich digital content production and design processes.

PTO5. To enable students to specialize in the field of advertising design and digital journalism in the field of new media and to become professional in the academic field in the sector.

PTO6. To train professionals who are competent in new media related subjects who can display the theoretical knowledge about the field both individually and in teamwork.

Within the framework of the syllabus, which is based on the content of the programme's teaching objectives, the plans are constantly updated by considering the opinions of stakeholders, sectoral developments and the social aspect of education. Content sharing to all disciplines that carry today's social reflection is also followed together with the students, and both theoretical readings and applied content productions are created together with experts.

New Media (English)

The Programme Teaching Objectives (PTOs), which are determined in line with the mission of the Department of New Media (English), are grouped under six headings as follows:

PTO1. On the basis of universal and common basic values, in accordance with the needs of the age, to prepare students to continue their personal development by instilling in them the awareness of benefiting from all kinds of information sources.

PTO2. To ensure that students master the ethical principles and cultural and environmental awareness related to the field of communication and to educate them as individuals who have critical thinking skills, who are open to communication, and who can make sense of the changes in society and the relationship between changes and communication tools.

PTO3. To provide students with theoretical knowledge about the field of new media and lifelong learning awareness, as well as to provide education appropriate to the discipline that needs individuals who can adapt to communication tools.

PTO4. To teach electronic and digital software applications to students in order to reveal their developer aspects on digital platforms and to enrich their digital content production and design processes.

PTO5. To enable students to specialise in advertising design and digital journalism in new media in the areas they are interested in and to professionalise in the sector and academia.

PTO6. To educate prospective competent professionals who can demonstrate the theoretical knowledge they have acquired in new media both individually and in teamwork.

Within the framework of the syllabus, which is based on the content of the programme's teaching objectives, the plans are constantly updated by taking into account the opinions of stakeholders, sectoral developments and the social aspect of education. Content sharing specific to all disciplines that bear today's social reflection is also followed together with the students, and both theoretical readings and applied content productions are created together with specialists. Students are encouraged to involve themselves in areas such as social psychology, environment, climate and global politics, women's studies, new media content and social responsibility.

Television Reporting and Programming (Turkish)

Upon successful completion of this programme, students will be able to:

PO1. Recall factual, theoretical and methodological information in the field of communication, journalism, Television Reporting and Programming.

PO2. Collect technical knowledge about all stages of production and management processes in television.

PO3. Recognise media organisations, and value knowledge about the relationship between the content in digital and conventional media tools and broadcasting systems.

PO4. Value knowledge about image, sound, light and editing tools and techniques in visual and audio productions.

PO5. Value knowledge about the principles of using the basic elements of image aesthetics in the production of visual and audio content and the basic elements of narrative.

PO6. Value knowledge about the working principles, ethical principles and professional organisations of Television Reporting and Programming and journalism profession.

PO7. Value knowledge about news production processes in conventional and digital media and new approaches to the field.

PO8. Name the planning, shooting and post-production stages of productions in the field of Television Reporting and Programming.

PO9. Develop projects and produce content using audio-visual techniques and software for conventional and digital media.

PO10. Analyse the effects of communication technologies on the media industry structurally, managerially and technically.

PO11. Plan individual or teamwork productions in the field of Television Reporting and Programming.

PO12. Use news gathering, writing, and news verification methods and tools required by the field of media and journalism.

PO13. Analyse the production process of news and programme types for different target audiences.

PO14. Understand the preferences on and usage of technical materials.

PO15. Evaluate the relationship of visual and audio products in the media with social and cultural dynamics.

PO16. Produce content, scenarios and programme flow for digital and conventional media channels by using visual and audio elements.

PO17. Analyse the communication-based problems experienced by media organisations in the production process in different media and manage and cooperate with the team.

PO18. Produce content and analyse the information in circulation by adhering to the basic principles of media literacy and professional ethics.

PO19. Use a foreign language at least at ELP A2 General Level to follow the new developments in their field and communicate with their colleagues.

PO20. Recall knowledge and skills to support individual and professional development throughout professional life.

In order to interact and cooperate with media and broadcasting organisations, feedback from internal and external stakeholders in the Department of Television Reporting and Programming is taken into consideration for the renewal of the programme. Recommendations from internal and external stakeholders are discussed and evaluated in the departmental academic board.

In stakeholder meetings, both teaching objectives and programme outcomes are shaped according to the needs of internal stakeholders and students, as well as with the specialist advice of external stakeholders.

2.2 Assessment

Common assessment for programmes: "Digital Game Design (Turkish)", "Visual Communication Design (Turkish)", "Public Relations and Advertising (Turkish)", "Media and Communication (Turkish)", "New Media (Turkish)", "New Media (English)"& "Television Reporting and Programming (Turkish)"

For all above-mentioned programmes, the expert group has commonly agreed that the learning outcomes articulation must be revised for clarity and alignment with the curriculum to reflect the objectives of the programmes and the course content, particularly in the first two years. More specifically the learning outcomes should outline knowledge, skills, and competencies aligning with Level 6 of the EQF framework. This revision must cover the first two years for all programmes and specify outcomes for each programme for the final semesters.

The basis of justification is that in the current version of the learning outcomes, there is a mismatch between the outcomes that are related to the general courses (mostly situated in the first two years) and programme-specific outcomes (currently, there is under-representation of general outcomes). Secondly, there are formulation problems with the current learning outcomes, with a lack of clarity, and overlap between different learning outcomes. Lastly, there are problems with the articulation of the learning outcomes with the particular courses, where each particular course needs to be connected more clearly to a more limited number of learning outcomes.

The expert group formulates the following **condition**:

- The learning outcomes articulation must be revised for clarity and alignment with the curriculum to reflect the objectives of the programmes and the course content, particularly in the first two years. More specifically the learning outcomes should outline knowledge, skills, and competencies aligning with Level 6 of the EQF framework. This revision must cover the first two years for all programmes and specify outcomes for each programme for the final semesters.

Specific programme assessments

Digital Game Design (Turkish)

The Digital Game Design programme being structured the way that it is, and being positioned in the faculty of Communication is advantageous in overall. But it should take the opportunity to make a virtue out of its location in the faculty of Communication – since right now students need convincing of the value proposition provided by the contextual aspects of the programme.

The programme comprehends the importance of the intellectual side of game design and has a confidence in the definition of game design. At the moment the approach to teams is creating game development generalists – there may be a desire for specialisation in the future.

During the on-site visit, the course team were able to articulate the importance of the programme being located in the Communication faculty, which also brings advantages - the diversity of the programme is beneficial since a game designer needs this wider appreciation of culture and critical/artistic theory. The programme has a particular take and specialism on the sort of games with cinematic elements, which enables students to be exposed to a form of experimental cinema.

The expert group suggests the following recommendations:

- The programme “Digital Game Design (Turkish)” should align and explain how content being learned in the wider contextual modules is of value to the actual gamemaking process. This ideally should be supported through assessment activities within the compulsory modules.
- The programme “Digital Game Design (Turkish)” should explain game design skills as craft skills, and clarify the difference between the gamemaking process and a supposed industry pipeline.
- The programme “Digital Game Design (Turkish)” should define recommended option pathways through the courses for different kinds of potential gamemakers, which could double as routes for specialism development as the programme evolves.
- The programme “Digital Game Design (Turkish)” should increase the collaboration between faculty programmes in games and interactive media.

Visual Communication Design (Turkish)

Considering the conditions imposed regarding ESG 1.2, it would be necessary to present and correlate the information in a very clear way aligning all courses of the Visual Communication Design programme with the contents, learning objectives, and learning outcomes, in all 4 years. It would be necessary to present all courses in a way that it is easier to understand the context of each course, pay particular attention to the flow of learning pathway, from the basics of the 1st year until the more advanced 4th year.

Given the contents of Visual Communication Design programme, there are few courses that include the word design. The faculty should consider that integrating the word design (in the title) and into the content of some of the courses (for example – Media literacy in Design and its Basic Principles), it could be more attractive as a strategic option for the university itself and its students. However, the name change must fulfil the aims of each course to become an appealing learning tool for both students and teachers, so as to make the Visual Communication Design programme a national and international reference. In addition, all the different courses are presented in an overly theoretical way, instead of emphasising practice. In this sense, it will be necessary to review the differences in workloads between T (Theory) and TP (Theory Practice), always emphasising the TPs as a means of learning, without taking away the value of the theory. In other words, the number of theoretical and practical hours in the Visual Communication Design programme should be higher than the theoretical ones.

At the same time, it was found that in the 4-year curriculum, the elective courses make more sense for the students' future activity, unlike some compulsory courses. Moreover, this opinion was emphasised by the students themselves in the context of the on-site visit. It was also noted that the number of elective courses is too high, when there are only 2 or 3 available per semester, instead of 11 at the 7th semester. It will be necessary to understand this in the context of the course and to question the students, so that they don't feel misled when they see the curriculum before they enter Istanbul Beykent University. In fact the transcript of a student's diploma shows only 46 courses in a curriculum with 102 offered courses. In this context the faculty should reduce the electives list to be more realistic.

The idea of internationalisation should be more explicit in the courses in terms of content, focusing more on international and less national contexts.

For each course, the assessment methods and the way by which students are evaluated should be revisited. Assessments should occur not only in terms of courses, students and teachers, but there could be a committee made up of teachers (for each year) to evaluate how the training is going in the 4th academic years. So, internal assessments are fundamental to improve the quality of the programme.

The number of the scientific production is very low at the Visual Communication Design programme, and this situation should be improved and stimulated by the Istanbul Beykent University, together with professors, as a way of disseminating the research work carried out at national and international level.

The expert group formulates the following **condition**:

- The degree programme “Visual Communication Design (Turkish)” must present and correlate the information in a very clear way aligning all courses of the programme with the contents, learning objectives and learning outcomes in all 4 years, paying particular attention to the flow of learning pathway.

The expert group suggests the following recommendations:

- The faculty of the degree programme “Visual Communication Design (Turkish)” should consider integrating the word design (in the title) and into the content of some of the courses (for example – Media literacy in Design and its Basic Principles) to make it more attractive as a strategic option for students and the university itself.
- The faculty of the degree programme “Visual Communication Design (Turkish)” should reduce the electives list to be more realistic.
- The faculty of the degree programme “Visual Communication Design (Turkish)” should review the differences in workloads between T (Theory) and TP (Theory Practice), always emphasising the TPs as a means of learning, without taking away the value of the theory. The number of theoretical and practical hours should be higher than the theoretical ones.
- The idea of internationalisation should be more explicit in the degree programme “Visual Communication Design (Turkish)” in terms of content, focusing more on international and less national contexts.
- In the degree programme “Visual Communication Design (Turkish)” the assessments should occur not only in terms of courses, students and teachers, but there could be a committee made up of teachers (for each year) to evaluate how the training is going in the 4th academic years. So, internal assessments are fundamental to improve the quality of the programme.
- The degree programme “Visual Communication Design (Turkish)” should stimulate scientific production, as a way of disseminating the research work carried out at national and international level.

Public Relations and Advertising (Turkish)

The Public Relations and Advertising degree programme combines two different disciplines of communication in one degree programme. This is unusual, as both disciplines are usually covered in individual degree programmes. At the same time, however, this combination offers students a broad range of skills that they can use in their communication career. The curriculum covers all the skills required for the communications industry, including scientific foundations of the social sciences, cultural and communication theories, quantitative and qualitative

research methods, strategic communication management, language as well as special subjects such as event management, computer aided design, photography techniques, crisis management, visual storytelling and political communication. As the course has a very high proportion of women, it is to be welcomed that it also deals with female leadership. In the first year of study, students have a series of compulsory basic subjects before focusing more intensively on the core subjects in the second year. The programme includes mandatory internships, which give students the opportunity to gain practical experience and establish professional orientation and contacts.

In the final year of study, students can choose from a large number of electives. This is generally to be welcomed in terms of specialisation, but can have the disadvantage that students leave the programme with different skills. The high level of differentiation could create uncertainty among employers as to which skills graduates have acquired on this degree course.

In addition, a stronger clustering of electives under the overarching main topics of the degree programme could offer students more orientation. In addition, a balance can be struck between public relations and advertising.

The teaching staff is characterised by extensive experience in the discipline as well as specific specialisations in either public relations or advertising, so that students can learn from experts in both disciplines.

The curriculum is easy to study, which students confirm and which can also be proven by the comparatively low drop-out rates.

The expert group suggests the following recommendations:

- The degree programme “Public Relations and Advertising (Turkish)” should streamline and cluster the elective courses more effectively.
- The degree programme “Public Relations and Advertising (Turkish)” should provide even more support for internationalisation, by encouraging students to do internships abroad and promoting the English language in the work context among teaching staff and students.

Media and Communication (Turkish)

Additional to the learning outcomes condition, the expert group agreed that the acquisition of both qualitative and quantitative research methodologies must be included in the learning outcomes, and must be allocated equal importance. Also the teaching of qualitative research methods in the programme must be increased, in order to guarantee that sufficient attention is spent on both methodologies, and that they have equal weight in the programme. In addition

to the condition, to ensure a sufficient and balanced inclusion of compulsory courses in both quantitative and qualitative methods, the expert group recommends including an elective that provides an introduction to big data analysis.

The programme should ensure that all methods courses (and their applications) that are part of the Media and Communication programme are the most relevant for the field of media and communication. For instance, there should be sufficient attention for ethnography (and how it is used in media production environments), for the analysis of media content, and for audience reception analysis.

Regarding the electives, those that have not been regularly offered in the past, should not be included in the programme. At least two-thirds of the courses of a cluster of electives mentioned in the programme should effectively be offered.

The Media and Communication programme has both theoretical and practical components, which is highly appreciated. Still, the expert group recommends including more courses (or course components) in the programme which explicitly bridge these theoretical and practical components. For instance, these courses (or course components) could require students to explicitly use theoretical concepts to reflect about their practical work, or they could require producing practical assignments focussing on how particular theoretical concepts materialise in social practice. These more synergetic approaches should also be systematically present in the course assessments of these courses (or course components).

The programme has many relevant components, at the theoretical, methodological and practical level. The expert group suggests generating better and clearer learning trajectories that span the different years, structuring the courses in such a way that it is clear how they (over the years) build on each other, and contribute to the learning process over the four years. This will allow the department to avoid the impression that the programme is too fragmented.

Lastly, the expert group recommends synchronising the ECTS for the courses in the programme as much as possible, avoiding unnecessary differences in allocated ECTS, and using a more streamlined model of ECTS allocation. When revising the ECTS model, it will be necessary to ensure that the actual course workload is better aligned with the ECTS allocated to the course.

The expert group formulates the following **condition**:

- For the degree programme “Media and Communication (Turkish)” the acquisition of both qualitative and quantitative research methodologies must be included in the learning outcomes, and must be allocated equal importance. Also the teaching of qualitative research methods in the programme must be increased, in order to guarantee that

sufficient attention is spent on both methodologies, and that they have equal weight in the programme.

The expert group suggests the following recommendations:

- For the degree programme “Media and Communication (Turkish)” electives that have not been regularly offered in the past, should not be included in the programme. At least two-thirds of the courses of a cluster of electives mentioned in the programme should effectively be offered.
- The degree programme “Media and Communication (Turkish)” should include an elective that provides an introduction to big data analysis.
- The programme should ensure that all methods courses (and their applications) that are part of the Media and Communication programme are the most relevant for the field of media and communication. For instance, there should be sufficient attention for ethnography (and how it is used in media production environments), for the analysis of media content, and for audience reception analysis.
- The degree programme “Media and Communication (Turkish)” should include more courses (or course components) in the programme which explicitly bridge these theoretical and practical components.
- The degree programme “Media and Communication (Turkish)” should synchronise the ECTS for the courses in the programme as much as possible, avoiding unnecessary differences in allocated ECTS, and using a more streamlined model of ECTS allocation. When revising the ECTS model, it will be necessary to ensure that the actual course workload is better aligned with the ECTS allocated to the course.
- The degree programme “Media and Communication (Turkish)” should increase and diversify the number of external stakeholders who produce advise about the programme.

New Media (Turkish) & New Media (English)

The assessment for New Media (Turkish) and New Media (English) are coordinated, as with a few minor exceptions outside of the programme courses, they are basically the same. The curriculum of New Media (English) is a translation of New Media (Turkish).

Once the learning objectives are updated, the learning outcomes for both the core curriculum (compulsory) and elective courses (pool groups) should align precisely with the programme’s

offered classes. This alignment should be documented, also detailing how assessment and learning methods support each specific goal (Constructive Alignment Method).

Electives that have not been regularly offered in the past, should not be included in the programme. At least two-thirds of the courses of a cluster of electives mentioned in the programme should effectively be offered.

The expert group also recommends synchronising the ECTS for the courses in the New Media programmes as much as possible, avoiding unnecessary differences in allocated ECTS, and using a more streamlined model of ECTS allocation. When revising the ECTS model, it will be necessary to ensure that the actual course workload is better aligned with the ECTS allocated to the course.

The expert group suggests the following strong recommendations:

- The degree programmes “New Media (Turkish) & New Media (English)” should ensure that learning outcomes for both the core curriculum (compulsory) and elective courses (pool groups) are aligned precisely with the programme’s offered classes. This alignment should be documented, also detailing how assessment and learning methods support each specific goal (Constructive Alignment Method).
- The degree programmes “New Media (Turkish) & New Media (English)” should ensure that electives that have not been regularly offered in the past, should not be included in the programme. At least two-thirds of the courses of a cluster of electives mentioned in the programme should effectively be offered.
- The degree programmes “New Media (Turkish) & New Media (English)” should synchronise the ECTS for the courses in the New Media programmes as much as possible, avoiding unnecessary differences in allocated ECTS, and using a more streamlined model of ECTS allocation.

Television Reporting and Programming (Turkish)

The Bachelor degree of Television Reporting and Programming (Turkish) belongs to the subject field of Journalism and Information. As such, it offers a varied range of courses, with skills and content from the general humanities area (critical thinking, media and society, and law) and the journalism industry (news gathering, image processing, and several others). The curriculum combines general competencies and knowledge with practical skills; the latter are concentrated in years 2 and 3. In year 4, students are expected to combine skills and knowledge to produce outcomes within a specific context.

There is a wide range of electives within the programme, even though not all of them are offered every year.

There is also a mandatory internship, which needs to be organised by students themselves, rather than allocated by staff. It was encouraging to hear from students that they feel well supported in this process and that faculty members helped them in the reflective period after the internship to cement what they have learnt and the experience they had.

During the on-site visit, the expert group suggested the accreditation for the Television Reporting and Programming programme based on one condition: the Learning Outcomes must be revised for clarity and alignment with the curriculum to reflect the objectives of the programme and the course content, particularly in the first two years. More specifically the learning outcomes should outline knowledge, skills, and competencies aligning with Level 6 of the EQF framework. At the moment, there is a under representation of general learning outcomes (which then do not fully reflect what students do in Year 1) and an overlap between different learning outcomes in various units (some units address almost all learning outcomes. Revising this will give a clearer sense of students' learning journey and how they build their progress on knowledge, skills, and competence.

The field of "Journalism Studies" should be better reflected in the knowledge/contextual dimension of the programme. The contextual courses are very sociological in nature, therefore the expert group recommends that some of them should reflect the very dynamic field of journalism studies research, which draws from sociology, history, psychology, and other disciplines but also studies developments within journalism directly, answering questions such as "boundaries" (who is a journalist today, what defines the limits between this profession and other forms of content creation), the consequences of the "platformization" of journalism, the roles of journalism beyond democracy, just to name a few.

Related to the above, teaching should reflect the fact that the contemporary media ecology and the journalism industry are convergent spaces, where new and old practices, digital and analogue, are combined, reconfigured, and exist in dialogue with each other. The language and provision of the programme should reflect this more clearly, so that it embodies the innovation and entrepreneurialism of the subject. This might be happening already in the programme, but it is not always made explicit, as course titles at times suggest a qualitative difference between "old" and "new media"; also, in some of the paperwork of the course there are references to, for instance, "conventional" and "digital" media.

In relation to innovation, it was encouraging for the expert group to see the work produced in the digital labs, and the opportunities the faculty provides for students to enhance their portfolio

and work collaboratively. The programme could maximise those opportunities so that all students take advantage of them, for instance through a compulsory activity or requirement.

The expert group suggests the following recommendations:

- The degree programme “Television Reporting and Programming (Turkish)” should ensure that the field of “Journalism Studies” is reflected in the knowledge/contextual dimension of the programme.
- The degree programme “Television Reporting and Programming (Turkish)” should embody the innovation and entrepreneurialism of contemporary media ecology and the journalism industry as convergent spaces, where new and old practices, digital and analogue, are combined, reconfigured, and exist in dialogue with each other. This should be reflected in a clearer way in the language and provision of the programme.
- The degree programme “Television Reporting and Programming (Turkish)” should maximise the opportunities it provides for students to enhance their portfolio and work collaboratively, for instance through a compulsory activity or requirement.

2.3 Conclusion

The criterion is partially **fulfilled with conditions**.

3 ESG Standard 1.3: Student-centred learning, teaching, and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach

3.1 Implementation

Student participation

Since Istanbul Beykent University is a student-oriented higher education institution, the opinions of students are constantly received and evaluated. For this purpose, the President of the Student Council of Istanbul Beykent University participates in the senate meetings on relevant issues through online platforms. In addition, elected student representatives attend the relevant meetings of the units. Surveys such as the "Course and Instructor Evaluation Survey", "Student Institution Satisfaction Survey" and "Distance Education System Evaluation Survey" are organised for students to express their opinions and criticisms. Survey results are taken into account in decision-making processes. In this way, students' feedback is considered as an important source for the development and improvement of the institution.

Student participation is also ensured in the implementation of quality activities, supporting the involvement and collaboration of all stakeholders. The president of the "Quality Studies Student Club" also takes part in Quality Commission Meetings, which include the rector, deans, and faculty representative lecturers. Additionally, to increase students' awareness and participation in quality management, informational training sessions for students are organised by the Student Dean's Office.

Istanbul Beykent University uses the survey evaluation module of the Strategy and Quality Management System (SKYSIS) for the evaluation of survey results. This module is a tool where all surveys conducted at the university are included, their results are analysed and reported. Through the survey evaluation module, survey results are systematically evaluated and the data obtained are analysed. These analyses are used in the strategic planning and quality management processes of the institution and guide improvement efforts. Decisions and improvements made based on survey results are part of an approach to enhance the student experience and institutional performance of Istanbul Beykent University.

Online learning

Online education is used in theoretical courses to provide a flexible and customisable learning experience. It is planned not to exceed 30% of the course weight. The principles, guidelines and practices related to online education methods are defined by the decisions of the senate and announced to all stakeholders on the website.

In order to maintain online education effectively due to the pandemic, concrete goals regarding distance education processes were determined in the Institutional Self Evaluation Report (KIDR) in line with the general strategic objectives of the university. These objectives are listed as follows:

- Strengthening the technical infrastructure in the online education process,
- Use of activity tools with students,
- Development of online education security tools,
- Use of digital tools in courses,
- Sharing the teaching environment in virtual environments,
- Using the virtual storage platform for storage and sharing,
- Developing online education infrastructure in accordance with the needs of students with disabilities,
- Receiving student feedback by digital technologies,

- To implement, monitor, and continuously improve the student-centred learning and evaluation system (where the student will be more effective in the learning process and learn information from alternative sources).

These defined objectives have been integrated with all processes and workflows required for education and training, such as online education infrastructure, methods used in the online education process, assessment and evaluation.

There are learning methods, learning information management systems and technical infrastructure tools that support this system, which are specific to the distance education processes of the institution. More specifically, an email account is created for each student enrolled in Beykent University and each administrative and academic staff member employed by the university.

In the Student Information Management System (OBS), the academic module allows academicians to utilise modules such as Course and Exam Timetable, Office Hours, Attendance Lists, Exam Weights, Exam Grade, Exam Evaluation, Advisor Details, Assignments, Class Success Statistics, Score Success Statistics, and Exam Statistics.

Synchronous and asynchronous activities of online and distance education, as well as the delivery of content and information in face-to-face classes, take place through the Pusula platform. This platform is integrated with the student automation system, automatically transferring all students, academicians, and courses into the system. Pusula serves as a platform on which live courses are organised and archive links of courses covered are listed. Students may sign in to the system through their student automation accounts and download the courses covered beforehand and watch them whenever they wish. Live course activities created on Pusula are conducted via ZOOM.

Assessment

For the assessment and evaluation of students' success, necessary arrangements have been made, and relevant regulations and directives have been prepared accordingly. The course assessment and evaluation methods are published online before the enrolment week specified in the academic calendar. Each semester involves the required number of in-term evaluation activities, with at least one midterm exam, depending on the course instruction. The midterm exam dates are determined by the Senate in the academic calendar.

Students are required to attend all the courses, practices and projects they have taken. The attendance of the students is monitored and evaluated by the relevant instructor. The attendance records of the students are submitted to the student automation system by the course instructor during the last week of the semester and the absent students are announced. Students who fail to fulfil the attendance requirement of the course cannot take the final and make-

up exams. Students who fulfil the attendance requirement but fail the course will be exempt from the attendance obligation for the same course in the following year. However, students are required to participate in the midterms, quizzes, exercises, projects, and similar studies related to the course.

Assessment activities include mid-term exams, final exams, and make-up assessments. Some of the assessment activities other than exams are given as group work. Exams are conducted in various formats, including open-ended, multiple-choice, speaking, and can be administered either face-to-face or electronically. Midterm exams are administered to assess the learning outcomes related to the subjects covered from the beginning of the semester until the relevant exam day. Final exams, on the other hand, are exams applied to cover all learning outcomes of the course. Resit exams have the same scope as the final exams. A resit exam is held on the dates announced in the academic calendar for students who have failed the final or did not take the exam despite being eligible to take the exam. Single Course Exams are exams applied to students who have one course remaining for graduation in associate degree and undergraduate programmes, have taken this course before and have fulfilled the attendance requirement. Assignments, on the other hand, cover activities such as research, problem solving, essay-report writing. A portfolio is a personal development file consisting of various components prepared by the student in the relevant process. The portfolio may include reports of experiments, internship logbooks, etc.

Performance Task is the general name of studies such as workshop applications, performing experiments in the laboratory, projects, thesis and graduation studies. It is the assessment of personal development in a special subject based on applied and/or cognitive skills. Monitoring is used as an in-term assessment tool in subjects such as monitoring, project, graduation study, directed study and thesis. Jury/Board Examination is the end-of-semester assessment tool used in the competence level assessments of courses such as graduation study, PhD qualifying exam and recognition of previously acquired qualifications. Class Attendance is an in-term assessment tool used to evaluate the student's attitude towards the course.

Student satisfaction

It is important that the students feel themselves as a part of the department and the faculty. For this reason, it is one of the most important goals of the university to keep communication strong in order for them to take part in the sector and integrate with the department both in terms of evaluation criteria, education and training and after graduation. In this context, the university exchanges views with its students in classes and events. All research assistants, faculty members and the head of the departments are always accessible, their e-mail addresses are up-to-date, and they are open to communication with their room and extension numbers. In addition, the student meeting hours of each faculty member are determined at the

beginning of the semester and are posted on the faculty member's door and notified to the students.

In order to ensure student satisfaction, the Feedback Center and Solution Center mechanisms are used within the Dean of Students Office. The Feedback Center receives opinions, suggestions and complaints through the form on the web page. In the Solution Center, support requests are submitted under three different categories; Prospective Students, International Students and Istanbul Beykent University Students, and requests are monitored through this system.

Handling complaints

The Student Council aims to communicate the students' problems to the administrative and executive organs of the university, represent them in these organs, and organise intramural and interuniversity social and cultural events. Representing the students in the University Senate, Beykent University's Student Council has a distinguished place among all the Student Councils of Turkish Universities. With a membership renewed each year with elections, the Student Council is a students' organ through which students are able to submit their requests and complaints directly and call on the University Senate to address these issues.

President of the Student Council is a member of the University's Governing Council and University Senate, and he or she represents the students at the meetings of these bodies. Assembled in 1997 when Beykent University was founded, the Student Council began with the foundation of student societies and livening of the social life.

Students can also submit their requests and complaints by applying to the Registrar's Office via petition. Through the Electronic Document Management System (EBYS) system, the petition in question first reaches the faculty and then the relevant department head and the process is carried out. Students also have the right of appeal regarding the exams of the courses they take in all departments within the university. Appeals should be made in writing to the Office of Dean of the relevant faculty within 3 (three) working days following the announcement of the exam results. In order to identify the mistakes in fact if there are any, exam papers of the complainant are examined by a commission of 3 people, including a member of the Testing and Assessment Unit. The commission report becomes official after Steering Committee's approval and is announced on the automation system no more than three days.

Alumni network

The Alumni Information Management System (Alumni Network) was created in order to ensure that students who have completed their education at Istanbul Beykent University and graduated from the university, even if they have left the university, do not lose their ties with the university and set an example for new students joining the Istanbul Beykent University family.

The aim of the system is to keep the graduates in constant contact with each other and the university to help them to find a place in the sectors related to the departments they studied after graduation in line with the vision and mission of the university. Events and job postings are sent to the current e-mail addresses in the alumni database. In this context, while opening trainings for graduates, we act according to the majority of these professional groups. In addition, efforts are underway to keep in touch with approximately 80,000 graduates through the Alumni Information Management System page, to update their contact information and to make event announcements on this platform.

3.2 Assessment

Assessment for all programmes

The self-assessment reports across the undergoing accreditation programmes, as well as the on-site visit at Istanbul Beykent University demonstrate a commendable commitment to student-centred learning. All programmes incorporate diverse pedagogical methods and learning paths, such as project-based learning, simulations, and case studies. The students that the expert group met showed autonomy and engagement in their learning activities, and were capable of applying in practice the respective theoretical knowledge. Although not directly part of the curriculum, the ample student clubs and extracurricular activities also strengthen the students' competencies. For example, the expert group found positive practices in the context of the Media and Communication programme's emphasis on real-world reporting projects and the Visual Communication Design programme's interdisciplinary workshops, where they also produce a magazine, podcasts, and other media productions.

The overall assessment strategies of the programmes strive to be process-oriented and continue during the semester with a mix of research exams, assignments, presentations, and quizzes that connect to the various learning needs and outcomes. The expert group observed that the principle of fairness and transparency in assessment are implemented but could be improved in some regards. The university's feedback mechanisms, such as student satisfaction surveys are in place, but need more transparency in terms of consistently sharing survey results from all programmes with the students. Furthermore, the students' roles in advisory boards, which are responsible for the regular revision of programmes, should be strengthened, by providing them voting rights in the decision-making process, which will ensure alignment with the student-centred learning approach to education.

The attractiveness of internships and the possibility of Erasmus+ programmes should be more prominently integrated in the design of the study programmes. So, a permanent re-evaluation

of achievements and the learnings out of these activities should be in the reports published to the students.

The expert group suggests the following recommendations:

- The university should consistently share with the students the student-satisfaction survey-results from all programmes.
- The university should strengthen students' roles in advisory boards, by providing them voting rights in the decision-making process.
- The attractiveness of internships and the possibility of Erasmus+ programmes should be more prominently integrated in the design of the study programmes. So, a permanent re-evaluation of achievements and the learnings out of these activities should be in the reports published to the students.

Specific programme assessment

Digital Game Design (Turkish)

The expert group was particularly impressed with the modules on Game Design and Psychology, as well as Games and Narrative. The modules seem very well-aligned overall to university mission, vision and values. Given student feedback, it would be worthwhile for the programme to look again at how game teams are formed, maintained and assessed. Students who attend and contribute should not be failing courses because others in their team do not attend class, or contribute to a team project. To have a strong game design course, this is a problem the course must own and continue to iterate upon. This imposes a significant pedagogical challenge, and many universities across the world struggle to align the reality of gamemaking with the necessary elements of university assessment processes. The programme is taking a good approach fundamentally, but needs more work to bed in and potentially scale.

Lastly, the expert group acknowledge that team assessment has evolved, and approaches such as peer feedback, anonymous peer review, repo tracking, using version control as part of assessment can potentially be leveraged in this area.

The expert group suggests the following recommendations:

- The programme “Digital Game Design (Turkish)” should consider the establishment and regular maintaining of a group work strategy which explains how teams are formed, how students can resolve issues with teams and what the course/student responsibilities are, first for the course and later for the faculty. This can be signed off by student representation at department board or possibly within the “student club” system.
- The programme “Digital Game Design (Turkish)” should undertake continuous improvement of the assessment approach, learning from previous students’ experience

and tailoring how the reality of university processes can be best aligned to the reality of gamemaking. One way into this is more team-based periodic review and assessment, which can be synchronised to operate alongside a typical agile software development cycle (if sufficiently resourced with staff).

- The programme “Digital Game Design (Turkish)” should enhance initiatives around team forming and teamwork management through module documentation and departmental processes to learn lessons from pilots, improve student confidence in the process, share good practice at cross-faculty level and demonstrate transparency.

New Media (Turkish) & New Media (English)

The expert group recommends developing a more clearly coordinated programme for student internships that is less dependent upon the connections and networks of individual staff members. While such connections are valuable, there is the clear risk that access to intern positions will disappear should one or two staff members be gone. Given the central position of Istanbul in Türkiye’s media landscape, a recommendation is to begin to establish a series of longer-term agreements with media and new media companies for internships.

The expert group suggests the following recommendations:

- The programme “New Media (Turkish) & New Media (English)” should develop a more clearly coordinated programme for student internships that is less dependent upon the connections and networks of individual staff members. This could be achieved by establishing a series of longer-term agreements with media and new media companies for internships.

3.3 Conclusion

The criterion is **fulfilled**.

4 ESG Standard 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

4.1 Implementation

Admission requirements

At Istanbul Beykent University, general admission procedures are implemented by the university, and academic admission procedures are implemented by the Dean's Office. Information

on the relevant regulations is available on the website of Istanbul Beykent University. Students who are newly enrolled in the university and who apply for a change of major can take the foreign language proficiency exam administered by the School of Foreign Languages, Istanbul Beykent University. English Preparatory Class is compulsory for departments with a 4-year study period.

Students who are successful in the Proficiency Exam are eligible to skip the English Preparatory Class and start their education in the first year of their undergraduate studies. A one-year compulsory Preparatory Programme is provided in the medium of instruction of the programme, and those who pass the proficiency exam in the relevant language at the end of the programme can automatically move on to their first-year of studies in their departments. The preparatory class is not included in the years shown in the teaching period column. Those who a) certify that they are successful in one of the national and/or international foreign language exams accepted by the university for the relevant language at the level determined by the university, b) are successful in the Proficiency Exam in the relevant language to be held by the university at the beginning of the academic year are directly admitted to the first year. Students are subject to the provisions of the “Regulation on Principles Regarding Foreign Language Teaching and Teaching in Foreign Languages in Higher Education Institutions.”

Beykent University’s students have the opportunity to receive education at distinguished universities in Europe through the Erasmus+ Exchange Programme. Within the scope of the Erasmus+ programme, students can spend 1 semester or 1 year of their education abroad within the scope of exchange agreements signed with distinguished universities in the member states of the European Union, starting from the 2nd year of their studies. In addition to learning mobility, students can also benefit from internship mobility within the scope of the Erasmus+ programme and gain practical work experience in the vocational training areas they are students of.

Associate Degree, Undergraduate Degree, Master’s Degree, or PhD students can benefit from the Erasmus Programme. In order to be eligible to apply for the programme, students must have completed a minimum of 1 semester of education at the universities where they are enrolled and must have a GPA. The only requirement for applying for the programme is to have a 2.20 GPA for associate degree and undergraduate degree students and a 2.50 GPA for master’s degree and PhD students. The assessment process includes two stages: 50% of Erasmus English Language Proficiency Exam Score and 50% of Transcript Score. Students who will benefit from the Erasmus+ programme are entitled to receive Erasmus grants within the quotas allocated to the institution. Grant amounts vary from year to year.

Progression

The university is constantly monitoring the student progression in terms of distribution of the number of students in the departments according to the classes. The Graduated/Enrolled Ratio is based on the number of students enrolled at the beginning of the four-year period and the number of graduates at the end of the four-year period, taking into account the four-year education periods.

Recognition

Students can apply for inter-institutional, international, and intra-institutional transfer to the 2nd and 3rd academic terms of associate degree programmes, and to the 2nd and 3rd years of undergraduate programmes (only for the fall terms). For external transfer, students must have a minimum GPA of 60 out of 100 (2.29/4) for the academic terms in the programme of study.

Students with disciplinary records are not eligible for transfer. Associate degree students who wish to transfer from evening education programmes to formal (daytime) education programmes are required to complete all their courses until the end of the year and to be among the top 10%. Students are allowed to transfer from formal education to evening education in associate degree programmes.

The directive titled "T.C. Beykent University Regulation on Recognition of Previously Acquired Competencies, Credit Transfer, and Adjustment Procedures" has been prepared to determine the principles that must be followed for the recognition of students' previously acquired competencies, exemptions from relevant courses, or the transfer of credits.

Certification

Graduation requirements and procedures at the university are defined in the Chapter 5 titled "Graduation and Diploma" of the Regulation on Associate/Bachelor's Degree Education and Training.

A student who has successfully completed all the studies in the curriculum of the department or programme in which they are enrolled, who has completed 240 ECTS credits at the four-year undergraduate level, 300 ECTS credits at the five-year undergraduate level, 360 ECTS credits at the six-year undergraduate level and 120 ECTS credits at the associate degree level, and who has raised their GPA to at least 2.00, shall be considered to have completed their studies and shall be awarded the diploma referred to in Article 21.

Upon graduation, the student is given a graduation transcript and diploma supplement listing all the courses, credits, grades and degrees taken during their studies.

4.2 Assessment

The university has a coherent registration process that can be accessed via the website and describes the procedure in detail. Quantitative and qualitative data on the course of studies are available for the Public Relations and Advertising programme. The assessment criteria and learning objectives are clearly defined and presented in a comprehensible way. Midterm evaluations are determined by midterm exams, but are supplemented by further monitoring activities. The Advisory Board plays a special role here. The entire student cycle is monitored by the student information system OBS, which both students and teachers have access to. Overall, it can be seen that students receive very good support from the processes and structures, as well as from the teaching staff themselves, in terms of their studies, but also when looking for internships and planning their careers. Students receive the necessary information about their qualifications, learning outcomes and further information about their studies.

The students who are at risk of having to leave the programmes because they have reached “the maximum period of education” need better guidance and support to prevent this situation from happening. The expert group is concerned by the very high percentage of drop-out in this particular category, with, for the academic year 2022-2023 a drop-out of 42,11% in the Television journalism and programming (TR) programme, and of 36,13% in the Visual communication design (EN) programme. The expert group appreciates the warnings the university sends in this scenario, but recommends to establish more and better mechanisms to prevent this scenario from materialising.

Students benefit from transparent admission processes and clear progression pathways throughout their programmes. For instance, the Public Relations and Advertising programme outlines admission requirements comprehensively. However, concerns persist regarding credit recognition and international mobility. Programmes such as Media and Communication participate in Erasmus+ agreements, but students report limited guidance on navigating equivalency and credits-transfer processes.

Support systems for progression monitoring, such as academic advice, are strong but could be standardised across all programmes. International students would benefit from more tailored orientation and onboarding programmes and multilingual resources, as highlighted in the New Media programme.

The expert group suggests the following recommendation:

- Students who are at risk of having to leave the programmes because they have reached the maximum period of education should receive better guidance through established mechanisms and support to prevent this situation from happening.

- Students who participate in Erasmus+ agreements, should receive more guidance on navigating equivalency and credits-transfer processes.
- International students should be provided more tailored orientation and onboarding programmes and multilingual resources.

4.3 Conclusion

The criterion is **fulfilled**.

5 ESG Standard 1.5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff

5.1 Implementation

Teaching support

Keeping the academic staff productive and competent is one of the primary goals for the sustainable high performance of the university. In this context, the principles in the Istanbul Beykent University Academic Staff Performance Measurement-Evaluation Directive are taken into consideration to increase the efficiency of education, scientific research, academic and administrative services of the university. A scoring system is applied according to the Academic Performance Measurement-Evaluation (PME) Criteria in Annex-1 of the Directive. Criteria include the academic publications, R&D, scientific studies, education and training activities, administrative services and professional activities.

The score consists of items grouped under the headings of "faculty" and "school". The total score of each lecturer is ranked in descending order by taking into account all lecturers in the faculty/school to which they are affiliated. Each academic staff member is divided into percentiles by subtracting 1 from their place in the ranking and dividing by the total number of academic staff in the faculty/school to which they are affiliated.

Necessary support and incentive activities are also carried out to keep academic performance at a continuously high and qualified level. Some of the support and incentive activities carried out in this context are presented below:

Studies on Quality Assurance System: Efforts to disseminate the quality assurance system in the university's education and training, research and development, social service and globalisation activities gained momentum after 2018. In this context, meetings were held with academic unit managers, quality assurance system trainings were organised, and technical infrastructure was established with the support of the Department of Information Technologies.

Research Leave: In order to support the academic development of academic staff, academic staff are granted research leave for one day a week.

Erasmus Exchange Programmes: In addition to student exchange within the scope of the Erasmus+ programme, faculty members can also work in contracted universities within the scope of the Erasmus+ programme.

Publication Incentives: Encouragement of scientific publications is carried out by Istanbul Beykent University Directive on Supporting Scientific and Artistic Activities (BEDEK). Authors are supported according to the criteria specified in the directive.

Scientific Research Projects (BAP) Support: At Istanbul Beykent University, "Scientific Research Projects Implementation Directive" has been prepared in accordance with the provisions of the "Regulation on Scientific Research Projects of Higher Education Institutions". In accordance with this directive, a preliminary examination is carried out for the projects applied for and the allocation of funds for the projects evaluated by the Scientific Research Projects Commission and approved by the Rector is realised with the decision of the Board of Trustees.

Academic Qualification and Staff Tracking System: It is a system in which the YÖKSİS qualification follow-up of the academic staff of Istanbul Beykent University can be done in a digital environment and the follow-up of new academic staff to be recruited to the university can be carried out.

Academic Performance System: It is the system in which the performance of academic staff of Istanbul Beykent University is measured and evaluated during the academic year. It is aimed to measure the performance of academic staff by means of algorithms created by collecting the activities of education, training, publication and administrative duties in a single pool in an integrated manner with different systems.

5.2 Assessment

Digital Game Design (Turkish)

The programme "Digital Game Design (Turkish)" has proven itself over three years, particularly with the recent significant game release led by a teaching staff member of the programme, which provided numerous final year students with bona-fide industry credits on a shipped product. At the same time, the dependency on one teaching staff member represents substantial risk towards the institution. At the moment, the programme lead is the most senior department member with specialist skills, primary internship provider, main broker of guest speakers and

his sister (also a professional game developer) is on the stakeholder board. A lot of the programme hinges on one person and their goodwill.

In terms of internships, the university should clarify situations when faculty are also involved as employers at the internship stage, which appears to happen in more courses than this. For instance, in Digital Games Design over 25 of the first years in the original cohort spent a semester working for the company of the programme lead. There is no question that this is a valuable experience which students should be enabled to take up. However, from the perspective of the intention of the internship module, issues of conflict of interest, ethics and confidentiality need to be clarified. This can be negotiated but it requires paperwork and policy to maintain quality assurance.

In terms of software, the expert group is reassured that it has evolved after student feedback, but this needs to continue - software must stay up to date and remain fit for purpose since game development technology will move substantially more quickly than in other areas.

The university should consider investing in the games programme to prove intent on its being a key part of the future of the faculty to remain competitive nationally. Investing in more staff with digital games specialisms and/or a game studies researcher to serve student demand more directly is becoming necessary for the programme to remain competitive nationally. Presently there are only three (3) core staff in a growing programme.

The expert group suggests the following recommendations:

- The programme “Digital Game Design (Turkish)” should establish a plan for how to continue the programme and maintain quality bar in the event of the loss of the programme lead.
- The programme “Digital Game Design (Turkish)” should clarify in terms of the internship module, potential issues of conflict of interest, ethics and confidentiality.
- The programme “Digital Game Design (Turkish)” should revisit the software built for the games labs and find a way to put its needs at the front of the queue when software requests are being set out.

Visual Communication Design (Turkish)

The Visual Communication Design (Turkish) programme staff capacity is appropriate and sufficient to carry out the courses. One area of improvement that both teaching staff and students would benefit from, would be to see the organisation of exhibitions, seminars, conferences and lectures with the invitation of international professors, to promote, disseminate and assess the programme.

The expert group suggests the following recommendations:

- The degree programme “Visual Communication Design (Turkish)” should organise exhibitions, seminars, conferences and lectures with the invitation of international professors, to promote, disseminate and assess the programme.

Public Relations and Advertising (Turkish)

The structure of the college in the Public Relations and Advertising programme is well balanced, with both very experienced and younger colleagues at the appropriate academic levels. It is particularly noteworthy that all lecturers in the programme have in-depth expertise that they can pass on to students. The content of the programme can thus be optimally conveyed. Teachers can develop professionally through research activities and attending conferences, which the university supports. In addition, the university is developing opportunities for applied teaching by using a TV studio and VR glasses, which can be integrated into teaching but can also be used independently by students. It would be advisable to further expand these options and also interdisciplinary networking with the other courses, for example in joint projects. Teachers can develop professionally through research activities and attending conferences, which the university supports.

The expert group suggests the following recommendation:

- The degree programme “Public Relations and Advertising (Turkish)” should further expand the opportunities for applied teaching by using a TV studio and VR glasses, as well as interdisciplinary networking with the other courses, for example through joint projects.

Media and Communication (Turkish)

The expert group believes that research is important to strengthen the quality of the teaching, therefore recommends to provide more support and better motivations for staff to engage in research. They appreciate the bonus publication system, and the conference attendance support, which are good mechanisms, but also recommend activating more of these mechanisms, driven by a needs analysis of the staff. In particular, they recommend actively stimulating the staff to make more use of the internal research grant system.

The expert group understands the legal limitations imposed on the long-term engagement of non-Turkish staff. As the diversification of staff remains an important tool for internationalisation, they still recommend the inclusion of non-Turkish staff (e.g., through short term contracts) or through a visiting professor programme.

The expert group suggests the following recommendations:

- The degree programme “Media and Communication (Turkish)” should activate more mechanisms for staff motivation to engage in research, driven by a needs analysis of the staff and making more use of the internal research grant system.
- The degree programme “Media and Communication (Turkish)” should include non-Turkish staff (e.g., through short term contracts) or through a visiting professor programme.

New Media (Turkish) & New Media (English)

Running identical New Media programmes simultaneously in two languages appears, on the face of it, to be a significant drain on departmental and university resources, especially given the relatively large teaching load staff must carry and the fact that different staff are teaching the same material to different students. A recommendation would be for the department to look for possible synergies that would enable the coteaching of certain courses (but not necessarily all) so that Turkish and international students could interact (allowing for transfer of knowledge and experience). This would, of course, mean teaching the courses in English, but the positive outcomes –economically and intellectually – of offering a selection of courses for both groups simultaneously appears to be worthy of examination.

The expert group suggests the following recommendation:

- The degree programmes “New Media (Turkish) & New Media (English)” should consider possible synergies that would enable the coteaching in English of certain courses (but not necessarily all) so that Turkish and international students could interact, allowing for transfer of knowledge and experience.

Television Reporting and Programming (Turkish)

The Television Reporting and Programming (Turkish) programme staff capacity, their level of competences and student support provision is appropriate and sufficient to carry out the courses. Worth notable is the work produced in the digital labs, and the opportunities teachers provide for students to enhance their portfolio and work collaboratively.

5.3 Conclusion

The criterion is **fulfilled**.

6 ESG Standard 1.6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

6.1 Implementation

Infrastructure

Regarding the university infrastructure, with an area of 19.31 m² per full-time student, the university meets the 12 m² area standard required by the national Council of Higher Education (YÖK).

The 12 m² standard is also met on all campuses. The use of facilities and infrastructure is monitored and improved in line with the needs. The institution has a total of 9,933.59 m² of cultural and artistic activity areas. All activities are held in these venues. In terms of sports services, the university has 2,297 m² outdoor sports area and 6,997.41 m² indoor sports area, canteens, cafeterias and dining halls with a total area of 9590.81 m² and a capacity of 6178 people.

Among the facilities offered to Istanbul Beykent University students, accommodation service is also included. In this context, the university has a student dormitory with a capacity of 242 students. The rooms are equipped with a refrigerator, air conditioning, television, telephone, bathroom and 24-hour internet connection.

Health services at the university are carried out by a workplace physician and five nurses under the Department of Health, Culture and Sports.

In order to provide free transportation support to the students, shuttle services are provided from 4 different points.

The institution provides all kinds of support for social, cultural and sports activities. The main duties of the Department of Health, Culture and Sports are to ensure the participation of students in social, cultural and sports activities, to organise intra-university and inter-university sports activities, and to ensure the participation of students in organised sports and cultural activities.

In terms of equipment, there are a total of 88 projectors in classrooms, workshops, laboratories and studios on the Ayazağa Campus where the Faculty of Communication is located. There are 13 scanners and 6 photocopiers, 19 LCD televisions, 1 LED screen, and 52 printers, 11 of which are rented.

All faculty members and teaching staff at the faculty are provided with a Dell, HP or Lenovo laptop for their use. Currently, 40 laptops are actively used. There are a total of 232 I-Mac

computers in 4 Mac laboratories and 330 desktop computers in 6 PC laboratories on the Ayazağa Campus. In addition to these numbers, 61 IMAC computers and 61 Lenovo desktop computers were purchased in 2024. The computers in the laboratories are also used for study and research outside of class hours. In addition, 17 I-Macs and 12 PCs in the Study Hall are constantly available for student use. There are also 11 Desktop PCs in the EDN 4.0 LAB, 28 in the Electronic Communication Lab, and 11 in the CAD-CAM LAB. There are 5 laptops in the VR Lab, 6 desktops in the library and 7 desktops in the e-sports room.

In the Vocational School, 78 desktops are used in classrooms, 12 I-MACs are used in the study hall and 4 desktops are used in the library. In Taksim Campus, there are a total of 21 desktop computers (17 in classrooms and 4 in the library) and 11 smart boards. There are 154 desktops in the classrooms, 10 in the study hall, 6 in the reading room, 4 in the hospital library, 4 in the hospital classroom and 4 in the main library at Beylikdüzü Campus. In addition, there are 29 smart boards in the preparatory classes and 38 AIO PCs in the Faculty of Dentistry.

There are a total of 212 I-Mac computers in 4 Mac laboratories and 214 desktop computers in 4 PC laboratories at Hadımköy Campus. The computers in the laboratories are also used for study and research outside of class hours. In addition, 27 I-Macs and 28 PCs in the Study Hall are constantly available for student use. There are also 30 desktop PCs in the library, 2 I-Macs and 8 desktop PCs in the Skill Development Lab.

IT-infrastructure

Istanbul Beykent University Department of Information Technologies aims to provide all kinds of software, hardware and systematic support that the academic staff and administrative units of our university need in their activities. With the Student Affairs Automation System developed within its own organisation, it aims to provide effective informatics support in the education and training activities of the students of our university. In this context, it provides services with its sub-units consisting of Software Application Management Unit, Hardware Unit and System and Network Unit.

Library

The information-document service of the university is provided by a library and archive units. The coordination of the units established in different campuses in accordance with the academic infrastructure is carried out by the Library Department.

The libraries, which have been serving since the establishment of the university, follow a growth policy taking into account the academic structure and research areas of the university, and at the same time support social and cultural activities for students with library resources. Services are provided in accordance with the "Library Working Principles Directive", which

establishes coordination between Beykent libraries, cooperation with other libraries of institutions and organisations within and outside the university, and the definition of library services and the conditions of utilisation.

An "Institutional Archive" was established under the Library Department for the organisation and digitalisation of the archive materials of the units affiliated to the university. Studies are carried out according to the "Archive Directive".

The library is a member of the Anatolian University Libraries Consortium (ANKOS) and The Scientific and Technological Research Council of Türkiye (TÜBİTAK)-National Academic Network and Information Center (ULAKBİM) and the Balkan Countries Libraries Union (BLU).

Academic Open Access System

An institutional open access system has been established to ensure that all academic outputs produced within the university are collected, organised, stored for a long time, protected, and made available to all national and international users as open access. It covers all academic studies directly or indirectly supported by Istanbul Beykent University and carried out by members of Istanbul Beykent University. The works of Istanbul Beykent University members outside Beykent University can be stored in this archive if desired. Studies that are labeled as publishable on open access platforms are added to the system. The university's open access system is registered in Open Aire, OpenDoar, Roar, RoarMap, DSpace and Harman open access directories.

Financing

According to Article 24 of the Regulation on Foundation Higher Education Institutions, the university is subject to the supervision and audit of the Council of Higher Education in financial matters. The Council of Higher Education may audit the accounts, transactions, activities and properties of foundation higher education institutions within the year or by years, as well as on the basis of academic units, programmes, projects and subjects. A copy of the detailed budget of the foundation higher education institution approved by the board of trustees and the principles regarding the implementation of the budget and the decisions of the Board of Trustees indicating the authorities regarding the expenditure are sent to the Council of Higher Education.

Effective management of financial resources is ensured by Beykent University Budget Implementation Procedures and Principles Directive and the procedures and processes prepared based on this directive.

Oracle ERP System and Oracle E-Business Suite Purchasing module are used as Enterprise Resource Management System for procurement. Inventory and stock management are moni-

tored by the Department of Support Services. The material needs of academic and administrative units are monitored through the ERP system. Requests are created by the faculty secretaries and the personnel working in the administrative units for the needs through ERP. Each request is delivered with the approval of the unit supervisors. The requests approved by the General Secretariat reach the Purchasing Directorate and the Department of Support Services through the system to meet the needs, and the procedures for meeting the demands are carried out on the basis of Beykent University Purchasing and Tender Regulations. All embezzlement transactions of the academic and administrative staff of the university are carried out and monitored against forms and signatures. Budget requests of academic and administrative units are carried out according to Beykent University Budget Implementation Procedures and Principles Directive and Budget Formation and Implementation Procedure. Requests within this scope are collected from all academic and administrative units through Budget Request Forms and forwarded to the General Secretariat for consolidation, evaluation and initiation of approval processes.

Tenders at the university are carried out within the framework of the principles specified in the Tender Regulation of Foundation Higher Education Institutions. As of 16th November 2018, arrangements have been made in the Tender Regulation of Foundation Higher Education Institutions for more effective and efficient use of resources. Tenders consist of goods, service procurement tenders and construction tenders. In accordance with the principle of transparency, all tenders are published on the website of the Press Announcement Agency and in local newspapers, and the tender text, technical specifications, administrative specifications, draft contracts and standard forms are made available on the website of Istanbul Beykent University under the heading of tenders.

Faculty of Communication

In addition to these, there are specific laboratories and studios used by the students of the Faculty of Communication. The NewsLab, which is directly used by the Faculty of Communication, and the TV and photography studios can be utilised by the faculty students.

Beykent NewsLab news and content laboratory, which started its work as of the 2021-2022 academic year, aims to provide students of the Faculty of Communication with field practice experience. Within the NewsLab, 4 Macs and 1 Desktop PC have been allocated for these studies. As a content production laboratory, NewsLab aims to transform the content produced into different formats so that it can be circulated on different platforms. In this respect, one of the main objectives of the laboratory is for students to experience different production styles in written, visual and audio quality during the content production process. It is aimed that the content produced should be written, visual and auditory in order to take place on many platforms.

The content produced and published under the Beykent NewsLab brand is primarily aimed to realise the quality of science communication, which is thought to be lacking in the field of social sciences. It includes content produced by academicians-student cooperation with a critical perspective in the academic framework of situations or events related to the agenda in the field of media and communication. The contents appeal to a general audience on social media channels. A process is carried out in which students participate in both editorial and production processes and discuss issues related to the agenda with academics. In this way, it aims to contribute to science communication by aiming to popularise studies in the field of social sciences. NewsLab's Instagram and Youtube accounts can be accessed from the relevant links. NewsLab activities have given birth to two brands, Beykent NewsLab. and Context. These brands publish different types of content in different fields. Context brand's main area of work is the Faculty of Communication magazine, which is the output of the field practice experience in the fall and spring semesters. Unlike the NewsLab brand, it is aimed for students to gain experience in this sense with the production of content for daily life and the field, which has more in-depth content, sets its own agenda, and has a wide range of content.

Faculty of Communication students can also benefit from the photography studio for their project work. In the photography studio, there are 3 flashes, reflector set, umbrellas, product shooting table, background curtain, digital camera, 2 lenses, 1 memory card, camera stand and sled and projection device.

The TV studio within the Faculty of Fine Arts is also used for the related courses of the Faculty of Communication. The equipment in the studio includes 5 cameras, 11 cameras, 30 lenses, 17 lights, 6 led lights, 28 tripods, 3 triple led stands, 1 microphone holder, 9 boom sticks, 15 memory cards, 2 overhead flashes, 6 sound recorders, 4 monitors, 1 speaker, There are 26 different types of microphones, 6 headphones, 1 image capturing device, 3 camera carrying apparatus, 1 carriage bag and wheel, 1 acrobat butterfly and stick, 1 extension butterfly and arm, 1 sound matrix, 5 blimps, 2 overhead lights, 2 portable sound mixers and 2 wind heads.

Accessibility

All departments and other structural units of Istanbul Beykent University assume the responsibility to support all students with disabilities (such as sight disabilities, physical disabilities or hearing loss), regardless of the type of disability, and to assist them throughout their studies, taking into account their special needs.

The main working principle of the Accessible Beykent Directive is to identify the obstacles that prevent students from continuing their academic studies equally and in the most effective way and to provide opportunities to create an environment that will support the academic, social,

and personal development of students by eliminating these obstacles. The services of the unit established for this purpose can be summarised as follows:

- Equal access to academic programmes,
- Accessibility to socio-cultural activities,
- Equality in inclusion in university life,
- Raising awareness about disability within the university.

6.2 Assessment

Across the undergoing accreditation programmes, general learning resources, including the library and other student infrastructure, such as the cafeteria and group workspaces, are well-developed and adequate, reflecting a commitment to supporting diverse student needs.

Digital labs, TV studios, and VR-equipped gaming labs are notable highlights, though some areas require improvement. For instance, the Digital Game Design programme features state-of-the-art gaming facilities, however it lacks access to contemporary consoles and a dedicated game library, including current and classic board games, which are only available through the professor's private company. Technical resources are sufficient, nevertheless some specific needs, such as cameras and sound equipment for the Media and Communication and Television programmes are addressed.

Students consistently praised support services like career counseling and internship placements. Psychological counseling services were particularly appreciated for their impact and availability. Although no specific personnel covers diversity and inclusivity issues, they seem to be covered in the general counseling provision. One area of improvement is the communication of the internationalisation opportunities at Istanbul Beykent University, such as the Erasmus+ programme. The students should be provided with more guidance and counseling to encourage them students to go abroad and attract more incoming students. Also, administrative staff and teaching personnel should improve their English language skills to support international students better.

A further gap is the absence of formalised feedback mechanisms for administrative processes. Implementing a structured complaint system across the programmes could address this issue. Furthermore, fostering inclusivity in resource planning, primarily to accommodate international and special-needs students, remains a crucial area for development.

From an institutional perspective, management's resource planning aligns with the university's broader strategic goals. In overall, the Communication faculty is continuously updated and is

expanding, which is positive. The university management should continue to improve resources and infrastructure, especially technical ones, and improve access to resources and internationalisation opportunities, which are essential for the long-term sustainability of the faculty and the university in total.

The expert group suggests the following recommendations:

- Students should be provided with more guidance and counseling to encourage them go abroad (i.e. with Erasmus+ programmes) and attract more incoming students.
- Administrative staff and teaching personnel should improve their English language skills to better support international students.
- The university should implementing a structured complaint system across the programmes to ensure formalised feedback-mechanisms for administrative processes.

6.3 Conclusion

The criterion is **fulfilled**.

7 ESG Standard 1.7: Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

7.1 Implementation

The institution evaluates its strategic data and academic and administrative activities at regular intervals and publishes them on its quality website in annual reports. As part of its social responsibility, the institution also shares information and announcements relating to education-training, research-development, and other fields with the public through the institution's web page, quality web page, e-bulletin, social media, magazine, and other means of publication.

The Office of Public Affairs and Communications is responsible for sharing information, and ensures that the provided information is up-to-date, accurate, and reliable in accordance with the relevant legislation. All information shared are presented to the senior management through forms. Impartiality and objectivity of the information are the responsibility of the relevant managers, and these issues are checked during approval processes.

Meetings, in which all activities are periodically discussed and evaluated, are held at the university. The Senate, organise institutional and programme advisory board meetings with relevant units except for the University Administrative Board, and faculty/school/institute boards, to seek opinions from external stakeholders. Information and announcements about the important institutional activities are included on the website, and in the visual and print media.

One of the main objectives is to proactively manage the process by identifying the possible effects of artificial intelligence in academia, which has recently had a dramatic impact on all areas of life. In particular, by including courses related to artificial intelligence in the education programmes without delay; it is aimed not only to prevent possible plagiarism problems that may occur through the misuse of generative artificial intelligence tools, but also to teach the correct and purposeful use of such artificial intelligence tools. In this context, “AI and Data Management” course was opened as a 3rd semester elective course in all departments as of 2020-2024 academic year. Starting from the 2024-2025 academic year, both “AI Applications in New Media” for the New Media (TR) department and “AI Design” for the Visual Communication Design department were added to the curriculum for the 7th semester.

In addition to these courses, AI detectors of Turnitin and iThenticate applications are helpful tools for possible plagiarism problems supported by AI. As of now, there is no automatic detector for Turkish theoretical papers as Turnitin only supports AI plagiarism detection in English and Spanish and iThenticate only in English. However, University’s academic staff has the opportunity to make inquiries by translating the controversial texts into English language through AI tools such as ChatGPT and DeepL, which were purchased under license by the University.

Institutional data is kept accessible to the authorised people by using the cloud storage service and internal sharing facilities of the Microsoft Office 365 with education licence. Additionally, in the information management systems used at the university, logs are kept about the activities done by the users (such as saving files, printing, etc.). Surveys conducted to measure the adequacy and quality of these information systems include questions related to the information systems. The integrated information management system is monitored and improved in the institution. Necessary trainings are provided for the use of information management systems offered to administrative and support units.

7.2 Assessment

The university has established procedures for collecting data related to the study programmes. However the use of this data should go beyond data collection and be analysed in achieving informed decision-making. The completeness and usability of collected data can be further improved. As described in ESG 1.1 “policy for quality assurance”, student participation in providing feedback seems to be more consultative than integrative, and a more structured approach for meaningful involvement would be beneficial. Although students have representatives in committees, there is no clear mechanism for their active participation in planning follow-up activities based on data evaluation.

Positively, the university has established multiple working groups focused on quality assurance and engages with external stakeholders for feedback on curricula. However, there is a need for integrating feedback more effectively into decision-making processes and ensuring that data collected is analysed thoroughly to inform curricula updates. This system should ensure that data is complete, timely, and accessible to relevant stakeholders, facilitating informed decision-making within the internal quality assurance framework.

The expert groups suggests the following recommendations:

- The university should develop a robust system for collecting, analysing, and reporting data related to study programmes and other activities.
- The university should create structured opportunities for students to contribute actively to the data collection and evaluation processes by establishing regular forums or workshops where they can discuss their experiences and provide feedback on the curricula.
- The university should conduct periodic reviews on how feedback from students and external stakeholders is integrated into programme planning and improvements, ensuring transparency in communicating how suggestions have been implemented.

7.3 Conclusion

The criterion is **fulfilled**.

8 ESG Standard 1.8: Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

8.1 Implementation

The website of Istanbul Beykent University provides current, graduated and prospective students, administrative and academic staff, stakeholders and the general public with up-to-date information and news on all issues related to the university, especially educational programmes; the functioning of the university and its units; academic activities and student activities; and relations with other institutions and organisations. In accordance with the principle of equality of access, the website can be accessed from all devices and browsers. The website, which has a responsive structure and is mobile compatible, can be viewed smoothly in all resolutions. The website has a clear and user-friendly interface that enables easy viewing of the diverse and comprehensive content it hosts, and is structured with clear headings, indexes and interconnections.

According to Google Analytics statistics of Istanbul Beykent University website, the website has been viewed over 20 million times in the last 5 years (1 Jun 2019 - 24 Jun 2024). The homepage is followed by the Announcements and Academic Calendar pages with over one million views. With nearly 500 thousand views, the Academic Staff page is also among the most viewed pages.

The website also includes links to the official social media accounts of Istanbul Beykent University. These accounts, which are active on widely used social media platforms, ensure fast and effective communication with current, graduated and prospective students, administrative and academic staff, stakeholders and the general public. Announcements, news, feedback, problem solving, and promotion are the main contents of the university's social media accounts.

Among the resources available on the Istanbul Beykent University website, the Bologna Information Package has a special importance. Having open access to all visitors, the Bologna Information Package makes it possible to reach detailed information about the university and its educational programmes in a single source.

The Bologna Information Package has a wide range of content including academic staff and boards, academic calendars, definitions and statements of purpose, admission and graduation requirements of undergraduate, associate, master's and doctoral programs carried out in all faculties of the university. Within the scope of the ECTS Catalog, which is at the center of the package, the course structure and course contents of all programs can be viewed. The package includes Programme Teaching Objectives, Admission and Graduation Requirements, Assessment and Evaluation Information, Programme Outcomes, Course & Programme Outcomes Relationship Table, Türkiye Higher Education Qualifications Framework (NQF-HETR) & Programme Outcomes Relationship Table for each programme. In addition, detailed information is included in the Bologna Information Package for each course in the department. This information for each course includes course attribute information, course coordinator and academicians teaching the course, course auxiliary resources, evaluation criteria, ECTS calculation and total workload content, course syllabus, course outcomes table, information on which outcomes of the course each subject in the syllabus meets, and the contribution of the course to program outcomes. This information is checked and updated by the course coordinator at the beginning of each academic year.

The package also includes the administrative structure, staff and boards of the university; institutional information; admission and registration procedures; regulations and directives on the functioning of the university, faculties and other units.

Finally, the package includes general information for students on health services, campus, social life, accommodation, clubs, internships, disabled student services, financial support for students, etc., as well as information on the Erasmus student exchange programme and support for international students.

In accordance with the principle of transparency, Istanbul Beykent University's Quality web page includes the University's Strategic Plan, which is updated every four years, Institutional Self-Evaluation Reports and Activity Reports, Survey Reports and Institutional Accreditation Report published annually.

The Activity Report, which is updated and published annually, includes information on the university and the administration (physical structure, academic and administrative structure, services provided (education and training services for students and administrative services, scholarship opportunities, facilities provided to staff), human resources, information technology resources, management and internal control activities), budget and financial information, and performance reports.

The Institutional Self-Evaluation Report, which is also published annually, aims to determine the level of implementation of the Quality Assurance System, which is based on regular monitoring and evaluation and is based on continuous improvement, in all fields of activity in the institution, to analyse the results and to take necessary measures by revealing the aspects open to improvement. The Strategic Plan, which is published every four years, includes an analysis of the current situation, a view of the future and the strategies developed in this context.

Within the scope of promotional activities, a total of 309 promotional events were organized by the Promotion Unit of the Dean of Students' Office of Istanbul Beykent University in the 2023-2024 academic year and 37,065 people (high school students, parents and guidance counselors) interacted with these events. Approximately a quarter of this interaction was realised through the presence of all faculties and programmes of the university at promotional fairs held in various cities of Türkiye.

The most well-attended promotional activities are the practice exams on campus. The practice exams offer high school students preparing for the Higher Education Institutions Examination (YKS), which has a central place in the national education system, the opportunity to test themselves and to visit the campuses of Istanbul Beykent University. In addition to these organisations, there are also online activities carried out with the participation of high schools. During the last year, 688 online activities were organised for high schools across Türkiye.

8.2 Assessment

The expert group acknowledges that Istanbul Beykent university has a humongous website. The university is portraying itself as a very elaborate and professional higher education institution. All necessary information is available and accessible publicly. Information related to current news (activities, events, publications), university's identity, vision and mission are available and regularly updated. There is no misinformation or lack of information in terms of content, nevertheless the university would benefit from enhancing the user-experience in terms of usability and navigation of the website based on a student-centred approach. In terms of navigation, this could be achieved by renovating the website and making it more accessible for mobile use for instance by eliminating unnecessary content or clustering content in order for students to find the information about the study programmes' learning outcomes, study schedules, electives, and tuition fees with a few clicks. The university is also suggested to update all links related to the CV's of the lecturing staff in both desktop and mobile version.

In terms of usability and student centeredness, the university would benefit from a less complicated language and update its content in terms of E-services and student services in both Turkish and English language, enabling both national and international website users receive high and equal service quality.

The expert group suggests the following recommendations:

- The university should enhance the user-experience in terms of usability and navigation of the website based on a student-centred approach. This could be achieved by renovating the website and making it more accessible for mobile use and by eliminating unnecessary content or clustering content.
- The university should update all links related to the CV's of the lecturing staff in both desktop and mobile version of the website.
- The university should use a less complicated language in its website and update its content in terms of E-services and student services in both Turkish and English.

8.3 Conclusion

The criterion is **fulfilled**.

9 ESG Standard 1.9: On-going monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

9.1 Implementation

Istanbul Beykent University is paying special attention to the participation of stakeholders in areas such as quality assurance, education and training, research and development, management, and internationalisation. To this end, the Senate adopted the Beykent University Directive on the Formation and Functioning of Advisory Boards. The Strategy and Objectives of the Governance Policy with Internal and External Stakeholders are also set out in the Governance Policy with Internal and External Stakeholders.

In the Strategic Plan, aims and objectives have been set to increase cooperation with stakeholders. The determined objectives are regularly checked, and a report on the results is prepared. Advisory Boards have been established in all academic units to ensure the contribution of external stakeholders in designing of the Quality Assurance System.

Advisory Boards operating in the institution;

- University Advisory Board,
- Advisory Board of the Faculty of Dentistry,
- Department Advisory Boards of the Faculty of Arts and Sciences,
- Department Advisory Boards of the Faculty of Fine Arts,
- Advisory Board of the Faculty of Law,
- Department Advisory Boards of the Faculty of Economics and Administrative Sciences,
- Department Advisory Boards of the Faculty of Communication,
- Department Advisory Boards of the Faculty of Engineering and Architecture,
- Advisory Board of the Faculty of Medicine,
- Department Advisory Boards of the Faculty of Health Sciences,
- Advisory Board of the School of Applied Sciences,
- Programme Advisory Boards of the Vocational School,
- Advisory Board of the School of Foreign Languages.

The participation of external stakeholders in decision-making and improvement processes is usually ensured through meetings and surveys conducted with the University Advisory Board and Department/Programme Advisory Boards. In this context, the Advisory Boards continued to increase their activities and numerous Department/Programme Advisory Board meetings were organised in 2022. The decisions and feedbacks taken at the Advisory Board Meetings are analysed and the recommendations are taken into account in the improvement processes. According to the Analysis Report, the following topics were usually discussed at the Advisory Board Meetings:

- Curriculum Update Requests,

- Programme Evaluation Criteria,
- Evaluation of Education and Training Objectives and Learning Outcomes,
- Development of Learning Resources,
- Development of Teaching Methods,
- Technical Hardware and Infrastructure,
- Accreditation Processes,
- Collaborations and Activities with Stakeholders,
- Needs of Students with Disabilities,
- Social Contribution Topics,
- Internship and Career Opportunities,
- Other Topics.

Quality Commission Working Groups and Advisory Boards play an active role in the establishment of the Quality Assurance System. Department Advisory Boards meetings are held in accordance with the Quality Processes Schedule.

9.2 Assessment

The expert group observed that there are many boards that are continuously involved in managing the quality and teaching improvement and all relevant groups/stakeholders are sufficiently represented. Although the overall structure of these boards is well-designed, in practice it might create an over-administrating process. The university would benefit from minor reforms and adaptations in the overall structure of the boards, especially with a view to include more student participation, and modernisation of study programmes in the digital age. KPIs should be included for monitoring the mobility of staff and students. At the same time, the KPI criteria should be openly communicated and published, as well as the decisions taken in relation to these KPIs (i.e. through protocols and meetings minutes).

According to article 6, paragraph three of the “general university quality directive” (Senate Decision no. 2021/14 of 10/06/2021) only the rector at his own digression can decide if there’s additional members invited to a quality assurance meeting. This seems a little bit hierarchically centralised. The university could consider applying a broader approach. In the same directive, the student representative is only member of the committees for one year. This reflects a limited mandated time of the student representative, which should be updated to a two-year term. This will provide a continuous involvement of the student council members in the quality improvement of the university. The role of the student in sports and committees should be empowered.

For the further improvement of quality, the value system, the vision and mission of the university should play a larger role in the process. Especially the topic of sustainability is not sufficiently covered with the stakeholders in the committees. Appointing a sustainability officer or having a dedicated member for this role should be considered.

In overall, the university has all the necessary and relevant committees established. The quality control system works well, although it can be modernised in some areas. Student involvement and participation in the decision-making processes should be expanded.

The expert group suggests the following recommendations:

- The university should include KPIs for monitoring the mobility of staff and students. At the same time, the KPI criteria should be openly communicated and published, as well as the decisions taken in relation to these (i.e. through protocols and meetings minutes).
- The role of the student representative in the committees, and in sports should be empowered (i.e. by expanding the representation to a two-year term).
- The university should consider appointing a sustainability officer or having a dedicated member for this role in the different committees.

9.3 Conclusion

The criterion is **fulfilled**.

10 ESG Standard 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis

10.1 Implementation

Istanbul Beykent University has taken important steps to be included in the accreditation processes that measure and evaluate whether the academic and field-specific standards predetermined by the Council of Higher Education in a particular field are met by a higher education institution, and the departments applied for have been recognised by the relevant accreditation bodies.

Istanbul Beykent University was included in the Institutional External Evaluation in 2018, monitoring in 2021 and Institutional Accreditation Program in 2022 on October 23-26. The Higher Education Quality Board (YÖKAK), in its meeting dated 26th April 2023, concluded that the Leadership, Management Quality, Education and Training, Research and Development and Social Contribution practices of the University are in compliance with YÖKAK - Institutional

External Evaluation and Accreditation Criteria (v3.0) and decided to accredit Istanbul Beykent University for 2 years.

Improvements achieved as a result of the measures taken and activities carried out to eliminate the aspects open to improvement regarding the issues included in the Institutional Accreditation Report published by the Higher Education Quality Board (YÖKAK) for Istanbul Beykent University are included in the 2023 Institutional Internal Evaluation Report.

In addition, the institution has the following management systems documents:

- ISO 9001:2015 Quality Management System Certificate
- ISO/IEC 27001:2013 Information Security Management System Certificate
- ISO 14001:2015 Environmental Management System Certificate
- ISO 21001:2018 Training Organisations Management System Certificate
- ISO 10002: 2018 Customer Satisfaction Management System Certificate

Programme accreditations are also successfully carried out at the university. A total of 16 programmes have been accredited in the institution and 12 of them were accredited in 2023.

For the departments of the Faculty of Communication, national accreditation activities are carried out by the Communication Education Evaluation Accreditation Board (ILEDAAK), which was established to contribute to the improvement of the quality of communication education in Türkiye by conducting accreditation, evaluation and information studies for "communication education programmes" within the discipline of communication and where it intersects with disciplines closely related to this field. Istanbul Beykent University first applied to ILEDAAK for accreditation for Television Reporting and Programming and Public Relations and Advertising departments, and as a result of the general evaluation, both departments were accredited for two years from 14th March 2022 to 14th March 2024. At the end of two years, in addition to the Interim Evaluation for both departments, the first General Evaluation was applied for the New Media and Media and Communication departments. As a result of the evaluation visit carried out by ILEDAAK for four departments in total, the accreditation of the Public Relations and Advertising Department and the Television Reporting and Programming Department was extended until 14th March 2027. The New Media Department was accredited for two years until 4th April 2026 and the Media and Communication Department was accredited for five years until 4th April 2029.

10.2 Assessment

The external quality assurance process at Istanbul Beykent University involves evaluations by national accreditation bodies (YÖKAK) and participation in international accreditation procedures. The university has received conditional national accreditation, indicating that while there are established processes, there is still room for improvement in meeting all standards fully. The quality assurance framework is structured to involve various organisational levels, including faculty members, administrative staff, and students. However, the effectiveness of this coverage may be limited by unclear interconnections between committees and insufficient integration of student feedback into decision-making processes.

The university's quality assurance policies align with national regulations, ensuring compliance with legal standards. However, there is a need for ongoing updates to reflect changes in legal requirements and educational standards. There are follow-up activities from previous evaluations however specific measures for addressing them should be considered in a systematic way.

Positively, the university actively engages with external stakeholders during programme evaluations, which enhances relevance and responsiveness to industry needs. Continuous enhancement efforts are evident through ongoing curriculum updates and engagement with stakeholders.

The expert group suggests the following recommendation:

- The university should create structured processes for integrating feedback from external evaluations into programme development and improvement plans. This could include regular workshops or meetings where faculty can discuss findings from external reviews and collaboratively develop action plans.

10.3 Conclusion

The criterion is **fulfilled**.

IV Recommendation to the Accreditation Commission of ACQUIN

1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version and the German Council of Science and Humanities (WR)**

The study programmes: "Digital Game Design (Turkish)", "Visual Communication Design (Turkish)", "Public Relations and Advertising (Turkish)", "Media and Communication (Turkish)", "New Media (Turkish)", "New Media (English)", "Television Reporting and Programming (Turkish)" (Bachelor) were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), and the national or other relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are fulfilled. The expert group concludes that the **ESG standard** 1.2 (Design and approval of programmes) is partially fulfilled for the programmes "Digital Game Design (Turkish)", "Visual Communication Design (Turkish)", "Media and Communication (Turkish)", "New Media (Turkish)", "New Media (English)" and "Television Reporting and Programming (Turkish)".

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled**.

Standard 1.2 Design and approval of programmes: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **partially fulfilled** because of deficiencies in the learning objectives and learning outcomes of the programmes.

Standard 1.3 Student-centred learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.4 Student admission, progression, recognition and certification: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

Standard 1.7 Information management: Universities ensure that they collect, analyze and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

Standard 1.9 On-going monitoring and periodic review of programmes: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

National criteria: if applicable, national criteria are integrated in the ESG standards or listed separately.

The peer-review experts note that the recommendations from the previous (national) accreditation procedure have been adequately taken into account.

2 Accreditation Recommendation

The peer-review experts recommend **accreditation with conditions** of the study programmes (Bachelor degrees): "Digital Game Design (Turkish)", "Visual Communication Design (Turkish)", "Media and Communication (Turkish)", "New Media (Turkish)", "New Media (English)", "Television Reporting and Programming (Turkish)" and **unconditional accreditation** of the study programme (Bachelor degree) "Public Relations and Advertising (Turkish)".

Unconditional accreditation: Compliance with the standards

The institutional structures and performance fulfil all criteria. In case of substantial compliance, the experts may express recommendations for further improvement. These recommendations may be taken into account by the HEI with regard to the further improvement of quality.

Accreditation with conditions: Partial compliance with the standards

The institutional structures and performance do not completely fulfil at least one criterion. Certain aspects must be revised to ensure compliance with the standards. Unfulfilled criteria are likely to be met and must be fulfilled within the specified time period. As soon as condition(s) are fulfilled, the accreditation is granted for the complete accreditation period.

Refusal of accreditation: Non-compliance regarding one or more standards

The institutional structures and performance do not fulfil one or more standards. Major deficiencies and weaknesses are so significant that they are unlikely to be rectifiable within a reasonable period of time. In this case, the Accreditation Commission refuses the accreditation.

The HEI can suspend the procedure in order to extend the timeframe for rectifying the major deficiencies.

The peer group **proposes the following accreditation:**

- Accreditation without conditions for the programme "Public Relations and Advertising (Turkish)" &
- Accreditation with condition for all the remaining programmes.

The peer-review experts recommend the following **conditions and recommendations:**

Specific condition for the study programmes "Digital Game Design (Turkish)", "Visual Communication Design (Turkish)", "Media and Communication (Turkish)", "New Media (Turkish)", "New Media (English)", "Television Reporting and Programming (Turkish)"

- The learning outcomes articulation must be revised for clarity and alignment with the curriculum to reflect the objectives of the programmes and the course content, particularly in the first two years. More specifically the learning outcomes should outline knowledge, skills, and competencies aligning with Level 6 of the EQF framework. This revision must cover the first two years for all programmes and specify outcomes for each programme for the final semesters.

Specific condition for the study programme "Visual Communication Design (Turkish)"

- The degree programme "Visual Communication Design (Turkish)" must present and correlate the information in a very clear way aligning all courses of the programme with the contents, learning objectives and learning outcomes in all 4 years, paying particular attention to the flow of learning pathway.

Specific condition for the study programme "Media and Communication (Turkish)"

- For the degree programme "Media and Communication (Turkish)" the acquisition of both qualitative and quantitative research methodologies must be included in the learning outcomes, and must be allocated equal importance. Also the teaching of qualitative research methods in the programme must be increased, in order to guarantee that sufficient attention is spent on both methodologies, and that they have equal weight in the programme.

General recommendations

1. The university should develop structured mechanisms for student participation in quality assurance discussions beyond consultation.
2. The university should implement a systematic review process for curricula to ensure they remain relevant to current industry standards and practices, particularly in rapidly evolving fields such as digital media and communication.
3. The university should develop a complaints management system, which allows analysing student complaints at a more structural level, and identifying recurring problems, within programmes and departments, within the faculty, and within the university.
4. The university should consistently share with the students the student-satisfaction survey-results from all programmes.
5. The university should strengthen students' roles in advisory boards, by providing them voting rights in the decision-making process.
6. The attractiveness of internships and the possibility of Erasmus+ programmes should be more prominently integrated in the design of the study programmes. So, a permanent re-evaluation of achievements and the learnings out of these activities should be in the reports published to the students.
7. Students who are at risk of having to leave the programmes because they have reached the maximum period of education should receive better guidance through established mechanisms and support to prevent this situation from happening.
8. Students who participate in Erasmus+ agreements, should receive more guidance on navigating equivalency and credits-transfer processes.
9. International students should be provided more tailored orientation and onboarding programmes and multilingual resources.
10. Students should be provided with more guidance and counseling to encourage them go abroad (i.e. with Erasmus+ programmes) and attract more incoming students.
11. Administrative staff and teaching personnel should improve their English language skills to better support international students.
12. The university should implementing a structured complaint system across the programmes to ensure formalised feedback-mechanisms for administrative processes.
13. The university should develop a robust system for collecting, analysing, and reporting data related to study programmes and other activities.

14. The university should create structured opportunities for students to contribute actively to the data collection and evaluation processes by establishing regular forums or workshops where they can discuss their experiences and provide feedback on the curricula.
15. The university should conduct periodic reviews on how feedback from students and external stakeholders is integrated into programme planning and improvements, ensuring transparency in communicating how suggestions have been implemented.
16. The university should enhance the user-experience in terms of usability and navigation of the website based on a student-centred approach. This could be achieved by renovating the website and making it more accessible for mobile use and by eliminating unnecessary content or clustering content.
17. The university should update all links related to the CV's of the lecturing staff in both desktop and mobile version of the website.
18. The university should use a less complicated language in its website and update its content in terms of E-services and student services in both Turkish and English.
19. The university should include KPIs for monitoring the mobility of staff and students. At the same time, the KPI criteria should be openly communicated and published, as well as the decisions taken in relation to these (i.e. through protocols and meetings minutes).
20. The role of the student representative in the committees, and in sports should be empowered (i.e. by expanding the representation to a two-year term).
21. The university should consider appointing a sustainability officer or having a dedicated member for this role in the different committees.
22. The university should create structured processes for integrating feedback from external evaluations into programme development and improvement plans. This could include regular workshops or meetings where faculty can discuss findings from external reviews and collaboratively develop action plans.

Specific Recommendations for study programmes

"Digital Game Design (Turkish)"

1. The programme "Digital Game Design (Turkish)" should align and explain how content being learned in the wider contextual modules is of value to the actual gamemaking process. This ideally should be supported through assessment activities within the compulsory modules.

2. The programme “Digital Game Design (Turkish)” should explain game design skills as craft skills, and clarify the difference between the gamemaking process and a supposed industry pipeline.
3. The programme “Digital Game Design (Turkish)” should define recommended option pathways through the courses for different kinds of potential gamemakers, which could double as routes for specialism development as the programme evolves.
4. The programme “Digital Game Design (Turkish)” should increase the collaboration between faculty programmes in games and interactive media.
5. The programme “Digital Game Design (Turkish)” should consider the establishment and regular maintaining of a group work strategy which explains how teams are formed, how students can resolve issues with teams and what the course/student responsibilities are, first for the course and later for the faculty. This can be signed off by student representation at department board or possibly within the “student club” system.
6. The programme “Digital Game Design (Turkish)” should undertake continuous improvement of the assessment approach, learning from previous students’ experience and tailoring how the reality of university processes can be best aligned to the reality of gamemaking. One way into this is more team-based periodic review and assessment, which can be synchronised to operate alongside a typical agile software development cycle (if sufficiently resourced with staff).
7. The programme “Digital Game Design (Turkish)” should enhance initiatives around team forming and teamwork management through module documentation and departmental processes to learn lessons from pilots, improve student confidence in the process, share good practice at cross-faculty level and demonstrate transparency.
8. The programme “Digital Game Design (Turkish)” should establish a plan for how to continue the programme and maintain quality bar in the event of the loss of the programme lead.
9. The programme “Digital Game Design (Turkish)” should clarify in terms of the internship module, potential issues of conflict of interest, ethics and confidentiality.
10. The programme “Digital Game Design (Turkish)” should revisit the software built for the games labs and find a way to put its needs at the front of the queue when software requests are being set out.

"Visual Communication Design (Turkish)"

1. The faculty of the degree programme "Visual Communication Design (Turkish)" should consider integrating the word design (in the title) and into the content of some of the courses (for example – Media literacy in Design and its Basic Principles) to make it more attractive as a strategic option for students and the university itself.
2. The faculty of the degree programme "Visual Communication Design (Turkish)" should reduce the electives list to be more realistic.
3. The faculty of the degree programme "Visual Communication Design (Turkish)" should review the differences in workloads between T (Theory) and TP (Theory Practice), always emphasising the TPs as a means of learning, without taking away the value of the theory. The number of theoretical and practical hours should be higher than the theoretical ones.
4. The idea of internationalisation should be more explicit in the degree programme "Visual Communication Design (Turkish)" in terms of content, focusing more on international and less national contexts.
5. In the degree programme "Visual Communication Design (Turkish)" the assessments should occur not only in terms of courses, students and teachers, but there could be a committee made up of teachers (for each year) to evaluate how the training is going in the 4th academic years. So, internal assessments are fundamental to improve the quality of the programme.
6. The degree programme "Visual Communication Design (Turkish)" should stimulate scientific production, as a way of disseminating the research work carried out at national and international level.
7. The degree programme "Visual Communication Design (Turkish)" should organise exhibitions, seminars, conferences and lectures with the invitation of international professors, to promote, disseminate and assess the programme.

"Public Relations and Advertising (Turkish)"

1. The degree programme "Public Relations and Advertising (Turkish)" should streamline and cluster the elective courses more effectively.
2. The degree programme "Public Relations and Advertising (Turkish)" should provide even more support for internationalisation, by encouraging students to do internships abroad and promoting the English language in the work context among teaching staff and students.

3. The degree programme “Public Relations and Advertising (Turkish)” should further expand the opportunities for applied teaching by using a TV studio and VR glasses, as well as interdisciplinary networking with the other courses, for example through joint projects.

"Media and Communication (Turkish)"

1. For the degree programme “Media and Communication (Turkish)” electives that have not been regularly offered in the past, should not be included in the programme. At least two-thirds of the courses of a cluster of electives mentioned in the programme should effectively be offered.
2. The degree programme “Media and Communication (Turkish)” should include an elective that provides an introduction to big data analysis.
3. The programme should ensure that all methods courses (and their applications) that are part of the Media and Communication programme are the most relevant for the field of media and communication. For instance, there should be sufficient attention for ethnography (and how it is used in media production environments), for the analysis of media content, and for audience reception analysis.
4. The degree programme “Media and Communication (Turkish)” should include more courses (or course components) in the programme which explicitly bridge these theoretical and practical components.
5. The degree programme “Media and Communication (Turkish)” should synchronise the ECTS for the courses in the programme as much as possible, avoiding unnecessary differences in allocated ECTS, and using a more streamlined model of ECTS allocation. When revising the ECTS model, it will be necessary to ensure that the actual course workload is better aligned with the ECTS allocated to the course.
6. The degree programme “Media and Communication (Turkish)” should increase and diversify the number of external stakeholders who produce advise about the programme.
7. The degree programme “Media and Communication (Turkish)” should activate more mechanisms for staff motivation to engage in research, driven by a needs analysis of the staff and making more use of the internal research grant system.
8. The degree programme “Media and Communication (Turkish)” should include non-Turkish staff (e.g., through short term contracts) or through a visiting professor programme.

"New Media (Turkish)"& "New Media (English)"

1. The degree programmes "New Media (Turkish) & New Media (English)" should ensure that learning outcomes for both the core curriculum (compulsory) and elective courses (pool groups) are aligned precisely with the programme's offered classes. This alignment should be documented, also detailing how assessment and learning methods support each specific goal (Constructive Alignment Method).
2. The degree programmes "New Media (Turkish) & New Media (English)" should ensure that electives that have not been regularly offered in the past, should not be included in the programme. At least two-thirds of the courses of a cluster of electives mentioned in the programme should effectively be offered.
3. The degree programmes "New Media (Turkish) & New Media (English)" should synchronise the ECTS for the courses in the New Media programmes as much as possible, avoiding unnecessary differences in allocated ECTS, and using a more streamlined model of ECTS allocation.
4. The programme "New Media (Turkish) & New Media (English)" should develop a more clearly coordinated programme for student internships that is less dependent upon the connections and networks of individual staff members. This could be achieved by establishing a series of longer-term agreements with media and new media companies for internships.
5. The degree programmes "New Media (Turkish) & New Media (English)" should consider possible synergies that would enable the coteaching in English of certain courses (but not necessarily all) so that Turkish and international students could interact, allowing for transfer of knowledge and experience.

"Television Reporting and Programming (Turkish)"

1. The degree programme "Television Reporting and Programming (Turkish)" should ensure that the field of "Journalism Studies" is reflected in the knowledge/contextual dimension of the programme.
2. The degree programme "Television Reporting and Programming (Turkish)" should embody the innovation and entrepreneurialism of contemporary media ecology and the journalism industry as convergent spaces, where new and old practices, digital and analogue, are combined, reconfigured, and exist in dialogue with each other. This should be reflected in a clearer way in the language and provision of the programme.

3. The degree programme “Television Reporting and Programming (Turkish)” should maximise the opportunities it provides for students to enhance their portfolio and work collaboratively, for instance through a compulsory activity or requirement.

V Decisions of the Accreditation Commission of ACQUIN

1 Accreditation Decision

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN has made its decision on the 10 March 2025:

General recommendations for all study programmes:

- The university should develop structured mechanisms for student participation in quality assurance discussions beyond consultation.
- The university should implement a systematic review process for curricula to ensure they remain relevant to current industry standards and practices, particularly in rapidly evolving fields such as digital media and communication.
- The university should develop a complaints management system, which allows analysing student complaints at a more structural level, and identifying recurring problems, within programmes and departments, within the faculty, and within the university.
- The university should consistently share with the students the student-satisfaction survey-results from all programmes.
- The university should strengthen students' roles in advisory boards, by providing them voting rights in the decision-making process.
- The attractiveness of internships and the possibility of Erasmus+ programmes should be more prominently integrated in the design of the study programmes. So, a permanent re-evaluation of achievements and the learnings out of these activities should be in the reports published to the students.
- Students who are at risk of having to leave the programmes because they have reached the maximum period of education should receive better guidance through established mechanisms and support to prevent this situation from happening.
- Students who participate in Erasmus+ agreements, should receive more guidance on navigating equivalency and credits-transfer processes.
- International students should be provided more tailored orientation and onboarding programmes and multilingual resources.
- Students should be provided with more guidance and counseling to encourage them go abroad (i.e. with Erasmus+ programmes) and attract more incoming students.
- Administrative staff and teaching personnel should improve their English language skills to better support international students.
- The university should implementing a structured complaint system across the programmes to ensure formalised feedback-mechanisms for administrative processes.
- The university should develop a robust system for collecting, analysing, and reporting data related to study programmes and other activities.

- The university should create structured opportunities for students to contribute actively to the data collection and evaluation processes by establishing regular forums or workshops where they can discuss their experiences and provide feedback on the curricula.
- The university should conduct periodic reviews on how feedback from students and external stakeholders is integrated into programme planning and improvements, ensuring transparency in communicating how suggestions have been implemented.
- The university should enhance the user-experience in terms of usability and navigation of the website based on a student-centred approach. This could be achieved by renovating the website and making it more accessible for mobile use and by eliminating unnecessary content or clustering content.
- The university should update all links related to the CV's of the lecturing staff in both desktop and mobile version of the website.
- The university should use a less complicated language in its website and update its content in terms of E-services and student services in both Turkish and English.
- The university should include KPIs for monitoring the mobility of staff and students. At the same time, the KPI criteria should be openly communicated and published, as well as the decisions taken in relation to these (i.e. through protocols and meetings minutes).
- The role of the student representative in the committees, and in sports should be empowered (i.e. by expanding the representation to a two-year term).
- The university should consider appointing a sustainability officer or having a dedicated member for this role in the different committees.
- The university should create structured processes for integrating feedback from external evaluations into programme development and improvement plans. This could include regular workshops or meetings where faculty can discuss findings from external reviews and collaboratively develop action plans.

Public Relations and Advertising (B.A. in Turkish)

The study programme "Public Relations and Advertising" (Bachelor of Arts in Turkish) is accredited without any conditions.

The accreditation is valid until 30. September 2031.

The following recommendations are given for the further development of the study programme:

- The degree programme "Public Relations and Advertising (Turkish)" should streamline and cluster the elective courses more effectively.
- The degree programme "Public Relations and Advertising (Turkish)" should provide even more support for internationalisation, by encouraging students to do internships abroad and promoting the English language in the work context among teaching staff and students.
- The degree programme "Public Relations and Advertising (Turkish)" should further expand the opportunities for applied teaching by using a TV studio and VR glasses, as well as interdisciplinary networking with the other courses, for example through joint projects.

Digital Game Design (B.A. in Turkish)

The study programme " Digital Game Design" (Bachelor of Arts in Turkish) is accredited with the following specific condition:

- **The learning outcomes articulation must be revised for clarity and alignment with the curriculum to reflect the objectives of the programmes and the course content, particularly in the first two years. More specifically the learning outcomes should outline knowledge, skills, and competencies aligning with Level 6 of the EQF framework. This revision must cover the first two years for all programmes and specify outcomes for each programme for the final semesters.**

The accreditation is valid until the 10th of December 2026.

The Higher Education Institution must submit documents that prove the fulfilment of the conditions by the 10th of March 2026. If the Accreditation Commission comes to the conclusion that the conditions are fulfilled, the accreditation will be extended until the 30th of September 2031. If the Higher Education Institution fails to prove the fulfilment of the conditions in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until the 10th of April 2025.

The following recommendations are given for the further development of the study programme:

- The programme "Digital Game Design (Turkish)" should align and explain how content being learned in the wider contextual modules is of value to the actual gamemaking process. This ideally should be supported through assessment activities within the compulsory modules.
- The programme "Digital Game Design (Turkish)" should explain game design skills as craft skills, and clarify the difference between the gamemaking process and a supposed industry pipeline.
- The programme "Digital Game Design (Turkish)" should define recommended option pathways through the courses for different kinds of potential gamemakers, which could double as routes for specialism development as the programme evolves.
- The programme "Digital Game Design (Turkish)" should increase the collaboration between faculty programmes in games and interactive media.
- The programme "Digital Game Design (Turkish)" should consider the establishment and regular maintaining of a group work strategy which explains how teams are formed, how students can resolve issues with teams and what the course/student responsibilities are, first for the course and later for the faculty. This can be signed off by student representation at department board or possibly within the "student club" system.
- The programme "Digital Game Design (Turkish)" should undertake continuous improvement of the assessment approach, learning from previous students' experience and tailoring how the reality of university processes can be best aligned to the reality of gamemaking. One way into this is more team-based periodic review and assessment,

which can be synchronised to operate alongside a typical agile software development cycle (if sufficiently resourced with staff).

- The programme “Digital Game Design (Turkish)” should enhance initiatives around team forming and teamwork management through module documentation and departmental processes to learn lessons from pilots, improve student confidence in the process, share good practice at cross-faculty level and demonstrate transparency.
- The programme “Digital Game Design (Turkish)” should establish a plan for how to continue the programme and maintain quality bar in the event of the loss of the programme lead.
- The programme “Digital Game Design (Turkish)” should clarify in terms of the internship module, potential issues of conflict of interest, ethics and confidentiality.
- The programme “Digital Game Design (Turkish)” should revisit the software built for the games labs and find a way to put its needs at the front of the queue when software requests are being set out.

Visual Communication Design (B.A. in Turkish)

The study programme “Visual Communication Design” (Bachelor of Arts in Turkish) is accredited with the following specific conditions:

- The learning outcomes articulation must be revised for clarity and alignment with the curriculum to reflect the objectives of the programmes and the course content, particularly in the first two years. More specifically the learning outcomes should outline knowledge, skills, and competencies aligning with Level 6 of the EQF framework. This revision must cover the first two years for all programmes and specify outcomes for each programme for the final semesters.
- The degree programme “Visual Communication Design (Turkish) must present and correlate the information in a very clear way aligning all courses of the programme with the contents, learning objectives and learning outcomes in all 4 years, paying particular attention to the flow of learning pathway.

The accreditation is valid until the 10th of December 2026.

The Higher Education Institution must submit documents that prove the fulfilment of the conditions by the 10th of March 2026. If the Accreditation Commission comes to the conclusion that the conditions are fulfilled, the accreditation will be extended until the 30th of September 2031. If the Higher Education Institution fails to prove the fulfilment of the conditions in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until the 10th of April 2025.

The following recommendations are given for the further development of the study programme:

- The faculty of the degree programme “Visual Communication Design (Turkish) should consider integrating the word design (in the title) and into the content of some of the

courses (for example – Media literacy in Design and its Basic Principles) to make it more attractive as a strategic option for students and the university itself.

- The faculty of the degree programme “Visual Communication Design (Turkish)” should reduce the electives list to be more realistic.
- The faculty of the degree programme “Visual Communication Design (Turkish)” should review the differences in workloads between T (Theory) and TP (Theory Practice), always emphasising the TPs as a means of learning, without taking away the value of the theory. The number of theoretical and practical hours should be higher than the theoretical ones.
- The idea of internationalisation should be more explicit in the degree programme “Visual Communication Design (Turkish)” in terms of content, focusing more on international and less national contexts.
- In the degree programme “Visual Communication Design (Turkish)” the assessments should occur not only in terms of courses, students and teachers, but there could be a committee made up of teachers (for each year) to evaluate how the training is going in the 4th academic years. So, internal assessments are fundamental to improve the quality of the programme.
- The degree programme “Visual Communication Design (Turkish)” should stimulate scientific production, as a way of disseminating the research work carried out at national and international level.
- The degree programme “Visual Communication Design (Turkish)” should organise exhibitions, seminars, conferences and lectures with the invitation of international professors, to promote, disseminate and assess the programme.

Media and Communication (B.A. in Turkish)

The study programme “Media and Communication” (Bachelor of Arts in Turkish) is accredited with the following specific conditions:

- The learning outcomes articulation must be revised for clarity and alignment with the curriculum to reflect the objectives of the programmes and the course content, particularly in the first two years. More specifically the learning outcomes should outline knowledge, skills, and competencies aligning with Level 6 of the EQF framework. This revision must cover the first two years for all programmes and specify outcomes for each programme for the final semesters.
- For the degree programme “Media and Communication (Turkish)” the acquisition of both qualitative and quantitative research methodologies must be included in the learning outcomes, and must be allocated equal importance. Also the teaching of qualitative research methods in the programme must be increased, in order to guarantee that sufficient attention is spent on both methodologies, and that they have equal weight in the programme.

The accreditation is valid until the 10th of December 2026.

The Higher Education Institution must submit documents that prove the fulfilment of the conditions by the 10th of March 2026. If the Accreditation Commission comes to the conclusion that the conditions are fulfilled, the accreditation will be extended until the 30th of September 2031. If the Higher Education Institution fails to prove the fulfilment of the conditions in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until the 10th of April 2025.

The following recommendations are given for the further development of the study programme:

- For the degree programme “Media and Communication (Turkish)” electives that have not been regularly offered in the past, should not be included in the programme. At least two-thirds of the courses of a cluster of electives mentioned in the programme should effectively be offered.
- The degree programme “Media and Communication (Turkish)” should include an elective that provides an introduction to big data analysis.
- The programme should ensure that all methods courses (and their applications) that are part of the Media and Communication programme are the most relevant for the field of media and communication. For instance, there should be sufficient attention for ethnography (and how it is used in media production environments), for the analysis of media content, and for audience reception analysis.
- The degree programme “Media and Communication (Turkish)” should include more courses (or course components) in the programme which explicitly bridge these theoretical and practical components.
- The degree programme “Media and Communication (Turkish)” should synchronise the ECTS for the courses in the programme as much as possible, avoiding unnecessary differences in allocated ECTS, and using a more streamlined model of ECTS allocation. When revising the ECTS model, it will be necessary to ensure that the actual course workload is better aligned with the ECTS allocated to the course.
- The degree programme “Media and Communication (Turkish)” should increase and diversify the number of external stakeholders who produce advise about the programme.
- The degree programme “Media and Communication (Turkish)” should activate more mechanisms for staff motivation to engage in research, driven by a needs analysis of the staff and making more use of the internal research grant system.
- The degree programme “Media and Communication (Turkish)” should include non-Turkish staff (e.g., through short term contracts) or through a visiting professor programme.

New Media (B.A. in English) und New Media (B.A. in Turkish)

The study programmes "New Media" (Bachelor of Arts in English) and "New Media" (Bachelor of Arts in Turkish) are accredited with the following specific condition:

- The learning outcomes articulation must be revised for clarity and alignment with the curriculum to reflect the objectives of the programmes and the course content, particularly in the first two years. More specifically the learning outcomes should outline knowledge, skills, and competencies aligning with Level 6 of the EQF framework. This revision must cover the first two years for all programmes and specify outcomes for each programme for the final semesters.

The accreditation is valid until the 10th of December 2026.

The Higher Education Institution must submit documents that prove the fulfilment of the conditions by the 10th of March 2026. If the Accreditation Commission comes to the conclusion that the conditions are fulfilled, the accreditation will be extended until the 30th of September 2031. If the Higher Education Institution fails to prove the fulfilment of the conditions in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until the 10th of April 2025.

The following recommendations are given for the further development of the study programmes:

- The degree programmes "New Media (Turkish) & New Media (English)" should ensure that learning outcomes for both the core curriculum (compulsory) and elective courses (pool groups) are aligned precisely with the programme's offered classes. This alignment should be documented, also detailing how assessment and learning methods support each specific goal (Constructive Alignment Method).
- The degree programmes "New Media (Turkish) & New Media (English)" should ensure that electives that have not been regularly offered in the past, should not be included in the programme. At least two-thirds of the courses of a cluster of electives mentioned in the programme should effectively be offered.
- The degree programmes "New Media (Turkish) & New Media (English)" should synchronise the ECTS for the courses in the New Media programmes as much as possible, avoiding unnecessary differences in allocated ECTS, and using a more streamlined model of ECTS allocation.
- The degree programmes "New Media (Turkish) & New Media (English)" should consider possible synergies that would enable the coteaching in English of certain courses (but not necessarily all) so that Turkish and international students could interact, allowing for transfer of knowledge and experience.

Television Reporting and Programming (B.A. in Turkish)

The study programme "Television Reporting and Programming" (Bachelor of Arts in Turkish) is accredited with the following specific condition:

- The learning outcomes articulation must be revised for clarity and alignment with the curriculum to reflect the objectives of the programmes and the course content, particularly in the first two years. More specifically the learning outcomes should outline knowledge, skills, and competencies aligning with Level 6 of the EQF framework. This revision must cover the first two years for all programmes and specify outcomes for each programme for the final semesters.

The accreditation is valid until the 10th of December 2026.

The Higher Education Institution must submit documents that prove the fulfilment of the conditions by the 10th of March 2026. If the Accreditation Commission comes to the conclusion that the conditions are fulfilled, the accreditation will be extended until the 30th of September 2031. If the Higher Education Institution fails to prove the fulfilment of the conditions in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until the 10th of April 2025.

The following recommendations are given for the further development of the study programme:

- The degree programme "Television Reporting and Programming (Turkish)" should ensure that the field of "Journalism Studies" is reflected in the knowledge/contextual dimension of the programme.
- The degree programme "Television Reporting and Programming (Turkish)" should embody the innovation and entrepreneurialism of contemporary media ecology and the journalism industry as convergent spaces, where new and old practices, digital and analogue, are combined, reconfigured, and exist in dialogue with each other. This should be reflected in a clearer way in the language and provision of the programme.
- The degree programme "Television Reporting and Programming (Turkish)" should maximise the opportunities it provides for students to enhance their portfolio and work collaboratively, for instance through a compulsory activity or requirement.

2 Fulfilment of conditions

Based on the evaluation of the submitted documents and statement of the Higher Educational Institution, the Accreditation Commission of ACQUIN decided on its meeting on 5 of June 2025:

Digital Game Design (B.A. in Turkish)

The conditions of the study programme “Digital Game Design” (B.A. in Turkish) are fulfilled. The programme is accredited until September 2031.

Visual Communication Design (B.A. in Turkish)

The conditions of the study programme “Visual Communication Design” (B.A. in Turkish) are fulfilled. The programme is accredited until September 2031.

Media and Communication (B.A. in Turkish)

The conditions of the study programme “Media and Communication” (B.A. in Turkish) are fulfilled. The programme is accredited until September 2031.

New Media (B.A. in English)

The conditions of the study programme “New Media” (B.A. in English) are fulfilled. The programme is accredited until September 2031.

New Media (B.A. in Turkish)

The conditions of the study programme “New Media” (B.A. in Turkish) are fulfilled. The programme is accredited until September 2031.

Television Reporting and Programming (B.A. in Turkish)

The conditions of the study programme “Television Reporting and Programming” (B.A. in Turkish) are fulfilled. The programme is accredited until September 2031.