

THE ACCREDITATION, CERTIFICATION AND
QUALITY ASSURANCE INSTITUTE

ACQUIN

AWARDS THE SEAL OF APPROVAL



FOR THE STUDY PROGRAMME

GASTRONOMY AND CULINARY ARTS

- BACHELOR OF ARTS -

(IN TURKISH)

AT THE ISTANBUL BEYKENT UNIVERSITY

THE ACCREDITATION IS VALID UNTIL 30TH OF SEPTEMBER 2031.

BAYREUTH, 10 MARCH 2025

PROF. DR. SEBASTIAN KEMPGEN
CHAIRMAN OF THE BOARD

N. 55500480-250054-0

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since 2009*

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FOR THE STUDY PROGRAMME

GRAPHIC DESIGN

- BACHELOR OF ARTS -

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FOR THE STUDY PROGRAMME

COMMUNICATION AND DESIGN

- BACHELOR OF ARTS -

(IN TURKISH)

AT THE ISTANBUL BEYKENT UNIVERSITY

THE ACCREDITATION IS VALID UNTIL 30TH OF SEPTEMBER 2031.

BAYREUTH, 10 MARCH 2025

PROF. DR. SEBASTIAN KEMPGEN
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THE ACCREDITATION, CERTIFICATION AND
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FOR THE STUDY PROGRAMME

RADIO, TELEVISION AND CINEMA

- BACHELOR OF ARTS -

(IN TURKISH)

AT THE ISTANBUL BEYKENT UNIVERSITY

THE ACCREDITATION IS VALID UNTIL 30TH OF SEPTEMBER 2031.

BAYREUTH, 10 MARCH 2025

PROF. DR. SEBASTIAN KEMPGEN
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FOR THE STUDY PROGRAMME

RADIO, TELEVISION AND CINEMA

- BACHELOR OF ARTS -

(IN ENGLISH)

AT THE ISTANBUL BEYKENT UNIVERSITY

THE ACCREDITATION IS VALID UNTIL 30TH OF SEPTEMBER 2031.

BAYREUTH, 10 MARCH 2025

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QUALITY ASSURANCE INSTITUTE

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AWARDS THE SEAL OF APPROVAL



FOR THE STUDY PROGRAMME

TEXTILE AND FASHION DESIGN

- BACHELOR OF ARTS -

(IN TURKISH)

AT THE ISTANBUL BEYKENT UNIVERSITY

THE ACCREDITATION IS VALID UNTIL 30TH OF SEPTEMBER 2031.

BAYREUTH, 10 MARCH 2025

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FOR THE STUDY PROGRAMME

ACTING

- BACHELOR OF ARTS -

(IN TURKISH)

AT THE ISTANBUL BEYKENT UNIVERSITY

THE ACCREDITATION IS VALID UNTIL 30TH OF SEPTEMBER 2031.

BAYREUTH, 10 MARCH 2025

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CHAIRMAN OF THE BOARD

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Accreditation Report

International Bundle Programme Accreditation of
Istanbul Beykent University

Gastronomy and Culinary Arts (B.A. in Turkish)

Graphic Design (B.A. in Turkish)

Communication and Design (B.A. in Turkish)

Radio, Television and Cinema (B.A. in Turkish)

Radio, Television and Cinema (B.A. in English)

Textile and Fashion Design (B.A. in Turkish)

Acting (B.A. in Turkish)

I Procedure

Date of contract: 29 February 2024

Date of the submission of self-assessment report: 01 September 2024

Date of site visit: 27 – 28 November 2024

Attendance by ACQUIN office: Dr. Hanna Schösler, Dr. Jasmine Rudolph, Giorina Maratsi

Accreditation decision: 10 March 2025

Peer review experts:

- **Robin Villarreal**, Professor of Culinary Arts Culinary Arts Institute (CAI) at Varna University of Management (VUM), Bulgaria
- **Dr. Björn Franke**, Lecturer on Visual Culture, Expanded Practice, Design Theory, Zurich University of the Arts (ZHdK)
- **Pilar Roca**, Teacher of Graphic Design, Graphic Design Department, Accademia Italiana Firenze, Italy
- **Raymond Boyle**, Professor of Communications (Theatre, Film & Television Studies) Director of Centre for Cultural Policy Research, University of Glasgow, Scotland

- **Dr. Balázs Varga**, Associate professor, Institute for Art Theory and Media Research, Head of Department of Film Studies, Eötvös Loránd University (ELTE), Budapest, Hungary
- **Univ. Prof.ⁱⁿ Mag^a Ute Ploier**, Professorship for Fashion & Technology, Head of department, The University of Art and Design Linz, Austria
- **Prof. Jan-Richard Kehl**, Frankfurt University of Music and Performing Arts, Germany
- **Martin Borg**, CEO of EduAlliance, Malta
- **Alexander Zeitelhack**, communicationsconsulting und -training, Nürnberg, Germany
- **Leander Gussmann**, Arts & Cultural Studies Ph.D., Academy of Fine Arts Vienna, Austria

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 2000, the **Department of Communication and Design** had its first graduates in 2004. As of the 2022-2023 Academic Year, the teaching staff of the department consists of an associate professor, two assistant professors, and two research assistants. In the Faculty of Fine Arts, there are also courses given by tenured faculty members in other departments. The Department of Communication and Design (TR) offers Turkish-medium instruction. The English Preparatory Programme is optional.

Founded in 2000-2001, the **Department of Acting** had its first graduates in 2007. As of the 2022-2023 Academic Year, the department's teaching staff consists of an associate professor,

two assistant professors, and two research assistants. In addition, there are two part-time lecturers for singing, song, rhythmic and movement lessons. The department has Erasmus agreements with the University "KOREA" of Enna and the Academy of Fine Arts of L-aquila in Italy, and the International University Libertas and Libertas Business School in Croatia.

The **Department of Gastronomy and Culinary Arts**, housed within Istanbul Beykent University's School of Applied Sciences, was established in 2012 at the Beylikdüzü campus. Offering a 4-year undergraduate programme, the department emphasizes a multidisciplinary approach to education, blending practical and theoretical knowledge in a professional and academic focus. It features a fully equipped professional kitchen where students learn cooking techniques, the intricacies of Turkish and global cuisines, integrating theoretical knowledge with practical classes, and enhancing their manual skills.

The **Department of Graphic Design** in the Faculty of Fine Arts is the first department of Beykent University, established in 1997. Its graduates are trained to meet the sectoral requirements, can work in advertising agencies, digital media, press, and designing all kinds of graphic communication products. The department's teaching staff for the 2023-2024 Academic Year consists of two Associate Professors, two Assistant Professors, and two Research Assistants. The medium of instruction in the Department of Graphic Design (TR) is Turkish. The English Preparatory Programme is optional. The department has Erasmus agreements with the Academy of Fine Arts of L-aquila in Italy and Istituto Europeo di Design in Spain.

Founded in 1997, the **Department of Radio, Television and Cinema** had its first graduates in 2001. The department has been offering education within the Faculty of Fine Arts since 1997 with its specialised and experienced academic staff. The department offered education between 1997-2005 in the Beylikdüzü Campus and between 2005-2007 in the Taksim Campus, has been continuing its educational activities in the Ayazağa Campus since 2007. As of the 2022-2023 Academic Year, the academic staff of the department consists of three Professors, two Associate Professors, and two Research Assistants. The department offers Turkish-medium instruction.

The department has Erasmus agreements with University of Nova Gorica in Slovenia, Hochschule für Angewandte Wissenschaften Hamburg/Hamburg University of Applied Sciences (HAW) in Germany, Brno University of Technology in Czechia and University of Silesia in Katowice in Poland.

The **Department of Textile and Fashion Design** has been offering education within the Faculty of Fine Arts since 1997 with its specialised and experienced academic staff. The department offered education between 1997-2003 in the Beylikdüzü Campus and between 2003-2005 in the Taksim Campus, and has been continuing its educational activities in the Ayazağa

Campus since 2005. The department, which has been admitting students by talent exam since its opening year, has been admitting students through central placement as of the 2023-2024 Academic Year.

As of the 2023-2024 Academic Year, the department's teaching staff consists of one professor, one associate professor, two assistant professors, and two research assistants.

The department has Erasmus agreements with Vilnius College of Design in Lithuania, Michal Iwaszkiewicz University of Social Sciences (WSUS) in Poland, and Hochschule für Angewandte Wissenschaften Hamburg / Hamburg University of Applied Sciences (HAW) in Germany.

3 General information on the study programme(s)

Communication and Design (Turkish)

Location	Istanbul Beykent University
Date of introduction	2000
Faculty/ department	Faculty of Fine Arts
Standard period of study (semesters)	4 years (8 semesters)
Number of ECTS credits	240 ECTS
Number of study places	Full Scholarship: 6 50% Scholarship: 43 Quota for Martyrs' Relatives: 1 Quota for Earthquake Victims: 1
Number of students currently enrolled	144
Average number of graduates per year	36
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) and 30% distance learning
Tuition fee	253,333 TL (Cash), 354,667 (In instalments) 126,666 TL (50% Scholarship)

Acting (Turkish)

Location	Istanbul Beykent University
Date of introduction	2001
Faculty/ department	Department of Acting
Standard period of study (semesters)	4 years (8 semesters)
Number of ECTS credits	240 ECTS
Number of study places	Full Scholarship: 4 50% Scholarship: 26
Number of students currently enrolled	49
Average number of graduates per year	12
Admission requirements	Special talent examination 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) and 30% distance learning
Tuition fee	226,667 TL (In cash), 317,333 TL (In instalments) 113,333 TL (50% Scholarship)

Gastronomy and Culinary Arts (Turkish)

Location	Istanbul Beykent University
Date of introduction	2010
Faculty/ department	Faculty of Fine Arts
Standard period of study (semesters)	4 years (8 semesters)
Number of ECTS credits	240 ECTS
Number of study places	Full Scholarship: 13 50% Scholarship: 88 Quota for Martyrs' Relatives: 2
Number of students currently enrolled	240
Average number of graduates per year	71 (2020-2023)
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) and 30% distance learning
Tuition fee	346,667 TL (In cash), 485,333 TL (In instalments) 173,333 TL (50% Scholarship)

Graphic Design (Turkish)

Location	Istanbul Beykent University
Date of introduction	1997
Faculty/ department	Faculty of Fine Arts
Standard period of study (semesters)	4 years (8 semesters)
Number of ECTS credits	240 ECTS
Number of study places	Full Scholarship: 10 50% Scholarship: 70 Quota for Martyrs' Relatives: 1
Number of students currently enrolled	214
Average number of graduates per year	53
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) and 30% distance learning
Tuition fee	253,333 TL (In cash), 354,667 (In instalments) 126.666 TL (50% Scholarship)

Radio, Television and Cinema (Turkish)

Location	Istanbul Beykent University
Date of introduction	1997
Faculty/ department	Faculty of Fine Arts
Standard period of study (semesters)	4 years (8 semesters)
Number of ECTS credits	240 ECTS
Number of study places	Scholarship: 8 50% Off: 51 Quota for Martyrs' Relatives: 1 Quota for Earthquake Victims: 1
Number of students currently enrolled	193
Average number of graduates per year	48
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) and 30% distance learning
Tuition fee	253,333 TL (In cash), 354,667 TL (In instalments) 126,666 TL (50% Scholarship)

Radio, Television and Cinema (English)

Location	Istanbul Beykent University
Date of introduction	1997
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	Full Scholarship: 8 50% Scholarship: 51 Quota for Martyrs' Relatives: 1 Quota for Earthquake Victims: 1
Number of students currently enrolled	145
Average number of graduates per year	36
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) and 30% distance learning
Tuition fee	253,333 TL (In cash), 354,667 TL (In instalments) 126,666 TL (50% Scholarship)

Textile and Fashion Design (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	Full Scholarship: 5 50% Scholarship: 37
Number of students currently enrolled	112
Average number of graduates per year	28
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) and 30% distance learning
Tuition fee	226,667 TL (In cash), 317,333 TL (In instalments) 113,333 TL (50% Scholarship)

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 a formal quality assurance policy. The policy addresses various aspects of quality assurance, including curriculum development, stakeholder involvement, and accreditation processes.

The university involves various stakeholders, including faculty members and external experts, in developing and implementing the quality assurance policy. Nonetheless, there are indications that student participation is more consultative rather than integrative, suggesting a need for deeper engagement.

The implementation of the quality assurance policy is managed through multiple working groups focused 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 revisions of the policy.

The university has made efforts to consider diversity, social inclusion, and equality in its curricula and policies.

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 additional members are invited to a quality assurance meeting. This seems to be a quite centralized procedure. Maybe a broader approach is more suitable here.

In the same directive, the student representative is only part of the committees for one year. This could be updated to a two-year term to provide a more continuous involvement of the student council members in the quality improvement of the university.

Overall, the role of the student in sports and committees should be more empowered.

For the further improvement of quality, the value system, the mission and vision of the university should play a more important role in all university processes. Especially the topic of sustainability is not sufficiently covered with the stakeholders in the committees. An additional sustainability officer might be of use.

As the university wants to develop a more international profile, international partnerships like for example Erasmus + should be encouraged further. The university should also consider including KPIs for monitoring the mobility of staff and students.

Overall, the university has all the necessary and relevant institutions established. The quality control system works, although it can be modernized in some areas. What it really needs is more student, involvement and student participation in decision-making processes.

1.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- The university should consider appointing a Sustainability Officer.
- International partnerships should be encouraged (Erasmus+).
- Quality Management should be strengthened in terms of management of information and curriculum management.

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.

2.1.1. Gastronomy and Culinary Arts (Turkish)

The goal of this programme is to educate future professionals who can apply and update their professional knowledge and skills in different areas of the food and beverage industry with the awareness of lifelong learning. Future professionals are educated to follow, research, question and apply innovations in the sector and take responsibility as individual and team members to solve the problems they encounter. Individuals should have the skills and knowledge to take part in various business lines, especially in the management field of tourism and food and beverage businesses. Future professionals should have the ethical values as required by the field, are aware of their effects on human and public health and exhibit their professional skills in accordance with environmental awareness and sustainability principles. Graduates can interpret professional culinary practices within the framework of art, design, and gastronomy disciplines.

Students will be equipped with academic knowledge and have sectoral skills gained on an academic platform. They have knowledge of the subtleties of Turkish and World culinary arts in the best way, they recognize all kinds of equipment related to kitchen design, operation and management. They have managerial skills and knowledge by improving efficiency and productivity in various food and beverage businesses. Graduates are team workers, innovative, creative, entrepreneurial, observing and analyzing, solving problems in the fastest way and in the shortest time.

The curriculum includes courses on food hygiene and nutrition, emphasizing healthy and safe food preparation for public health, as well as business management, cost accounting, entrepreneurship, and restaurant management courses that highlight entrepreneurship, develop a sense of responsibility, and contribute significantly to leadership qualities.

In their final semester of the fourth academic year, students undertake mandatory internships at a wide range of food and beverage establishments, including restaurants, corporate catering businesses, hotels, and resorts, preparing them for professional life. Additionally, throughout the 4-year programme, students are provided with seminars, talks, industry visits, and excursions to transfer knowledge and experience, allowing them to synthesize the information given by expert academics with real-world experience. The programme concludes with a capstone project in the fourth year.

Programme Learning Outcomes are:

1. To have knowledge of the basic concepts and principles related to business management, marketing, and cost management in the field.

2. Have knowledge of and apply management theories and practices that can effectively manage a food and beverage business.
3. Recognize national and international cuisines with their cultures and geographies, knows and applies their techniques; monitors and interprets local and global developments and changes.
4. Interpret, evaluate, and decide on the visual, sensory, and nutritional data related to the preparation and production techniques and presentation of food and beverages.
5. Have knowledge of and use the tools and technological equipment related to the field.
6. Have knowledge of and apply the standards and basic principles related to food hygiene, food safety, food legislation, occupational health, and safety in the field.
7. Have knowledge of food science and technology, basic nutritional principles, and nutritional values, and creates menus in this context.
8. Communicate effectively on all national and international platforms using at least one foreign language.
9. Have knowledge of and use information and communication tools and technologies required by the field.
10. Take responsibility individually and as a part of the group to solve the problems encountered in the field and effectively conveys the solution proposals in writing and orally.
11. Have knowledge of, follow, manage, or take part in projects, activities and organizations that are carried out in the field and will contribute to the development of the field.
12. Having ethical values in the field, develop and update their knowledge, skills, and competencies with the awareness of lifelong learning and sustainability.
13. Have knowledge of the relations between their field and sociology, local and global production-consumption patterns.

2.1.2 Graphic Design (Turkish)

The programme aims to train sensitive, innovative, free and creative designers who can respond to the needs of society by adopting the principles of graphic design. Our educational model, which blends the requirements of the sector with an understanding of ethics and quality, is based on providing our students with the necessary competencies and skills in the academic and professional fields.

In the curriculum and syllabi of the 2023-2024 Academic Year, it is aimed to provide students with outcomes that will strengthen the Graphic Design Paradigm and intellectual interpretations that they can use in their applied courses. In the programme, which has been updated and reshaped to serve this purpose, the Individual Design Reports course has been replaced by the Portfolio Design and Exhibition Graphics course, History, and Theory of Art Design has been replaced by History and Theory of Graphic Design, and Contemporary Art and Technology course has been replaced by Introduction to Symbols, Signs and Lettering Design course.

Objectives of the Programme are 1) To observe and interpret the environment and to support these interpretation skills with creativity 2) To create a common design language by analyzing the expectations, feelings and thoughts of the target audience 3) To present graphic design principles with a unique perspective 4) To analyze the outputs of the visual communication language 5) To adapt the graphic design paradigm to the needs and conditions of the current age 6) To adhere to professional and ethical values 7) To develop solution-oriented disciplines 8) To manage the design processes in accordance with the given project follow-up elements 9) To convey the principles of graphic design to the masses accurately and effectively with a professional approach.

Programme Learning Outcomes are:

1. To have knowledge about aesthetics, design and application criteria to evaluate works and products in the field of Graphic Design.
2. Have knowledge of the historical development of Graphic Design, the social, political and economic reasons for the evolution and development of its application areas.
3. Adopt and utilize the theoretical framework of Graphic Design as the foundation of the field. Examine the advertising literature from a design perspective and evaluate it as practical application.
4. Utilize the internet, Artificial Intelligence, and similar network environments effectively to explore all design subjects, based on global culture.
5. Have knowledge of legal regulations and procedures in the field of design. They have knowledge of copyrights and legal obligations and professional ethics in the field of Graphic Design.
6. Have knowledge of designing for various media with environmental sensitivity, including Motion Graphics, Interactive Design, Typography, Illustration, and Photography.
7. Express Graphic Design production techniques, traditional and digital production forms and methods. Recognizes the applications used in the field of Graphic Design and have proficiency of using these applications.

8. Comprehend the relationship between message and perception. Conceptualize, reflect and multiply thoughts, messages and visual values. Have the ability to create a unique visual language in design.
9. Choose the basic visual elements of Graphic Design correctly to produce meaning and convey messages. Improve their skills of multidimensional perception, thinking, designing, and practice.
10. Work individually and as a group member in project design and implementation stages, take responsibility, and plan effectively. Actively takes part in projects to solve graphic design problems.
11. Be aware of all trends and technological developments in the field of Graphic Design and follows them throughout his professional life.
12. Approach all kinds of design problems related to Graphic Design with analytical and critical thinking. Have competence to solve graphic design problems with professional understanding and intellectual sensitivity.
13. Identify the learning requirements for the field of Graphic Design. Evaluate and reinterpret traditional or modern design concepts with an awareness of technological innovations.
14. Monitor and communicate field-specific information using a foreign language (European Language Portfolio General Level: B1). Comprehend and follow international sources in English.
15. Utilize the information and communication technologies required in the design field at an Advanced Level of the European Computer Driving License. Apply industry-standard design-focused computer programs.
16. Communicate topics related to Graphic Design effectively and accurately using written and verbal methods. Design and manage projects in the field of Graphic Design.
17. Recognize national and international values in the field of Graphic Design and act according to ethical principles.
18. Understand the essence of Graphic Design as conveying and presenting creative ideas uniquely. Utilize abstract and concrete concepts, creative thinking, aesthetics, and innovative approaches in Graphic Design.
19. Develop sufficient awareness of the universality of social rights, social justice, the culture of quality, the preservation of cultural values, environmental protection, occupational

health and safety, and conduct studies to propose solutions from a Graphic Design perspective.

2.1.3. Communication and Design (Turkish)

The programme aims to graduate designers who effectively use the means of communication to extend the required message by combining the knowledge, methods and techniques they acquired through their education in the programme, gain the competence and proficiency to present these to the society in unity, and play a leading role in design processes, and have the required artistic and technical skills and awareness. Students should become competent communicators who can produce creative design solutions and turn their ideas into effective visual messages within the world of communication.

The Programme Learning Outcomes are:

1. Analyses the cultural, aesthetic, and economic expectations of the communication industry and designs original designs in line with this expectation.
2. Interprets art and design movements in contemporary, historical, and interdisciplinary contexts and adapts them to his/her designs.
3. Transforms abstract and concrete concepts into creative thinking, aesthetic, innovative and original works.
4. Designs works to meet the global and local needs of the Communication industry.
5. Uses the theoretical and practical knowledge he acquired in the field of Communication and Design in an interactive integrity.
6. Designs with the awareness of the principles of sustainability and circular economic model.
7. Adheres to professional and ethical values.
8. Collaborates by taking responsibility in interdisciplinary and teamwork.
9. Uses the methods and techniques of the field of Communication and Design to produce visual and audiovisual compositions of different themes, concepts, and narratives.
10. Develops awareness of lifelong learning and critical thinking.
11. Follows the technological developments in the field and uses latest design and communication programmes for computers and other electronic devices while designing his/her works.
12. Protects fundamental human rights, social, scientific, and cultural values.

13. Develops a creative, professional, and analytical approach to the problems he/she encounters.
14. Develops entrepreneurial and management skills for professional career life.

2.1.4. Radio, Television and Cinema (Turkish) and Radio, Television and Cinema (English)

The programme aims to educate students into creative artists who produce audio-visual art works. To develop the skills required for screenplay writing, lighting, and image/video and audio editing. To help students develop skills in the art of storytelling using film language. To help students produce fictional, experimental and animated films and documentaries.

The aim of the department is to educate filmmakers and television actors with advanced artistic and creative aspects and equipped with theoretical and practical knowledge in the production of cinematic works. The programme, integrated with current technology, aims to train contemporary artists who are skilled in scriptwriting, management, image, sound, and editing, who are aware of social and individual values, and who can think critically and interpret effectively.

There is a 40-day compulsory internship in the department and students can do their internships in film-series production companies, TV channels and private and public companies that use audiovisual media. Students who have successfully completed the theoretical and applied courses by the fourth-year gain experience by working in companies that have a place in the sector in their internships. In their graduation studies and projects, they work individually or as a group according to their preferences.

Programme Learning Outcomes are:

1. To have theoretical knowledge to interpret works of art.
2. Have knowledge about the historical development of the profession and cinema.
3. Have knowledge about the interdisciplinary interaction related to the relevant field of art.
4. Have knowledge of research methods.
5. Have knowledge of legal regulations and procedures in the field of theatre and acting.
6. Have knowledge about film/project making methods and techniques.
7. Have knowledge of equipment and materials used in filmmaking processes .
8. Cinema: Use methods and techniques related to film/programme production in the field of television and can apply the basic staging principles in film projects.

9. Have knowledge of the general characteristics of the script, have the ability to interpret a written text visually.
10. Use the theoretical and practical knowledge acquired in the field of Cinema and Television by ensuring theoretical and practical integration.
11. Develop the ability to perceive, think, design and apply multidimensionally and plan the production process of a film.
12. Work individually and as a group member in projects, take responsibility, and plan effectively.
13. Identify the learning needs of the field.
14. Approach the problems of cinematographic expression from analytical and critical perspective.
15. Be aware of the necessity of lifelong learning, acquire the skills to follow technological and scientific developments, and renew themselves constantly.
16. Utilize the information and communication technologies required by the field, possessing an Advanced Level European Computer Driving License.
17. Follow the knowledge in the field and communicate with colleagues using a foreign language (European Language Portfolio General Level: C1).
18. Effectively and accurately communicates topics related to the field to both experts and non-experts using visual, written, and verbal communication methods.
19. Attain sufficient awareness in the universality of social rights, social justice, the culture of quality, and the preservation of cultural values, as well as in environmental protection, occupational health and safety.
20. Be able to produce fictional and documentary films by projecting the cultural heritage of the society in which they live within the framework of ethical values.
21. Attain sufficient awareness in the universality of social rights, social justice, the culture of quality, and the preservation of cultural values, as well as in environmental protection, occupational health, and safety.
22. Transforms abstract and concrete concepts into aesthetic, innovative, and original works using cinematographic storytelling techniques, and can produce projects and films in fictional, documentary, and experimental genres by interpreting the acquired ideas based on the theme.

2.1.5. Textile and Fashion Design (Turkish)

The programme aims to cultivate students into designers who combine the knowledge, methods, and techniques they acquired in their field with personal processes of art and design, gain the competence and proficiency to present these to the society in unity, steer manufacturing, and play a leading role in manufacturing, and have the required artistic and technical skills and awareness.

Recent curriculum innovation as of the 2022-2023 Academic Year, the Yarn Technology course was cancelled due to the same content being offered in other courses and replaced by the Figured Pattern Design course. Knitting Design and History of Fashion courses have been included in the compulsory course pool and not the elective course pool. In the 2022 Spring Term, the Pattern Development 2 course was replaced by the Pattern and Sewing Techniques course.

The aim of the programme is to educate students into proficient designers and educators capable of keenly observing their audience, providing solutions to societal demands in Textile and Fashion Design, establishing an original identity in Textile and Fashion Design, staying abreast of innovative trends, and offering solutions to emerging trends.

Programme Learning Outcomes:

1. Analyze the cultural, aesthetic, and economic expectations of the textile and fashion industry and designs original products in line with this expectation.
2. Interpret art and design movements in contemporary, historical, and interdisciplinary contexts and adapt them to his/her designs.
3. Develop textile and fashion collections compatible with the sustainable and circular economic model.
4. Adhere to professional and ethical values.
5. Collaborate and responsibility in interdisciplinary studies and in teamwork.
6. Develop solutions to meet the global and local needs of the textile and fashion industry.
7. Express the terminological knowledge and concepts used in the textile and fashion industry in visual, verbally, and written form.
8. Put the theoretical knowledge they have in the fields of knitting, weaving, printing, and clothing into practice through design.
9. Develop awareness of lifelong learning and critical thinking.
10. Follow the technological developments in the field and uses computer-aided design and production programmes.

11. Apply the materials, knowledge and skills required in the production of textile and fashion products in line with the expectations of the industry.
12. Protects fundamental human rights, social, scientific, and cultural values.
13. Develops a creative, professional, and analytical approach to the problems he/she encounters.
14. Develops entrepreneurial and management skills for professional career life.

2.1.6 Acting (Turkish)

The Bachelor's Programme in Acting enables students to acquire intellectual knowledge and physical skills under the professional ethical standards and modern methods. The courses of the programme are assessed and evaluated through specific assessment criteria of each course in accordance with the principles of the relevant regulation. After completing stage and individual monologue studies in the first years, students take part in every stage of the production process, from the design of a play to the performance for the audience, including the graduation play. They have the opportunity to practice the skills learned in courses such as acting, dramaturgy, singing, and dance throughout their time until graduation.

The aim of the Acting Programme, which is part of the Faculty of Fine Arts, is to enable students to gain theoretical and practical skills in acting studies; to implement artistic projects in performing arts, films, and TV as actors; and to acquire intellectual knowledge and physical skills within the framework of professional ethical standards and modern methods.

In this programme, students are provided with a variety of acting techniques from classical to modern. During the first five semesters, applied acting classes through a variety of methods are introduced to students in order to help them build their own synthesis. In the last three semesters, the curriculum is orientated towards the field of practice. By harmonising education and practical application, play staging studies are started. Workshops, conferences, and seminars led by experienced national and international artists also support the curriculum.

Programme Learning Outcomes are:

1. Having knowledge of art history and aesthetics.
2. Having interdisciplinary knowledge of the historical development of the art of acting and related issues.
3. Having knowledge of research methods and learn the use qualitative methods in necessary fields.
4. Having knowledge of legal regulations and procedures in the field of theatre and acting.

5. Acquiring theoretical and practical knowledge in the field of acting and learning to ensure coherence.
6. Learn to understand the body, its centres of gravity, anatomical features, and stage movements.
7. Learn to develop speaking skills with articulation and diction techniques.
8. Learn to embody sensory perception and to transform senses into emotion in the field of acting.
9. Have knowledge about developing the ability to use their voices as required by the acting profession.
10. Learn improvisation techniques and gain knowledge about plot design and dramatic development.
11. Gain knowledge of collaborating with teams across various fields such as acting, written text, directing (staging), dance, song, stage design, costume, lighting, and effects.
12. Learn to work both individually and collaboratively within project processes as a group member.
13. Have knowledge in terms of analysing contemporary works and interpreting them for staging.
14. Gain knowledge about observing current theatre performances and writing analytical reports about them.
15. Learn to apply structural and formal analysis to theatrical texts.
16. Gain knowledge about research methods and techniques in the field of acting and apply them in role-playing scenarios.
17. Gain knowledge about their own acting performance and how to provide technical evaluation of their classmates' performances.
18. Learn to effectively and accurately convey issues related to the field of acting to both experts and non-experts using visual, written, and verbal communication methods.
19. With an Advanced Level European Computer Driving License, they will be equipped to share their studies and knowledge in the field of acting with various institutions and individuals.
20. Learn to transform abstract and concrete concepts through creative thinking into innovative and original works.

21. By developing critical thinking skills, they gain knowledge about developing unique interpretation, analysis, and production techniques in the artistic field.
22. Gain knowledge about the universality of social rights, social justice, quality culture, preservation of cultural values, as well as environmental protection, occupational health, and safety.
23. Acquire knowledge about developing behaviours in accordance with ethical values.

2.2 Assessment

2.2.1 Gastronomy and Culinary Arts (Turkish)

The Gastronomy and Culinary Arts (Turkish) programme is thoughtfully designed to meet the needs and expectations of the local market. The curriculum effectively translates into practical skills, enabling graduates to successfully integrate into the local workforce. This conclusion is supported by interviews conducted with current students and alumni, all of whom expressed satisfaction and confidence in the knowledge and skills they acquired to succeed in gastronomy and culinary arts. In my opinion, the description from the Higher Education Institution (HEI) indicates that the graduate profile is crafted to be that of an "all-rounder," equipping graduates to fit into various roles and hierarchy levels within the industry, thus facilitating professional growth and advancement.

Based on the link, the programme strikes a balanced approach between practical and theoretical courses, equipping students with the necessary knowledge to develop skills for careers not only in gastronomy and culinary arts but also in related fields such as food production and hospitality.

It is recommended that course descriptions should be filled with straightforward, clear and simple descriptions so that anyone can understand them without needing to contact the HEI for clarification.

For example, the section "Mode of Delivery" should specify if the class is theoretical or practical (i.e. Mode of Delivery: Face to Face (Practical Laboratory)).

The section "Course Content" could present a link that takes you directly to the "Weekly Detailed Course Content." The section "Weekly Detailed Course Content." should be written and described in more detail with information coming from a didactical plan detailing the topic content.

While the "Assessment Methods and Criteria" section only provides quantity and percentage for the assessment. The methods and criteria for assessment are insufficiently explained.

It should be clarified whether assessments are written (e.g., open-ended questions, multiple-choice questions, or timed essays), practical (e.g., technical assessments, skills demonstrations, or laboratory work), or a combination of both. A clear summary of what is being evaluated is essential, detailing how scores for each criterion contribute to subtotals, which are then aggregated for an overall total score.

Regarding internships, the description is vague, as the general information provided in the “Report on Self-Assessment of Faculty of Fine Arts Programmes 1” is very generalized. In the course description, the lack of translation was problematic. Most critically, the “Assessment Methods and Criteria” section is blank. For a course worth 9 ECTS there should be a clear, traceable and verifiable method of evaluating and assessing.

While one mandatory internship in the fourth year is noted, I recommend incorporating at least one additional internship in the third year to give students greater exposure and confidence in the professional field. If an additional internship option is provided, the HEI should ensure that the two internships are conducted at different locations with different services provided.

In conclusion, the programme is well-suited for local needs but lacks sufficient international exposure to align with the evolving world of gastronomy and culinary arts. It is therefore recommended to increase collaborations with institutions focused on gastronomy and culinary education to enhance the programme and curriculum with current industry trends. Implementing initiatives such as Collaborative Online International Learning (COIL) could bring internationalization to students who may not have the opportunity to travel abroad.

2.2.2 Graphic Design (Turkish)

The curriculum of the Graphic Design programme at Beykent University is already comprehensive and ambitious, offering a strong foundation in the field. However, there are several recommendations that the expert believes are crucial to further enhancing the program’s quality and ensuring that students are fully equipped for the challenges of the graphic design industry.

One key recommendation is to increase the number of practical graphic design courses earlier in the programme, particularly before the fourth year. This would allow students to gain hands-on experience and solidify their understanding of digital graphic design methods from the outset of their studies. By reinforcing practical knowledge in the early years, students will be better prepared to handle complex design tasks as they progress through the program.

Additionally, the expert suggests expanding practical exercises across all courses in the curriculum. It is important for students to be able to apply the theoretical concepts they learn in a practical context. Achieving a balance between theory and practice is essential, as it will ensure that students not only understand design principles but can also implement them effectively in real-world situations.

Another vital recommendation is the integration of artificial intelligence (AI) tools into the curriculum. As AI is becoming increasingly important in graphic design, it would be beneficial to introduce AI tools throughout various semesters of the programme. This continuous exposure to AI would enable students to stay ahead of technological advancements and better prepare them for a future in which AI is an integral part of the design process.

Furthermore, the expert raises concerns regarding the potential confusion between the Graphic Design and Communication Design degree programmes. It seems there might not be a clear understanding among the teaching staff about the distinctions between these two areas of study. To address this, the expert recommends developing a training programme for professors and staff. This training should focus on clarifying the differences between Graphic Design and Communication Design, ensuring that each programme has its own distinct identity. While some overlap in coursework is acceptable, it is essential to differentiate and strengthen the focus of each programme so that students gain a clear understanding of the specific skills and knowledge required in each field.

In conclusion, while the Graphic Design programme at Beykent University is already well-structured, implementing these recommendations would further improve its effectiveness. By enhancing practical experiences, incorporating AI tools, and providing clarity on the distinctions between the degree programmes, the university can better prepare its students for successful careers in the ever-evolving field of graphic design.

2.2.3 Communication and Design (Turkish)

The Communication and Design programme at Beykent University demonstrates a strong and ambitious foundation, offering students a comprehensive curriculum. However, there are key areas where enhancements could significantly improve the program's overall quality and better prepare students for the evolving demands of the design industry.

To bolster students' preparedness, it is recommended to introduce more practical, hands-on courses earlier in the curriculum, ideally before the fourth year. This adjustment would enable students to engage with the intricacies of design projects and methods from the beginning of

their studies. By gaining early exposure to practical applications, students will develop a deeper understanding and confidence in tackling complex design challenges as they advance.

The integration of practical exercises throughout the curriculum is another vital recommendation. Students benefit most when they can directly apply theoretical knowledge in realistic settings. Ensuring a balance between theory and practice would not only solidify students' grasp of design principles but also enhance their ability to translate these principles into effective solutions in real-world contexts.

Given the increasing importance of digital technologies, the programme would benefit from a stronger focus on coding, generative design and artificial intelligence (AI). Incorporating AI tools and methodologies into the curriculum would align the programme with industry trends and better equip students to navigate a future where these technologies play a central role in design. Encouraging students to experiment with generative design and AI in their projects can provide invaluable insights into the evolving nature of the design profession.

The overlap and potential confusion between Communication Design, Graphic Design, and Visual Communication programmes require attention. Clearer delineation of each program's unique focus and objectives would help both faculty and students better understand their distinct roles. At the same time, fostering greater collaboration between these programmes, as well as across other departments at Beykent University, could enrich the learning experience and open interdisciplinary opportunities for students.

The inclusion of courses not directly related to Communication and Design could benefit from clearer articulation of their purpose within the programme. If these courses are intended to serve as a liberal arts component, like those in U.S. design curricula, their relevance should be explicitly communicated. This would help students understand how these courses contribute to their broader education and their future careers in design.

Overall, the Communication and Design programme at Beykent University is well-structured and provides a solid educational foundation. By implementing these recommendations—enhancing practical learning, integrating digital tools, clarifying programme distinctions, and strengthening cross-departmental collaboration—the programme can further elevate its quality. These improvements will ensure students are well-equipped to thrive in the dynamic landscape of design.

2.2.4 Radio, Television and Cinema (Turkish)

The Radio, Television and Cinema (Turkish) programme is overall a well-designed programme that is well aligned with the objectives of a bachelor programme overall. There are good links

with external stakeholders which feed into the programme and there are plans to strengthen this further in the future.

There is an appropriate mix of theory and practice in the programme. The design and approval of the programme appear appropriate. The issue of radio in the title was explained by the teaching team and making sure that radio has a more prominent position within the programme was acknowledged. There is a structure and commitment to continually refresh the programme around addressing issues such as the role of digitalization and AI in the media.

The Radio, Television and Cinema (Turkish) programme is broadly well aligned with the wider university programmes. Cooperation with SUNY university should be part of the information for potential and current students as it reflects well on the programme. Overall curriculum descriptions should be in simpler language and more data and transparency about what you get when you choose the programme would also be worth considering as the team continually develops the programme.

2.2.5 Radio, Television and Cinema (English)

The Radio, Television, and Cinema (English) programme is overall a well-structured and thoughtfully designed programme that aligns effectively with the objectives of a bachelor's degree. The programme offers an appropriate balance between theoretical and practical components; however, some adjustments could further enhance students' practical interpretative and analytical skills. For example, the department might consider revising the sequence of courses, as film analysis is currently scheduled relatively late in the curriculum (in the seventh semester).

The curriculum should also address emerging topics and skills such as artificial intelligence (AI) and digitalization. This should include not only the practical application and use of these technologies but also preparing students for a professional environment increasingly shaped by advancements in AI. Particular attention should be given to fields where AI could potentially replace human roles, such as editing and post-production.

The system for evaluating and grading graduation films is clear but somewhat generalized. The current 50/50 weighting between technical proficiency and creativity in film assessment raises questions about how creativity is quantified – a notoriously challenging aspect to score. If the university's goal is not solely to cultivate independent artists but to produce professionals who can adapt and thrive in the audiovisual and digital creative industries, it becomes even more critical to define what constitutes artistic creativity in graduation projects and establish transparent criteria for its evaluation.

The Radio, Television, and Cinema (English) programme is well-aligned with the broader university objectives. However, there is significant potential for greater synergy and collaboration between this programme and others, such as screen production, acting, and communication or media, particularly concerning teaching radio and podcasting production.

Given that the university offers parallel programmes in RTC in both Turkish and English, it is essential to reassess and make more transparent the relationship between the radio and film/TV components in the respective curricula. A key concern is whether there are notable differences in career opportunities and pathways and learning outcomes for graduates of the Turkish and English programmes. Specifically, does the English-language programme aim to prepare graduates for careers within the domestic audiovisual industry, or are they intended to pursue opportunities in the global creative industries?

Additionally, English-language students would benefit from clearer guidance on course structures, programme policies, learning outcomes, and potential career pathways. This would enhance their understanding of the programme and help align their educational experiences with their professional aspirations.

2.2.6 Textile and Fashion Design (Turkish)

The structure of the curriculum should be analyzed carefully, so students profit the most from course offerings. A careful review and adaptation of the study plan's content and structure is recommended. This evaluation should review precisely which courses make sense at the beginning of the study, and which courses are more suitable for advanced students. Core subjects such as "conceptual fashion design" should be offered in all semesters, starting from semester one.

Overall, it is advisable that course types should be more varied and show a clearer relation to the content of the course. For example, in some cases, weekly lessons might be appropriate, whereas for other courses intensive 3-day workshops could be more suitable.

Internships should be possible earlier during study.

More field-related options for elective subjects would help students to develop specialized profiles and enhance their future job opportunities. An evaluation of which fashion-specific competences are required for graduates when entering today's job market on a national and international level is suggested.

Sustainability has become a key driver in the fashion industry, influencing design practices, material sourcing, and production methods. As a result, a programme that emphasizes sustainability alongside technology offers an asset to students. By combining these two fields, the

programme can help students understand the environmental impact of design while providing them with the technical tools to innovate and create more sustainable solutions.

However, while sustainability is already a focal point, there is room for enhancement. One recommendation is to deepen the critical and scientific approach to sustainability within the curriculum. This would involve not only teaching students about sustainable practices but also empowering them to critically assess the ecological footprint of fashion and integrate solutions into their designs.

The digital transformation of the fashion industry has accelerated, with technologies such as artificial intelligence (AI), digital design tools, and 3D modeling reshaping the way designers create and present their work. In this context, a comprehensive understanding of digital tools is essential for future designers. While the programme already covers standard competencies, such as proficiency in Adobe software, there is a clear need to expand students' digital skill sets to include emerging technologies.

Courses that explore AI's applications in fashion—such as its role in the textile value chain or digital crafts—could be integrated into the curriculum. Additionally, incorporating programmes like CLO3D, which allows for virtual garment creation and simulation, would provide students with hands-on experience in digital fashion design. Expanding knowledge in these areas would not only make students more competitive but also position them as leaders in an increasingly digitalized industry.

The programme is held in Turkish language. To engage and work for or on the international market English language skills are vital though. It is recommended to professionalize the students' skills or even offer the programme – at least partly – in English language. This would also open possibilities to invite international lecturers to the programme - a valuable contribution to expand the knowledge and network of its' students. International fieldtrips to study the design scene and fashion industry abroad would round up the students' competences.

Erasmus partnerships currently include 3 universities. Broadening this network, especially with universities close to the European fashion industry and fashion capitals, is an important step towards the goal of internationalization for the department.

A common workspace / studio for all students of the department would be very beneficial as students learn a lot from each other.

As already mentioned, enhanced digital knowledge would enable students to develop competitive skills.

The necessary equipment should be acquired and interdisciplinary co-operations between departments to share existing equipment and technical knowledge should be encouraged.

2.2.7 Acting (Turkish)

The analysis of the Acting Programme reveals several areas where alignment between the curriculum, student expectations, and real-world applications can be improved. There is the discrepancy between the Programme Learning Outcomes presented in the self-assessment report and those listed on the homepage and the reality of teaching. The report mentions 23 learning outcomes, whereas only 15 are outlined on the website. These inconsistencies should be addressed to ensure clarity and accuracy.

The programme description also refers to professional ethical standards, modern methods, and relevant regulations, but these three concepts are not broken down and would benefit from further specification.

Students have expressed a desire for more in-depth learning related to understanding the body, its centers of gravity, anatomical features, and stage movements. This could be incorporated into the programme more thoroughly, as these topics are essential for their development as performers.

Moreover, students have highlighted the need for more opportunities to practice the skills learned in their courses, particularly in acting, dramaturgy, singing, and dance. Extending practical learning opportunities throughout their studies would enhance their mastery of these techniques and prepare them for their careers.

While the aim of the Acting Programme is to equip students with theoretical and practical skills for acting in various performance media, including Film and TV, there is a notable gap in preparing students for work in these fields. This shortcoming should be addressed by either adjusting the programme's goals and learning outcomes or expanding the curriculum and enhancing collaboration with the Film and TV department. Fostering a stronger relationship with these departments would ensure that students are better prepared for opportunities in both film and TV industries.

Additionally, while the programme emphasizes the development of speaking skills with articulation and diction techniques, these skills are only taught in the context of stage performance. To make the learning objectives more comprehensive, these techniques should also be expanded to TV, film, and radio, broadening students' opportunities and skill sets for various media formats.

Furthermore, there are some concerns regarding high workload due to too many offers and obligations in the field of elective courses. This pressure might be alleviated by reducing the

number of available courses with a high load of theory and by strengthening practical and field related courses, especially in the area of TV and film.

More generally, the programme should consider incorporating more practical courses related to acting on camera and speaking on microphone. Increasing the number of field courses, particularly in the first and second year, and ensuring that these courses culminate in public performances or presentations would also enrich the students' learning experiences and make the curriculum more relevant to their future careers.

2.3 Conclusion

The criterion is **fulfilled**.

General recommendations:

- The graduation work should be more rigorous including reflection, methodology and practical elements (more than 7 ECTS).
- Curriculum descriptions should be in more simple language and better align with Dublin descriptors.

Programme-specific recommendations:

Gastronomy and Culinary Arts (Turkish)

- The internationalization aspect should be more evident in the programme via the COIL approach (collaborative learning environments) and extend on more international projects.
- Information displayed on the website should be clear and updated.
- For the students it should be clear what is expected in the laboratory classes in practical terms.

Graphic Design (Turkish)

- The graphic design practical courses should be enhanced in the first years (including digital knowledge) to ensure a good balance between theory and practice.
- The programme would benefit from integrating AI tools in their lessons and working groups.
- Communication design skills should be enhanced for teaching staff through workshops.

Communication and Design (Turkish)

- Practical learning should be enhanced, and digital tools should be integrated in the learning process.

- The distinction between the “Communication and Design” and the “Graphic Design” programme should be delineated more clearly.
- Cross-departmental collaboration should be strengthened to foster interdisciplinary learning.

Radio, Television and Cinema (Turkish)

- Curriculum descriptions should be in more simple language and there should be more transparency about what you get when you choose the programme.

Radio, Television and Cinema (English)

- The department should consider changing the order of some subjects (film analyzing is quite late in the 7th semester).
- The department should enhance the collaboration between different programmes and faculties (such as the screen production).
- Relationship between radio and film/tv should be revised among the English and Turkish curriculum.
- The English language students should receive a clearer orientation.
- The curriculum should reflect on AI and digitalization issues.

Textile and Fashion Design (Turkish)

- Deepen the critical and scientific approach to sustainability within the curriculum.
- The subject of fashion design should be taught in the first semester, and the curriculum should reflect on AI and digitalization issues.
- The internationalization aspect should be enhanced by eliminating language barriers, working with more international lecturers and participating in more Erasmus+ partnerships.
- Students should have the opportunity to specialize by offering courses for individual designers with a distinctive artistic profile and focus on the global market.
- Students should be offered a special studio space.

Acting (Turkish)

- Stage performance and acting in film and TV should be equally reflected in the curriculum. The topics should be developed in a practical manner offering opportunities to act in front of a camera and to speak on microphone.
- (Elective) courses should be revised carefully to focus more on practical learning and field courses, especially in the first and second year. More of these courses should culminate in public performances and presentations at the end of the course and relate to the area of film and TV.

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 organized for students to express their opinions and criticisms. Survey results are considered 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 organized 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, and their results are analyzed and reported. Through the survey evaluation module, survey results are systematically evaluated and the data obtained are analyzed. 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 customizable 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.

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

The self-reports across the Fine Art Programme Cluster and the insights from the online, on-site visit at Beykent University revealed a commitment to student-centered learning and teaching. The seven programmes actively engage students in learning, leveraging diverse pedagogical methods such as internships, project-based learning, and interdisciplinary collaborations. Overall, it aligns with the ESG 1.3 Standard, which we see as fulfilled. Examples of such

student-centered learning and teaching became evident, for instance, in the (Radio,) Television, and Cinema programme which emphasizes practical skills through internships and projects, while the Graphic Design department incorporates new AI tools and digital work platforms into its curriculum. Additionally, students are encouraged to individualize their learning paths, for example, for internships where the students discuss with their advisors where they want to go. All students keep internship logbooks." However, the experts agreed that increasing practical training in earlier years and ensuring even better alignment between theoretical courses and practical application could enhance the balance between theory and practice across all programmes. We heard, for instance, that the "first two years are theoretical; after that, there is more practical work" related to illustrations, semiotics, and how to run a campaign. For the internships, transparency is also crucial; they should have clearly outlined learning goals and a general framework that is explicit and well-documented.

The assessment practices across all the programmes are commendably varied, including single and group projects, (open-ended) exams, and portfolios adapted to learning outcomes. Evidently, the university emphasizes transparency; for example, in Gastronomy, "students are informed beforehand about the recipes for practical courses, and evaluation is based on practice and logbooks." However, there is room to improve the clarity and consistency of this communication at the start of each semester. It would be good if it were formalized in a module handbook that explicitly outlines learning goals, the workload, and the type of assessment methods and requirements so that the alignment between assessments and learning outcomes becomes evident.

When it comes to retaking exams and grading complaints, there is room for improvement because "academic staff members establish committees to decide appeals on a case basis," yet formalizing and expanding accessible mechanisms for complaints and appeals would ensure fairness and accountability across all programs.

Digitalization is a strength at Beykent, with synchronous and asynchronous learning facilitated by platforms like Pusula and tools like ZOOM. Programmes like Graphic Design have embraced developments in the field, with "students offered opportunities to work with AI as a means in their production. New software like Procreate is included in the curriculum." However, expanding accessible contemporary digital tools to accommodate students with disabilities and providing targeted digital literacy training, particularly in programmes like Textile and Fashion Design, where digital integration is less prominent, would ensure equitable benefits for all students.

Inclusivity and diversity are supported by informal feedback and complaint mechanisms at the departmental and administrative counseling levels, with evidence of successful resolutions. For example, "at the beginning, all teachers announce their availability and contact methods,"

ensuring open lines of communication. However, formalizing these processes through a centralized database for documenting and tracking complaints and resolutions would enhance transparency and accountability. Additionally, providing additional linguistic support for international students and staff would strengthen inclusivity, ensuring that language barriers do not hinder international participation in academic and extracurricular activities.

Student participation in governance and quality assurance processes is a strength, with students actively involved in feedback mechanisms such as surveys and curriculum-related discussions. This is evident in practices like "electives [being] determined based on students' demand (survey); they also ask external stakeholders and follow other universities' offered courses." To fully realize the principles of student-centered learning, granting voting rights to students in advisory boards and the senate should formalize their roles in decision-making. Creating structured feedback loops, such as an annual "Student Impact Report," would close the gap between feedback collection and visible action, fostering greater transparency and student trust.

Regarding the elective courses, we recommend a more structured approach. Currently, the curricula lack sufficient orientation on the grouping of elective topics and their organization within clusters. These clusters should be clearly defined and formalized, including detailed information on content, workload, and learning objectives to ensure coherence and alignment with the overall programme goals. The different paths that students can take through a programme should be made more transparent.

Beykent University has established a strong foundation for student-centered education through diverse teaching methods, varied assessment practices, and engagement with digital tools. By addressing the outlined recommendations, the university can further improve its alignment with ESG 1.3 standards, ensuring an even more inclusive, transparent, and practical learning environment for its students.

3.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- Student participation in governance and quality assurance processes should be expanded formalizing their roles and granting voting rights. QA processes should feature a formal feedback loop that reviews, acts on, and communicates changes based on student input.

- The students should be given a clear orientation and consistency on which topics are part of the electives (in terms of group-clustering).

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.”

Students are admitted to the Department of Acting, Faculty of Fine Arts, with a **special talent examination**. Prospective students who want to apply for the Special Talent Stage Examination must apply online on the university website or in person at the Ayazağa Campus. The stage exam is held face-to-face by a jury consisting of department faculty members on the Ayazağa campus. The right to apply for the Special Talent Examination is granted to students who get the score determined for that year in the ÖSYM Basic Proficiency Test (TYT). Prospective students are required to perform two monologues in drama and comedy genres from modern theatre works or world classics, as well as to read a poem or sing a song. A comedy piece is evaluated over 40 points, a drama piece is evaluated over 40 points, and a song or poem is evaluated over 20 points.

Beykent University's students can 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. The admission process would be even more user friendly if it allowed direct applications from the specific programme page, perhaps by including a link to the relevant application process.

The relevant link for applications is as follows: International Students Application and Registration. However, when accessing this link, like recently graduated high school students would do, it only provides options for Master's and PhD programmes, not for Bachelor's.

Detailed information regarding TÖMER requirements and education should be available via a link for easy access by applicants. As most programmes' medium of delivery is in Turkish, interested non-Turkish speaking students should be made aware of potential preparation courses.

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, 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.

4.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- The university website should allow direct applications to programmes from the programme-specific page, for example by including a link to the relevant application process.

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

The Faculty of Fine Arts employs 40 lecturers on a full-time basis and 3 lecturers on a contractual basis. By job positions, there are 4 professors, 8 associate professors, 13 assistant professors, and 15 research assistants.

The weekly mandatory course loads for faculty members at the university, are provided according to their titles. Professors, associate and assistant professors have 12 weekly mandatory courses, lecturers 15, vice deans and heads of departments 9, deans 6 and research assistants none. The Rectorate may assign faculty members to teach additional courses in other departments, provided these are within their area of expertise, if necessary.

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: Istanbul Beykent University encourages and supports faculty members in producing scientific works and participating in scientific/artistic activities at national and international levels. To promote the academic and artistic output of the academic staff, all faculty members are granted one day of academic leave per week. Additionally, through the BEDEK guidelines, the university evaluates and rewards faculty members for their scientific contributions (such as scientific articles, patents, utility models or designs, and books published by internationally reputable publishers).

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

The distribution of the teaching staff by title and workload appears to be well-balanced. Given that the faculty provides a variety of training programmes directly related to the arts and cultural practices, it is particularly important that students are taught by experts with relevant and up-to-date practical experience. Such expertise is not only appealing and beneficial for students

but also essential, as the instructors' active professional networks can significantly enhance teaching quality and facilitate opportunities such as internships.

However, balancing instructors' active professional and artistic engagements with their teaching responsibilities can sometimes present challenges. For instance, a filmmaker may need to be absent from the university for extended periods due to a shooting, which differs from the more predictable one-day-a-week research leave.

Additionally, for artist-teachers actively engaged in practical or artistic endeavours, it is worth considering whether their professional achievements should be included in their evaluations, either alongside or in place of traditional scientific contributions. Developing and implementing a reflective protocol is therefore critical to ensure that each lecturer's teaching aligns with their specific scientific-artistic field and to enable meaningful and equitable comparisons of their performance.

As the University advances its efforts toward internationalization, it is essential to strengthen support protocols and institutional policies aimed at enhancing the language proficiency of both teachers and students. Especially a fluent command of English would help realizing the Beykent internationalization goals, on the one hand enabling the international orientation and participation in international academic exchange of faculty, on the other hand benefiting foreign students studying at Beykent.

The website should offer more detailed information on staff, potentially including images, CVs, and research credentials. Most of the content is provided in Turkish. Despite, the teaching staff seem well-qualified to implement the programmes of the department, as was also evidenced by interviews with current students and alumni, who all provided positive feedback.

For further optimization, it is recommended that staff can participate in exchange and training programmes outside Turkey, particularly in countries renowned for their excellence in gastronomy and culinary arts (in the case of the "Gastronomy and Culinary Arts" programme). Such experiences would provide them with valuable exposure and insights that are otherwise inaccessible in their local context. Additionally, these opportunities would allow university staff to learn about different teaching methodologies, assessment styles, and current research topics and trends in their fields of expertise. Along the same lines, initiatives such as Erasmus projects should be leveraged to regularly invite visiting lecturers. This would go to the benefit of both students and staff, fostering the development of new skills and improving educational outcomes.

5.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- The university should strengthen the linguistic support for both staff and international students.

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 organize intra-university and inter-university sports activities, and to ensure the participation of students in organized 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.

The Pattern and Sewing Lab Equipment offers 9 sewing machines, 1 cover stitch machine, 1 overlock machine with 3 threads, 1 overlock machine with 5 threads, 1 light table, 2 industrial irons with steam boilers, 30 real size dummies, 10 mini size dummies.

The Weaving Lab offers 52 reeds, 16 weaving looms, 16 warping mills and 2 yarn winding machines. In the Knitting Lab, there are 16 knitting machines, 2 spinning wheels, pattern books and various equipment that our students need when knitting.

In the Print Lab there are 45 silkscreen printing blocks, 1 printing table, 2 electric stoves, 1 print oven, 1 light table, 2 drying equipment, 1 mixer, 1 stainless pool, 1 exposure light, 2 roller printing machines, 19 scraping casks, 1 iron, 1 kettle and 1 hairdryer.

The Departments of Radio, Television and Cinema (TR) and (ENG) offers well-equipped studios and equipment. These include 5 video 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, 26 microphones of various types, 6 headphones, 1 image capturing device, 3 camera carrying apparatus, 1 carriage bag and

wheel, 1 flexible lighting arm, 1 extendable lighting arm, 1 sound matrix, 5 blimps, 2 overhead lights, 2 portable sound mixers and 2 wind heads.

The photography studio of the Faculty of Fine Arts has 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 Print Lab used by the Graphic Design and Communication and Design Departments has 1 wood press, 1 aquatinta box, 1 acid container, 1 light table, 1 vacuum pump, 3 rollers, 1 wire picture drying bench, 1 magnifying glass, 4 photo developing trays, 16 water contras, 1 resin heater and 1 engraving press.

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 organization, 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 considering 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 organizations within and outside the university, and the definition of library services and the conditions of utilization.

An "Institutional Archive" was established under the Library Department for the organization and digitalization 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 monitored 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.

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 summarized 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

Beykent University provides a good foundation for achieving its educational objectives through its libraries, IT infrastructure, workshops, laboratories, and various spaces supporting study and social interaction.

The university meets ESG 1.6 by ensuring its facilities are adequate to address the diverse needs of its students. While Beykent benefits from a strong faculty and industry collaboration,

targeted quality improvement in equipment availability, staff development, and internationalization efforts would further strengthen its services and align it more closely with the ESG standards.

During the online site visit, it became evident that the Physical infrastructure is robust in Gastronomy and Textile/Fashion Design, with labs that meet industry standards and are described as "up to the level of a five-star kitchen."

In the Graphic Design department, students benefit from access to 3D MACs and industry-standard software such as Maya and C-brush. However, the Graphic Design programme must continue adapting to the industry's technological development by integrating new AI solutions into the curriculum and improving licenses or cloud capacity to remain competitive.

The Radio, Television, and Cinema programme revealed some limitations in equipment availability for students; they noted that while there is a technical pool for borrowing film equipment, it is not always sufficient to meet the demand. Specifically, challenges were reported regarding access to cameras, lighting, and lenses, with students stating, that the time that equipment can be borrowed is always limited to two days at a time, which makes it challenging to shoot projects. Expanding the technical pool to include additional in-demand resources for more time would enhance the learning experience.

The university's faculty and administrative staff are competent and supportive overall, meeting the needs of the diverse student population at Beykent. However, some departments, such as Acting and RTC, highlighted the need for additional staff. Acting students expressed the desire for more field-specific instructors to increase practical course offerings in the early years of study. Similarly, the RTC programme would benefit from additional staff to align with industry demands and for enhancing its teaching capacity.

During our site visit, we found that staff development is a key area for improvement for Beykent. While it is commendable that Beykent is already considering staff training on emerging technologies like AI and digitalization, a formalized strategy with clear goals should be developed. The university has committed to hiring younger, digitally skilled faculty and allocating resources for staff training in sustainability and AI over the next three years. Once formalized, this proactive approach will better equip academic and administrative staff to support student needs, including mobility and internationalization.

Another positive observation was that Beykent demonstrates strengths in industry collaboration, with internships and guest lectures forming integral parts of its programmes. Examples include opportunities for Gastronomy students to work with international chefs and for Graphic Design students to participate in global competitions. However, the university should strengthen international partnerships to enhance its impact further. Language barriers pose a

challenge here, as international students require B2-level proficiency in Turkish to access many programmes. Expanding English-language services and courses, alongside fostering Erasmus+ partnerships, would improve accessibility and align with global standards.

Communication about available services is generally clear and accessible through the university's website and intranet. Students typically find the information and support they need.

6.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- The availability of rental equipment like for example cameras, lighting and lenses should be increased.

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. 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 study programmes; however, there are indications that the analysis of this data may be improved. While the data collection exists, its effectiveness in informing decision-making may be limited.

The completeness and usability of collected data appear to be problematic. As also described for Quality Policy (Standard 1.1) student participation in providing feedback seems to be more consultative than integrative, and a 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. It is recommended to establish regular forums or workshops where students can discuss their experiences and provide feedback on curricula, ensuring their voices influence programme development.

The university should focus on developing a robust system for collecting, analysing, and reporting data related to study programmes and other activities. This system should ensure that data is complete, timely, and accessible to relevant stakeholders, facilitating informed decision-making within the internal quality assurance framework.

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 optimisation in integrating feedback more effectively into decision-making processes and ensuring that data collected is analysed thoroughly to inform curriculum updates.

7.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- Develop a robust system for collecting, analysing, and reporting data related to study programmes and other activities. Create structured opportunities for students to contribute actively to data collection and evaluation processes.
- Conduct periodic reviews of how feedback from students and external stakeholders is integrated into programme planning and improvements and ensure transparency around this process.

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 organizations. 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.

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 programmes 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 programmes can be viewed. The package includes Programme Teaching Objectives, Admission and Graduation Requirements, Assessment and Evaluation Information, Programme Outcomes, Course & Programme Outcomes Relationship Table, Turkiye 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 programme outcomes. This information is checked and updated by the course coordinator at the beginning of each academic year.

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.

8.2 Assessment

The university features an extensive internet presence. Everything necessary and needed is available. But it is hard to find and hard to use.

It is, however, too big to be practical. The website should be organized in a more user-friendly, organized way. For the mobile use, the website has too much content. The content is not so easily accessible because it contains too much content to easily find the essential things that students need (esp. programme-relevant information, contact to the international office).

The pages for identity information, vision, mission and the political statements are featured prominently. Information about study programmes learning outcomes study schedules are very hard to find. The navigation should be improved to make this information more visible.

All links to the CV's of the lecturing staff are also broken. Not only on the PC website, but also on the mobile site. This should be fixed.

Many contents are presented in a quite complicated language. A simpler language approach is necessary for the future. This is not a reason not to accredit the study programmes, but the university should improve this soon to be compatible with the current social environment. Especially international students are likely to expect more service quality, because the navigation in English is more challenging than in Turkish.

There are no quick links to the most essential contents like study programme learning outcomes, scheduling or tuition fees. This is also true for all the electives, the timing of the electives and the future potential employers. Only some study programmes have this background information available. Students should be enabled to make well-informed decisions relating to their studies based on the content available online also without consulting representatives from the university. Also, relevant financial information should be easily available to students, so

they know which financial commitment they are making. Currently, this information is not easily found.

All activities, events and publications are easily accessible. The university is portraying itself as a very elaborate and professional, higher education institution. There is however limited access to contact information and data concerning studying at Beykent. It is very hard to find telephone numbers or email addresses for an international office or student services.

On top of that the text clutter on the mobile website is very uncomfortable to read and the access to services is very limited. Some of the E-services and student services on the mobile website are not available in English.

The experts are aware that a university of that size has a very complex and high information load to present but improving user experience and navigation can make a tremendous difference. There is no misinformation or lack of information.

8.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- The website should be organized in a more user-friendly way and it should be ensured that key information for students is easily available on the main level. Quick links should be introduced, and simpler language should be used in all texts.
- The information presented in foreign language should be equivalent to the main language resources.
- The mobile website should offer the same information and level of user friendliness as the desktop version.

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

The departments within the Faculty of Fine Arts regularly assess and evaluate their programmes to ensure that they meet their intended goals and address the needs of both students and society. These reviews and revisions contribute to the ongoing enhancement of the programmes.

Importance is attached to the participation of stakeholders in subjects 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

There are many boards involved in managing the constant quality improvement of study programmes and teaching. It is not immediately evident how tasks are distributed between these boards and there is a high risk of working past each other. It should be ensured that tasks are clearly defined and distributed among the different bodies to avoid too much bureaucracy. It might be worth considering a thinning down of administrative bodies involved in the task of programme review. It is also recommended to engage with industry experts regularly to update course content, particularly in rapidly evolving fields such as digital media and communication.

The overall structure of boards is designed idealistically and perfect in theory. In practical terms, it might be slightly over-administered. Minor reforms might already be helpful, especially to include more student participation, and modernization of study programmes for the current digital age.

We recommend a streamlining of the processes while adjusting to modernization of content of the study programmes. Especially the KPIs must be more openly communicated and decisions according to those performance indicators need to be published more openly.

All relevant status groups are represented sufficiently.

The information on the website about the development of programmes in the Fine Arts department boards and advisory boards are not sufficiently transparent. The university may consider including links to protocols or improvement processes of the last couple of years.

To be more relevant to international students more of the paperwork needs to be adapted in English language. The attractiveness of internships and the possibility of Erasmus programmes should also be more prominently integrated in the design of the study programme. So, a permanent re-evaluation of achievements and the learnings out of those should be in the reports published to the students.

Overall, the university has all the necessary and relevant institutions established. The quality control system works, although it can be modernized in some areas. What it really needs is more student involvement and student participation in decision-making processes.

9.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- The tasks of different boards involved in the ongoing monitoring and periodic review of programmes should be clearly defined and distributed.
- A systematic review process for curricula to ensure they remain relevant to current industry standards and practices should be implemented.

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 Programme 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.

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.

The Department of Gastronomy and Culinary Arts in the Faculty of Fine Arts was accredited by the Tourism Education Evaluation and Accreditation Agency (TUADER) for the period of 1 January 2024-31 December 2026. Cooking Programme (Formal Education), Cooking Programme (Evening Education) and the Departments of Tourism and Travel Services are also accredited.

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. Advance HE (formerly the higher Education Academy) is a British professional membership initiative and charitable organisation that advocates for excellence in higher education. It promotes the use of evidence-based teaching methods and recognizes university instructors professionally through fellowship awards. On March 21, 2018, the Higher Education Academy, established in 2003 and previously responsible for the UK Professional Standards Framework for higher education practitioners, united with the Leadership Foundation for Higher Education and Equality Challenge Unit to establish Advance HE.

10.2 Assessment

The external quality assurance process at Istanbul Beykent University involves evaluations by national accreditation bodies like YÖKAK and participation in international accreditation procedures. The university has received conditional 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 organizational 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. It is recommended to implement formal mechanisms that allow students to actively participate in both data collection and evaluation processes related to quality assurance. This could involve establishing student committees that work alongside faculty to review curricula and assess programme effectiveness based on student experiences.

By focusing on these areas, Istanbul Beykent University can enhance its external quality assurance processes, improve transparency, and foster a culture of continuous improvement within its academic programmes.

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 is a recognition of follow-up activities from previous evaluations; however, specific strategies for addressing past recommendations are suggested as systematic planning for future accreditation processes may need enhancement. This process could include regular workshops or meetings where faculty can discuss findings from external reviews and collaboratively develop action plans.

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.

10.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- Structured processes for integrating feedback from external evaluations into programme development and improvement plans should be created.

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 Bachelor of Arts study programmes „Gastronomy and Culinary Arts (Turkish)", "Graphic Design (Turkish)", "Communication and Design (Turkish)", "Radio, Television and Cinema (Turkish)", "Radio, Television and Cinema (English)", "Textile and Fashion Design (Turkish)", and "Acting" (Turkish) 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), 1.2 (Design and approval of programmes), 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.

2 **Accreditation Recommendation**

The peer-review experts recommend unconditional accreditation of all programmes.

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.

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

- Accreditation without conditions

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

(General) recommendations

1. The university should consider appointing a Sustainability Officer. (ESG 1)
2. International partnerships should be encouraged (Erasmus+). (ESG 1)
3. Quality Management should be strengthened in terms of management of information and curriculum management. (ESG 1)
4. The graduation work in all programmes should be more rigorous including reflection, methodology and practical elements (more than 7 ECTS). (ESG 2)
5. Curriculum descriptions of all programmes should be in more simple language and better align with Dublin descriptors. (ESG 2)
6. Student participation in governance and quality assurance processes should be expanded formalizing their roles and granting voting rights. QA processes should feature a formal feedback loop that reviews, acts on, and communicates changes based on student input. (ESG 3)
7. The students should be given a clear orientation and consistency on which topics are part of the electives (in terms of group-clustering). (ESG 3)
8. The university website should allow direct applications to programmes from the programme-specific page, for example by including a link to the relevant application process. (ESG 4)
9. The university should strengthen the linguistic support for both staff and international students. (ESG 5)
10. The availability of rental equipment like for example cameras, lighting and lenses should be increased. (ESG 6)
11. Develop a robust system for collecting, analysing, and reporting data related to study programmes and other activities. Create structured opportunities for students to contribute actively to data collection and evaluation processes. (ESG 7)
12. Conduct periodic reviews of how feedback from students and external stakeholders is integrated into programme planning and improvements and ensure transparency around this process. (ESG 7)
13. The website should be organized in a more user-friendly way, and it should be ensured that key information for students is easily available on the main level. Quick links should be introduced, and simpler language should be used in all texts. (ESG 8)
14. The information presented in foreign language should be equivalent to the main language resources. (ESG 8)
15. The mobile website should offer the same information and level of user friendliness as the desktop version. (ESG 8)

16. The tasks of different boards involved in the ongoing monitoring and periodic review of programmes should be clearly defined and distributed. (ESG 9)
17. A systematic review process for curricula to ensure they remain relevant to current industry standards and practices should be implemented. (ESG 9)
18. Structured processes for integrating feedback from external evaluations into programme development and improvement plans should be created. (ESG 10)

Programme-specific recommendations:

Gastronomy and Culinary Arts (Turkish)

- The internationalization aspect should be more evident in the programme via the COIL approach (collaborative learning environments) and extend on more international projects.
- Information displayed on the website should be clear and updated.
- For the students it should be clear what is expected in the laboratory classes in practical terms.

Graphic Design (Turkish)

- The graphic design practical courses should be enhanced in the first years (including digital knowledge) to ensure a good balance between theory and practice.
- The programme would benefit from integrating AI tools in their lessons and working groups.
- Communication design skills should be enhanced for teaching staff through workshops.

Communication and Design (Turkish)

- Practical learning should be enhanced, and digital tools should be integrated in the learning process.
- The distinction between the “Communication and Design” and the “Graphic Design” programme should be delineated more clearly.
- Cross-departmental collaboration should be strengthened to foster interdisciplinary learning.

Radio, Television and Cinema (Turkish)

- Curriculum descriptions should be in more simple language and there should be more transparency about what you get when you choose the programme.

Radio, Television and Cinema (English)

- The department should consider changing the order of some subjects (film analyzing is quite late in the 7th semester).
- The department should enhance the collaboration between different programmes and faculties (such as screen production).

- Relationship between radio and film/tv should be revised among the English and Turkish curriculum.
- The English language students should receive a clearer orientation.
- The curriculum should reflect on AI and digitalization issues.

Textile and Fashion Design (Turkish)

- Deepen the critical and scientific approach to sustainability within the curriculum.
- The subject of fashion design should be taught in the first semester, and the curriculum should reflect on AI and digitalization issues.
- The internationalization aspect should be enhanced by eliminating language barriers, working with more international lecturers and participating in more Erasmus+ partnerships.
- Students should have the opportunity to specialize by offering courses for individual designers with a distinctive artistic profile and focus on the global market.
- Students should be offered a special studio space.

Acting (Turkish)

- Stage performance and acting in film and TV should be equally reflected in the curriculum. The topics should be developed in a practical manner offering opportunities to act in front of a camera and to speak on microphone.
- (Elective) courses should be revised carefully to focus more on practical learning and field courses, especially in the first and second year. More of these courses should culminate in public performances and presentations at the end of the course and relate to the area of film and TV.

V Decisions of the Accreditation Commission of ACQUIN

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 consider appointing a Sustainability Officer. (ESG 1)
- International partnerships should be encouraged (Erasmus+). (ESG 1)
- Quality Management should be strengthened in terms of management of information and curriculum management. (ESG 1)
- The graduation work in all programmes should be more rigorous including reflection, methodology and practical elements (more than 7 ECTS). (ESG 2)
- Curriculum descriptions of all programmes should be in more simple language and better align with Dublin descriptors. (ESG 2)
- Student participation in governance and quality assurance processes should be expanded formalizing their roles and granting voting rights. QA processes should feature a formal feedback loop that reviews, acts on, and communicates changes based on student input. (ESG 3)
- The students should be given a clear orientation and consistency on which topics are part of the electives (in terms of group-clustering). (ESG 3)
- The university website should allow direct applications to programmes from the programme-specific page, for example by including a link to the relevant application process. (ESG 4)
- The university should strengthen the linguistic support for both staff and international students. (ESG 5)
- The availability of rental equipment like for example cameras, lighting and lenses should be increased. (ESG 6)
- Develop a robust system for collecting, analysing, and reporting data related to study programmes and other activities. Create structured opportunities for students to contribute actively to data collection and evaluation processes. (ESG 7)
- Conduct periodic reviews of how feedback from students and external stakeholders is integrated into programme planning and improvements and ensure transparency around this process. (ESG 7)
- The website should be organized in a more user-friendly way, and it should be ensured that key information for students is easily available on the main level. Quick links should be introduced, and simpler language should be used in all texts. (ESG 8)
- The information presented in foreign language should be equivalent to the main language resources. (ESG 8)
- The mobile website should offer the same information and level of user friendliness as the desktop version. (ESG 8)

- The tasks of different boards involved in the ongoing monitoring and periodic review of programmes should be clearly defined and distributed. (ESG 9)
- A systematic review process for curricula to ensure they remain relevant to current industry standards and practices should be implemented. (ESG 9)
- Structured processes for integrating feedback from external evaluations into programme development and improvement plans should be created. (ESG 10)

Gastronomy and Culinary Arts (B.A. in Turkish)

The study programme "Gastronomy and Culinary Arts" (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 internationalization aspect should be more evident in the programme via the COIL approach (collaborative learning environments) and extend on more international projects.
- Information displayed on the website should be clear and updated.
- For the students it should be clear what is expected in the laboratory classes in practical terms.

Graphic Design (B.A. in Turkish)

The study programme "Graphic Design" (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 graphic design practical courses should be enhanced in the first years (including digital knowledge) to ensure a good balance between theory and practice.
- The programme would benefit from integrating AI tools in their lessons and working groups.
- Communication design skills should be enhanced for teaching staff through workshops.

Communication and Design (B.A. in Turkish)

The study programme "Communication and Design" (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:

- Practical learning should be enhanced, and digital tools should be integrated in the learning process.
- The distinction between the "Communication and Design" and the "Graphic Design" programme should be delineated more clearly.

- Cross-departmental collaboration should be strengthened to foster interdisciplinary learning.

Radio, Television and Cinema (B.A. in Turkish)

The study programme "Radio, Television and Cinema" (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:

- Curriculum descriptions should be in more simple language and there should be more transparency about what you get when you choose the programme.

Radio, Television and Cinema (B.A. in English)

The study programme "Radio, Television and Cinema" (Bachelor of Arts in English) 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 department should consider changing the order of some subjects (film analyzing is quite late in the 7th semester).
- The department should enhance the collaboration between different programmes and faculties (such as screen production).
- Relationship between radio and film/tv should be revised among the English and Turkish curriculum.
- The English language students should receive a clearer orientation.
- The curriculum should reflect on AI and digitalization issues.

Textile and Fashion Design (B.A. in Turkish)

The study programme "Textile and Fashion Design" (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:

- Deepen the critical and scientific approach to sustainability within the curriculum.
- The subject of fashion design should be taught in the first semester, and the curriculum should reflect on AI and digitalization issues.
- The internationalization aspect should be enhanced by eliminating language barriers, working with more international lecturers and participating in more Erasmus+ partnerships.
- Students should have the opportunity to specialize by offering courses for individual designers with a distinctive artistic profile and focus on the global market.
- Students should be offered a special studio space.

Acting (B.A. in Turkish)

The study programme "Acting" (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:

- Stage performance and acting in film and TV should be equally reflected in the curriculum. The topics should be developed in a practical manner offering opportunities to act in front of a camera and to speak on microphone.
- (Elective) courses should be revised carefully to focus more on practical learning and field courses, especially in the first and second year. More of these courses should culminate in public performances and presentations at the end of the course and relate to the area of film and TV.