



AGENTUR FÜR  
QUALITÄTSSICHERUNG DURCH  
AKKREDITIERUNG VON  
STUDIENGÄNGEN E.V.

## EXPERTS' REPORT

**BUSINESS ADMINISTRATION (TURKISH)  
(BACHELOR)**

**BUSINESS ADMINISTRATION (ENGLISH)  
(BACHELOR)**

**ECONOMICS (TURKISH) (BACHELOR)**

**ECONOMICS (ENGLISH) (BACHELOR)**

**POLITICAL SCIENCE AND INTERNATIONAL  
RELATIONS (ENGLISH) (BACHELOR)**

**POLITICAL SCIENCE AND INTERNATIONAL  
RELATIONS (30% ENGLISH) (BACHELOR)**

**TECHNOLOGY AND KNOWLEDGE  
MANAGEMENT (TURKISH) (BACHELOR)**

Başkent University, Ankara, Turkey

March 2022

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## DECISION OF THE AQAS STANDING COMMISSION ON THE PROGRAMMES

- “BUSINESS ADMINISTRATION” (TURKISH) (BACHELOR)
- “BUSINESS ADMINISTRATION” (ENGLISH) (BACHELOR)
- “ECONOMICS” (TURKISH) (BACHELOR)
- “ECONOMICS” (ENGLISH) (BACHELOR)
- “POLITICAL SCIENCE AND INTERNATIONAL RELATIONS” (ENGLISH) (BACHELOR)
- “POLITICAL SCIENCE AND INTERNATIONAL RELATIONS” (30% ENGLISH) (BACHELOR)
- “TECHNOLOGY AND KNOWLEDGE MANAGEMENT” (TURKISH) (BACHELOR)

### OFFERED BY BAŞKENT UNIVERSITY, ANKARA, TURKEY

Based on the report of the expert panel, the discussions of the Standing Commission in its 12<sup>th</sup> meeting on 21 February 2022, and the circulation procedure of 18 March 2022 the Standing Commission decides:

1. The study programmes “**Business Administration**” (Turkish) (Bachelor), “**Business Administration**” (English) (Bachelor), “**Economics**” (Turkish) (Bachelor), “**Economics**” (English) (Bachelor), “**Political Science and International Relations**” (English) (Bachelor), “**Political Science and International Relations**” (30% English) (Bachelor), “**Technology and Knowledge Management**” (Turkish) (Bachelor) offered by **Başkent University** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The study programmes comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version.

2. The accreditation is given for the period of **six years** and is valid until **30 September 2028**.

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

For all programmes:

1. Training on scientific writing should be strengthened in all curricula and the faculty should develop joint and common rules for academic writing that are implemented equally in all courses and programmes.
2. The faculty should further systematise and unify its well-established links to the labour market and to industry representatives, for example by also including start-ups next to established firms.
3. The faculty and the departments should increase their efforts and activities linked to alumni relations.
4. Academic staff should benefit from an incentive structure giving researchers a temporary teaching and/or administration reduction for publications in relevant international journals.

5. The faculty should prioritise an increase in the number of academic staff in order to provide staff with more space to conduct more research and thus maintain (and in the long-term enhance) the quality of teaching.
6. The faculty should increase long-term international staff mobility (e.g. research stay, staff exchange).
7. The number of software licenses for students should be increased and their availability should be expanded by providing individual licenses for students.

Additionally for the programmes “Political Science and International Relations”:

8. Methods training (both quantitative and qualitative) should be strengthened in the study programmes “Political Science and International Relations”.
9. The number of subject-related and methods-oriented courses should be increased in the programmes “Political Science and International Relations”.

Additionally for the programme “Technology Knowledge and Management”:

10. For the study programme “Technology Knowledge and Management” a constant re-evaluation and assessment of the strategic goals and positioning in the market is recommended to further strengthen the programme’s differentiation potential.

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

## EXPERTS' REPORT

## ON THE BACHELOR'S DEGREE PROGRAMMES

- “BUSINESS ADMINISTRATION” (TURKISH) (BACHELOR)
- “BUSINESS ADMINISTRATION” (ENGLISH) (BACHELOR)
- “ECONOMICS” (TURKISH) (BACHELOR)
- “ECONOMICS” (ENGLISH) (BACHELOR)
- “POLITICAL SCIENCE AND INTERNATIONAL RELATIONS” (ENGLISH) (BACHELOR)
- “POLITICAL SCIENCE AND INTERNATIONAL RELATIONS” (30% ENGLISH) (BACHELOR)
- “TECHNOLOGY AND KNOWLEDGE MANAGEMENT” (TURKISH) (BACHELOR)

## OFFERED BY BAŞKENT UNIVERSITY, ANKARA, TURKEY

Visit to the university: 15-18 February 2022

## Panel of Experts:

<b>Prof. Dr. Ahmet Şengönül</b>	Sivas Cumhuriyet University (Turkey), Faculty of Economics and Administrative Sciences, Department of Econometrics
<b>Prof. Dr. André Kaiser</b>	University of Cologne (Germany), Faculty of Management, Economics and Social Sciences, Cologne Center for Comparative Politics
<b>Prof. Dr. Peter Bican</b>	University of Nuremberg (Germany), School of Business, Economics and Society, Chair of Technology Management
<b>Prof. Dr. Dilek Zamantılı Nayır</b>	Turkish-German University (Turkey), Faculty of Economics and Administrative Sciences, Department of Business Administration
<b>Dr. Torben Stühmeier</b>	German Monopolies Commission, Bonn (Germany) (representative of the labour market)
<b>Tobias Burk</b>	Student of the University of Hohenheim (Germany) & the Université de Liège (Belgium) (student expert)

## Coordinator:

Ronny Heintze / Alexandre Wipf	AQAS, Cologne, Germany
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## I. Preamble

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AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation, supported by more than 90 member institutions, both higher education institutions (HEIs) and academic associations. Since 2002, the agency has been accredited by the German Accreditation Council (GAC). It is therefore a notified body for accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of both academic studies and teaching in higher education institutions. The activities of AQAS in accreditation are neither restrained to specific academic disciplines or degrees nor to a certain type of higher education institution.

## II. Accreditation procedure

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This report results from the external review of the study programmes “Business Administration” (Turkish) (Bachelor), “Business Administration” (English) (Bachelor), “Economics” (Turkish) (Bachelor), “Economics” (English) (Bachelor), “Political Science and International Relations” (English) (Bachelor), “Political Science and International Relations” (30% English) (Bachelor), “Technology and Knowledge Management” (Turkish) (Bachelor) offered by Başkent University in Ankara, Turkey.

### 1. Criteria

The programmes are assessed against a set of criteria for programme accreditation developed by AQAS. The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of the programmes since not all indicators necessarily can be applied to each programme.

### 2. Approach and methodology

#### *The initialisation*

The university mandated AQAS to perform the accreditation procedure in December 2020. The university produced a Self-Evaluation Report (SER). In June 2021, the university handed in a draft of the SER together with the relevant documentation of the study programme and an appendix as well as statistical data on the programme.

The appendix included e.g.:

- Overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student drop-outs),
- CVs of the teaching staff,
- Information on student services,

- Core information on the main library,
- Academic regulations.

AQAS scrutinised the SER regarding completeness, comprehensibility and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 30 August 2021. The final version of the SER was handed in September 2021.

#### *The nomination of the panel of expert*

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective disciplines, the labour market and students are involved. Furthermore, AQAS follows principles for the selection of experts of the European Consortium for Accreditation (ECA). The Standing Commission nominated in December 2021 the aforementioned expert panel. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

#### *The preparation of the site visit*

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the university and to the panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

#### *The site visit*

After a review of the Self-Evaluation Report, a site visit to the university took place from 15 to 18 February 2022. On site, the experts interviewed different stakeholders, e.g. the management of the higher education institution, the programme management, teaching and other staff, as well as students and graduates, in separate discussions and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the university's representatives.

#### *The report writing*

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS criteria for programme accreditation. The report includes a recommendation to the Standing Commission. The report was sent to the university for comments.

#### *The decision*

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to decide regarding the accreditation of the programmes. Based on these two documents, on 18 March 2022 the Standing Commission took its decision on the accreditation. AQAS forwarded the decision to the university. The university had the right to appeal against the decision.

In March 2022, AQAS published the report and the result of the accreditation as well as the names of the panel of experts.

### III. General information on the university

Bağkent University is a non-profit foundation university which was founded in 1993. It is structured in 12 faculties (Dentistry; Pharmacy; Education; Science and Letters; Arts, Design, and Architecture; Law; Economics and Administrative Sciences; Communication; Engineering; Health Sciences: Medicine; Commercial Sciences), a State Conservatory, seven institutes, seven vocational schools, a foreign language school, and 24 research centres, which are spread across several campuses. The main campus is located in Ankara while many of the university's vocational schools, research centres and polyclinics can be found in Adana, Alanya, Iskenderun, Istanbul and Izmir. As of August 2021, the university has 18.000 students and 1.700 academic staff. In the report, the university refers to its strategic plan (2016-2023) in which it commits to internationalisation in both research and teaching. Furthermore, three strategic goals are highlighted: (1) international academic output with regards to research and development strategies, (2) excellence in distance learning and meeting community needs, and (3) entrepreneurship and innovation.

The Faculty of Economics and Administrative Sciences (FEAS) was founded in 1995 and has undergone several restructuring processes, the last having taken place in 2011. It currently consists of four departments (Business Administration, Economics, Political Sciences and International Relations, and Technology and Knowledge Management) which serve seven undergraduate programmes in addition to postgraduate and doctoral programmes. The student number of the current academic year (2020-21, Spring) listed in the SER is 1.582, with 45 full-time academic staff and 14 research assistants.

### IV. Assessment of the study programmes

#### 1. Quality of the curriculum

*The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.*

*The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.*

*The curriculum's design is readily available and transparently formulated.*

[ESG 1.2]

#### 1.1 Business Administration (Bachelor) (Turkish and English)

##### Description

The Bachelor's programme "Business Administration" is offered as an English and a Turkish variant. The aim of the programmes is to qualify graduates for jobs in both the public and the private sectors as well as in business and non-business organisations. According to information in the SER the graduates are equipped with skills to be applied in areas such as accounting, auditing, finance, human resources management, business development and strategy, production planning, procurement, marketing, and consultancy. Finally, the study programmes should also prepare the graduates for an academic career in related fields.

The 13 intended learning outcomes formulated for the two programmes address subject-specific, cross-subject, and skill-related areas. They include possessing conceptual and applied knowledge of the field, the ability to define and understand problems in the area of management, and the skills to design solutions on the basis of theoretical, applied, and methodological skills. Furthermore, students should be able to communicate effectively with both expert and non-expert audiences about problems and solutions with regards to business issues



and to provide guidance to relevant parties by supporting the acquisition of relevant skills. Also, the programmes intend to educate students in the area of ethics, law, and moral codes in the field of business so that they become aware of potential issues with regards to discrimination in the workplace and in business environments. The report further mentions the successful and effective use of information technology and database management programmes as well as a general awareness of the relationship between management issues and globalisation as skills to be acquired by the students. Finally, students should be trained in the application of their acquired knowledge and methodology to new situations, to write and speak in English, and to have basic knowledge about environmental and social issues.

As stated in the SER, the study programmes are structured into four years. In the first year, students receive an introduction to social sciences and to the basics of mathematics, while the second year consists of basic courses in the area of management, such as marketing, organisational behaviour, or accounting. In the third and fourth year, students receive further input in subfields such as corporate finance or project management and at the same time can focus on additional areas in the form of elective classes. The majority of the courses in the two variants of the programme are the same, especially with regards to the compulsory core courses. Differences can be found in the allocation of individual courses to different semesters and with regards to some variant-specific classes: while the study programme in English includes courses in academic English, presentation skills, business communication and auditing, the programme in Turkish offers courses in corporate communication skills, cost accounting, commercial law, and the Turkish tax system. The 240 credits students have to achieve for successful graduation are distributed across compulsory courses (39 courses for both programmes) and electives (15 electives for the programme in English and 13 for the programme in Turkish). The curricula also offer the opportunity to conduct an internship in replacement of one elective course. A final thesis is not required for graduation.

The Department of Business Administration states that curricular revisions are conducted on a regular basis and involve a collaborative team of instructors, industry experts, students, and faculty members.

### **Experts' evaluation**

Initially it is important to highlight that the documents made available to describe the Business Administration programme for the accreditation procedure – both in Turkish and English – were prepared in a serious and solid way; this is also true for the other programmes that are part of the cluster. The SER as well as the additional documents during the site visit were well structured, complete and demonstrate a high level of transparency which facilitated a very thorough review also comparing different sources of information for consistency. As a result of an in-depth scrutiny, the experts found out that the programme covers the necessities of the modern world of management and that current academic staff is well equipped to provide the needed qualifications. Although it was at times not possible to determine a unique proposition / a positioning of the department in the overall “management faculties landscape”, there were nevertheless some points which distinguish the faculty from others. For example, in comparison to other faculties/universities, the department of business administration could be positioned as a well-established department, both in terms of curriculum as well as the collegial work/study atmosphere established in the faculty. There is an open-door policy in the faculty and the relationships between faculty and students are described to be strong thus facilitating academic advancement of students. Lecturers repeated the importance of open-door policy and direct contact between staff and students. This was also confirmed by current students during the site visit. The experts also noticed that there was positive feedback from graduates from Başkent University who studied/went on to study somewhere else (when comparing with other universities they said, Başkent lecturers were more accessible and interested in students development). Whereas this was stated to be an advantage in comparison to e.g. state universities, it also means that a sizeable workload goes to student advising hours (6 hours per week) which leaves little time for academic research (see Chapter 5). Graduates have an opportunity to continue as research assistants and start an academic career at the faculty.

Interviewed students stated that they were involved in the development and review of all the programmes in this procedure, and could provide suggestions and improvement ideas. Also the students can evaluate during their study whether they are content with the teaching contents provided, or whether they see certain aspects which could be improved. The experts learnt from students and graduates, that their concerns and expectations were taken seriously, and they could express themselves through official procedures (e.g. forms).

The panel can positively confirm that the qualifications obtained in both variants of the programme are requested by the job market, as was confirmed in interviews with representatives of the labour market; students/graduates are viewed as well trained, good in their language capabilities, sociable and adaptable to the varying requirements of different industries. The courses provided are typical for business administration/management and students can choose between courses in Marketing, Finance/Accounting, IT (including artificial intelligence) and Management/Organisation tracks. Positive from the experts point of view is the option to choose a direction for concentration after the second year. Here students receive advice from their academic advisor, supporting them in choosing the best options along their personal interest. The students also stated that – other than complaints – their ideas for improvement were listened to and their university opened new (elective) courses, if the students felt a particular need.

The experts confirmed that the defined learning outcomes reflect the requirements towards a bachelor programme of the EQF and the curriculum altogether is well structured and designed in a way that it supports the achievement of the intended outcomes. During the site visit the experts carefully reviewed actual student work including their assessment. This was facilitated by a very transparent and well-structured presentation of requested documents. The experts found student work to reflect the respected level and grading to be appropriate. As extensively discussed in most meetings the experts acknowledge that there is no final thesis in the study programme, as in all other programmes under review. At the same time there are ample opportunities during the courses to write academic papers and learn the basic principles of scientific research and citation. When reviewing actual student work it became apparent that styles of citations and requirements towards academic writing differ not only between the programmes but also between different courses in the same programme. Based on these impressions the experts believe that further strengthening the training on scientific writing and defining joint standards across courses and programmes will strengthen the skill development of students. **(Finding 1).**

During the interviews with stakeholders the experts learned that to a certain extent the labour market is interested in doing joint study projects, such as a market analysis by a final thesis student, or a strategic plan for a new product for a firm (under the supervision of an academic and a practical supervisor) – and some said they were interested in such a collaboration. The panel of experts believes that there might be opportunities for the future development of both programmes in this regard.

## Conclusion

The criterion is fulfilled.

## 1.2 Economics (Bachelor) (Turkish and English)

### Description

The Bachelor's Programme "Economics" is offered in two variants with regards to the language of education, i.e. students can either study in Turkish or in English. The goal of the university is to prepare the graduates of for employment in both the public and the private sector, such as in enterprises, research institutions, or banks. The graduates should also be eligible to take further inspector, auditor, and assistant expert exams offered by relevant ministries and to be qualified for international markets and institutions. Finally, the university states that the programmes also constitute the first step towards an academic career.

As stated in the SER, both study programmes have defined 13 intended learning outcomes. These include the ability to define and describe conceptual and theoretical structures and processes relevant to the disciplines, apply these to real-life events, work with quantitative and qualitative data, use mathematical, statistical, and econometric methods and tools, identify economic agents and variables, work in an ethical and interdisciplinary fashion, organise activities with regards to supporting social dynamics, and construct economic models to be applied to policy recommendations.

The university states that the curricula have been developed on the basis of the intended learning outcomes; they include to a large extent the same courses. The first two years are dedicated to the introduction of fundamental theoretical approaches and mathematic methodology, the third year focuses on econometrics and offers first elective courses in which the acquired theoretical knowledge can be applied to specific subfields. The fourth year consists almost fully of elective courses with which students should enhance their specialisation profiles. Differences can be found for example in the organisation of language classes: while the English programme offers two courses in academic English, presentation skills, and reading and writing skills, the Turkish programme includes eight English language classes. Also, students of the Turkish programme have to take three further compulsory courses (economic growth and development, labour economics, and Turkish economy) that are not included in the English curriculum and are replaced by elective courses instead. In total, the curricula include 33 compulsory and 19 elective courses for the programme in English, and 40 compulsory and 12 elective courses for the programme in Turkish, resulting in 240 credits upon graduation. Students can take an internship as an elective course in both programmes. A final thesis is not required for graduation.

The Department of Economics reports that the curricula are monitored on a regular basis in order to identify potential necessities for adjustments. In addition the programme leaders also mention using feedback from students and faculty members gathered via course evaluations, and considering recent developments in the field.

### Experts' evaluation

Generally the experts have a positive view of the study programmes. The curriculum elements correspond to the intended learning outcomes, which the students can achieve in the foreseen time. The learning outcomes are appropriate and correspond to the needs of the labour market while also meeting the requirements of the Bachelor level of the EQF. From the experts' point of view the choice of compulsory and elective courses is logical and adequate.

Based on the SER initially there were questions regarding the curriculum of the courses Macroeconomics/Economic Growth and regarding the course on Econometrics, for which the documentation was not so clear with regard to the amount of software training involved. These doubts could however be laid to rest during the site visit, as the experts learned that indeed the expected software-based learning takes place in these courses and that based on the discussions the department had already considered specific updates to the course descriptions increasing the transparency. A comparable situation was also observed for the course descriptions of the macroeconomics course where a suspected overlap with the Growth Theory course was already

addressed. When discussing the curricular implementation and course however, the panel learned about the limited number of software licences especially for the Econometrics course (25 licences for a course of 50 students): this means that the course needs to be taught more than once, which, in the view of the experts, is not a sustainable solution for teaching. (see **Chapter 6, Finding 10**).

The department activated a seminar course in the curriculum in both programmes in the latest semester. This course provides students with some theoretical background on academic writing (how to choose a topic, which methods to use, how to collect data, how to conduct review literature). This course also involves invited external guests with expertise on, e.g., thesis writing. The lecturers stated that they wish to encourage students to choose econometric topics in the seminar. This provides students with opportunities to learn the basic principles of scientific research; however, as stated previously, the experts recommend strengthening the training on scientific writing provided to students and unifying the standards in the faculty (see **Finding 1**). The experts had access to student work and projects during the site visit; based on this information and the make-up of the curriculum they consider that the intended learning outcomes are achieved by the students. The students are qualified according to the Bachelor level of the National Qualifications Framework. The quality of the teaching staff ensures this. The presence of professors in the department who have received their post graduate degrees in foreign universities constitutes a very important strength for the department. These professors having studied at prestigious universities are very qualified regarding their understanding of what the science of economics is originally described as, how to measure the economy mathematically and statistically, and have the ability and experience to transfer their knowledge to their students.

Careful attention was given to the question of English language skills particularly for students in the English version of the programme. The panel learned that support in language acquisition is provided and teaching only takes place in English which was also confirmed by students. Also the representatives of the labour market praised the department for having a programme in English and the panel positively confirms that students of that programme could express themselves freely in English during the site visit.

Regarding the aspect of internationalisation, there is some already international cooperation through the Erasmus+ programme, and lecturers stated that students are encouraged to go abroad. So far however no students went abroad, which due to the pandemic and the difficult economic situation is understandable from the experts point of view. Clearly the panel believes that internationalisation should be a priority in the future development of the faculty and that the consequent introduction of English versions of most programmes is very helpful in this regard. Broader internationalisation will also support students in gaining jobs internationally or at international institutions.

The panel learned during the site visit that - as with any other academic unit - the ultimate goal of the economics department is not just to graduate its students but to enable the graduates to take part as efficient economists in the field of economics and academia. In this sense it became obvious that improved following up on the graduates after graduation could create additional insights in order to systematically identify where they work, in what jobs they are, and what they do. The university representatives indicated that alumni relations are now more and more the responsibility of each department and faculties and less that of the central alumni office attached to the Rector's Office; they detailed some of their activities in this respect – the experts encourage them to develop these activities further (see **Chapter 2, Finding 6**).

## Conclusion

The criterion is fulfilled.

### 1.3 Political Sciences and International Relations (Bachelor) (English and 30% English)

#### Description

The Bachelor's programme "Political Science and International Relations" is offered in two variants, i.e. students can either study the programme in English only or take the variant in which only 30% of the classes are taught in English. For both variants the SER states that graduates are prepared for employment in both the public and private sector, including ministries (e.g., the Ministry of Foreign Affairs or the Ministry for the European Union), media and thinktanks, human resources management, and consulting companies.

The thirteen intended learning outcomes for the study programmes presented in the department's report fall into three categories. Cross-subject matter intended learning outcomes include the ability to analyse local and international political processes according to anthropological, sociological, and economic frameworks, knowledge about resource management and international economics, and the ability to approach global relations from an interdisciplinary angle. With regards to the subject-specific intended learning outcomes the department aims at endowing students with knowledge of fundamental concepts in the disciplines of political sociology, political science and international relations and at training them to apply these concepts to current global, national, and regional contexts. Students should gain an understanding of the difference between political views and political analyses and be educated in the area of current global and regional issues and problems by linking political science and international relations to one another. Finally, according to the skill-related intended learning outcomes mentioned in the report, students are prepared for work in business environments and receive training in taking comparative perspectives, critical thinking, and discussion competencies.

As explained in the SER, the two programme variants are similar as to the overall topics addressed in the curricula. The first two years of study focus on introductory classes in relevant subfields and university compulsory courses. From the third year onwards the aim of the compulsory courses is to provide deeper insights into topics such as international relations, political history, international political economy or Turkish foreign policy. Also, students can choose elective courses according to their interests. In total, the programmes consist of courses corresponding to 240 credits, which are distributed across compulsory (39 courses for the English programme and 43 courses for the programme using 30% English) and elective courses (12 courses for both programmes). Differences between the two programmes concern the type of English classes and four compulsory classes which are offered in only one variant ("political sociology", "physics and contemporary world", and "basic mathematics" for the 30% English variant, and "administrative structures of Turkey" for programme fully in English). Also, there are four cases which are offered in two different modes, such as the methodology course, which is scheduled as one general course in the 100% English variant ("Research methods"), and as two courses in the 30% English variant ("Research methods in social sciences I" and "Research methods in social sciences II"). Internships can be conducted on a voluntary basis as an extracurricular activity. A final thesis is not required for graduation.

The Department of Political Science and International Relations states that curricular revisions take into account feedback from graduates and academic staff as well as current developments in the relevant fields of research.

#### Experts' evaluation

Both study programmes have clear goals with regard to intended learning outcomes. Alongside subject-specific outcomes there also interdisciplinary ones, which is laudable in itself. The intended learning outcomes are generally appropriate to meet the requirements of the Bachelor level of the EQF. However, at this point the methods training (both quantitative and qualitative) is at minimum level and should be increased in the future as this becomes more and more an extremely valuable asset for students both with regard to furthering an academic career and with opening up labour market opportunities after graduation from a Bachelor programme

**(Finding 2).** The curriculum is clearly structured and well documented. It supports the achievement of the intended learning outcomes. Beyond compulsory courses, the curriculum contains a large number of electives. It also presents a mix of core political science and international relations courses and more interdisciplinary ones. Although this is generally laudable, the programmes should look for ways to increase the share of subject-related and methods-oriented courses (for example in the English programme comparative politics should be taught over two semesters as is the case in the programme using only 30% English) **(Finding 3).**

The two programmes abstain from including a Bachelor thesis as the finishing building block. However, in many elective courses students are asked to write essays or research papers (in addition to internship reports). This is complemented by a course on academic writing. Nevertheless, guidelines seem to vary between teaching staff/courses. The inspection of exemplary student work by the experts also shows that there is a tendency to neglect English-language publications in favour of Turkish-language sources, even in the fully-taught English-language programme. The experts therefore recommend a strengthening in scientific writing training and that each department prepares and decides upon strictly enforced rules with regard to style and form of written work by students **(Finding 1)**. It is laudable and probably the effect of intensive updates in the past years that syllabi on the other hand follow international standards and ask students not only to read English-language textbooks but also relevant and recent research published in leading international journals. In conclusion, the experts are of the opinion that the full intended learning outcomes are achieved by the students in the programmes and that the students are qualified according to the Bachelor level of the National Qualifications Framework.

## Conclusion

The criterion is fulfilled.

### 1.4 Technology and Knowledge Management (Bachelor) (Turkish)

#### Description

The Bachelor's programme "Technology and Knowledge Management" aims at training graduates for employment in the areas of accounting, internal auditing, finance, human resources management, business development and strategy, production planning, procurement, techno-parks, and marketing departments. They should also be qualified for an occupation in the consultancy sector and for a pursuit of an academic career in related fields.

The Technology and Knowledge Management Department lists 15 intended learning outcomes in its report. Graduates should be adept in current conceptual and applied knowledge of technology and knowledge management, be able to design solutions to organisational and business problems and communicate their insights effectively to expert and non-expert audiences. In addition to a good command of the English language, students are to acquire relevant methodological skills, including working with information technologies and software for word processing, database management and statistical analysis. As stated in the report, students should learn to use their knowledge and skills to data analysis and modelling, especially in the context of project development. Further intended learning outcomes include the ability to guide others, embed subject-specific processes in an ethically responsible framework, be knowledgeable in relevant laws, rules, and morals, and link technology and knowledge management to environmental, social, and global contexts.

As stated in the SER, the curricular structure is based on the intended learning outcomes and includes university general courses, courses offered according to the regulations of the Board of Higher Education of Turkey (YÖK), and subject-specific courses. The aim of the first year is to train students in basic education in the form of introductory courses, e.g. in economics, mathematics, or programming. The second year focuses on areas



such as statistics, business law, database management systems, and business analysis, and also provides the students with the first opportunity to choose additional courses according to their individual interests. In the third and fourth year, the curriculum includes six compulsory courses, such as advanced English classes, strategic management, or web-based application development, and complements these with a number of elective courses. Also, the fourth year of studies includes a mandatory summer internship and a graduation project. In total, the 240 credits students must complete in this programme are distributed across 36 compulsory courses (including the internship and the graduation project) and 12 elective courses.

According to information in the SER, changes in the curriculum follow the feedback received from several stakeholders, including students, graduates, and external stakeholders, which has been obtained in the form of individual meetings.

### Experts' evaluation

In general, based on the self-evaluation report and the on-site visit in Ankara, the programme looks very interesting, promising, and well-organised. The programme is pretty unique in itself, which bears, handled with care, various differentiation advantages. Due to the quick advancement in the field and to maintain the strategic advantage of being the only BA programme in that area, a constant re-evaluation and assessment of the strategic goals and positioning of the programme is strongly recommended to further strengthen this differentiation potential (**Finding 4**). The programme leaders stated during the site visit that a medium-term goal is the introduction of an English-language version of the programme; in the view of the experts this might offer additional opportunities to further strengthen education and development of students, as Technology and Knowledge Management (in general) is embedded particularly in international relations and cross-border transactions. Consequently this intention is highly supported as it will facilitate the academic enhancement but also respond to a need in the field which clearly favours English language competencies.

The student-staff ratio is rather unbalanced, however, after careful assessment and interviews with students and consideration of student work teaching and teaching quality do not seem to be affected by it (currently – this has to be monitored with great care, see Chapter 5). The students are pleased with the programme, as they confirmed in the site visit, and job prospects after graduation look promising. Learning outcomes and staff performances are evaluated on a regular basis. Mandatory Course and Course Instructor Evaluation Surveys are in place and results were a part of the review. Formal procedures for student appeals are in place. Also it is positive to mention that relevant stakeholders are involved on a regular basis. Generally, this is a positive framework for continuous development. The offered courses in the programme cover a broad base of topics (all related and very relevant) to be included in this field of study. The mix of core, compulsory, and elective courses is reasonable. This first and positive impression from the self-evaluation report has been strongly confirmed during the discussions in the on-site-visit and the experts found a great level of alignment between documents and oral evidence. In addition, and as has been seen in the major overhaul of the programme in 2019, constant change and adjustment to the courses are implemented.

Various teaching/learning methods are in place, they are presented and documented, and appropriate course durations are given. The programme design and examination requirements are also transparent and reasonable. Public information on the programme is provided online and via different social media channels.

Students have to perform a compulsory summer internship; this is a good element in the curriculum for knowledge application and transfer. In this line, the graduation project supports students well in acquiring additional competences. Yet as mentioned previously the experts recommend strengthening the training of scientific writing in all programmes under review (**Finding 1**). Overall the experts consider that the students achieve the defined intended learning outcomes and are qualified at the Bachelor level according to the National Qualifications Framework.

Strategic goals of the university, among others, comprise “Entrepreneurship & Innovation”. Although this is reflected in the curriculum in various courses, it could be further expanded as the programme by nature is in a prime spot for the implementation of these goals. The study programme could play a leading role in interdisciplinary approaches (like the exchange with the commerce faculty) and research and in leading entrepreneurial activities and spin-outs at the university level. The study programme has a real value for supporting this strategic plan of the university – it should use these natural advantages even more to its advantage. Regarding the medical heritage and focus of the university, the study programme might also consider how to handle this medical focus of the university: Is it an advantage or a burden? Should the programme management focus more on integrating the medical focus or on differentiation from it? In the medium to long-term further tackling this question would be highly recommended, also in conjunction with the other programmes of the faculty.

## Conclusion

The criterion is fulfilled.

## 2. Procedures for quality assurance

*The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes. A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders. The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders. Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.*

[ESG 1.1, 1.7 & 1.9]

## Description

The university states that its quality assurance processes follow the ISO 9001:2015 standards. Quality assurance at Başkent University relies on external and internal evaluations. External evaluations are conducted by the Higher Education Quality Board of Turkey (YÖKAK), which combines evaluations with follow-up monitoring activities, the last of which took place in 2020 at the university. Furthermore, the university reports an annual audit that is carried out by the Turkish Standards Institution (TSE) to confirm the university's compliance with the aforementioned ISO standards.

Internal evaluations and quality assurance processes follow the university's strategic plan which focuses on (1) scientific production, (2) excellence in education, and (3) responding to societal needs. The implementation of the strategic plan includes the definition of 18 main objectives and 215 actions, which are coordinated by an assigned academic unit each. Two systems are mentioned for monitoring of annual action plans: the Strategic Plan Analysis System and the Activity Analysis and Reporting System. Evaluation of the implementation includes meetings on several organisational levels, i.e. senior management, senate, and academic units.

In addition, the internal quality assurance system also relies on the departments' self-assessment reports, which concern the following criteria: (1) missions and strategic objectives (including institutional performance management); (2) design and approval of programmes in the context of education and training; (3) student-centred learning, teaching, and evaluation; (4) learning resources; and (5) monitoring and updating programmes. Also, the university reports annual internal audits which are organised by the Quality Management Centre and performed by an auditing team of academic and administrative staff.



As stated in the SER, data is collected from all relevant stakeholders. Students' feedback on their satisfaction with the courses and lecturers as well as on the actual workload is gathered using course evaluation forms. According to information in the SER the results of these surveys are shared with the individual Department Chair and the Dean. In addition, all full-time and part-time professors evaluate the quality of their courses at the end of a semester as well. The university states that this feedback is used to assess and implement necessary revisions to enhance the quality of the individual programmes. Finally, the faculty also mentions meetings with internal and external stakeholders, including students, graduates, and labour market representatives, in order to collect feedback for curricular and strategic improvement. Further data that is collected by the departments concerns the student quota and fill rate for the individual programmes, drop-out rates and reasons, and the composition of the student body.

### Experts' evaluation

Established quality standards like the ISO 9001 are followed and as the experts also were confirmed during the interviews various stakeholders (e.g., students and the labour market attested high value of the study programmes during the site visit) are included on a regular basis in the quality assurance process. A quality assurance system is in place at the faculty and in the department. This system is appropriate for the relevant study programmes. Courses are presented based on their ECTS values (including also student surveys), in line with European regulations. The experts particularly highlight the thoroughness in which the faculty evaluated student workload in order to navigate carefully the credit point assignment of the ECTS. During the total quality assessment, analyses like SWOT analyses are performed on a regular basis. For example, information packages are regularly updated before the start of the semester based on students' feedback.

Over the course of the study programmes, advisors support students in choices related to their study plans and careers. This also enables quality control.

Courses are regularly evaluated and assessed, outside invited speakers are involved to offer a greater variety and practical link to each programmes' goal. Student representatives are taken into consideration and contribute to the overall and quality development of the study programs.

The faculty plans on working on their HR practices to attract foreign hires: This should further ensure the quality of new hires. The experts strongly support the faculty in this respect in order to further increase the academic excellence, especially in research (see Chapter 5, Findings 7, 8, 9). Research output is already evaluated, however, evaluation of research might even be analysed on a more granular level, focusing also more on each international recognised strength of the respective publication outlet (for example, by also applying additional rankings like the Academic Journal Guide).

The expert panel found numerous links to the labour market and overall a good exchange and involvement. At the same time the panel could not find a very systematic approach / selection of labour market involvement. The faculty should further systematise and unify its well-established links to the labour market and to industry representatives, for example by also including start-ups next to established firms (**Finding 5**). Another area in which current practice is OK but which does not yet to have reached full impact is the field of alumni relations, where the faculty should increase its' efforts and strengths (activities like homecomings, etc., could strengthen the ties between alumni, university, and current students) (**Finding 6**).

### Conclusion

The criterion is fulfilled.

### 3. Learning, teaching and assessment of students

*The delivery of material encourages students to take an active role in the learning process.*  
*Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.*  
*Assessment procedures are designed to measure the achievement of the intended learning outcomes.*  
 [ESG 1.3]

#### Description

According to the university, teaching activities in all programmes include a variety of strategies and techniques that support the students to achieve the pre-defined intended learning outcomes by taking an active role in their learning process. A focus is set on student-centred learning including in-class teaching methods and extracurricular activities. In-class teaching methods include lectures, presentations, discussions, case studies, experiments, project work, and in the case of computer related courses also laboratory software applications. Extra-curricular activities consist of internships (mandatory for the technology and knowledge management programme, voluntary for all other programmes), seminars including guest lecturers, webinars, student conferences, and certificate programmes. The teaching methods were adapted to the newly risen requirements of the pandemic by a switch to asynchronous and synchronous online formats which were offered via the university's online learning platforms (ÖYS, Moodle) and complemented by additional software for collaborative learning.

The forms of assessment outlined in the SER are conducted following the university's Associate and Undergraduate Education and Exam Regulations. As a default, each course schedules a mid-term and final exam, which can take place in the form of written, oral, or applied exams. Exams usually employ methods such as multiple-choice for assessing basic knowledge, essays and/or take-home exams for assessing theoretical understanding and analytical abilities, case study analyses which may also include an oral presentation, article reviews for in-depth analyses and reflections. Online exams which apply several of the mentioned assessment methods have also been introduced recently. Exam dates are organised by the Student Registration Office and published online at the beginning of each academic year. Results are announced by the course instructors on notice boards and are subsequently listed in the online student information system (BUOBS).

If students cannot participate in an exam due to medical or other compelling reasons, they have the possibility to take a make-up exam. Student appeals with regards to exam results are processed differently for mid-term and final exams. Mid-term exam grades are discussed directly with the course instructor. Appeals concerning final exams can be handed in to the Department Secretary in the form of an official grade correction request form and are then discussed by a committee consisting of the course instructor and two other faculty members appointed by the Department head or programme coordinator.

#### Experts' evaluation

The experts noted during the site visit that the faculty employs numerous modes of teaching, which helps to achieve flexible learning paths. Whereas professors and other academic staff employ classical "frontal" teaching methods along with project work and student presentations, they also encourage classroom discussions and other non-traditional formats. Most importantly, the faculty makes good use of experts from practical business life. Managers and business owners, representatives of study/analysis units in national authorities (e.g. Ministries) who have an expertise in a certain field hold lectures or (to a certain extent) whole semester courses to convey their field of specialisation and provide knowledge beyond mere theoretical information. This is a clear strength of the departments.

In terms of evaluation of mid-terms and final exams, the departments are limited by the prescription of YÖK, where a written mid-term exam and a written final exam are necessary. Nevertheless, the faculty members still make use of the flexibility they have to incorporate different methods of evaluating student performance in addition to YÖK requirements, such as through oral exams and term papers. The organisation of exams is unproblematic, the procedures regarding appeals and complaints are adequate. The students and alumni that were interviewed during the site visit reported no problems in this area.

On a last account with respect to education, it should be stated that the connection to industry can also be seen in the continuous education centre of the university, where certificate programmes are offered, such as management programmes for retailing agencies or a programme for Ankara Chamber of Commerce member companies. These could be increased and diversified (like programmes directed towards specific industries such as health or aviation).

## Conclusion

The criterion is fulfilled.

## 4. Student admission, progression, recognition and certification

*Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.*  
[ESG 1.4]

### Description

The report mentions several admission procedures for enrolment at Başkent University. According to the national regulations of YÖK, all Turkish citizens need to take a centralised nationwide university entrance examination (YKS) which is administered by the Measurement, Selection and Placement Centre and assesses basic knowledge in areas such as mathematics, history, Turkish, and geography. In addition, the university also has the possibility to admit students by internal and external transfers, e.g. for students who would like to study a double major programme or add a minor programme. Other enrolment procedures include internal and external transfers, which follow YÖK regulations and quotas but are conducted by the university, or a Vertical Transfer Exam for vocational school graduates.

Students who enter an undergraduate programme which is taught partially or fully in English, also have to demonstrate their language skills in the form of an English proficiency test, either by a certificate of recognised tests such as TOEFL (IBT) or CAE or by taking part in the university's own English proficiency examination. Those students who do not exhibit the required level of English skills have to participate in a compulsory one-year language preparatory programme.

Students' progression is monitored via academic advisors who use the university's management information system (YBS) to monitor course enrolment and performance throughout their undergraduate studies. According to information in the SER, learning agreements are signed in the context of several exchange programmes. In the case of the Department of Technology and Knowledge Management the report states that learning agreements have not been issued yet, but students nevertheless have the opportunity to participate in exchange programmes.

Following the university's Undergraduate and Graduate Education and Exams Regulations, credits obtained by students prior to the enrolment in a study programme can be recognised under two conditions: (1) students must have passed the respective courses with at least a C grade and (2) the courses must be evaluated as equivalent to the university's respective courses by the student advisor. If the two criteria are met, the

programme and department chair will advise the administrative board to transfer credits to the student's transcript replacing the university's equivalent course.

Upon graduation students receive a diploma in Turkish and English. Additionally, the university provides them with a Diploma Supplement in which the nature, level, content and status of the studies are documented.

### Experts' evaluation

The admission process for entering study programmes in Turkey is centrally organised, therefore information and procedures are standardised and publicly available for applicants. Additional requirements such as English language skills are reflected in the public documentation and are based on the intended learning outcomes. The university also offers the possibility to prove English language skills at the universities' English test, therefore accessibility is a given. Statistical data on student numbers and their development over time are collected systematically and indicate no deficiencies in the admission processes.

As recognized in many discussions during the site visit and already indicated in the SER internationalization and student mobility is an area of development for the faculty. Consequently careful attention was given to the regulatory framework and developed mechanisms for recognition. Since the faculty generally offers mobility programmes for study periods abroad (that are not heavily used yet), clearly defined regulations on the recognition policy are necessary to enable exchange. As the panel of experts learned, students of all programmes discuss the courses offered at the host university with their academic advisor, defining a planned study programme, equal to a learning agreement. Recognition after mobility is then granted based on the agreement taking into account possible changes. Therefore, the departments have demonstrated a standardised process of recognition in line with the Lisbon Recognition Convention.

With regard to certification, graduates receive documentation including the qualification gained, the respective level of education as well as context on the Turkish higher education system. The documents are in line with international standards for certification of graduation.

### Conclusion

The criterion is fulfilled.

## 5. Teaching staff

*The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.*

*Staff involved with teaching is qualified and competent to do so.*

*Transparent procedures are in place for the recruitment and development of staff.*

[ESG 1.5]

### Description

As of 2021 the faculty has employed 66 full-time and 43 part-time teaching staff, which consists of full professors, assistant professors, associate professors, as well as research assistants and instructors. The weekly number of teaching hours varies between ten and twelve hours. Selection and recruitment of professorial staff is performed according to the university's Regulation on Faculty Member Appointment and Promotion, which takes into account predefined criteria with regards to qualifications and documents to be submitted by the applicants and involves the formation an Application Review Commission. The final candidates are appointed by the Rectorate following the respective Faculty Dean's recommendation. Research assistants and

instructors are selected according to criteria defined by YÖK regulations and involves a request by the Dean's office which is then passed on to the Rectorate for confirmation and appointment.

The quality of teaching is evaluated in a yearly performance evaluation which impacts decisions on reappointment and promotion, yearly salary increase, distribution of incentives and rewards and access to university funds. At the same time, the quality of the working conditions for teaching staff is monitored by an employee satisfaction survey each semester.

Staff mobility is encouraged and supported by three general funding schemes: *Farabi*, which concerns staff exchange between higher education institutions in Turkey; *Mevlana*, which supports exchanges between Turkish and international higher education institutions; and *Erasmus+*, which enables staff to teach or take lectures in the scope of the European exchange programme. Furthermore, the report mentions financial support for academic staff to attend research activities, trainings, and conferences abroad, which is provided by funding schemes on the university level. Also, incentive awards have been put in place for high quality publications. The support for mobility and internationalisation is complemented by staff development training offered by the faculty itself. These trainings include topics such as mediation in legal disputes, effective leadership in organisation, conflict resolution in organisation, and data analysis, among others.

### Experts' evaluation

To begin with it can be positively highlighted that teaching staff is appropriately qualified for the achievement of all intended learning outcomes in all programmes being reviewed. The number of teaching staff and teaching hours are documented. The expert panel found that the lecturers in all programmes are motivated and highly engaged in supporting students. The overall HR framework including recruitment regulations and opportunities for further training (e.g. complete funding for international and national conferences for lecturers) is adequate. It became particularly obvious that the faculty cultivates an atmosphere of openness and exchange also of divergent views which facilitated a constructive dialogue during the site visit and clearly is an added value for staff and staff development.

The overall workload (teaching, administration, research) at this time is high but appropriate for the delivery of the programmes. Staff is heavily occupied with teaching and student-support creating a tendency for the balance going against needed time for research. The experts therefore recommend implementing an incentive structure that researchers get a temporary teaching and/or administration reduction for publications in relevant international journals (**Finding 7**). This does not neglect that the panel carefully observed different situations in the departments, while the overall conclusion will apply for the faculty as such. The staff situation of the faculty of course has to be seen in the context of the higher education system of the country and competition for excellent teaching staff amongst different institutions not only in the capital but also other large and attractive cities in the country. Competitiveness of staff incentives clearly cannot be ignored when further and strategically developing the staff portfolio of the faculty.

The issues of high-quality teaching, the internationalisation of the faculty, and research quality are interrelated. Excellent teaching depends on teaching staff actively engaged in research. In order to achieve this, the faculty should prioritise and increase the number of academic staff in order to provide staff with more space to conduct more research and thus maintain (and in the long-term enhance) the quality of teaching (**Finding 8**). On the other hand, research in economics, management and the social sciences increasingly builds upon team efforts, co-authorships, complementary skills of researchers etc. Research cooperation is most easily set up at international conferences, workshops, and visiting research stays. Thus, in order to further enhance high-quality, research-based teaching, international staff mobility in both directions (international research stays for faculty staff but also hosting international researchers) is highly recommended (**Finding 9**). The experts were impressed that especially the senior academic staff had comprehensive international experience as many of them had done their MBAs or PhD level qualifications in the USA or the UK. Also several of them have teaching

experience and publications in respected academic journals. This fact certainly helped in establishing the departments and providing an international academic outlook, as this faculty is aware of performance criteria at other (academically advanced) institutions. However, it is important that also the following generations – the younger researchers – get this experience by spending (at least part of) their PhD studies abroad. This would help both to increase their English proficiency, their teaching experience and most importantly their research and methodological skills. For this to occur, it would be good if not only the instruments are in place (like financing international conferences), but also an active encouragement – and maybe even an obligation – is put into place by the faculty administration. Otherwise the experts see the threat that the quality level may deteriorate, and this faculty may become a pure teaching institution, rather than a research intensive one. Alternatively, the faculty may decide to allocate certain academic staff to research purely (and lower the teaching load) and some other academic staff to teaching primarily (with fewer expectations related to research).

### Conclusion

The criterion is fulfilled.

## 6. Learning resources and student support

*Appropriate facilities and resources are available for learning and teaching activities.*

*Guidance and support is available for students which includes advice on achieving a successful completion of their studies.*

[ESG 1.6]

### Description

In the report, the faculty lists 28 classrooms and six lecture halls which are available to all departments. These facilities are complemented by three computer labs, four smart classrooms and laboratories. The technical equipment is said to be up-to-date and includes projectors, sound systems, and computers, which are maintained by designated IT personnel. Free Wi-Fi connections and education roaming (Eduroam) is available to university members and guests. The university library, which includes a 24h study hall and a designated room for visually impaired visitors, provides access to over 23.500 hard copy books, over 27.300 e-books, and a subscription to over 88.000 online journals and databases. In addition, the SER lists sports facilities, cafeterias and several student support centres.

The university raises tuition fees for its programmes. As outlined in the SER, there are several scholarship opportunities for students. In addition to the information provided by the university homepage (course descriptions, assessment methods, teaching methodology, and expected workloads), students receive further guidance from their individual academic advisor who is assigned to them at the beginning of their studies and who meets with them at least once per semester. New student orientation and introductory events are offered in the form of the compulsory “Introduction to University Life” course. International students are supported by the International Relations and Exchange Programmes Coordination Office.

Further guidance is provided by the Career Guidance Centre, which coordinates trainings, seminars, and certificate programmes and assists students in establishing links with the labour market by organising career days and announcing job postings. With regards to students' wellbeing the university has installed a Psychological Counselling and Guidance Centre as well as a Student Health Centre, which offer services to students and employees free of charge.



### Experts' evaluation

The experts highlight that the faculty has presented excellent documentation and information on the study programmes. The information package for students includes e.g., learning outcomes as well as module descriptions containing all relevant information on assessment methods, workload, literature etc. The expert panel is convinced, that the curriculum planning avoids overlaps in time schedules and has gained no indications about structural reasons for extended study times.

The student's learning path is well supported by the resources provided on campus. The laboratories as well as classrooms are equipped with the technology necessary for the respective teaching methods. Number and size of facilities is sufficient, access to library working spaces as well as online literature and journal access is given. Students also have access to software products for learning and teaching, that are used frequently and contribute to learning progression. Still, software products are mainly available locally on campus and can't be accessed by students from home. In addition, some classes have to be divided into groups since the number of licenses is not sufficient for all participants. Therefore, the expert panel recommends increasing the number of software licenses for students and to extend availability by providing individual licenses for students to further enhance the teaching and learning experience (**Finding 10**).

Overall, students are well supported by the faculty. The lecturers support their students by a great availability of consultation hours, in addition to the well-established open-door policy in the faculty. There are offers for new students made by the faculty; in addition there are also offers resulting from the diverse student engagement in associations and student clubs. Students also have access to a personal academic advisor, who is open for all questions regarding learning, organisation of the study path as well as advice on career choice. The expert panel is convinced, that students are in the centre of the study programmes and experience excellent support by the lecturers as well as faculty management.

### Conclusion

The criterion is fulfilled.

## 7. Information

*Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.*  
[ESG 1.8]

### Description

Information on all programmes, intended learning outcomes, selection procedures, qualifications, and teaching, learning, and assessment procedures is provided on the faculty website both in English and Turkish. In addition, the faculty mentions social media accounts for public dissemination of current information.

The programme leaders mentioned in the discussions during the site visit that current students as well as graduates are informed about the latest developments in the respective department through direct contact and by using closed groups on messaging apps. The lecturers also inform their students and recent graduates about job openings. Feedback from the world of work is gathered from individual contacts of the lecturers in firms and representative trade associations in the region.

### Experts' evaluation

The Faculty of Economics and Administrative Science provides an "Information Package" for each of its programmes on its website. There, current and prospective students find, among others, general information

about the profile of the programmes, the key learning outcomes, the admission requirements, the qualification awarded, and teaching, learning and assessment procedures. Most importantly, students find at a glance information about the courses offered in each term and their credits. Once they click on the courses, they easily find all relevant information from the module handbook, e.g., the course content, the relevant literature, the learning outcomes, the workload and the assessment methods and criteria. Information on the curriculum is thus made very transparent and is provided in a structured manner. The degree of topicality varies however depending on the programmes. The programmes could thus offer more up-to-date information, preferably also using social media which is actively used by its students, to inform students about news or activities and also to reach other stakeholders. Social media might also be a useful instrument for networking and keeping contact with the alumni of the department and with other stakeholders.

The faculty may also consider offering more information about the teaching staff, their research topics, and publications in English. This could be relevant information for external researchers to decide on a potential research stay or even for an employment. Also it could be relevant information for prospective incoming international students. Thus, broader public information could also be a tool to foster more external collaborations and to promote the faculty to the outside world.

### **Conclusion**

The criterion is fulfilled.



## V. Recommendations of the panel of experts

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The panel of experts recommends accrediting the study programme **“Business Administration”** (Turkish) (Bachelor), **“Business Administration”** (English) (Bachelor), **“Economics”** (Turkish) (Bachelor), **“Economics”** (English) (Bachelor), **“Political Science and International Relations”** (English) (Bachelor), **“Political Science and International Relations”** (30% English) (Bachelor), **“Technology and Knowledge Management”** (Turkish) (Bachelor) offered by **Başkent University**.

### Findings:

1. Training on scientific writing should be strengthened in all curricula and the faculty should develop joint and common rules for academic writing that are implemented equally in all courses and programmes.
2. Methods training (both quantitative and qualitative) should be strengthened in the study programmes “Political Science and International Relations”.
3. The number of subject-related and methods-oriented courses should be increased in the programmes “Political Science and International Relations”
4. For the study programme “Technology Knowledge and Management” a constant re-evaluation and assessment of the strategic goals and positioning in the market is recommended to further strengthen the programme’s differentiation potential.
5. The faculty should further systematise and unify its well-established links to the labour market and to industry representatives, for example by also including start-ups next to established firms.
6. The faculty and the departments should increase their efforts and activities linked to alumni relations.
7. Academic staff should benefit from an incentive structure giving researchers a temporary teaching and/or administration reduction for publications in relevant international journals.
8. The faculty should prioritise an increase in the number of academic staff in order to provide staff with more space to conduct more research and thus maintain (and in the long-term enhance) the quality of teaching.
9. The faculty should increase long-term international staff mobility (e.g. research stay, staff exchange).
10. The number of software licenses for students should be increased and their availability should be expanded by providing individual licenses for students.