

Decision of the FIBAA Accreditation and Certification Committee



6th Meeting on June 29, 2022

PROGRAMME ACCREDITATION

Project Number:	21/020
Higher Education Institution:	Ege University
Location:	Izmir, Turkey
Study Programme:	Bachelor programme Economics (Bachelor in Economics)
Type of Accreditation:	Initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from April 2020, the study programme is accredited under conditions.

Period of Accreditation: June 29, 2022, until June 28, 2027.

Conditions:

- Condition 1: Ege University provides course descriptions that contain complete information recommended in the ECTS User's Guide 2015 (see chapter 3.2).
- Condition 2: Ege University requires in the regulation for final exams to use a transparent grading table showing the percentage of each grade with respect to the total passing grades awarded (see chapter 4.3 in the ECTS Users' Guide 2015) (see chapter 3.2).

Proof of meeting these conditions is to be supplied by March 28, 2023.

**The conditions are fulfilled.
The decision was made by the FIBAA Accreditation and Certification
Committee on June 21, 2023**

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution:

Ege University, Izmir, Turkey

Bachelor programme:

Economics

Qualification awarded on completion:

Bachelor in Economics

General information on the study programme

Brief description of the study programme:

The Bachelor programme Economics is a four-year programme with a workload of 240 ECTS credits. It is offered as daytime as well as evening study programme by Ege University. Within the broader framework of the disciplines economics and social sciences, students can acquire critical and analytical thinking and problem-solving skills. Thus, after graduating they shall be able to accept positions such as researchers, analysts, consultants, experts or managers.

The programme has 55 courses including 14 elective courses. About 30 % of the courses are conducted in English.

Type of study programme:

Bachelor programme

Projected study time and number of ECTS credits:

4 years; 240 ECTS credits

Mode of study:

Full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

No

Scope (planned number of parallel classes) and enrolment capacity:

Once a year;

Capacity: for daytime education: 93 (+3 reserved for the highest ranked high school graduates),
for evening education: 93 (+3 reserved for highest ranked high school graduates)

Programme cycle starts in:

Fall semester

Initial start of the programme:

Daytime Education started in 1994/1995 Academic Year.

Evening Education started in 2000/2001 Academic Year.

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor programme Economics (Bachelor in Economics) was made between FIBAA and EGE University, Turkey, on July 26, 2021. On October 18, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Riitta Ahlholm

Fountain Park Oy, Helsinki, Finland
Management Consultancy
Partner

Annika Bittner

Georg-August-University Goettingen, Germany
M.Sc. in Economics
PhD Student

Asst. Prof. Dr. Cahit Ezel

Eastern Mediterranean University, Famagusta, North Cyprus
Assistant Professor in Tourism Management

Prof. Dr. Anna Göddeke

ESB Business School Reutlingen, Germany
Professor of Economics
(International Business Economics, Microeconomics)

Prof. Dr. Harald Meier

Hochschule Bonn-Rhein-Sieg, Bonn, Germany
Professor of International Management
(Business Administration, International and Intercultural Management)

Prof. Dr. Andreas Knorr

German University of Administrative Sciences Speyer, Germany
Professor of Economics
(Economic and Transport Policy)

FIBAA project manager:

Dr. Birger Hendriks

¹ The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on March 24 to 25, 2022 via the video conferencing tool *Zoom*. The same cluster included an appraisal of the Bachelor study programmes Business Administration (Bachelor in Business Administration) and International Relations (Bachelor in International Relations). At the end of the online conference, the panel has given brief feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 26, 2022. The statement on the report was received on June 3, 2022. It has been taken into account in the report at hand.

Summary

The programme Economics offered by Ege University, Turkey, fulfils with few exceptions the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 29, 2022, and finishing on June 28, 2027, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects²:

1. Modular structure of the study programme (lacking information in the syllabi); 2. Study and exam regulations (lacking grading information). They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1:** Ege University provides course descriptions that contain complete information recommended in the ECTS User's Guide 2015 (see chapter 3.2);
- **Condition 2:** Ege University requires in the regulation for final exams to use a transparent grading table showing the percentage of each grade with respect to the total passing grades awarded (see chapter 4.3 in the ECTS Users' Guide 2015) (see chapter 3.2).

Proof of meeting these conditions is to be submitted by March 28, 2023.

The panel members also identified areas where the programme could be further developed:

- Publishing sufficient information on admission criteria for potential foreign applicants also in English (see chapter 2.6);
- As far as possible prolonging the internship so that students can gather practical experience more intensively (see chapter 3.1);
- Cross checking the real workload of the students that should be adequate to the requirements of the study programme (see chapter 3.2);
- Keeping the list of recommended reading for students up to date as far as it is mentioned in the syllabi (see chapter 3.3);
- Improving intercultural aspects in the relevant courses (see chapter 3.4);
- Intensifying the international orientation of the academic staff (see chapter 3.4);
- Widening the frame of information given in English (see chapter 5.3).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are many criteria in which the programme exceeds the quality requirements:

- Examination and final thesis (see chapter 3.1);
- Skills for employment / Employability (See chapter 3.6);
- Student support by the faculty (see chapter 4.1);

² These aspects are asterisk criteria which means that they are essential for the study programme.

- Process organisation and administrative support for students and faculty (see chapter 4.2);
- Cooperation with business enterprises and other organisations (see chapter 4.3);
- Access to literature (see chapter 4.4);
- Career counselling and placement service (see chapter 4.5);
- Alumni activities (see chapter 4.5).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Information

Information on the Institution

Ege University in Izmir is one out of 112 public universities in Turkey. It was established with Medicine and Agriculture faculties in 1955 (according to Law No: 6595). The University's tasks include to offer study programmes, to do research and to initiate cultural and social activities in Turkey and the city of Izmir. In 1982, it was one of the largest universities in Turkey with 17 Faculties, nine Schools and seven Institutes when it was divided into two separate universities: Ege University and Dokuz Eylul University by a State decision. Currently, Ege University provides undergraduate and graduate programmes with 19 Faculties – one of them is the Faculty of Economics and Administrative Sciences (FEAS) -, nine Institutes, three schools, ten Vocational Training Schools and six Rectorate Units. The Economics programme belongs to the FEAS.

The FEAS started the undergraduate formal education in 1994/1995 Academic Year with three programmes: Economics, International Relations and Business Administration. A department has been set up for each of them. Until the 2000/2001 Academic Year, formal education was only conducted for the Daytime Education, without any fee. With the 2000/2001 Academic Year, formal education was also incorporated with Evening Education, with a tuition fee. Since 2021, while Economics and International Relations departments provide both daytime and evening education, the Business Administration department offers only daytime education. The duration of education for both daytime and evening education programmes is four years plus one year for an English preparatory class. The additional year depends on the students' ability to pass the Language Proficiency Exam. It starts and ends before the students begin their studies.

The Mission of Ege University is described as

- to meet regional, national and universal requirements in education and research;
- to raise individuals who are professionally and culturally equipped, open to change and who adopt scientific thinking as a way of life,
- to be a university that stood on its core values and offer knowledge for the benefit of society”.

Being a University with an international perspective, the educational system of Ege University is based on the principle of creative teaching and participatory learning. This mission and the main motivation of education is backed by a Strategic Plan for 2019-2023. This plan developed in consultation with the different administrative units and the internal and external stakeholders, aims to establish and develop a comprehensive framework for both education standards and sustainability of corporate structure as well as ensuring research quality.

Ege University has the following academic structure:

Faculties	
Faculty of Economics and Administrative Sciences	Çeşme Faculty of Tourism
Faculty of Fine Arts, Design and Architecture	Faculty of Agriculture
Birgivi Faculty of Islamic Sciences	Faculty of Communication
Faculty of Law	Faculty of Dentistry
Faculty of Sport Sciences	Faculty of Education
Faculty of Literature	Faculty of Engineering
Faculty of Medicine	Faculty of Fisheries
Faculty of Nursing	Faculty of Health Sciences
Faculty of Science	Faculty of Pharmacy
	Ödemiş Faculty of Health Sciences
Institutes	
Graduate Faculty of Education Sciences	Graduate Faculty of Nuclear Sciences
Graduate Faculty of Natural and Applied Science	Graduate Faculty of Health Sciences
Graduate Faculty of Solar Energy	Graduate Faculty of Social Sciences
Graduate Faculty of Drug Addition, Toxicology and Drug Science	International Computer Graduate School
	Graduate Faculty of Turkish World Studies
Schools	
State Turkish Music Conservatory	School of Foreign Languages
School Fashion and Design	
Vocational Schools	
Aliaga Vocational Training School	Emel Akin Vocational Training School
Ataturk Medical Technology Vocational Training School	Aviation Higher Vocational School
Bayindir Vocational Training School	Ödemiş Vocational Training School
Bergama Vocational Training School	Tire-Kutsan Vocational Training School
Urla-Maritime Vocational Training School	Ege Vocational Training School
Rectorate Units	
Department of the Principles of Ataturk and Turkish Revolution History	Department of Informatics
Department of Physical Education	Department of Fine Arts
Department of Innovation and Entrepreneurship	Department of Turkish Language

The department of Economics which is responsible for the programme at hand has four divisions that can be listed as Economic Policy, Economic Development and International Economics, Economic Theory, and Economic History.

Further development of the programme, statistical data and evaluation results

In addition to the regular changes in courses, two important improvements were made related to design of the education plans and new courses were added to the programme. First, as a result of the decision from the Presidency of the Turkish Republic a “Career Planning” course is added to the curriculum for the first-grade students. Secondly, with the request of the Ege Senate university-wide elective courses are added for two semesters. The Career Planning course aims to give guidance to students to have professional competencies throughout their career path. University-wide elective courses can enable students to acquire an interdisciplinary perspective.

Ege University has been accredited by the internationally recognized Turkish Higher Education Quality Board (YOKAK) on June 26, 2021.

Statistical development of the study programme Economics:

Study Programmes: ECONOMICS (daytime)							
		5. Cohort (2015)	6. Cohort (2016)	7. Cohort (2017)	8. Cohort (2018)	9. Cohort (2019)	10. Cohort (2020)
Study Places offered by HEI		100	100	100	100	100	100
Applicants	∑	NA	NA	NA	2310	2191	2051
	f	NA	NA	NA	NA	NA	NA
	m	NA	NA	NA	NA	NA	NA
Application rate		NA	NA	NA	2310,00%	2191,00%	2051,00%
First-Year Students	∑	104	103	104	104	106	138
	f	45	50	55	59	54	48
	m	59	53	49	45	52	90
Rate of female students		43%	49%	53%	57%	51%	35%
Foreign Students	∑	1	0	1	1	3	35
	f	0	0	1	1	1	4
	m	1	0	0	0	2	31
Rate of foreign students		1%	0%	1%	1%	3%	25%
Percentage of occupied study places		104,00%	103,00%	104,00%	104,00%	106,00%	138,00%
Graduates	∑	56	38	4	-	-	-
	f	28	25	2	-	-	-
	m	28	13	2	-	-	-
Success rate (students who finished their studies)		-	-	-	-	-	-

Dropout rate (students who dropped their studies)		-	-	-	-	-	-
Average duration of study		5,23	4,89	4	-	-	-
Average grade of final degree		3	3,1	3,2	-	-	-

Study Programmes: ECONOMICS (evening)							
		5. Cohort (2015)	6. Cohort (2016)	7. Cohort (2017)	8. Cohort (2018)	9. Cohort (2019)	10. Cohort (2020)
Study Places offered by HEI		103	103	104	104	113	103
Applicants	∑	NA	NA	NA	2310	2191	1231
	f	NA	NA	NA	NA	NA	NA
	m	NA	NA	NA	NA	NA	NA
Application rate		NA	NA	NA	2221,15%	1938,94%	1195,15%
First-Year Students (accepted applicants)	∑	99	72	99	88	89	154
	f	35	28	48	41	32	45
	m	64	44	51	47	57	109
Rate female students		35,35%	38,89%	48,48%	46,59%	35,96%	29,22%
Foreign Students	∑	0	0	0	0	2	9
	f	0	0	0	0	1	2
	m	0	0	0	0	1	7
Rate of foreign students		0,00%	0,00%	0,00%	0,00%	2,25%	5,84%
Percentage of occupied study places		96,12%	69,90%	95,19%	84,62%	78,76%	149,51%
Graduates	∑	NA	NA	NA	NA	NA	NA
	f	NA	NA	NA	NA	NA	NA
	m	NA	NA	NA	NA	NA	NA
Success rate (students who finished their studies) (in 7 years)		NA	NA	NA	NA	NA	NA
Dropout rate (students who dropped their studies) (in 7 years)		NA	NA	NA	NA	NA	NA

Average duration of study (year)		NA	NA	NA	NA	NA	NA
Average grade of final degree (over 4.00)		NA	NA	NA	NA	NA	NA

Based on the Turkish Law on Higher Education students can finish their four-year undergraduate study programme within seven years. For the last decade Ege University indicates the dropout rates as about 19 % (daytime) and 20 % (evening) and the success rates as 81 % (daytime) and 80 % (evening), all on average.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The daytime and evening study programmes of department of Economics at the FEAS, has been designed to equip the student, within the broader framework of economics and social sciences, with the necessary knowledge and skills in their careers after graduating and to get them acquire critical and analytical thinking and problem-solving skills.

The programme objectives and learning outcomes for the Economics programme are developed in line with the Level 6 (first cycle) of the Turkish Qualifications Framework for Higher Education and according to the Qualification Framework for the European Higher Education Area and the European Qualification Framework for Lifelong Learning (EQF).

According to Ege University³, the programme is focused on the following objectives:

- To provide students with a solid theoretical background in economics.

For this objective, the core courses such as Introduction to Microeconomics, Introduction to Macroeconomics, Microeconomic Analysis, Macroeconomic Analysis are some of the compulsory courses taught in the first two years.

- To support the students' ability to analyse real-life economic events and problems by combining their knowledge in economics with mathematical, statistical, and econometric methods.

Some of the courses offered in parallel to this aim are Econometrics I-II, Statistics I-II, Mathematical Economics. During these courses, the students use software (EViews, SPSS, Gretl) to make exercises with real data.

- To encourage open-minded and creative thinking by developing students' analytical thinking and problem-solving capacity.

To this aim, the department uses creative thinking methods, encourage class discussions and student presentations during the courses such as Entrepreneurship and Innovation, Design of Future. Also, the students can take courses from other departments such as marketing communications, operations research.

- To provide an English language proficiency level to be able follow the literature in economics, define themselves in scientific discussions

The students learn how to review the literature in “research methods in social sciences” course. They use the theoretical background and quantitative methods taught in the relevant courses in Term Project courses.

³ See Self-evaluation report (SER, p. 12 f.

- To train economists who have advanced innovative, creative, and highly competitive abilities needed to be employed both in public and the private sector .

Elective courses are designed to help the students become problem-solvers and earn necessary knowledge skills such as critical and open-minded thinking for an international working environment. Thus, students shall be able to start positions such as researchers, analysts, consultants, experts, managers. Examples of these courses are “Economics of Innovation, Design of Future, Creative Economics, Entrepreneurship and Quality, Entrepreneurship and Innovation, New Trends in Decision Analysis”.

Appraisal:

The panel welcomes that the qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student’s personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)			X		

1.2 International orientation of the study programme design (Asterisk Criterion)

During the process of determining the programme outcomes and course contents, comparative evaluations are made with the partner universities within the scope of the Erasmus+ programme since it is aimed to develop the competence and skills of students and faculty members in the international area. Within the framework of this goal, directing students and faculty members to universities determined by bilateral agreements within the scope of the Erasmus+ programme is among the priorities of the department⁴.

The programme takes into account the international employability of its graduates. In this context, curriculum contents, academic staff characteristics and academic staff’s experience abroad are considered. At least 30 % of the courses are taught in English.

When updating the Economics programme, international standards (for instance: curriculum of THE World 500 list in economics) is taken into consideration. Moreover, “The Future Ege University Commission” was established to achieve international standards. It is hoped that

⁴ See also chapter 4.3 below.

this would provide the environment for worldwide competitiveness and enhance the prospects of graduates in the international job market.

Courses with international orientation such as International Economics I, II and Economic Policy are designed to promote the effectiveness of the curriculum.

Appraisal:

The panel acknowledges that to a certain extent the study programme implies international orientation. It perceives that the programme’s design appropriately takes into account international aspects, with respect, too, to its graduates’ employability. However, the panel members do think that the University should intensify the international orientation by including even more international content.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		

1.3 Positioning of the study programme

Applicants must pass a nationwide selection examination held by the governmental Student Selection and Placement Center. Based on this they can apply for studying the different universities, among them Ege University. Since Izmir is a regional centre in the western part of Turkey, it is considered as an attractive city for students coming from neighbouring provinces, and students may prefer to study in Izmir for this reason.

In the last year, students from 31 different cities in Turkey were admitted to Ege University’s Department of Economics. According to the 2020 OSYM⁵ results, the Economics programme ranked 18th for daytime education and 24th for evening programme among 137 similar department programmes at state universities in the ranking based on base scores.

The application numbers in the statistics for the daytime and the evening programme were about 20 times (daytime) / 10 times (evening) higher than the available study places per year. Therefore, the Economics department addresses applicants with higher entrance exam scores than the average and who mostly live in Aegean Region of Turkey.

Graduates of the Economics department have employment opportunities in private companies as well as in public institutions following their graduation.

As for the private sector graduates can work in fields such as financial consulting, financial analysis, banking, auditing, and insurance. Graduates can also work in the public sector as income experts, tax inspectors, Central Bank specialists, auditors, and controllers.

⁵ OSYM stand for the Turkish Student Selection and Placement Center.

Furthermore, there are graduates who continue their academic career in a variety of universities.

Entrepreneurship is another skill that students gain during their education. The Economics department's entrepreneurship courses aim to assist students in establishing their own businesses. Some Ege University graduates are now starting their own businesses as entrepreneurs after graduating from the department of Economics.

52 % of the graduates can find work in large or medium-sized companies. Furthermore, 73% of the graduates can find work within a year of graduation. All of these data come from Presidency of The Republic of Turkey Human Resources Office.

Moreover, the department pursues the relevant information from the alumni and collects data from them regularly.

The content and application methods of the courses in the Economics department are in accordance with the HEI's overall strategic concept. The programme aims to keep up with national and international standards. This is in line with the objectives announced within the 2019-2023 Strategic Plan of the University.

Appraisal:

The ratio between applicants and available study places of on average more than 20 to 1 makes clear that the programme is attractive for many applicants and is competitive on the relevant education market.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3 Positioning of the study programme					
1.3.1 Positioning of the study programme in the educational market			X		
1.3.2 Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3 Positioning of the study programme within the HEI's overall strategic concept			X		

2. Admission

As already mentioned above, to be admitted to the Economics department, students must take the university entrance exam organized throughout the country by the Student Selection and Placement Centre (OSYM). This is required by Art. 45 of the Turkish Law on Higher Education. Students attend a related session according to their study field, which is settled during their secondary education (high school in Turkish Education System). These study fields are listed as Equally Weighted Fields (equal importance of natural and social sciences (EA), natural sciences weighted (SAY), social sciences weighted (SÖZ) and language (DIL)). After taking this exam, they are ranked according to their exam scores and the grade point average of the school they graduated from and placed in line with their preferences. The principles of placement are officially announced on the page of the YOK⁶ which is a central higher education authority in Turkey.

Following the candidate choices made after the higher education institutions exam organized by the SSPC (OSYM) every year across the country, the candidates who choose the department are ranked from the highest to the lowest score. The candidate placed with the highest score determines the ceiling score, whereas the candidate placed with the lowest score determines the base score. The first around one hundred candidates who choose Ege University Faculty of Economics and the Economics department in score ranking will be admitted as students of the department.

Prospective students can access information about academic, social and cultural opportunities offered by Ege University, faculties and vocational high schools, and opinions of academicians, students, and graduates via the University website or the website EgeTercih which is specifically prepared for prospective students by Ege University. It provides information for prospective students about scholarships, education, research activities, library facilities, laboratory infrastructure, career services, accommodation, nutrition, campus life, social, cultural, and sportive activities etc.

In addition, on this website students can access the description of the department including the information regarding academic staff and the curriculum, and the highest and lowest scores for the last placement. Also, the department offers periodic face-to-face information to prospective students about programme descriptions. Every year before the official selection, University Promotion Fairs are held on the University campus in order to present the departments to potential students. This activity is open to all high school students and their parents. Under pandemic conditions, in a similar way an online fair was organised for prospective students. In addition, international collaborations, student exchange programmes, scholarship opportunities and details of campus life are shared with prospective students.

The website YOKATLAS, prepared by the Turkish Higher Education Institutions, is another publicly accessible online source for future students. It aims to enable prospective students to

⁶ Turkish Council of Universities, based on the Law 2547 (1981). Its members are determined by the President, the Council of Ministers and by the Universities of Turkey, each to one third.

make more conscious choices while choosing their university and profession, since it includes various comparative information of about all the programmes in Turkey.

The information materials are available in the Turkish language only. For international students, there are offered official Turkish Guidelines about the entrance examination:⁷

Since more than 30 % of the courses in the Economics department are given in English, it is compulsory for students registered to take part in a preparatory language training in English for max. one year. The University's school of foreign languages gives this preparatory training. The majority of the students take this preparatory class. At the end of it they need to pass a comprehensive exam in order to assess their foreign language level. If not, then preparatory education needs to be repeated. Those students who present a foreign language proficiency certificate recognized by the University and YOK such as IELTS 5.5 or Cambridge FCE or who are entitled to take the preparatory exam and pass it are not obliged to take this preparatory education.

Foreign language courses are given in the first year of the curriculum so that students can learn a subject oriented English. Moreover, students can make constant progress with their English language skills with the help of several lectures being held in English.

Every year, YOK releases a booklet that includes university base scores and quotas to guide the prospective students. The Student Selection and Placement Center (OSYM) publishes a guide for any relevant information to candidates and other interested parties. Moreover, it clarifies the application procedure to the entry exam online.

The prospective students' details are transferred to the related units (such as Student Affairs Office) and students must prove their ID and present other relevant documents announced in university web page in registration. So, the department does not take part in newcomers' selection and registration as the whole process is regulated and controlled by OSYM.

Since OSYM is responsible for all selection and placement procedures, all announcements and explanations related to these procedures are made by the same institution. Also, there is a foreign students' exam for candidates from other countries. If they pass they can get access to the University and to the study programme.

Appraisal:

As the admission procedure is regulated and conducted by the state the University can only select the generally admitted applicants. Insofar the admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

Within the frame of the national regulations the University has installed digital information tools as well as possibilities for face-to-face information and advice to applicants. They can directly turn to a student counselling service, for clarification of specific questions, of personal

⁷ https://yos.ege.edu.tr/wp-content/uploads/2022/02/EGEYOS_2022_EN_20.02.2022.pdf

aptitude, of career perspectives. Personal dialogue between applicants and the HEI is provided within defined office hours, by telephone and via e-mail.

As the digital information tools are available in Turkish only the panel **recommends** the University publishing sufficient information on admission criteria for potential foreign applicants also in English.

A selection procedure does not take place because the University has to admit quasi automatically 100 applicants for the daytime programme and around 103 applicants for the evening programme of those who choose Ege University based on their scores.

The admission requirements (required language proficiency level, required result in a concrete language test or preparatory language courses) ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)					X
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

3. Contents, structure and didactical concept of the programme

3.1 Contents

The Economics programme has a duration of four years excluding the English Preparatory Class. It has been designed to provide the fundamentals of contemporary Economics.

The University has defined the programme learning outcomes as follows:

1. Ability to identify basic economic concepts, economic actors, economic systems, theories, and methods and use them in various contexts.
2. Ability to present basic policy recommendation on economic issues.
3. Ability to apply mathematical, statistical and econometric analyses tools on economic issues.
4. Ability to evaluate economic and social events from a historical perspective and formulate alternative policies.
5. Ability to analyse economic growth, sustainable development and productivity issues at a basic level and evaluate them with different perspectives.
6. Ability to identify roles of innovation, creativity, entrepreneurship and technology within a dynamic global economy and evaluate these with a critical perspective.
7. Ability to analyse national and international indicators and events and the ability to synthesize economic knowledge and methods.
8. Ability to identify management, accounting and law concepts and use these in work life.
9. Ability to prepare projects, act independently, take initiative, follow an international literature and display creativity.
10. Ability to communicate verbally and in writing with colleagues, solve problems and use information technologies in native language and at least on foreign language.
11. Ability to engage in intra disciplinary and inter disciplinary teamwork.
12. Becoming a rational individual conscious of Professional and ethical responsibilities and take science as a lifelong guide.
13. Display useful skills for employment opportunities and work environment.

The curriculum has been developed based on the above-mentioned programme objectives. It is applied to both the daytime and the evening programme. Each course of the curriculum is presented with weekly contents, learning outcomes, and required workload.

Curriculum of the Economics programme

Title of Module / Course Unit Compulsory or elective	Credit Points per Semester							Workload			Teaching method
	1.	2.	3.	4.	5.	6.	7.	8.	Hours in class	Hours selfstudy	i.e. lecture course, seminar
Semester 1	30										
Introduction to Microeconomics	6								42	130	L
Mathematics I	5								42	95	L
Introduction to Business	3								42	38	L
Sociology	4								42	74	L
Basic Principles of Law	4								42	68	L
Turkish Language I	2								28	32	L
Principles of Atatürk and Recent Turkish History I	2								28	30	L
Foreign Language I	2								42	100	L
Career Planning	2								42	10	L
Total									350	577	
Semester 2		30									
Introduction to Macroeconomics		6							42	112	L
Mathematics II		5							42	97	L
Computer Course		4							42	31	L
Research Methods in Social Sciences		4							42	68	L
Economy, Society and Civilisation		5							42	88	L
Turkish Language II		2							28	32	L
Principles of Atatürk and Recent Turkish History II		2							28	32	L
Foreign Language II		2							42	100	L
Total									308	560	
Semester 3			30								
Microeconomic Analysis I			5						42	145	L
Macroeconomic Analysis I			5						42	145	L
Statistics I			5						42	88	L
Linear Algebra			5						42	160	L
Accounting I			5						42	88	L
Diplomatic History			5						42	80	L
Total									252	706	
Semester 4				30							
Microeconomic Analysis II				5					42	97	L
Macroeconomic Analysis II				5					42	135	L

Statistics II				5				42	88	L
Mathematical Economics				5				42	47	L
Accounting II				5				42	88	L
History of Economic Thought				5				42	98	L
Total								252	553	
Semester 5				30						
Econometrics I				4				42	71	L
International Economics I				4				42	66	L
Monetary Theory and Policy				4				42	76	L
Departmental Elective Course				5				(42)		
Departmental Elective Course				5				(42)		
Departmental Elective Course				5				(42)		
University Elective Course				3				(28)		
Total								(280)		
Semester 6				30						
Econometrics II					4			42	83	L
International Economics II					4			42	78	L
Public Finance					4			42	80	L
Departmental Elective Course					5			(42)		
Departmental Elective Course					5			(42)		
Departmental Elective Course					5			(42)		
University Elective Course					3			(28)		
Total								(280)		
Semester 7				30						
Turkish Economy						5		42	27	L
Term Project I						5		42	134	L
Economic Growth						5		42	145	L
Departmental Elective Course						5		(42)		
Departmental Elective Course						5		(42)		
Departmental Elective Course						5		(42)		
Total								(252)		
Semester 8				30						
Economic Development						5		42	34	L
Term Project II						5		42	134	L
Economic Policy						5		42	98	L
Departmental Elective Course						5		(42)		

Departmental Elective Course								5	(42)		
Departmental Elective Course								5	(42)		
Total									(252)		
TOTAL	30	30	30	30	30	30	30	30	2.236⁸	3.422⁹	

Changing on a yearly basis the curriculum involves elective courses offered by the department for the 5th, 6th, 7th, and 8th semesters that students can select from. Additionally, at 5th and 6th semesters the students can choose elective courses offered by other faculties and departments. For example, in 2021-2022 the University offered as elective courses for students in their third / fourth year of study the following courses:

Economics Elective Courses 2021-2022 Fall (3rd and 4th-year students)

Course	for ... year students
Agricultural Economics	3
Information Economics	3
State and Economy	3
Public Economics	3
Energy Economics and Policies	3
Tourism Economics	3
Internship	3 and 4
University Elective Pool*	3
Bank Management	4
Creative Economics	4
Industrial Organization	4
Financial Stability	4
Turkish Tax System	4
Urban Economics	4
Retailing II	4

*Selection from Ege University elective pool will be active as of 2022-2023.

4th year students should select six elective courses, 3rd year students should choose eight elective courses including two elective courses from the Ege University Electives Pool.

In this content, basic economic concepts, economic actors, economic systems, theories, and methods are defined. Students are trained in policy analysis as well as in mathematical, statistical, and econometric analysis. The opportunity to interpret economic developments in a historical perspective is provided, and prominent issues such as economic growth and sustainable development are discussed in the compulsory and elective courses. Moreover, the courses include analysis of national and international developments, and these analyses are reinforced with incoming foreign students.

⁸ The contact hours of elective courses are estimated.

⁹ The self-study hours do not include the elective courses.

The programme adopts the name “Economics”, referring to the comprehensive nature of economics as a social science. The programme can address the broad spectrum of issues implied by the nature of economy as a social science. It covers consumer behaviour, firm behaviour, macroeconomic issues such as growth, inflation, and unemployment as well as gender related issues. It also deals with natural resources or social security system design.

Students are encouraged to use voluntary internships which normally last around one month and is done in vacation. Interns obtain opportunities to contact professionals, to identify industry-specific problems and solutions, and to familiarize with perspectives from other disciplines. There is an Internship Commission in the Faculty that provides guidance for students who choose to apply for internship. During the online conference students expressed the wish to prolong the internship because one month would be too short.

The Economics programme aims to provide students with a solid theoretical background and to support this with econometric and statistical data analysis in practice. To facilitate this, the programme includes introductory level statistics courses at the second year. The econometrics courses (Econometrics 1 and Econometrics 2) in the third year aim to improve the students’ technical skills with practical projects. At their fourth year, students are required to undertake an independent research project on their own within a project course (Term Project 1 and Term Project 2). For this, students are required to identify a research question, conduct relevant literature review, identify data to answer their question and undertake the necessary analysis to answer that question to the best of their abilities. The project study concludes with a written project report and an oral presentation of the project.

Economics as a social science has an interdisciplinary nature. In addition to its theoretical constructs, it relies heavily on history and sociology. Therefore, the programme includes sociology and history-related courses. Year one has “Sociology” and “Economy, Society and Civilisation” courses. Year two has “Diplomatic History” and “History of Economic Thought” courses. The interdisciplinary diversity of the programme can further be exemplified by the portfolio of offered elective courses.

The elective course structure enables the students to take courses from other departments. “Logistics Management” and “Current Issues in Marketing” are two examples of elective courses that are offered by the Business Administration department. “Contemporary Political Thought” and “Political Sociology” are examples of elective courses that are offered by the International Relations department

As far as ethics is concerned, scientific and professional ethics are taught to students through various discussions conducted in a series of courses and through homework and studies. Students can learn about scientific and professional ethics, especially through courses on Research Methods in Social Sciences, Term Project I and II, social and economic history, law, environment and gender issues. Ethical issues regarding scientific research and publications in HEI’s were regulated by the YOK¹⁰ in Turkey. All students are obliged to follow the principles defined in the “Higher Education Institutions Student Discipline Regulation”.

The programme aims to provide a research perspective and emphasises the methodological competences for research. It offers courses that provide relevant learning outcomes such as

¹⁰ YOK stands for Council of Higher Education

"Research Methods in Social Sciences", "Linear Algebra", "Statistics I, II" and "Econometrics I, II".

Students can learn how a scientific research is done by personally conducting various scientific research activities under the supervision of the professors. In addition, students present their research results and convert them into scientific texts. Thus, each student personally applies and adapts various scientific methods by using the Ege University Directorate of Library and Documentation Databases and the licensed software programmes provided by the university.

Students are required to take a mid-term examination and/or complete other assigned projects/homework during the semester and, additionally, are required to take a final examination and/or complete a final project for course evaluation. This includes a variety of oral and written test formats such as essays, and multiple-choice questions. It also requires solving scientific questions and problems.

All exams are prepared on the basis of learning outcomes. In this context, exams are measured with course evaluation forms submitted at the end of the semester. The compatibility of each question in the exam with the learning outcomes is indicated in the course evaluation forms. In the evaluation of the term project course, the proposal, the full text and the project presentations of the students are taken into consideration. Term Project I and II are evaluated based on previously published and coherently applied criteria, rules, and procedures. In addition, an excel scoring system determined by the department chair is also used. In this way, it is ensured that an equal application is realized in the assessment of all students. In addition, term projects are scanned in the plagiarism programme and the similarity rate is taken into account in the student's grade.

Dates of midterm examinations are announced by the department in the first month of the semester. In addition to midterm examinations and other work, students are required to take a final course examination. Forty percent of the midterm grade and sixty percent of the final exam grade add up to the overall passing grade. Students must attend classes, practices and examinations which is followed by the Instructor of the course. The study programme does not require a final thesis.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The panel welcomes that Ege University defined learning outcomes for the study programme and that the contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The list of elective courses out of which students can choose adequate courses for their respective semester (compulsory electives) enable them to acquire additional competences and skills.

The panel is convinced that degree and programme name correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. The panel noticed that the students can also train themselves by digitally simulating a business

with a special software. The panel recommends the University as far as possible prolonging the internship so that students can gather practical experience more intensively.

There is evidence that the programme qualifies for interdisciplinary thinking. Students become acquainted with diverse areas and subjects which qualifies and prepares them for an occupation requiring trans- or interdisciplinary knowledge.

Already during their first semesters students' questions of ethics and social responsibility are appropriately communicated.

In some courses of the programme students can directly acquire methodological competences and are enabled to do scientific work on the required level.

The panel notes that students have to pass semester related exams only. Forty percent of the midterm grade and sixty percent of the final exam grade add up to the overall passing grade. The curriculum does not include a final thesis at the end of the programme. Against this background the panel is convinced that all exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The concrete test items are particularly suitable for ascertaining the defined learning outcomes. They also examine the students' ability to deeply reflect on scientific problems and to apply scientific methods. Students are given feedback which is linked to advice on the learning process.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)		X			

3.2 Structure

Projected study time	4 years
Number of Credit Points (CP)	240 ECTS credits

Workload per CP	30 hours per ECTS credit
Number of modules/courses	55 courses
Time required for processing the final thesis and awarded CP	A final thesis is not required.
Number of contact hours	2.236 (estimate)

Based on Art. 44 of the “Higher Education Law of Turkey” and of the “Ege University Education and Training Regulation” the Bachelor programme lasts four years and has to be finished by the student within max. seven years. The academic year consists of two semesters (spring and fall). Each semester lasts 16 weeks, including mid-term and end of semester exams. The programme consists of 55 courses out of which 41 are compulsory and 14 are elective courses. Students collect ECTS credits for every compulsory and elective course according to its workload. This also includes the voluntary internship (3 credits). According to the regulations, the Faculties prepare and present their internship principles for approval in the Senate. The Faculty Internship Commission provides guidance for students who choose to apply for an internship.

Workload calculation and contribution are calculated based on the characteristics of each course. This ensures that each course is prepared with ECTS credits per course based on the necessary student workload. As a result, the courses have different credit numbers.

As a general issue least one year before the annual education year starts, the University declares the academic calendar¹¹. After the first week of the academic term students can change their course if they would like to. So this defined week depends on the academic calendar.

Both daytime and evening programmes have identical curricula in terms of names, contents, lecturers, objectives and language of instruction of the courses. The curriculum offers only compulsory courses in the first and second years. In the third and fourth years there are also elective courses that students will choose based on their interests in addition to compulsory courses. The variety of elective courses and the freedom to take classes from other departments allow students to develop their knowledge and skills in fields of interest while also effectively and consciously preparing themselves for both business and academic life. In addition to active roles in the public and private sectors, as well as international markets and institutions, the graduates can pursue an academic career by enrolling in graduate and doctoral programmes.

Courses in the first and the second year of study are dedicated to different segments of management but also cover key business topics. After completing the essential courses for the first four semesters, students can take elective courses according to the fields they want to specialise. Successfully completing all courses of the programme (equivalent to a total of 240 ECTS) and having a grade point average of at least 2.00 out of 4.00 are the qualification requirements for graduation. As already mentioned, students do not pass a final exam at the end of the study programme.

¹¹ Official English site: https://ege.edu.tr/eng-57/academic_calendar.html

As mentioned above¹², Ege University has the directive called “Measurement and Evaluation Principles” which regulates the principles regarding the education and examinations conducted in faculties, colleges and vocational schools affiliated to Ege University. In particular, the directive covers mid-term and final exams (taken at the end of the semester or year) and includes conditions for make-up exams and the situation of students in need. But especially information on success rates based on the ECTS User’s Guide (2015) is lacking.

In addition to the regulations above, principles for assessment and evaluation during pandemic were issued by the Council of Higher Education and followed by the universities in Turkey. In this document, online procedures were described along with precautions that help to prevent problems while ensuring the continuity in education.

Based on a state regulation the University has binding regulations for the recognition of prior learning as well of degrees and parts of studies, which have been completed by a Ege Directive for Exchange programmes. The regulations are in accordance with the European Lisbon Recognition Convention.

The study time is projected in the “Workload” section in the curriculum. The activities that involve reading, Internet-research, practice, homework preparation, and individual studies for exams are calculated in accordance with the assessment methods and criteria. Moreover, the total duration of the tasks is aligned to match the credits. The study time involves attending the lectures, project preparations, preparations for the midterm and final exams.

All courses are described in syllabi that contain inter alia information about course content, number of credits, learning outcomes and acquired skills, recommended literature and the types of assessment. However, different from the curriculum in the syllabi that are based on the FIBAA template details are lacking such as methods and duration of examination and precise descriptions of teaching and learning methods.

Exit Surveys are filled in voluntarily by fourth year students at the end of their last semester, where they are asked how they study for their courses during their undergraduate degree. The answers show that students are satisfied with the social conditions and opportunities offered by the department. However, they emphasized the inadequacy of the physical conditions and technological infrastructure of the department, the small number of elective courses, the education based on memorization, and the inadequacy of foreign language education. Students suggest improving preparatory education, using methods such as presentations and discussions in lectures, increasing the number and variety of elective courses. The department takes these opinions seriously and has increased the number of elective courses that are offered.

The cohort analysis gives clues about the feasibility of the study programme. According to this analysis the majority of the students take the one-year English Language preparatory class causing an average duration of study of around five years. Moreover, it became clear that the dropout rate has increased recently. In order to talk about this, the department of Economics organises meetings with students and faculty.

¹² See chapter 3.1.

In addition, students who cannot attend the exam periods due to the following reasons are admitted to a make-up exam:

- Students who have medical report,
- Students who have recently lost their relatives,
- Students affected by natural disasters,
- Students assigned to represent Turkey or/and the University in social, cultural and sports activities.

Students who benefit from those rights take the make-up exams within three weeks after the midterm and final exams.

The departments offer a summer school (7-8 weeks) which is an optional paid education period for students who want to retake weak courses, who fail their courses during the year, or for students who want to take forthcoming courses in advance to graduate early.

Statistical data on the student gender structure of the previous years show that on average about half of the students enrolled in the programme are female.

The University has a Barrier-Free Ege Unit that was founded in 2008 with the goal of identifying and eliminating hurdles that disabled students confront during their higher education careers, as well as creating an "accessible campus". Therefore, disabled students at the University have a barrier-free access to all relevant buildings and rooms. The three-floor Faculty building has an elevator that is followed by a ramp for the use of disabled individuals.

For visually disabled students, there is a unit inside the Ege University Library titled "Disability-Free Library" where these students could log in and ask for support in terms of reading materials. This system provides their life-long assistance on reading materials. When a visually disabled student needs a reading material to be converted to OCR, that particular student could log in to the system and make a request for the material to be converted to audio book format or OCR readable format. When the process is completed, the students could download this material from the system. For the examination process of visually disabled students, upon their request, the exams are mostly conducted on their computer with braille. For students in wheelchairs, the physical facilitations of the building are provided by the administration. In addition, the design of the classrooms is changed for the wheelchair to fit.

There is a specific unit called "Ege University Gender Equality Support And Sexual Harassment Prevention Committee" affiliated to Ege University Rectorate that serves gender equality. The purpose of this institution is to investigate abuses against women within the university and to conduct disciplinary regulations when necessary.

Appraisal:

The panel welcomes the structure of the Bachelor programme. It supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course on the basis of

the necessary student workload. Practical components are designed and integrated in such a way that CP can be acquired. This includes the possibility of an internship in terms of an elective course.

The panel notes that the University generally provides students with syllabi for each course so that they can get information about course requirements. However, these course descriptions are incomplete with regard to the information recommended in the ECTS User's Guide 2015 ("Course Catalogue", p. 57). Information about methods and duration of examination and precise descriptions of teaching and learning methods is lacking. Therefore, the panel recommends the accreditation on **condition**:

- Ege University provides course descriptions that contain complete information recommended in the ECTS User's Guide 2015.

The panel welcomes that Ege University has legally binding study and exam regulations which contain necessary rules and procedures and take into account national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work – insofar intended – is also clearly defined. Also, the panel notes that successfully completing all courses of the programme (equivalent to a total of 240 ECTS) and having a grade point average of at least 2.00 out of 4.00 are the qualification requirements for graduation without a final exam with thesis.

However, the grade point average consisting of mid-term and final exams results that are replacing the examination at the end of the study programme does not show how the grading scale is actually used in the study programme, supplied with either a relative grade or an ECTS grading table. This would be important for transparency and mobility of students. The ECTS Users' Guide requires that grade distribution tables have to be developed in a standardised format as shown in the Guide. Therefore, the panel recommends the accreditation on **condition**:

- Ege University requires in the regulation for final exams to use a transparent grading table showing the percentage of each grade with respect to the total passing grades awarded (see chapter 4.3 in the ECTS Users' Guide 2015).

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

The panel welcomes that the department by means of exit surveys collects feedback from graduating students and takes the information seriously.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)				Condition	
3.2.2*	Study and exam regulations (Asterisk Criterion)				Condition	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

3.3 Didactical concept

As the panel learned during the online conference teachers use a variety of teaching methods: frontal lectures, work in smaller groups, independent work, e-learning, interview/discussion/debate, working with texts, case studies, role-plays, field work and others¹³. Ege University requires teaching methods to be in line with the objectives and competences of the specific course. Assignments may include group work with literature review and field research.

Teachers explain content, mode of work and assignments at the beginning of the course in class. Students are given a detailed description of the course, learning methods and assignments in the e-classroom. Short descriptions are published on the website and in the annual Student Guide which is revised yearly.

The teaching is oriented at student-centred learning. Students are encouraged to take an active role in the learning process; for instance, in courses they make presentations on topics of the course syllabus (updated each year based on the developments in the business field) and prepare a report on that topic.

Students are equipped with the basic economic concepts first, then with the basic theories and methods in the lectures to be able to make economic analysis. In addition to that different economic (theoretical) approaches (such as new-classical approach and post-Keynesian approach) to the economic problems are taught in further courses (such as economic policy and comparative macroeconomics) to improve the students' understanding of the economic problems, the various theoretical approaches about them and differences between the theories and the policy implications of those approaches. In this way, students can achieve the ability to identify economic problems, to deal with decision-making processes and economic policies and make comments about them. In these courses historical economic problems (such as

¹³ However, this information is lacking in the syllabi, see above chapter 3.2.

economic crises) are studied as case studies. So that students gain the ability to prescribe economic policies, for instance during a slump.

Theories taught are supported by mathematical courses. For instance, in mathematical economics course students learn how to implement mathematical techniques to an economic theory or problem. Also, economic analysis methods and abilities of the students are improved by teaching econometric technics (Econometrics I and Econometrics II course) and other methods (such as input – output analysis and introduction to game theory courses). Also, acquiring theoretical knowledge and the ability of using mathematical techniques in economics are supported by elective courses. They are designed to increase the students' intellectual capacity regarding different perspectives in economics (economic, social, cultural, and environmental) by using various techniques according to structure of the course.

Especially for the core courses (such as microeconomic and macroeconomic analysis courses, international economics I-II) there is at least one research assistant who is responsible for tutorial lectures. They are given several times in a term. These tutorials are aimed to increase the students' understanding about basic concepts, theories and problem-solving.

Besides the Term Project courses, interactive learning methods are integrated into other courses such as Entrepreneurship and Innovation. During the course, students learn how to develop a business model and at the end of the course students are able to develop a business plan own your own.

All courses in the study programme of daytime and evening education are listed in the University's student information package website where the process of how the course is conducted is explained in detail. Inside the Ege University Information Package , the syllabus of each course is accessible for everyone who wants to obtain information, not exclusively for students. The course materials can vary from required reading materials, such as books, book chapters, articles, to additional reading materials or to movies, short videos and web-sites which includes information on each week's topic.

With the pandemic in 2020, an online platform named EgeDers was introduced. It is based on Moodle. All course materials are uploaded to this platform. Students have access to these materials anytime. They can also upload their homework. Moreover, the platform offers modules for announcements and fora. The platform provides user-friendly interface that is accessible through both desktop and mobile platforms. Also, the instructors using this platform have the opportunity to share digital course materials that are prepared in online platforms. Moreover, the platform is developed and maintained in-house, and a user guide is occasionally updated for effective use of the system.

Guest lecturers are invited to contribute with their demonstrations, presentations, and experiences from particular industries and organisations. Experts from different fields are invited to give lectures to undergraduate students, particularly in elective courses that focus on a specific qualification fields, such as the Turkish banking system, banking applications, bank administration, entrepreneurship, and innovation.

Each student has an academic consultant until the graduation. The consultants review the courses the students have chosen before each semester and guide them if necessary. Regular

meetings with students are organized. Students might voluntarily fill in evaluation forms, where they evaluate the quality of the consultancy service they received throughout each semester. The consultancy services include guiding students towards solving their problems, informing students about the facilities provided by the university, and organising regular office hours. Students are welcome in office hours for consulting about their problems in both courses and personal issues. Before the pandemic, the department asked for weekly scheduled office hours for each semester. Since the emergence of the COVID-19 pandemic, consultants organise meetings with students via online channels including Microsoft Teams and EgeDers. Therefore, students can be up-to-date with the course and stay connected with the instructors via these platforms.

Appraisal:

The panel welcomes the didactical concept of the study programme, which is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. The panel welcomes that the University has established a learning platform for faculty and students which enables them to teach and to learn with more flexibility.

However, the panel recommends the department keeping the list of recommended reading for students up to date as far as it is mentioned in the syllabi. For several courses, there would be new literature available as well as exist actual editions of the relevant books.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work. Moreover, students can gather practical experience in companies.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors			X		

3.4 Internationality

The Turkish Council of Higher Education (YOK) has published a list consisting of 20 Turkish pilot universities that are most suitable for the realisation of internationalisation strategies in the field of higher education, among them is Ege University.

The contents of undergraduate programmes of daytime and evening education are completely identical and the developments in the international area are taken into account. In this context, the curricula of the world's leading economics departments are regularly reviewed. The departmental advisory board also has suggestions in this context. Suggestions on this subject are also taken from graduate surveys.

In this context, international content is created and can be found in the core courses such as “International Economics I – II , Economic Growth , Economic Development ” besides elective courses such as “International Finance, Tourism Economics, Economics of European Union and Turkey Relations, Economics of the European Union, The role of International Institutions in Economic Development, Transition Economics and Turkey, International Economic Institutions, International Trade”.

As shown in the statistics¹⁴ the number of foreign students has substantially increased in the 2020 Academic year. According to Ege¹⁵, the University stands out for a significant high number of exchange students and staff through the Erasmus+ Programme among Turkish universities. Within the scope of Erasmus+, the department has bilateral agreements with 18 universities regarding student/ teaching staff mobility in 11 different countries (Germany, France, Czech Republic, Greece, Slovakia, Italy, Spain, Portugal, Romania, Bulgaria and Lithuania). The students’ mobility in the Economics programme is described as follows.

Erasmus+ Mobility Statistics (2017-2020)

Erasmus+ Mobility Statistics			
	2017-2018	2018-2019	2019-2020
Incoming Students	8	6	2
Outgoing Students	40	35	25

Also, Ege University is taking part in the Turkish Mevlana Exchange Programme that was launched by YOK in 2014 - 2015 academic year. It aims at the exchange of students and academic staff between Turkish and foreign higher education institutions, other than the Erasmus+ Programme. Students may study abroad for one to two semesters and academic staff may lecture abroad between one week and three months. The Programme covers associate, Bachelor, Master, and PhD degrees of study programmes. The department of Economics takes part in this programme and welcomes students and academic staff from all over the world.

¹⁴ See above the statistics in chapter Information.

¹⁵ See SER p. 29.

Other than Exchange Programmes, Ege University and the department of Economics are part of the Turkish scholarship programme Turkiye Scholarships for foreign students. It not only provides financial support but also ensures university placements for students in their intended programme. Apart from university education, it is aimed to provide students with the benefits of social, cultural, and academic extra- curricular programmes and activities while they are in Turkey. The department of Economics has welcomed students from other countries.

As far as the internationality of faculty is concerned, due to the Turkish employment system for academics¹⁶ the department has no full-time foreigner faculty members. However, all faculty members have international academic and professional experiences in some ways. Several members of the Economics department have their master and/or PhD degree obtained from universities abroad. Others did post-doc studies and / or research abroad.

Students are obliged to take Foreign Language I and Foreign Language II courses (mainly English). Foreign sources are also at the forefront in the use of course material. Even if the language of instruction is Turkish, examples from international literature are used in many lessons.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Also, students are offered language courses for different languages such as French, German, Portuguese and Russian. However, the University did not sufficiently explain in which way students become enabled to act in an intercultural environment. Therefore the panel recommends improving intercultural aspects in the relevant courses.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented. The panel welcomes that students can use the opportunity to go abroad based on exchange programmes, especially with the programmes Erasmus + and Mevlana. However, the panel also has the impression that Ege University should try to acquire more students from abroad in order to strengthen the international composition of the students body.

The faculty members gathered international academic and professional experience. Several teachers have completed their education abroad. Moreover, some members of the academic staff do research abroad with various scholarships and they benefit from the Erasmus + teaching mobility programme. Although this can promote the acquisition of international competences and skills the panel recommends the University intensifying the international orientation of the academic staff.

About 30 % of the courses are offered in English and students should take a preparatory class for training the English language if needed. This enables them to read the required materials in English. It also corresponds with the qualification objectives of the study programme.

¹⁶ Regulated by the central HEIs authority (YOK).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The curriculum of the Economics department offers opportunities for the students' improvement of multidisciplinary competences and skills. These include in particular the elective courses, also those from other faculties and the preparation of individual and group projects and presentations, homework and case studies.

There is a list of common elective courses, including the elective courses from all departments. Students can choose an elective course from these lists. The economics students can apply the "Migros Retailing School". The 4th year students elected for the programme will have the opportunity to take "retailing courses" and work part-time at Migros stores in both the first and second semesters of the academic year where they can find experience and knowledge together in a multidisciplinary work environment.

Class discussions, group reports, individual and/or group presentations are the main forms of public speaking used in lectures aiming to improve the students' communication and public speaking skills. Especially, the obligatory Term Project I and II courses in 7th and 8th semesters enable the students to analyse the current economic issues they have identified and to present the analysis results in both written and oral form. The oral presentation composes a part of the final grade. Besides, there are elective courses where the size of the class is relatively small to create a more welcoming environment for encouraging speaking in public

During their first semester, students are offered a Career Planning course¹⁷, which includes topics such as basic communication skills, soft skills, body language, preparation of CVs, and effective interview techniques. The course also helps students to discover their abilities and personal competencies.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further

¹⁷ See also chapter Information above.

multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

The programme objectives, study plans, and course contents are reviewed by considering the qualifications needed by the public and private sectors. To make these arrangements, regular meetings are held with both the internal and external stakeholders. The Economics department considers the feedbacks from faculty, alumni, senior students and the Advisory Board and seeks to intensify links to the business life. Moreover, based on these feedbacks the department concluded agreements with companies in order to equip the students with required skills, enlarge their vision and business network before the graduation. Through cooperation with business and industry¹⁸, it is aimed that the students of the Economics department will have the chance to do practical work (part-time) in their professional field while studying. Later on, they may have the opportunity to get fully employed by the company in full-time management positions.

Some courses invite guest lecturers from the private and public sector and / or organise trips to institutions. Thus, students are asked to establish the connection between theory and practice.

The department of economics also attaches importance to the issue of entrepreneurship. In this context, courses on entrepreneurship in the department aim to support students in establishing their own businesses. People started their own business as a graduate of Economics.

Appraisal:

The promotion of employability – through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its courses.

Moreover, the panel welcomes that the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations.

¹⁸ See below chapter 4.3.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)		X			

4. Academic environment and framework conditions

4.1 Faculty

The Economics department has 25 full-time faculty members as follows: eleven members are Professors, two members are Associate Professors, five members are Assistant Professors, four members are Research Assistants with PhD degree and remaining three are Research Assistants as PhD students.

Moreover, the department assigned assistants for each course to assist the faculty members. They are in close contact with the students who may reach them via e-mail, phone or in person.

The department has explained that the teaching capacity available covers all courses, also taking into account the subject specialisations that are necessary for the courses. Most of the courses are given by the faculty staff, some are given by the academic staff of other faculties.(for example Turkish Language and Atatürk's Principles and History of Turkish Revolution courses). If specific requirements are needed it is possible to hire academic staff from other universities or experts from the public or private sectors.

For the recruitment of faculty members the criteria are set by YOK and Ege University. Academics have to apply to YOK to acquire the title of Associate Professor and later have to fulfil the additional criteria of Ege University, which significantly exceeds YOK's criteria. Among others, this refers to the quality of scientific publications and the results of research projects. For other positions, the department is bound to Ege University Appointment and Promotion criteria which is officially announced and updated.

The Regulation on Academic Incentive Allowance (AIA) put into force in 2015 by YOK serves as an additional established procedure to promote academic qualification and excellence. This mechanism is revised and updated regularly in accordance with the strategic aims of YOK and provides financial support for scientific studies in order to encourage the faculty members to be productive. Academics submit their portfolio, with the number and quality of publications, the number of citations, completed projects, and received funding. If they are successful they are awarded monthly financial support. Despite the lack of statistical numbers, about one third of the faculty members are rewarded AIA each year.

During their PhD education, lecturers have to take courses on pedagogical subjects such as Development and Learning and Planning and Assessment in Education. At the end of the Planning and Assessment in Education course the graduate students will be able to comprehend importance planning and evaluating in instruction, prepare instructional activities in relevant field, prepare exam compliance with the rules in relevant field and have willingness to Planning and Evaluating in Instruction. Furthermore they have taken courses such as Specialisation Field and Seminar Courses which improves their didactic capabilities.

Members of the academic staff have gathered practical business experiences. Some of them have worked in the private sector and some others gained this experience by doing internships

before starting to work. In addition, many academics take an active role in projects with the private sector and public institutions.

Meetings of faculty members are done regularly among divisions and departments. Within these meetings, the curriculum is reviewed, revised and updated, decisions are made such as deciding the lecturers for the courses.

In addition to their lecture hours, faculty members are required to set and announce two weekly office hours and communicate regularly with students for consultancy. Due to the pandemic, they are not able to meet with the students face-to-face; these meetings are now conducted online. The lecturers are in contact with the students via email and the online teaching platform EgeDers. Additionally, for their consultancy, lecturers may hold meetings over different channels such as Windows Teams, Zoom and Google Meets.

Each undergraduate student is assigned to an academic advisor to get questions answered about courses and academic life in general. The advisors hold meetings regularly with the students. Due to the pandemic, online advisor meetings are held by appointment. Faculty members are easily accessible to students via these online platforms and email.

Appraisal:

Even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. YOK and Ege University verify the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The qualifications of the faculty members are verified by means of an established procedure, also. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the modules/courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

The panel was impressed by the commitment that faculty members showed during the online conference when it comes to support for students. It became clear that student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. Moreover, The Faculty members are available for the students outside the specified office hours as well. The students are “fully content” with the support they receive.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty			X		
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended learning/distance learning programmes)					X

4.2 Programme management

The programme director who is at the same time Head of Department carries out administrative and academic affairs within the department to implement all necessary activities and coordinates the activities of every member involved in the programme and ensures that the programme runs smoothly. The programme director’s functions and tasks have been regulated by law¹⁹ and include the responsibility for the education and research of the department at all levels.

The programme director presides over the departmental boards, reports the needs of the department to the Dean's Office and provides coordination between divisions. The programme director also ensures that education and training in the department is conducted regularly by determining the education-related problems, conducting the evaluation and quality improvement and ensuring the accreditation of the programmes affiliated to the department. The Head of Department is assisted by faculty members who hold the position of Assistant Department Head.

The administrative organisation of the study programme has been designed to support students and faculty members. The Faculty has sufficient professionally equipped

¹⁹ Turkish Law No. 2547.

administrative staff for each division of the administration. The flow of responsibility and tasks for all kind of processes are defined. The administrative organisation also supports students and faculty members with electronic services. EBYS²⁰ allows to manage all administrative procedures electronically. It also contains a support section constructed for helping students and university personal for any kind of administrative problems. Beside electronic support, student affairs office and department secretary are ready for supporting and advising students in their daily transactions and their future career plans with face-to-face consulting.

Feedback from students is received regarding the course performances and consultancies of the lecturers with the end of term questionnaire. These returns are considered in planning the new term. Graduate students are taking part in the decision process. Questionnaires are applied to graduates and these questionnaires ensure their involvement in the process. During the online conference, the panel learned from administrative staff that all members have access to further training and make use of it.

Appraisal:

The programme director who is at the same time the Head of Department coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The panel is convinced, that the administrative staff acts as a service provider for students and faculty.

The HEI offers the administrative staff opportunities for continuous professional development.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty		X			

4.3 Cooperation and partnerships

The department of Economics' primary goal in undergraduate education is to develop the students' qualification and skills and enhance the experience of staff. Oriented at this goal within the Erasmus+ programme the department has concluded agreements with 18

²⁰ An Electronic Knowledge Transfer System

universities in Bulgaria, Romania, Czech Republic, Germany, Spain, France, Lithuania, Portugal, Greece and Italy. The cooperation is aiming to provide students with new skills, strengthen their personal development, meet diverse cultures, gain a broad perspective at the academic level and increase employment opportunities. The Erasmus+ programme also supports staff mobility for training and teaching mobility for academic and administrative staff which is used by the department.

Every year, the department has incoming students from abroad. Approximately 25-35 students are going out to other universities. As part of teaching mobility, an average of one academic staff member per year goes abroad.

The Student Exchange Programme between Higher Education Institutions, which is called "Farabi Exchange Program" provides student exchange for one or two semesters at the same level and within the same subject. Under this programme, the department of Economics has agreements with other Turkish universities.

The goal of Ege University is to impart both practical and scholarly knowledge and expertise. In this regard, the University successfully strives for achieving a large network and cooperation with organisations in the business world. Migros is among the companies that the department has established long- term formal protocols with. The main purpose of the protocols that have been presented to the panel is to introduce students to the business world at an early stage. On both sides the partners have installed coordinators for the cooperation who regularly meet. Students' work in the relevant company will be evaluated.

Appraisal:

As the Ege University wants to attract more students and to improve the possibilities of mobility and student exchange it is important to cooperate with HEIs from abroad. The panel welcomes the endeavours of the University and the department of Economics insofar. The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

Moreover, the cooperation with business enterprises and other organisations is actively promoted by means of regular joint meetings of coordinators, in order to organise the involvement of students in the company. Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures

in terms of cooperation and evaluation they significantly contribute to the development of qualifications and skills.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			

4.4 Facilities and equipment

As the on-site visit had to be replaced by an online conference because of the Covid-19 pandemic Ege University made available to the panel photos of its building, rooms, and the library as well as a video and descriptions in the self-evaluation report thereof.

Networking infrastructure in Ege University is supported with Gigabit Ethernet technology. Each unit of the University is connected to the backbone with Gigabit connections, and this system provides uninterrupted service 24 hours a day, 365 days a year. The University can use a bandwidth of 200 MB/s. The University also provides wireless Internet connection accessible through the campus via the Eduroam service. Eduroam (EDUcation ROAMing) is a radius-based authentication infrastructure developed for users to easily connect to the internet in the institutions they visit as guests. Users of Eduroam member institutions can connect to the wireless network in another Eduroam member institution with their portable computers using their usernames and passwords. Eduroam has been adopted by colleges in 59 countries throughout the world. Via Eduroam all students can use the faculty building's free Wi-Fi by logging in with their student numbers, and there are no device restrictions.

The FEAS has 23 classrooms. There are three large and four small classrooms belonging to the Economics department. Moreover, the Faculty has a computer lab equipped with 30 computers. For disabled students, it has an elevator that travels to every floor, allowing them easy access to the classes and labs. Beside the computer lab, a system room is reserved for two servers: one for the Faculty Moodle System, and another for NETSIS ERP Software used for practice in the E-Business and Enterprise Resource Planning course. Furthermore, each classroom in the faculty building is supplied with computers and projectors.

Ege University Central Library uses technology effectively to provide direct support to education, training and research activities and all kinds of information and documents required by the students and the university staff. Upon the request, the library facilities can also be used by the public.

The library is open between 08.00-23.00 on weekdays and between 10.00-21.00 on weekends and during the exam periods, it serves 7/24. Under the Directorate of Library and Documentation, there are 36 staff who serve students directly.

For the first-year students, the library organises User Interface and Database training as a part of orientation programme annually. The purpose of this programme is to introduce the users with the library and information resources, and to ensure that users can access the right information in the fastest and safest way.

The University Library gives access to licensed databases and electronic versions of periodical publications (e.g. EMERALD, SAGE, ScienceDirect, Taylor & Francis Online Journals). It also provides access to electronic resources like online database trainings, databases, trial databases and free of charge e-publications. The Information and Communication Technologies Research and Application Centre (BiTAM) has set up a Proxy Server so that students and staff can have distant access to these services also.

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit the Ege's buildings. Instead, Ege University provided photos and descriptions of its premises and facilities. Based on these materials, the panel formed the view that a smooth running of programmes is ensured regarding the capacities for teaching, research, studies, and administration.

As far as the panel was able to get a realistic impression in terms of quantity, quality, media, and IT facilities and of the teaching rooms the infrastructure meets the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured and accessible during most of the day. The literature expressly required for the study programme is available in the library and also kept up to date. Access to relevant digital media is available from the students' home also. There is qualified library staff available to advise students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment				
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		X		
4.4.2*	Access to literature (Asterisk Criterion)		X		

4.4 Additional services

In the department, academic consultancy is provided to students under the supervision of a faculty member until they graduate. Consultants support students in solving their faculty related problems and guide them on their career paths.

The department provides the elective Vocational Training course for the students. To pass this course, students need to complete a 20-day practical training period (internship) and prepare an internship report. The Internship Commission evaluates the students' report.

Ege University Rectorate organises Career Days that bring human resources experts, company representatives and students together. Moreover, the Ege University Career Planning and Success Coordinatorship organises career planning activities throughout the University, provides online career consultancy services, and shares the link of the platform offered by the Presidency of the Republic of Turkey, which facilitates access to current job postings and events for Ege University students and graduates.

Ege University has an Alumni Relations Office, which conducts activities with the aim of developing an alumni network, strengthening its relations with its alumni, and ensuring the continuity of communication with them. All Ege University alumni may get an Alumni Card that aims to ensure the continuity for the alumni to benefit from the University's opportunities in their academic, personal, social, and professional development and to improve the social and cultural ties of alumni with the University.

The Alumni Relations Office has organised a series of events named "Our Deans Meet Our Alumni Abroad" throughout the university. The department organises "Alumni in Our Class" events for its undergraduate students, where its graduates from various fields share their professional experiences and knowledge with undergraduate students which can also have an impact on further developing the programme.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

In addition, career counselling and placement services are offered to the students and graduates on an individual basis. Such activities are planned on a long-time basis, performed

regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to the HEI-wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises at regular events.

An alumni organisation has been set up with the aim of developing an alumni network. Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient staff and resources are available for this purpose.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					
4.5.1 Career counselling and placement service		X			
4.5.2 Alumni Activities		X			

4.6 Financing of the study programme (Asterisk Criterion)

The YOK supervises the higher education system in Turkey. Ege University is a public university that receives its financial resources from the public budget.

Decisions on tuition fees at public universities are made and announced by the Presidential Decrees. Thus, tuition fees cannot be charged from formal education students who are continuing their education or who will start their education, except they could not graduate on time.

Appraisal:

As Ege University receives the necessary financial resources from the public budget the panel is convinced that the study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

5. Quality assurance and documentation

There are units at diverse levels to monitor quality assurance and development procedure of the department, and university in general.

The first one is The Higher Education Quality Council of Turkey (YOKAK) which was founded as part of the 'Higher Education Quality Assurance Regulation'. This public legal entity is aimed at evaluating the quality levels of HEI's education and research activities and administrative services in accordance with the national and international quality standards. It is a member of ENQA. Ege University, with all its departments and units, has undergone an inspection process by YOKAK. It is one of the 11 universities in Turkey that earned the right for inspection within the scope of corporate accreditation programme. The result of the inspection process was announced by the end of June 2021: Ege University was the first university that acquired a 5-year full-quality accreditation by YOKAK.

Secondly, Ege University provides central commissions: The Quality Commission and the Accreditation Support Commission consist of the university's faculty members who are specialized on quality and accreditation processes. These central units are in charge of supporting and monitoring accreditation and quality related commissions in different units of the university, including the Economics department, and also managing the quality assurance procedure of the University centrally. Self-assessments of the University are coordinated by this unit and self-assessment reports are available online. The members of these commissions meet regularly and share updated information about their departments. These bodies specialised in accreditation and quality help and lead the department in engaging with improving the educational, administrative and research quality. This Commission prepared publicly and online available guides such as an Institutional Accreditation Preparation Guide, a Quality Handout, Quality Handbook, and a Self-Assessment Report Preparation Guide.

The third unit in charge of quality assurance is the Accreditation and Quality Commission of FEAS which is a decentralized one compared to YOKAK and university's central commissions. This Commission includes faculty members from the departments and is responsible for all activities relevant to quality improvement and accreditation. The Commission holds regular weekly meetings which are announced institutionally via EBYS and takes decisions about the documentation of the educational and administrative process. The Faculty considers feedback from shareholders for the aim of understanding their expectations. In this regard it contacts the faculty members, students, administrative staff and alumni and applies a satisfaction survey and reports it to the departments.

The fourth unit for the quality assurance and monitoring the improvements is established within the department. Department Accreditation and Quality commission follow and implement the decisions taken in Accreditation and Quality commission of Faculty and Quality Commission and Accreditation Support Commission of the University.

In order to meet and keep up with the quality standards, the curriculum is continuously reviewed and revised with the feedback from faculty members, advisory board, and students'

surveys. Before the beginning of each semester, sub-departments hold meetings with their faculty members to discuss the courses they specialise on. These meetings are done in order to review, revise and update the curriculum in terms of learning needs and department capacity.

Discussion on curriculum is not limited to getting the feedback from the faculty members as the Economics department has an Advisory Board that consists of business professionals and provides regular feedback on the curriculum. The Board is being consulted for the question whether the courses are providing the link between the theory and practice of the business field. The surveys conducted with students and alumni stand for the other sources for understanding the needs and expectations about the curriculum. Following the feedback acquired from the surveys and Advisory Board, the department puts effort into providing platforms for students to engage more with the practical business life. Meetings with alumni, invitation of professionals as guest lecturers and also industry agreements are important activities held by the department in order to fulfil the expectation of students and the business life.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to provide input for the quality development process. The programme consists of a two-level evaluation process by the students, which aim to increase and assure the quality of every course and whole programme.

Firstly, each and every course is evaluated by the students with the survey at the end of the semester. The course evaluation form contains the questions about the evaluation of course content, the performance of course instructor and the overall quality of the course syllabus, meetings of programme, learning outcomes and the feasibility of the workload. Students are asked to complete these surveys on EBYS in order to be able to see their final grade of each course after completion.

In addition to this, the department asks students for exit surveys that evaluate the whole programme before the graduation. The exit survey includes a variety of questions such as overall satisfaction from the programme, weaknesses and strengths of the department, satisfaction with service provision, suggestions, future plans. Exit surveys are evaluated and reported to the Faculty Council and the results are discussed in related commissions to enhance the quality of the whole programme and modify the weak sides.

For the last few years, instructors have been preparing course evaluation forms; within these forms, instructors make self-evaluations on the course's programme and learning outcomes, and for possible improvements. The course evaluation process held by faculty has three steps. The first is the course reports prepared by instructors of each course at the end of each semester. This report contains course data, such as success rate, exam papers with the highest, lowest and the average score, exams' keys, and the evaluation of instructors' on students' scores, and plans for the future of the course.

The second step consists of the evaluation of course evaluation forms by the department's Accreditation and Quality Sub-Commission. Course evaluation forms filled in by the instructors are sent to this Commission consisting of several faculty members. The Commission prepares a report which includes feedback to instructors about their courses. According to these evaluations, all course syllabi are evaluated and expected to be renewed if needed.

The reports of each course coming from students and academic staff are evaluated and sent to the Accreditation and Quality Commission of the faculty. As the last step, the Commission evaluates all reports and data and gives decisions for assuring and increasing the quality of the programme by preparing the final report.

Together with all quality surveys and procedures within the faculty, the departments also consider feedback from alumni and third parties. Alumni Days are organised annually, which enhances the communication and cooperation among alumni and faculty staff. The alumni are asked to fill in an alumni evaluation survey biannually in order to receive their opinions. These surveys are reported as Alumni Survey Report and discussed in the departmental boards.

In addition to alumni evaluation, the programme has been evaluated and supervised by the third parties. The Advisory Board was constructed to link business life and the academy. Curriculum and syllabi might be modified and enhanced according to the advice discussed in the Board.

The feedback from the alumni and Advisory Board, besides the students, have pointed out common issues regarding the departments' programme. The prominent issues were about strengthening the link between the students and the business world, increasing the courses with practical aspects. In order to reflect the demands from these shareholders, the department increased the number of activities with alumni and other professionals in the business world.

The study programme and programme documentation are constantly updated and easily accessible for the interested parties in digital form at university websites. Ege University information on the Course Catalogue supplies all necessary information related with the university including programme descriptions. The Academic Calendar indicates in particular the registration week, the final exam period, and the semester durations of each faculty online. Anyone who is interested and has access to the internet can reach the academic calendar, the programme descriptions, the list of courses and the syllabi in detail. All the links that have open access to public information are updated regularly.

In addition to publicly accessible platforms, there exist other applications, as already described before: Ege Ders, Moodle and EDYS²¹, only accessible for students and faculty members.

Different from digital platforms, there exist periodic face-to-face activities for presenting programme descriptions to students. University Promotion Fairs are organised by the

²¹ See above especially chapters 3.3, 4.1, 4.2.

Directorate of Health, Culture and Sports held in university campus every year.²² Also, Ege University has a specific web page for the future students called Ege Tercih²³ and through this website, a wide range of information about Ege University and its units is publicly shared.

Ege University publishes current news and information on the main page of the website. Quantitative information about the number of graduate and undergraduate students, faculty members, library items and institutes are available online and can be reached through the main page of the website.

From official announcements, such as staff assignments or promotions, to the activities of student clubs, all events and news are announced at the Faculty website on a regular basis. Anyone, including students and faculty members, can reach and be informed about the activities in the faculty and the department by checking the faculty website regularly.

Social media tools are also used to communicate all events and announcements to the shareholders and the public. The Faculty has official Facebook, Instagram, Twitter, LinkedIn and Youtube accounts, and these accounts are updated regularly. In addition to the Faculty accounts, departments have their own social media accounts. Students and public can also follow the departmental activities and announcement on Instagram, Facebook and Twitter.

Quantitative data for the undergraduate programmes is announced centrally and publicly by YOK, beside all other departments of universities in Turkey. YOKATLAS provides detailed numerical analyses.

Appraisal:

The panel welcomes the quality assurance system that has been set up by Ege University for the central level as well as for the level of Faculty and department. The quality assurance and development procedures systematically and continuously monitor and develop the quality of the programme with respect to its contents, processes, and outcomes. The University takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students as well as quality control by faculty are carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

The panel welcomes that in the communication with alumni and the Advisory Board an external evaluation is conducted on a regular basis and in accordance with a prescribed procedure. Also, the outcomes are communicated and provide input for the quality development process.

²² See chapter 2.1.

²³ See also chapter 2.1.

The panel supports Ege's endeavours to intensify the communication with alumni and employers because this is in the students' interest (because of e.g. internships, employment).

The study programme's content, curriculum and examination scheme have been suitably documented and published. The panel welcomes that Ege University publishes this essential information also in English. It recommends widening the frame of information given in English.

The HEI regularly publishes current news and information – both quantitative and qualitative – about study programme, academic calendar, programme descriptions, the list of courses and course syllabi are presented in detail.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

Quality profile

HEI: Ege University, Turkey

Bachelor programme: Economics

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)					X
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)		X			
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)				Condition	

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)				Condition	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)		X			
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)		X			
4.5	Additional services					
4.5.1	Career counselling and placement service		X			
4.5.2	Alumni Activities		X			
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		